THREE OAKS SENIOR HIGH SCHOOL
COURSE DESCRIPTION HANDBOOK
2023-2024

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INTRODUCTION

Students entering or moving from grade to grade in high school have many important decisions to make when they are selecting their courses of study. Your course selection could determine which career options are available to you in the future. Therefore, we advise you to carefully read the following pages describing the education system currently in use at Three Oaks. In addition, you should consult your parent(s)/guardian(s), teachers, and counsellors for advice in selecting your courses. School approval of the courses selected is required before your timetable can be completed.

Three Oaks offers a variety of courses at each grade level. These courses are given at different levels of difficulty to meet the needs of each individual student. Courses that prepare students for university, technical college, trades training, or the workforce may be chosen. We urge you to choose courses at the highest level of difficulty you can handle to ensure that you will keep more career options open.

We believe a good high school program should include a basic education in English, Mathematics, Science, and Social Studies. **These subjects are recommended at each grade level.** In addition, elective courses are available and are designed to meet your other interests and to aid in your future career decisions.

CREDIT SYSTEM

Three Oaks operates on a credit system and your progress is measured by how many credits you successfully complete. The credit value is obtained in a course if a mark of 50% or more is achieved ***and attendance criteria and all other course requirements are met***. In most cases, one credit is earned for each full semester course that is successfully completed. You may register for a maximum of eight (8) credits during each school year.

SEMESTER SYSTEM

The school operates on a semester system where you take half of your courses in the first semester (September-January) and the other half in the second semester (February-June). An attempt is made to schedule your courses so that there is a balance each semester between the more and less demanding courses.

PROMOTION

Grade levels at Three Oaks are assigned each September as follows:

Grade 10 – You must be in your first year of senior high school or have obtained less than four full credits

Grade 11 – You must have obtained at least four and no more than eleven credits OR have not met graduation requirements for the current school year

Grade 12 – You must have a minimum of 12 credits and are eligible to graduate at the end of the current year (or you are a graduate)

Students may enroll in approved (***by Student Services***) correspondence courses. Proof of enrollment is to be given to ***Student Services*** upon registration. Correspondence courses must also be completed by May 15th for students to have their names included on the grad list. Students may also enroll in Distance Education courses through NBVLC. Approval for such courses must be given by the Administration.

All required work to meet course requirements must be submitted to the subject teacher by the last day of the final examination period. Promotion is by individual subject and students may be enrolled in courses at different grade levels. For example, students can be enrolled in grade 12-level English and grade 11-level Mathematics in the same semester.

If you have not earned credit in a course, this would mean you will have to do one of the following:

a) Repeat the course;
b) Take a course in the same subject at a lower level of difficulty;
c) Choose a course in another subject area if all graduation requirements have been met in that subject area.

You should realize that some courses are highly sequential; that is, each course builds directly on the knowledge and skills developed in previous courses. **Experience has shown that moving to the next grade level in these courses with a minimum pass mark of 50% is suspect in terms of chances for success, particularly if your achievement level has been declining.**

TYPES OF PROGRAMS

At Three Oaks, the following programming options are available:

1. **FULL-TIME STUDENT** – A student is considered to be full-time if they are enrolled in 8 credits in grade 10 or 11, and enrolled in 7 or 8 credits in grade 12
2. **PART-TIME STUDENT** – A student who is enrolled in less than 8 credits in grade 10 or 11, and enrolled in less than 7 credits in grade 12. Students that are part-time are permitted on school property only during their scheduled classes (ten minutes prior to the start of a class and ten minutes after the end of a class)
3. **THE FRENCH IMMERSION PROGRAM** – This program is designed for students who have completed the intermediate school French Immersion program. The main objectives of the French Immersion Program are:
    a) To enable students to pursue their education in either French or English,
    b) To develop skills for employment in which the working language is either French or English,
    c) To enable students to live in either French or English communities with linguistic and cultural ease.

To ensure the attainment of these objections, French Immersion students are required to enroll in two courses in French per year. Three Oaks offers the following options:

Grade 10 – French Immersion 421F and Canada in Today's World 421G (will satisfy Social Studies requirement)
Grade 11 – French Immersion 521F and Canadian Law 521F (will satisfy Social Studies requirement)
Grade 12 – French Immersion 621F and Sociology 621F (will satisfy Social Studies requirement)

French Immersion courses are also open to other students whose linguistic ability in French is deemed appropriate to the course. This decision will be made on an individual basis at the discretion of the school.

4. **COOPERATIVE WORK STUDY PROGRAM** – The Cooperative Work Study Program gives interested Grade 11 and 12 students an opportunity to obtain credits through courses that combine in-school and out-of-school learning situations. Cooperative Work Study is a program that integrates classroom theory with practical experience in the workplace. The program is based on a partnership between the school and business/industry or social agencies. In addition to providing work experience, the program can help students make decisions about their future careers and gain confidence in making the transition from secondary school to the world of work or post-secondary education. Students can earn up to eight (8) credits in the program, with only four (4) being recognized for graduation purposes. A wide range of work placements is possible. Assessment of the students will be determined by the employer and the supervising teacher and will be based on good working skills such as attendance, punctuality, attitude, quality of work, and workplace relationships. Entry to the program will be determined by the school in consultation with the Cooperation Education teacher. Students' past attendance and punctuality are factors considered for entry *(Contact school counsellors or teachers for more information.)*
5. **TOSH SUPPORTED STUDY PROGRAM** – This program supports students who may need extra assistance to be full participants in all aspects of school life. Students are provided with teacher support and guidance to complete their school year successfully. Students who have scheduling conflicts or struggle academically in the regular classroom may be candidates for the Supported Study Program. Entry to this program is determined by administration and staff, in consultation with parents/guardians and the student. Please contact a member of the Student Services Team for more information.

6. **CAREER AND TECHNICAL PROGRAM** – This program offers students an introduction to the trades in the areas of aerospace, welding, carpentry, and motor vehicle repair. Through a possible six credits in each program, students receive insight into future technical education programs and careers in the trades.
7. **PEER HELPING PROGRAM** – A student enrolled in peer helping will have the opportunity to earn credit while helping another student(s) meet challenges they are encountering in their curriculum. The Peer Helpers work with individual students or small groups and are closely supervised by the classroom teacher and/or advisory teacher. After being selected through a screening process, the successful applicants will be given a brief training program. This program will outline their responsibilities as well as present strategies and techniques which may help the Peer Helper in meeting the specific needs of their assigned student(s).
8. **INDEPENDENT STUDY COURSES** – The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and a community mentor, is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student's care, attention to detail, and overall pride in their work while requiring a considerable commitment of time, effort, and energy on the part of the student. Early planning is required for a student to enroll in this course. Independent Study Courses are developed cooperatively by the student and a supervising teacher, and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department of Education and Lifelong Learning before a student can begin the Independent Study Course. Independent study courses can be taken as a Grade 11 credit (ISC521A) or a Grade 12 credit (ISC621A). The Independent Study Course 521A/621A Curriculum Guide and application forms are available online: https://sites.google.com/cloud.edu.pe.ca/isc-curriculum-document-update/home
9. **ESSENTIAL SKILLS ACHIEVEMENT PATHWAY** – The Essential Skills Achievement Pathway (ESAP) graduation program is an opportunity for students to earn a high school diploma that prepares them for post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities, and interests while intentionally attaining the nine federally identified Skills for Success. Proficiency in these skills is demonstrated and evaluated through problems and project-based learning in the essential skills classroom, standard high school courses, community experiential learning, and workplace opportunities. The ESAP program prepares students for the current skills-based economy as well as future work, learning, and life. In this program, once students determine their career goals, they will select one of two post-graduation pathways: Workplace Entry or Post Secondary Education. Students take a mix of Essential Skills courses and standard high school courses. Students apply through the school counsellor's office. Students begin the program in the second semester of grade 10.

TYPES OF COURSES

Courses are offered at various levels of difficulty to better match the varying needs, interests, and ability levels of students. The following is the variety available at Three Oaks Senior High School:

A. **ADVANCED PLACEMENT** (*University Preparatory*) - The Advanced Placement Program is an academic high school program that consists of courses developed by Advanced Placement. Advanced Placement courses offer students an opportunity to study university-level courses; demonstrate their mastery of course material by taking an exam and, in some cases, gain a university credit. AP courses provide students with the opportunity to explore a subject in greater depth, make connections with larger concepts, develop analytical reasoning skills, and form disciplined study habits.

B. **ADVANCED** (*University Preparatory*) – Courses at this level will provide the student with a deeper and more intensive understanding of the subject area. Students choosing these courses will normally be those who have demonstrated a high degree of competency and interest in the subject area. These courses provide a high level of preparation for studies beyond high school.
C. **ACADEMIC** (*Post-Secondary Preparatory*) – Courses at this level provide the student with an in-depth understanding of the subject matter. Students choosing these courses will normally be those who have demonstrated the ability to cope with subjects requiring a studious approach. The content and method of instruction will require a high degree of student performance. Courses at this level are necessary for admission to programs at university and many programs at college. There are some academic courses that universities do not recognize for entrance into their school. Check with the university admissions office to make sure your courses meet admission requirements.
D. **GENERAL** – Courses at this level provide basic training and understanding in the subject area. Students choosing these courses are normally those who have experienced difficulty in coping with the more academic aspects of the subject area. The content and approach of these courses should provide a broad general understanding of the subject matter. Courses taken at this level will not prepare students for admission to university but ***may*** allow entry into ***some*** trade, technical training, and college programs.
E. **MODIFIED** – Courses at this level must be approved by Administration in consultation with the Resource teacher and the subject teacher. This requires an independent plan and signature from the parent/guardian, as the course code will change, indicating that the course has been modified on the student transcript.
F. **INTERVENTION** – Courses at this level will focus on essential literacy skills. Throughout the courses, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies *before, during,* and *after* reading. Students will examine the purpose, structure, and characteristics of texts, and will also refine their writing skills to construct a variety of texts. Speaking and listening is a foundational element of these courses where students will demonstrate effective communication skills. Students will also examine oral texts.
G. **OPEN** – Courses at this level are open to all students. Generally speaking, these are elective courses and are activity oriented. These courses are not acceptable as credits for admission to a university.

FULL-TIME STUDENTS AT THREE OAKS

Course Requirements

Our current system allows for a maximum course load of eight (8) credits at each grade level. As a **grade 10 student**, you **must** register in eight (8) credits which would include one credit each in English, Mathematics, Science, Social Studies, Career Explorations, and Physical Education, and two electives. Special permission may be given to moving PED401A or CEO401A to the grade 11 year. As a **grade 11 student**, you **must** register for eight (8) credits which would generally include at least one credit in English, Science, Social Studies, and Mathematics. As a **grade 12 student**, you must register for a minimum of seven (7) credits which must include a grade 12 level English (grade 12 Mathematics, Science, and Social Studies are recommended). As a **graduate of Three Oaks or any other high school**, decisions regarding registration will be made considering factors such as course availability and class size.

If you are registering for Science courses at the academic level, you should include at least one Biology, Chemistry, or Physics in your choice. If you plan to go on to university in the Science related areas, you are encouraged to take at least two credits in Biology, Chemistry, or Physics in both grades 11 and 12, based on your program of choice.

Graduation Requirements

Students who enter Three Oaks at the grade 10 level, or students who transfer from another PEI high school or from out of province (depending on the year of entry) must earn at least 20 credits, including 12 from the following subjects:

- Three (3) English credits, one of which must be a Grade 12 course (600 level)
- Two (2) Math Credits (post-secondary institutions may require three or more math credits)
- Two (2) Science credits
- Two (2) Social Studies credits, one of which must include Canadian content
- PED401A
- CEO401A
- One (1) credit identified as a creativity or innovation course or one (1) French language credit
- Five (5) credits must be grade 12 courses (600 or 800 level courses)

Course Coding System

Each unique course code is composed of seven characters, with a course title associated with it.
Example: MAT521A – Foundation of Mathematics 11

Subject Description	Grade	Category	Credit Value	Program Identifier The seventh character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding.
(3 characters) MAT	(1 character) 5	(1 character) 2	(1 character) 1	(1 character) A
e.g., **MAT** = mathematics **HIS** = history	**4** = Grade 10 **5** = Grade 11 **6** = Grade 12 **7** = Grade 10 or 11 **8** = Grade 11 or 12 **9** = Grade 10, 11, or 12	**0** = Open **1** = Enriched or Advanced **2** = Academic **3** = General **5** = Practical **6** = Modified **7** = Intervention	**1** = one credit **2** = two credits	**A to E, K** = English-language courses **F to J** = French Immersion courses **M to Q** = French-language courses **R** = Essential Skills Achievement Pathway courses **S =** AP and IB courses **T** = external credential courses **W to Z** = local program courses

Courses Available 2023-2024

Creativity & Innovation courses = Canadian content courses =

SUBJECT AREA	YEAR 1 – GRADE 10	YEAR 2 – GRADE 11	YEAR 3 – GRADE 12
ENGLISH	English 421A Writing 421A English 471 A/B/C	English 511X English 521A English 571A/B/C Creative Writing 521A	English 611X English 621A English 671A/B/C
EAL	English as an Additional Language 701A/B/C/D		
MATHEMATICS	Math 421A Math 421K	Math 521A Math 521B	Calculus 611B Math 621A Math 621B
		Math 521K Applied Mathematics 801A	
SCIENCE	Science 421A Science 431A	Chemistry 521A Biology 521A Physics 521A	Chemistry 621A Biology 621A Physics 621A Environmental Science 621A
		Agriscience 801A Human Biology 801A	
	Applied Science 701A		
SOCIAL STUDIES	Ancient & Medieval History 421A Civics & Citizenship 421A Canadian Studies 401A	Canadian Law 521A 20th Century World History 521A Global Studies 521A Canadian Law 531A	Economics 621A Global Issues 621A Global Issues 631A
		Canadian History 621A Political Studies 621A History of Rock & Roll 801A (also a music credit)	
ART	Art 401A	Art 501A	Art 601A Art 621A
BUSINESS EDUCATION/ COMMUNICATION & INFORMATION TECHNOLOGY		Introductory Computer Studies 521A	Computer Studies 621A Accounting Principles 621A
	The World of Business 701A Applied Digital Communications 701A		
		Accounting 801A	
CAREER & TECHNOLOGY STUDIES APPRENTICESHIP	Design Technology 701A Foods & Nutrition 421A Dramatic Arts 701A Aircraft Maintenance 802X/Y		
	Career Explorations & Opportunities 401A Career & Technical Education 701A	Carpentry 701A, 801A/B/C/D/E Automotive Tech 701A, 801A/B/C/D/E Welding 701A, 801A/B/C/D/E Dramatic Arts 801A, 621A Creative Multimedia 801A Robotics 801A Culinary 801B	

		Transitions 602X	
SUBJECT AREA	YEAR 1 – GRADE 10	YEAR 2 – GRADE 11	YEAR 3 – GRADE 12
COOPERATIVE EDUCATION		Cooperative Education 502A	Cooperative Education 602A
FRENCH	French 421A	French 521A	French 621A
FRENCH IMMERSION	French 421F Canada in Today's World 421G	French 521F Canadian Law 521F	French 621F Sociology 621F
MUSIC	Instrumental Music 421A Popular Music Performance 421K	Instrumental Music 521A Popular Music Performance 521K	Instrumental Music 621A Popular Music Performance 621K
		History of Rock & Roll 801A (also a social studies credit)	
PHYSICAL EDUCATION	Physical Education 401A (Wellness/Fitness)	Physical Education 801A Leadership 621A	
PSYCHOLOGY		Psychology 621X (preference given to grade 12 students)	
PEER HELPING		Peer Helping 501A	Peer Helping 601A

COURSE SELECTION

You are about to make some very important decisions. Remember to follow these guidelines:

a) Get help from your subject teachers, homeroom teacher, and school counsellor;
b) Discuss your course selection with your parents/guardians;
c) Meet with subject teachers during time made available for course information sharing;
d) Make sure you know the level of course for which you qualify;
e) Keep future plans in mind as you select your courses and be sure to read page 11 entitled, "Summary of Entrance Requirements for Atlantic Post-secondary Institutions";
f) Choose at least one course in English, Mathematics, Science, and Social Studies each year;
g) Read the course descriptions carefully;
h) Grade 10 and 11 students choose 8 credits, grade 12 students choose at least 7 credits;
i) Remember to make any necessary changes in your course selection **prior to the end of this school year.** You must be prepared to attend the courses for which you register. **Student course changes will only be entertained if students are unsuccessful in a course, or if their future path has changed, and other courses are required for them to be successful**;
j) Grade 12 students – do not assume that you will be allowed to take a course in the second semester that you failed first semester or you wish to retake to obtain a higher mark.

REGISTRATION PROCEDURE

GRADE 10 students: A sample of the TOSH grade 10 registration form is on page 16. This form is to help you with planning only. All official course registration will be in myBlueprint.

- Grade 10 core courses are in the blocks under step 1.
- Elective courses available to grade 10 students are located under step 2.
- On the lower half of the form, space is provided for your current teachers' comments and recommendations, and for the approval and signatures of you and your parents/guardians.
- Enter the course code of your 8 selected courses and also in case a course is unavailable, enter a course you would change into the block "if not" and a course you would take into the block "then" (this is in step 3).

GRADE 11 & 12: A sample of the TOSH grade 11/12 registration form is on page 17. This form is to help you with planning only. All official course registration will be in myBlueprint. You should choose at least one course from each of the core subjects (English, Mathematics, Science, Social Studies), giving you a minimum of 4 credits. The remaining 4 credits are considered electives and can be chosen from any of the elective courses or from core courses that are not already selected.

GUIDELINES FOR REGISTERING THREE OAKS CURRENT GRADE 10 & 11

1. A student who has failed a subject has four choices when registering for the next school year:
    a) Repeat the same course,
    b) Discontinue study in the subject if it is not compulsory,
    c) Choose a similar course at the same grade but at a lesser level of difficulty,
    d) Choose a similar course at the next grade but at a lesser level of difficulty.
2. Registration will be updated in June if a student passes a course they were failing.
3. Current grade 10 students who obtain four or more credits will become grade 11 students. All current grade 11 students who are eligible to graduate in June of next year will become grade 12 students. Those who have at least four credits and are NOT eligible to graduate in June of next year are grade 11 students.
4. Students are encouraged to register for one course in English Mathematics, Science, and Social Studies. Students registering for Grades 10 & 11 must register for 8 credits. Students registering for Grade 12 must register for 7 or 8 credits. Students in their 4th year at Three Oaks should speak with Student Services or Administration.
5. Universities require five core academic subjects (middle digit of 1 or 2). Students who are eligible to register for advanced courses are encouraged to do so. Students are advised to refer to page 12 in the handbook for advice in selecting the proper academic courses. Additional academic courses (beyond the 5 required for admission) will be to the student's advantage.

COURSE CHANGES

The courses that you register for are those you must be prepared to take! We have found that in the past, students were not taking this **process seriously** and just chose courses for fun. **Student course changes will only be entertained if students are unsuccessful in a course, or if their future path has changed, and other courses are required for them to be successful.** Please keep the following things in mind if you are thinking about requesting a course change:

a) You are encouraged to discuss the proposed change with the subject teacher of the course you wish to discontinue and your parent(s)/guardian(s).
b) Complete the course change Google form on the TOSH website.
c) Continue to **follow your original schedule until you are notified by email about the status of your request.** You will receive a new schedule **IF** the change is approved by Administration or Student Services.
d) You may not change to a course that is full or that would leave other courses unbalanced.
e) Courses that are discontinued one calendar month after the start of the semester will be indicated as discontinued on your transcript.
f) Courses cannot be discontinued once the final assessment period in the semester has begun.

ACADEMIC AWARDS

Each fall, awards are given out to recognize the academic achievements of grade 11 and 12 students for their previous year's work. Certificates are given to students who obtained the highest mark in each grade 10 and 11 courses offered in that school year. Certificates are also given to each student who attains Honours.

To obtain Honours at Three Oaks for grade 10 or 11, a student must have taken 8 courses from TOSH during each of the respective years; the average of all 8 courses must be a minimum of 80% and must have no mark less than

70%. The students earning the top ten averages also receive special recognition. The top ten in grades 10 and 11 will be calculated based on 8 courses.

SPECIFIC INFORMATION FOR GRADE 12 STUDENTS

Credit Recovery

If graduation requirements are not met due to failing one or two courses, a request to "make up" the unsatisfactory work via a supplemental assessment can be made according to the following guidelines:

1. Supplemental is limited to a maximum of two courses per year and is only permitted if the mark is 45% or higher.
2. The nature of the make up (exam, project, etc.) is to be decided by the subject teacher.
3. Supplementals for semester 1 courses must be requested and arranged within the first week of semester 2 and completed by the end of February of the current school year.
4. Supplementals for semester 2 courses must be arranged at the end of semester 2 and completed by the end of August.
5. The highest yearly mark that may be obtained in a subject through the credit recovery process is 50%.

Student Ranking for University Scholarships

Each year, after first semester, all members of the graduating class who have an average of 85% or higher are ranked. The ranking is based on the Governor General's Medal criteria. Ranking is sent only to the school requested by the student.

Prizes, Trophies & Awards

Any student eligible to graduate is automatically considered for the prizes, trophies, and awards for which they qualify. Most scholarships and bursaries require an application. Students who previously graduated are not eligible for such awards. The following is a general description of the various prizes, trophies, and awards presented at graduation, and the criteria for selection.

a) **Governor General's Medal** – This award is based upon criteria issued by the Government of Canada. It is given to the student in the graduating class with the highest average in all 500, 600, 700 & 800-level courses, regardless of the grade during which the course is attempted. Each student may have a different number of courses used for their average.

b) Prizes for High Standing –
   a. **Academic Level and Above** – Ten prizes for high academic standing will be presented to students meeting the following criteria:
      i. Must have been enrolled as a full-time student in grades 11 and 12
      ii. Must have achieved success in 12 courses (at or above the grade 11 or 12 Academic levels) in their grade 11 and 12 years
      iii. Marks considered will include grade 11 and 12 English marks plus the 10 highest marks in 10 other courses (at or above the grade 11 or grade 12 Academic level) in their grade 11 or 12 years
   b. **General** – Five prizes for high academic standing will be presented to students meeting the following criteria:
      i. Must be enrolled as a full-time student in grades 11 and 12 at Three Oaks
      ii. Must have achieved success in English and/or Math
      iii. Marks considered will include a grade 12 English mark plus the highest marks in five other courses (any level) in their grade 11 or 12 years

c) **Subject Prizes** – There will be at least one prize for each grade 12 course offered at our school. The winner of each will be the graduate having the highest mark.

d) **Other Academic Prizes** – A variety of other prizes and awards are given to students who excel academically. Information on these can be found in Student Services.

e) **Honour Diploma** – To be recognized as an honour graduate, a student must successfully complete the Provincial Graduation Requirements, and achieve an aggregate of 480 in six (6) grade 12 courses (600 and 800 level), one of which is English, and have no mark lower than 70% in the six (6) grade 12 courses included in the aggregate calculation

f) **Scholarships and Bursaries –** Post-secondary institutions and local organizations sponsor these. In each case, students must apply to be considered. Local scholarship/bursary information will be made available to grade 12 students through the Student Services Google Classroom. Scholarship information from post-secondary institutions is included on their websites.

g) **Extracurricular Awards** – Only a few such awards are presented at graduation as most are given out at the Awards Assembly, Band Banquet, and Athletic Banquet, all of which occur just prior to graduation. These awards are selected by the staff.

SUMMARY OF ENTRANCE REQUIREMENTS FOR ATLANTIC CANADIAN POST-SECONDARY INSTITUTIONS

Please read carefully prior to selecting courses

Entrance requirements for post-secondary institutions are at the discretion of the institution. Graduation from high school does not guarantee admission to a post-secondary institution. Students who are considering some form of study beyond high school should carefully review post-secondary admission requirements and consult with their admissions offices to determine what courses to choose during high school in order to be eligible for the post-secondary institution of choice.

Most Atlantic Canadian universities require a minimum of five (5) grade 12 (621 or 611) academic courses for admission with a minimum average of 70%. We recommend students pursuing university studies take six (6) or more (621 or 611) academic courses during their high school years. For some programs with limited enrollment, a higher average is required. Students who plan to pursue studies in Science fields should include at least two (2) sciences (typically Chemistry and at least one of Physics and/or Biology, based on your program of choice). For some of these programs, it is to your advantage to take all three (3) Science courses. Contact the post-secondary institution(s) of your choice for further details. Students who plan to pursue studies in Engineering, Science, or Mathematics related areas beyond high school are advised to select Pre-Calculus/Calculus Mathematics in grades 11 and 12. Note that in some cases, Foundations Mathematics will meet admission guidelines but students may then be required to study Calculus for their programs. It is important to look ahead to see if Physics will be required to enter a program or in later years during university study. Although grade 12 Math is not required for all university programs, note that it is often recommended and may be a pre-requisite for some courses even in Bachelor or Arts fields of study.

Students are responsible for ensuring that their courses meet the entrance requirements for the various post-secondary institutions. Students are encouraged to make use of **Student Services** in order to help them in their decision-making process. Some technical schools will accept students graduating with ***General*** level courses, but many will not. Students are advised to check well in advance as to what educational opportunities are being eliminated if they transfer from ***Academic*** to ***General*** courses.

For some ***Holland College*** programs, the admission requirement will read, "Grade 12* or equivalent with credits at or above the general level." To be eligible for admission, students must have earned credit for ENG671C or higher. Note that ENG671A will not meet the admission requirement. Also, meeting admission requirements does not guarantee admission as their programs are competitive entry.

Each student must accept the responsibility of selecting appropriate courses in high school to allow them to follow the post-secondary studies of their choice. ***Remember, the courses you select now will have a strong influence on the education opportunities available to you beyond high school.*** Please make your decisions with care!

STUDENT SERVICES

Two school counsellors are available to help students in three main areas: personal, educational, and vocational counselling. Each counsellor may meet with students individually to discuss personal issues, school progress, post-secondary plans, course selection, and other issues. Assistance is also available by way of class presentations and group sessions dealing with topics of interest.

Other services offered by the Student Services Department are the following:

a) Orientation for incoming students
b) Assisting students and parents in course registration
c) Liaison with Post-secondary institutions
d) Organizing Career Day and other career-related activities
e) Maintaining a resource centre with education and career information where students can gain information helpful in planning their future
f) Scholarship, student loan, and bursary information
g) Assisting students with study skills
h) Referrals to Student Assistance Programs, Community Mental Health, Student Well-Being Teams, and other local agencies.

These services are available to students, parents, and teachers during regular school hours, and students are encouraged to take advantage of the service provided.

LIBRARY

Students are encouraged to make use of the many and varied resources available including newspapers, books, periodicals, and online databases. Please visit the Library between the hours of 8:30 am to 3:45 pm from Monday to Friday. Library staff members will be happy to assist with locating materials. Items not available at our centre can often be obtained through interlibrary loans. It is hoped that students will find the Learning Centre a pleasant and relaxing area for recreational reading as well as a useful area for studying and accessing information.

THREE OAKS TECHNOLOGY

Three Oaks promotes the integration of technology into the curriculum. Google Classroom, myBlueprint, class blogs, computer-assisted learning packages, and a growing number of other software packages available in the school are being incorporated into curriculum delivery by the Three Oaks staff.

Each student at Three Oaks has access to an account on the student computer network with access to email, the internet, Resource Centre search databases, as well as other computer-assisted learning programs. Applications including word processing, spreadsheet, database, desktop publishing, person/business finance, virtual reality, and presentation software are readily available to our students. Students are given access to these resources by signing an ***Acceptable Use Policy Agreement Form.*** If they are under the age of eighteen, a parent/guardian must sign the form before access can be assigned to the student. At Three Oaks, unrestricted computer network access is considered a privilege to be retained through compliance with the terms of the ***Acceptable Use Policy.***

Enrollment in computer and ADC classes provides the student with an understanding of the technology and the skills required to use technological tools effectively in their coursework. At Three Oaks, students are encouraged to use and further develop their technology-related skills. You do not have to be enrolled in computer courses in order to have access to specific software packages. Please feel free to discuss your specific need with your teachers or with the school's Site Technical Contact.

ACADEMY DIPLOMA PROGRAM

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

Participating in an ADP enables students to:

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

Marine Science ADP allows students to explore careers in a variety of related fields, including oceanography, aquaculture, marine biology and ecology, SCUBA and commercial diving, marine vessel engineering, navigation, etc. It also encourages students to make links between marine science and their other subject areas through contextualized learning activities. The program includes a variety of experiences, including tours, guest lecturers, hands-on research activities, industry-recognized certifications, and opportunities for educational travel. Please see Mr. Chris Higginbotham for more information.

Aviation Career ADP is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector (aviation) while meeting the requirements for graduation and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. This Career Academy enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments (including an aviation Co-Op placement) and helps them focus on graduation and on pursuing post-secondary goals which may include the aviation industry. Please see Mr. Donnie Gallant for more information.

COURSE REGISTRATION PLANNING

Name:	
CEO401A	Social Studies (2) 1 Canadian content required
PED401A	1.
	2.
Creativity or Innovation	
1.	Grade 12 Credits (5)
	1.
English (3)	2.
1.	3.
2.	4.
3.	5.
Math (2)	Electives
1.	1.
2.	2.
	3.
Science (2)	4.
1.	5.
2.	6.
	7.
	Total Credits:

The number in parenthesis indicates the number of courses for each area required for graduation purposes. Graduation requires students to earn a minimum of 20 courses including the indicated required courses.

GENERAL GUIDELINES FOR CHANGING COURSE LEVELS

A student who attains a mark of 50% in a subject will be permitted to take the same subject at the next grade and at the same level (academic, general, etc.). Please note that there are several courses that highly recommend a minimum of 60% or higher. These prerequisites indicate that previous success in this area is essential to future success in a higher-level course. However, students who have not attained an average of 50% may register according to the following general guidelines (subject to school approval):

1. A student who has a mark below **35%** in a subject may **NOT** take the same subject at a lower level in a higher grade.
2. A student who has a mark of **35%** to **49%** in a subject may request to take the same subject at a lower level in a higher grade. **This does not apply to English courses.**

EXAMPLE: Ancient History 421A, a mark of 42% - student may be permitted to take Canadian Law 531A. However, the student would not get credit for Ancient History 421A.

3. A student who wishes to choose an academic course at the grade 10 level after successful completion of a general course may request to do so provided they have:
    a) an average of **80%** or more at the general level or,
    b) school permission.
4. Level changes require approval from the subject teacher.
5. There are special cases where exceptions will be made. Please contact Student Services if this applies.

Three Oaks Senior High School
Grade 10 Registration Form 2023-2024

Name: _____ **(Please Print)** **Telephone:** _____

SUMMERSIDE INTERMEDIATE ❑ **MISCOUCHE CONSOLIDATED** ❑ **ATHENA CONSOLIDATED** ❑

STEP 1 – CHOOSE THE APPROPRIATE COURSES FROM THE BLOCKS BELOW

English	**Code**	**Mathematics**	**Code**	**Social Studies**	**Code**
English 421A English 471A English 471C	ENG421A ENG471A ENG471C	Math 421A Math 421K	MAT421A MAT421K	Ancient & Medieval History 421A Canadian Studies 401A Civics & Citizenship 421A	HIS421A CAS401A CIV421A
Science	**Code**	**French Immersion**	**Code**	**Requires meeting between T.O.S.H. and Intermediate School to discuss possible Transition Action Plan or Alternate Educational Placement.** ☐	
Science 421A Science 431A Applied Science 701A	SCI421A SCI431A SCI701A	History 421G French 421F	HIS421G FRE421F		

STEP 2 - CHOOSE ELECTIVES TO MAKE UP A TOTAL OF EIGHT COURSES

Electives	**Code**	**Electives**	**Code**
Writing 421A	WRT421A	Design Technology 701A	DES701A
The World of Business 701A	BUS701A	Foods and Nutrition 421A	FDS421A
Visual Arts 401A	ART401A	Applied Digital Communications 701A	ADC701A
French Core 421A	FRE421A	Career and Technical Education 701A	CTE701A
Music Instrumental 421A	MUS421A	Aircraft Maintenance Introduction 802X	AAR802X/Y
Popular Music Performance 421K	MUS421K	Dramatic Arts 701A	DRA701A
Physical Education 401A (Fitness)) 1 Required**	PED401AF	English as an Additional Language 701A	EAL701A
Physical Education 401A (Wellness) 1 Required**	PED401A	English as an Additional Language 701B	EAL701B
*Career Exploration & Opportunity 401A * Required**	CEO401A	English as an Additional Language 701C	EAL701C
		English as an Additional Language 701D	EAL701D

Recommendations for placement in the core subjects at Three Oaks Senior High by current subject teacher.

ENGLISH

_____

SOCIAL STUDIES

_____

MATH

_____

SCIENCE

PARENTS WHO WISH TO DISCUSS REGISTRATION CONCERNS, PLEASE CONTACT THREE OAKS SENIOR HIGH.

Student Signature _____ **Parent/Guardian Signature** _____

School Signature _____ **Date** _____

STEP 3 – PLACE THE COURSE CODE OF THE COURSES SELECTED IN THE BOXES BELOW. BE SURE TO COMPLETE THE" IF NOT - THEN" BOXES

	CEO401A						

IF NOT	**THEN**

Special registration requests can be made via the Google form found on the TOSH website (https://threeoaks.edu.pe.ca/)

Three Oaks Senior High School
Grade 11-12 Course Registration Form 2023-2024

ENGLISH		Physics 621A	PHY621A	Psychology 621X	PSY621X
English 421A	ENG421A	Environmental Science 621A	ENV621A	Hospitality & Tourism 801A	HOS801A
Writing 421A	WRT421A	**SOCIAL STUDIES**		Career Explorations & Opportunities 401A	CEO401A
English 471A/B	ENG471A/B	Canada in Today's World 421G (F.I.)	HIS421G	Transitions 602X	TRA602X
English 471C	ENG471C	Ancient & Medieval History 421A	HIS421A	Dramatic Arts 701A	DRA701A
Writing 521A	WRT521A	Civics & Citizenship 421A	CIV421A	Dramatic Arts 801A	DRA801A
Advanced English 511X	ENG511X	Canadian Studies 401A	CAS401A	Dramatic Arts 621A	DRA621A
English 521A	ENG521A	20th Century World History 521A	HIS521A	Instrumental Music 421A	MUS421A
English 571A/B	ENG571A/B	Global Studies 521A	GEO521A	Instrumental Music 521A	MUS521A
English 571C	ENG571C	Canadian Law 521F (F.I.)	LAW521F	Instrumental Music 621A	MUS621A
English 621A	ENG621A	Canadian Law 521A	LAW521A	Popular Music Performance 421K	MUS421K
English 671A	ENG671A	Canadian Law 531A	LAW531A	Popular Music Performance 521K	MUS521K
English 671C	ENG671C	Canadian History 621A	HIS621A	Popular Music Performance 621K	MUS621K
Advanced English 611X	ENG611X	Economics 621A	ECO621A	History of Rock and Roll 801A	MUH801A
English as an Additional Language 701A	EAL701A	Global Issues 621A	GEO621A	Physical Education 401A (Wellness)	PED401A
English as an Additional Language 701B	EAL701B	The Individual in Society 621F (F.I.)	SOC621F	Physical Education 401A (Fitness)	PED401AF
English as an Additional Language 701C	EAL701C	Political Studies 621A	POL621A	Physical Education 801A (Physical Literacy)	PED801A
English as an Additional Language 701D	EAL701D	Global Issues 631A	GEO631A	Physical Education 801A (Fitness)	PED801AF
MATHEMATICS		**ELECTIVES**		Leadership 621A	LED621A
Math 421A	MAT421A	The World of Business 701A	BUS701A	Foods and Nutrition 421A	FDS421A
Math 421K	MAT421K	Accounting Principles 621A	ACC621A	Culinary 801B	CUL801B
Math 521A	MAT521A	Accounting 801A	ACC801A	Introductory Computer Studies 521A	CMP521A
Math 521B	MAT521B	Visual Arts 401A	ART401A	Computer Studies 621A	CMP621A
Math 521K	MAT521K	Visual Arts 501A	ART501A	Applied Digital Communications 701A	ADC701A
Math 621A	MAT621A	Visual Arts 601A	ART601A	Design Technology 701A	DES701A
Math 621B	MAT621B	Visual Arts 621A	ART621A	Creative Multimedia 801A	CMM801A
Calculus 611B	MAT611B	Cooperative Education 502A	CWS502A	Robotics 801A	ROB801A
Applied Mathematics 801A	MAT801A	Cooperative Education 602A	CWS602A	Career & Technical Education 701A	CTE701A
SCIENCE		French Immersion 421F (F.I.)	FRE421F	Carpentry 701A & 801A	CAR701A/ 801A
Science 421A	SCI421A	French Immersion 521F (F.I.)	FRE521F	Carpentry 801B & 801C	CAR801B/C
Science 431A	SCI431A	French Immersion 621F (F.I.)	FRE621F	Carpentry 801D & 801E	CAR801C/D
Applied Science 701A	SCI701A	French Core 421A	FRE421A	Automotive 701A & 801A	AUT701A/ 801A
Chemistry 521A	CHM521A	French Core 521A	FRE521A	Automotive 801B & 801C	AUT801B/C
Chemistry 621A	CHM621A	French Core 621A	FRE621A	Welding 701A & 801A	WEL701A/ 801A
Biology 521A	BIO521A	Peer Helping 501A (Instructor Approval)	PHP501A	Welding 801B & 801C	WEL801B/C
Biology 621A	BIO621A	Peer Helping 601A (Instructor Approval)	PHP601A	Welding 801D & 801E (Instructor Approval)	WEL801D/E
Human Biology 801A	BIO801A	Resource 401 (Instructor Approval)	RES401A	Aircraft Maintenance 802X (Part 1)	AAR802X
Agriscience 801A	AGS801A	Resource 501 (Instructor Approval)	RES501A		
Physics 521A	PHY521A	Resource 601 (Instructor Approval)	RES601A	Study Period (Grade 12 Only)	STUDYA

Please Note: Choose courses carefully. Grade 11 students must choose 8 credits to be considered full-time. Grade 12 students must choose either 8 credits or 7 credits and a study period to be considered full-time. Remember, the final digit in the course number indicates the number of periods and credits for the course. For example, CWS60**2**A is a 2-credit course and lasts 2 periods, but BUS701A is a 1-credit course and lasts 1 period.

Clearly print the codes of your 7-8 selections below. If you select a 2-credit course write the number twice.

You must complete the section below. Your registration will not be entered unless it is completed.

IF NOT	**THEN**

_____ **(Student Signature)** _____ **(HR)**

_____ **(Parents' Signature**

COURSE DESCRIPTIONS

This section of the handbook contains a description of each of the courses offered at Three Oaks as per the Program of Studies for Prince Edward Island. This description includes an outline of the content covered as well as credit value, level of difficulty, and prerequisite courses required. Prerequisite courses mean those courses that must be successfully completed before the course in question is taken. Only with special agreement may a course be taken without the prerequisite.

ENGLISH PROGRAMS

ART PROGRAM

ART401A – Visual Arts

This introductory course provides a study of basic art skills such as drawing, painting, printmaking, and creating three-dimensional forms. There is a strong emphasis on the elements of art, basic colour theory, and drawing skill development. Students will learn to put their artmaking into a context of art history from prehistoric and Indigenous cultures from around the world to Greek and Roman times. As well, students will learn to critically view and articulate about visual images they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. This course is a recommended prerequisite for ART501A.

ART501A – Visual Arts

This course builds upon the knowledge, skills, ideas, and experiences introduced in ART401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design, and spatial understanding. Students will learn to critically view using the appropriate vocabulary to examine the art and artists of Indigenous culture and the Renaissance to the Impressionist time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis.

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

ART601A – Visual Arts

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view an artwork using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements of various cultures, and apply this knowledge to their artwork. Students will select and describe three pieces of artwork that represent their growth in a year-end exhibition. The ART601A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

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

ART621A – Visual Arts

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural

awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual personal statement/message. Students will critically view a comparative study of two artworks using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements in various cultures, and apply this knowledge to their artwork and writings. In the first half of the semester, students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to research for an inquiry-based project. Students are expected to present their research in both visual and written form. In the second half of the semester, students are expected to create a community-based project that develops a close relationship between investigation and a purposeful, creative process in their artwork and writings. The community-based project will encourage students to understand themselves and their relationship to each other and the wider community. Both the inquiry-based project and the community-based project encourage a respect for cultural and aesthetic differences, and promote creative thinking and problem solving.

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

The ART621A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing.
Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge)

DRAMA PROGRAM

DRA701A - Dramatic Arts

DRA701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Students will analyze, experience, and perform scripts through the study of movement and speech. Students will be required to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. DRA701A is the foundation for all future course work in drama and theatre.
This course is a recommended prerequisite for DRA801A and DRA621A.

DRA801A - Dramatic Arts

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

DRA621A - Dramatic Arts

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

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

MUSIC PROGRAM

Instrumental Music Performance

MUS421A – Instrumental Music

Music 421A will refine and build upon musical concepts, skills, and knowledge from the Grade 9 instrumental music program. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, and composition/improvisation. This course is a prerequisite for Music 521A.

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

MUS521A – Instrumental Music

Music 521A will refine and build upon musical concepts, skills, and knowledge from MUS421A.. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, and composition/improvisation. This course is a prerequisite for Music 621A.

Prerequisite: Music 421A or permission from the teacher (based on musical level)

MUS621A – Instrumental Music

Music 621A will refine and build upon musical concepts, skills, and knowledge from MUS521A.. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, and composition/improvisation.

Prerequisite: Music 521A or permission from the teacher (based on musical level)

Popular Music Performance

MUS421K – Popular Music Performance

An opportunity for learners to put their own musical interests to work! Popular music performance is a learner-driven class that could be made up of small groups or individuals working towards goals they have designed while also learning the skills needed to thrive in a professional music scene. A wide variety of musical styles and ensembles are possible. In MUS421K, there is a strong focus on essential musical skills and knowledge, including overall concepts and personalized skills/techniques, and professionalism. There is also great emphasis placed on working through the creative process.

Prerequisites: Intermediate StoMP (Styles of Musical Performance) program or permission from the teacher based on skill and knowledge

MUS521K – Popular Music Performance

An opportunity for learners to put their own musical interests to work! Popular music performance is a learner-driven class that could be made up of small groups or individuals working towards goals they have designed while also learning the skills needed to thrive in a professional music scene. A wide variety of musical styles and ensembles are possible. In MUS521K, there is a strong focus on building upon the essential musical skills and knowledge from 421, and utilizing these in a variety of ways to both advance the student's personal musical goals and broaden their skill set in other genres and performance situations.

Prerequisites: MUS421A or MUS421K or permission from the teacher based on skill and knowledge

MUS621K – Popular Music Performance

An opportunity for learners to put their own musical interests to work! Popular music performance is a learner-driven class that could be made up of small groups or individuals working towards goals they have designed. A wide variety of musical styles and ensembles are possible. Learners will develop an artist's statement and action plan to begin working through the creative process. As students progress into MUS521K and MUS621K, their depth of learning increases, with more focus on specific musical goals that will help establish who they are as an artist. Learners are encouraged to make connections with other like-minded musicians/mentors in the community.

Prerequisites: MUS521K or permission from the teacher based on skill and knowledge

MUH801A - History of Rock and Roll

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

This course is also a social studies credit.

BUSINESS EDUCATION PROGRAM

ACC621A – Accounting Principles

Accounting Principles (ACC621A) is a full-credit course offered at the Grade 12 level. The course is designed for students who plan to take accounting courses at the college or university level, however, it is important to note that the knowledge and skills learned throughout this course can be applied across a broad range of disciplines and occupations, and support people in their daily lives. The major areas of study within ACC621A include accounting fundamentals, the accounting cycle for a service and merchandising business, and internal control, financial analysis, and decision-making. Students will also apply accounting practices in a computerized environment.

The Department of Education and Lifelong Learning and Holland College recognize Accounting Principles - ACC621A as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students

who have successfully completed ACC621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (ACCT1001). ACCT1001 is found as either an elective or a core course in the following Holland College programs:

● Golf Club Management; ● International Hospitality Management;
● Marketing and Advertising Management; ● Tourism and Travel Management; and
● Sport and Leisure Management.

ACC801A – Accounting

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

BUS701A – The World of Business

This course provides students with an introduction to the functional areas and concepts of business. Topics to be covered include economics, production, human resource management, marketing, accounting, finance, leadership and management, entrepreneurship, and international business. Within the final unit, students will demonstrate their ability to apply these concepts to practical real-world situations by completing a business evaluation. Students will make connections among the various themes by exploring local, regional, national, and global business events, and infusing them into the dialogue and discussions on the topics covered within the course. This course provides students with the confidence and competence to engage in the world of business while building a solid foundation for students interested in pursuing further studies in ACC621A, ECO621A, and ENT521A.

LED621A – Leadership (Formally PED621 – Physical Education Leadership)

This course will enable students to personally develop their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects that will enhance the well-being of self and others. By building on a foundation of leadership concepts and theories, students will have many opportunities to apply their learning to develop effective communication strategies, group dynamics, and teamwork skills, and become more socially and personally responsible for their actions. Students will extend their leadership abilities and discover service-learning opportunities to model effective leadership both within and beyond the classroom. This course will allow students to take pride in their learning by presenting evidence of their personal leadership and how this growth will benefit them in all areas of their lives.

CAREER EDUCATION PROGRAM

CEO401A – Career Explorations & Opportunities

Career Explorations and Opportunities is a course that enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will develop a personal career portfolio as they move through the career development process focusing on the following questions: Who am I? What are my opportunities? What are my next steps and why? What is my action plan? Throughout this process, students will increase self-awareness, explore a wide range of education and career options, think critically about their decisions, develop financial literacy skills, and begin planning their career pathway. By helping students understand the knowledge, skills, and attitudes considered essential in today's labour market, this course helps to prepare students to achieve greater success in our ever-changing global economy. It also provides opportunities for students to learn how to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

CWS501A and CWS502A/B – Cooperative Education
CWS601A and CWS602A/B – Cooperative Education
Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The Cooperative Education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals that the students, teachers, and employers have regarding opportunities to apply and extend knowledge, and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

Credit Guidelines A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances, and with the authorization of the Director of Public Schools Branch and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight.
Recommendation – for those students with excellent attendance and 70%+ in CEO401A

PHP501A – Peer Helping
Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special, unique educational needs. Peer helpers assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room. After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

PHP601A – Peer Helping
Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special, unique educational needs. Peer helpers assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room. After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher. This group of peer helpers will enhance their understanding of the students to which they are assigned by researching the students' particular conditions and contributing ideas to the development of the students' Individual Education Plans (as appropriate). Selection of these peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process. Through special consideration, students may take PHP601A without having taken PHP501A.

CAREER & TECHNICAL EDUCATION PROGRAM

CTE701A – Career and Technical Education
CTE701A is intended to provide students an opportunity to explore technical occupations and/or skilled trade related careers. Students are expected to work safely, build problem solving skills, work collaboratively, think critically, and take responsibility for their own learning within the course. These courses should strive to integrate both the practical and theoretical components of the area of focus, providing time for students to practice the skills needed, acquire the knowledge base, and develop projects that require the active engagement of both the hands

and the mind. Students are expected to think reflectively and critically of their work and be prepared to suggest ways in which their work/skills can improve.

Automotive

AUT701A – Introduction to Auto Service Technology

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

This course is a prerequisite for all other CET-Automotive courses and is taken with AUT801A.

AUT801A – Basic Powertrain

A basic working knowledge of the major systems of a vehicle is essential for any auto service technician. The basic powertrain course introduces students to engine operation, cooling systems, and vehicle drivelines. Students will learn about the operation of internal combustion engines and various fuel types and practice performing accurate measurements using a variety of common measuring tools. Students will conduct tests and service vehicle cooling systems, and learn to diagnose and repair problems related to vehicle drivelines.

This course is taken with AUT701A.

AUT801B – Brake Systems

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

This course is offered in 2023-2024 and taken with AUT801C.

AUT801C – Electrical Systems

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

This course is offered in 2023-2024 and taken with AUT801B.

AUT801D – Steering Systems

The steering gear mechanism is an integral component of any vehicle system. Students will learn how to diagnose and correct problems related to vehicle steering components. They will also learn about the service and repair of manual and power steering systems, steering columns, and basic frame construction.

This course is offered in 2024-2025 and taken with AUT801E.

AUT801E – Suspension Systems

Suspension and steering components are second only to brakes among the most crucial safety systems in any vehicle. Students will learn about common steering angles and how each affects vehicle handling, and about basic alignment procedures. They will also learn to diagnose and correct problems related to vehicle suspension and steering components and perform a standard motor vehicle inspection.

This course is offered in 2024-2025 and taken with AUT801D.

Carpentry

CAR701A – Introduction to Carpentry Technology

Introduction to Carpentry Technology is a project-based course where students can expect to be engaged in carpentry projects that will develop their technical skills and challenge their critical thinking. CAR701A provides students the opportunity to develop technical skills with tools, equipment, and safe work practices within a Carpentry setting. Students will be challenged to apply math concepts to solve technical problems and develop their literacy skills through design and drawing techniques. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

CAR701A is the prerequisite course for all 800 level CTE-Carpentry Technology courses and is taken with CAR801A.

CAR801A – Framing Systems Level I

Framing Systems Level I is a project based course that introduces students to the fundamentals of framing within the Carpenter trade. Students will develop technical skills related to wall and floor framing and develop knowledge related to the effect forces have on, and how forces are transferred through structures. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

This course is taken with CAR701A.

CAR801B – Framing Systems Level II

Framing Systems Level II builds on the technical skills introduced in the Framing Skills Level I course. Students are expected to perform framing tasks with an increased proficiency and be able to articulate why particular techniques are used in different situations. Students will explore the building envelope and understand its implications related to framing and structures. Students are expected to continue to develop safe work habits, effective time/project management skills and work effectively with others.

This course is taken with CAR801C.

CAR801C – Carpentry Skills Level I

Carpentry Skills Level I is a project based course designed to introduce students to the wide range of carpentry and construction skills required when working within the carpentry trade. Students are expected to develop their technical skills related to the safe operation of common woodworking tools, technical drawings, and essential skills required within the Carpenter trade. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

This course taken with CAR801D.

CAR801D – Carpentry Skills Level II

Carpentry Skills Level II builds on the technical skills and knowledge introduced in the Level I course. Students are expected to perform construction and carpentry related projects/tasks with a high level of technical skills and be able to articulate why particular techniques are used in different situations. Students are expected to continue to develop safe work habits, effective time/project management skills and work effectively with others.

This course is with CAR801E.

CAR801E – Carpentry Apprenticeship

Carpentry Apprenticeship is designed to provide students who are considering a future career related to the skilled trades an understanding of the skills and knowledge expected from an apprentice. The course will provide students an opportunity to explore the full range of topics expected from a level I Carpenter apprentice. Students will work on projects that support the continued development of their technical skills while becoming more articulate in their knowledge related to the carpentry trade. Students wanting to challenge the Level I Apprenticeship Exam for Carpenter will require this course + a minimum of 4 other CTE-Carpentry courses. The student's average in all courses must be at or above 70% to qualify to challenge the Apprenticeship Exam.

This course is taken with CAR801D.

Foods and Nutrition

FDS421A – Foods and Nutrition

FDS421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide. Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post-secondary education, or for a career in food services. Certification in Food Handler's Safety is now offered within Foods 421. Upon successful completion of the course, students will receive a certificate recognized in the food service industry on PEI. This credential has been approved in collaboration with the Department of Health and Wellness and the Department of Education and Lifelong Learning. The certificate is valid for 5 years from the date of completion. This course is designed to meet the National Guidelines of food safety; PEI Department of Health and Wellness, and the curriculum outcomes for Foods 421, Department of Education and Lifelong Learning.

Foods 421 is a prerequisite course for all Culinary Skills courses.

Culinary

CUL801A – Culinary Skills A

CUL801A is a career and technical education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include salads and sandwiches, complex batter and doughs, pastas and grains, eggs and dairy, cultural influences, and preparation and execution of meal services. CUL801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary studies in this subject area.

Prerequisite: FDS421A. This course is offered in 2024-2025 (alternating with Culinary Skills 801B)

CUL801B – Culinary Skills B

CUL801B is a career and technical education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include stocks, soups and sauces, baked goods, fruits and vegetables, fish, poultry and meats, cultural influences, and preparation and execution of meal services. CUL801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education in this subject area.

Prerequisite: FDS421A. This course is offered in 2023-2024 (alternating with culinary Skills 801A)

Design Technology

DES701A – Design Technology

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

Robotics

ROB801A – Robotics

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

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

Welding

WEL701A – Shielded Metal Arc Welding (SMAW) Level I

The SMAW Level I course is the entry level course to Welding Technology. Students will be introduced to tools, equipment, theories and practices that are common to the trade with a constant emphasis on safe work habits. Students will develop attention and concentration skills that will allow them to minimize the hazards associated with welding. The course will focus on the SMAW process to establish a basic foundation of welding skills. Students may also experience other welding processes as determined by the course projects.

This course is a prerequisite for all other CTE-Welding courses and is taken with WEL801A.

WEL801A – Shielded Metal Arc Welding (SMAW) Level II

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

This course is taken with WEL701A.

WEL801B – Gas Metal Arc Welding (GMAW) Level I

Gas metal arc welding (GMAW) is extensively used in industry. During this course, students will learn to identify, describe, and safely use the equipment and tools required to perform GMAW welds. They will select the proper GMAW filler metals and shielding gases, and correctly identify and select proper weld joints required to complete projects. This course is a prerequisite for WEL801C GMAW Level II.

This course is a prerequisite for WEL801C GMAW Level II.

This course is taken with WEL701C. Prerequisite: WEL701A/801A

WEL801C – Gas Metal Arc Welding (GMAW) Level II

The GMAW Level II course will focus on students building proficiency and accuracy within the skill of GMAW welding. Industry demands and sets a high standard for welders, and students are expected to develop the physical hand skills required to perform GMAW welds in all positions. This will include maintaining and adjusting equipment, power sources, and consumables to ensure quality welds.

This course is taken with WEL701B. Prerequisite: WEL701A/801A

WEL801D – Flux Core Arc Welding (FCAW)

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

This course is taken with WEL701E. Prerequisite: WEL801B/C

WEL801E – Gas Tungsten Arc Welding (GTAW)

Gas tungsten arc welding is a precise method of welding various types of metal. GTAW is a welding process widely used in the welding fabrication industry. During this course, students will learn to identify, describe, and

safely use the equipment and tools required to perform GTAW welds in a variety of positions on various types of metal.
This course is taken with WEL701D. Prerequisite: WEL801B/C

Aviation

AAR802X – Aviation 1st Component
Designed to provide an orientation to the many disciplines in the aviation industry, this program outlines the careers available in the aviation and aerospace sectors and introduces the student to the skills required to take on those careers. The program includes skills transferable to many sectors including workplace safety and safety regulations and the Workplace Hazardous Materials Information System, the use and care of basic hand tools, and precision measuring. Aviation-specific training includes safety in aviation environments and basic theory of flight. Practical coursework will involve working on piston engines, bell crank removal on a Cessna 150 aircraft, aircraft hardware project, riveting, and more.

AAR802Y – Aviation 2nd Component
This course is a continuation of Aviation 802X and will expand the knowledge and skills of the student. Including a more complete study of the theory of flight and cover the operation and maintenance of turbine engines and aircraft structural repair. Aircraft materials and construction, electrical/soldering basics and electrical safety, as well as aircraft inspection and maintenance documentation, will form a large part of the module. Practical projects will include turbine engine work, sheet metal work, and maintenance and inspection of our in-house Cessna 150 aircraft.
Prerequisite: AAR802X or permission from the instructor.

Transitions

TRA602X – Holland College Transitions Program
This course offers hands-on, post-secondary exploration in a college setting. Students test-drive a variety of college programs including; multiple trades, policing and health, and community-based programs. This program is unique in several ways as students attend Holland College Campus and work in small teams of 5-6 students, led by mentors. They also enjoy tours and volunteering in a variety of businesses in the surrounding community. Students who are well-suited to this program include those who are unsure about what they want to do following graduation and/or prefer hands-on activities in a variety of settings. This program encourages innovation, creativity, and professional work ethic. Student outcomes included: increased knowledge about career options, opportunities to learn about their community, and above all, increased self-confidence and positive outlook for their future. To find out more, contact your school counsellor or call the Holland College Transitions Program Coordinator, Joan Diamond at (902) 629-4248.
Prerequisite: CEO421A

Communication and Information Technology

CMM801A – Creative Multimedia Creative
Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be activity-based, and taught from a design point-of-view. Creations will be presented in a portfolio format. Modules include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing, and Web Authoring. This is an introductory level course and no prerequisites are required.

CMP521A – Introductory Computer Studies
The CMP521A provides students exposure to four big ideas of computer science: data analysis, prototyping, computer literacy, and programming skill development. The intended focus of study is the introduction of principles, methodologies and skills that will provide a successful foundation toward the understanding of how computer science can enable students to better understand the world they live, Through the application of a wide range of disciplines students will strive to complete meaningful work that builds resilience, confidence and

competency within the discipline of computer science. This is an introductory level course and no prerequisites are required.

CMP621A – Computer Studies
CMP621A is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming and dynamic website publishing/app programming. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course.
Good mathematical skills and completion of CMP521 are recommended for students enrolling in this course, however this course is NOT a prerequisite.

ADC701A – Applied Digital Communication
ADC701A is designed to develop foundational skills and knowledge needed to use digital tools in a practice that is ethical, responsible, and reflective of the academic, social, and personal lives of students. Learners will have the opportunity to develop knowledge and enhance skills in keyboarding, word processing, visual presentations, spreadsheets, and coding. Learners will consume, curate, evaluate, create, and share digital content to express themselves and develop an awareness of their own digital well-being. Through practice and application learners will discover potential interests and pathways that connect to real-world issues and cultivate passion and purpose.

ENGLISH PROGRAM

English Core Courses

ENG421A – English
This integrated Language Arts course is designed to help students reach a high level of skill in all three strands of the English Language Arts Curriculum: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. This course is grounded in fundamental skills that support students as they prepare for the variety of pathways they may take after high school. This course will include a balanced literacy program with a variety of resources to engage students in meaningful activities that will support their development in the ten specific curriculum outcomes.
Recommendation: Students with a solid background in grade 9 Language Arts

ENG471A/B – English (Bridging Program)
This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will examine the purpose, structure and characteristics of text, and will also refine writing skills to construct a variety of texts. Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also examine oral texts.

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Successful students may choose to take a second 471 course or proceed to English 571. Students are encouraged to work towards English 671 C by graduation.

ENG471C – English (Bridging Program)
This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will evaluate purpose, structure and characteristics of text and will also refine writing skills to construct increasingly complex texts (narrative, expository, persuasive, and visual/multimedia). Speaking and listening is a foundational element of this course where students will demonstrate effective communication

skills. Students will also evaluate a speaker's verbal and nonverbal language. Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Successful students will demonstrate achievement of essential literacy skills. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 571C.
Please note: there are no prerequisites for English 471C.

ENG511X – Advanced English
This Advanced English course is offered only to mature students who have good study habits, above-average reading and writing ability, and marks consistently above 85%. The course will use texts from the four genres in the 521 English program, and an additional Shakespearean play. Students will complete a variety of assignments based on the literature as well as a major literary research assignment. A heavy emphasis will be placed on the analysis of the studied material. Oral presentations, group work, and the ability to work independently are key components of this course.
Prerequisite: Teacher Recommendation & a mark of 85%+ in English 421A

ENG521A – English
Examines major genres such as drama, poetry, fiction, nonfiction and visual/multimedia. While recognizing the diverse community of learners, ENG 521A requires all students to apply previously attained knowledge and skills in new ways, thus leading them to higher levels of achievement and increasing their skills in Speaking and Listening, Reading and Viewing, Writing and Representing.
ENG 421A, ENG 521A and ENG 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG 521A from another program.

ENG571A/B – English (Bridging Program)
This course is designed to support students working towards essential literacy skills. Students will continue to improve before, during and after reading strategies to evaluate increasingly complex texts. Students will write in a variety of forms while improving written communication. Students will also experience a range of learning opportunities in research and oral communication. Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may choose to take a second 571 course or they may transition to English 671A or 671C.

ENG571C – English (Bridging Program)
This course is designed to support students in refining their literacy skills. Students will apply before, during and after reading strategies to evaluate increasingly complex texts. Students will also be expected to independently apply research skills and critique how identity and culture are portrayed in texts. Students will develop oral communication in formal and informal settings and write for a variety of purposes and audiences. Students will demonstrate their writing skills in a variety of genres (narrative, expository, persuasive, poetry, research and visual/multimedia). Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 671C.

ENG611X – Advanced English
This Advanced English course at the Grade 12 level is offered only to highly mature students who have excellent study habits, high reading levels, well-developed writing styles, and marks consistently at 85% or above. Students will examine some of the material covered in English 621A but will also read additional literature with more of a historical and literary focus. A key component of the course is the compilation of a genre portfolio reflecting a theme or subject and incorporating selections from different literary eras. Students will also study the evolution of the tragic hero by examining several plays from the Greek, Shakespearean, and Modern eras. The critical analysis of literature and developing an effective personal writing style are stressed. A seminar approach and oral presentations are included in the learning process along with opportunities to use creative talents. The ability to work independently is essential for success in this course.
Prerequisite: Teacher Recommendation & a mark of 85%+ in English 511X or English 521A

ENG621A – English
This course is, for most students, the last high school English Language Arts prior to entering postsecondary studies. Therefore, in writing attention is given to argumentative texts; and in literature, the study of form becomes more important. The reading of various genres in earlier years is continued in this course. Research continues to be a major component with students applying the inquiry process, gathering sophisticated research to support their work. Furthermore, the process approach to writing is continued.
ENG 421A, ENG 521A and ENG 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.
Recommendation: Minimum of 60% in ENG521A

English 671A – English (Bridging Program)
This course is for students working towards essential literacy skills. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. While it is not required, students are encouraged to take English 671C prior to graduation.

English 671C – English (Bridging Program)
This course is, for most students, the last high school English Language Arts prior to entering the workforce or college studies. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Successful students will demonstrate essential literacy skills and have the academic background to take on some college programs. While other Bridging Program courses are evaluated only with a continuum of learning, students in English 671 C will also receive a percentage grade.

English Electives
WRT421A – Writing
This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (pre-writing, drafting, revising, editing, and publishing/sharing) and the research process (topic selection, researching, note taking, planning, writing, and documenting sources). Practical strategies are explicitly taught and modelled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise. Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-

mails, reports, personal journals, letters, and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.
Recommendation: Encouraged for all academic students as a foundational course for English Language Arts.

WRT521A – Creative Writing
This course encourages students to develop creative ideas and express them through writing in a variety of forms and genres. The four major genres featured are poetry, short fiction, play writing, and nonfiction, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing. Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have the opportunity to develop and practice the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work.

The purpose of WRT521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

English as an Additional Language

EAL701A – English as an Additional Language (Beginning/Introductory Level)
This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development and progression of English language proficiency, which is required for success in school and the community. It will be highly recommended to students whose English language proficiency level in listening and speaking is assessed at the beginning/introductory level. This course intends to provide students with ample opportunities to listen and speak in English, while developing their English language fluency, accuracy, and comprehension. Although the four strands of language (listening, speaking, reading, and writing) are interrelated, the main emphasis of this course is on listening and speaking.
Students will be recommended to take EAL701B the same semester as EAL701A, where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

EAL701B – English as an Additional Language (Beginning/Introductory Level)
This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in reading and writing is assessed at the beginner/introductory level. This course intends to provide students with ample opportunities to read and write in English, while developing their reading and writing strategies, comprehension, response, and analysis. Although the four strands of language (listening, speaking, reading, and writing) are interrelated, the main emphasis of this course is on reading and writing.
Students will be recommended to take EAL701A the same semester as EAL701B where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

EAL701C – English as an Additional Language (Intermediate Level)
This intermediate-level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further Senior High Program of Studies and List of Authorized Materials 2023-2024 Page 49 development and progression of English language proficiency, which is required for success in school and in the community. It will be highly

recommended to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the intermediate level, or for those who have successfully completed EAL701A and EAL701B. This course provides students with ample opportunities to listen, speak, read, and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading, and writing.
It is recommended that students who successfully complete EAL701C will then take EAL701D to further progress in their English language proficiency.

EAL701D – English as an Additional Language (High/Intermediate/Advanced Level)
This high intermediate/advanced level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in the school and in the community. It will be highly recommended to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the high-intermediate level, or for students who have successfully completed EAL701C. This course provides students with ample opportunities to listen, speak, read, and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading, and writing.
It is highly recommended that students successfully complete EAL701D before taking ENG421A or ENG471A/B/C.

MATHEMATICS PROGRAM

MAT421A – Foundations of Mathematics and Pre-Calculus 10
This is an introductory academic high school mathematics course which is a prerequisite for all other academic A and B mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations. It is recommended that students in this course have a strong background in grade nine mathematics.
It is recommended that students in this course have a strong background in grade 9 mathematics.

MAT421K – Apprenticeship and Workplace Mathematics 10
MAT421K is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT421K, combined with the grade eleven course (MAT521K) and a grade twelve course (MAT621K or MAT801A), will meet the requirements necessary to enter some community college programs. This course includes topics such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

MAT521A – Foundations of Mathematics 11
This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus (Students are encouraged to examine the math program that is Senior High Program of Studies and List of Authorized Materials 2023-2024 Page 52 required for their field(s) of interest in post-secondary). The topics covered are logical reasoning, angles and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning.
MAT421A is a prerequisite for this course.

MAT521B – Pre-Calculus 11
This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). The topics covered are sequences and series, trigonometry, quadratic functions,

radical functions, rational functions, absolute value functions, systems of equations, and inequalities. **MAT421A is a prerequisite for this course. As well, it is recommended that students have a strong background in MAT421A, especially in the areas of radicals and factoring of polynomials.**

MAT521K – Apprenticeship and Workplace Mathematics 11
MAT521K continues the exploration of how essential skills are used in the workplace and in everyday life. MAT521K, combined with a Grade 12 mathematics course (MAT621K or MAT801A) will meet the requirements to enter some community college programs. This course includes topics such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.
MAT421K or MAT421A are prerequisites for this course.

MAT621A – Foundations of Mathematics 12
This is a third-level mathematics course which is intended for students planning to enroll in post- secondary programs that do not require the study of calculus (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as financial mathematics; logical reasoning; probability; combinatorics; functions; and polynomial, exponential, logarithmic, and trigonometric functions.
MAT521A or MAT 521B are prerequisites for this course.

MAT621B – Pre-Calculus 12
This is a third level mathematics course which is intended for students planning to enroll in post- secondary programs that require the study of calculus (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as transformations, functions, trigonometry, exponential functions, logarithmic functions, function operations, and combinatorics.
MAT521B is a prerequisite for this course.

MAT611B – Calculus
This is an introductory calculus course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as engineering or most science programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.
MAT621B is a prerequisite for this course. As well, it is recommended that students have a strong background in MAT621B.

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

PHYSICAL EDUCATION PROGRAM

LED621A – Leadership (Formally PED621 – Physical Education Leadership)
This course will enable students to personally develop their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects that will enhance the well-being of self and others. By building on a foundation of leadership concepts and theories, students will have many opportunities to apply their learning to develop effective communication strategies, group dynamics, and teamwork skills, and become more socially and personally responsible for their actions. Students will extend their leadership abilities and discover service-learning opportunities to model effective leadership both within and beyond the classroom. This course will allow students to take pride in their learning by presenting evidence of their personal leadership and how this growth will benefit them in all areas of their lives.

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

This course will broaden, extend, and reach beyond traditional ideas of fitness and health. It is a way of doing and is a compliment and extension of learning from the K-9 physical education curriculum. This curriculum is committed to and appreciates what students do, think, feel, and believe about their wellness. It is a positive, active approach to living and will enhance the quality of life we should enjoy when the physical, psychological, spiritual, social, and environmental dimensions in our lives are balanced. No dimension should be neglected or overemphasized.
Students in Grade 10 sign up for PED401A-Wellness ***or*** *PED401A–Fitness.*

PED401A – Physical Education (Fitness)
Fitness is an alternative to the standard PED401A class. PED401A – FIT has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other, and share in improving both personal and group fitness levels. A typical 75 minutes class will include a 10-15 minutes dynamic (active) warm up, a 30-45 minutes goal specific fitness training session, and a 10-15 minutes cool down. Students will meet the outcomes of the PED401A curriculum. This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person' development.
Students in Grade 10 sign up for PED401A-Wellness ***or*** *PED401A–Fitness.*

PED801A – Physical Education (Physical Literacy)
This course represents a unique journey for each student, can be enjoyed through a range of movement activities and environments, and contributes to the present and future development of their whole self. The learning outcomes of this course are inclusive to all students and will provide opportunities for them to explore and elevate their physical literacy by developing essential and interconnected elements whose importance may change throughout life:
- Motivation and confidence
- Physical competence
- Knowledge and understanding
- Engagement in movement activities for life Physical literacy is an elective course credit for students in their second or third year of senior high school.

This course is sequential with PED401A(F) and is intended to promote the value of physical literacy and physical activities for life. ***Students take either PED801A or PED801AF.***

PED801AF – Physical Education (Fitness)
As an alternative to the standard PED801A class, PED801AF (Fitness) has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other and share in improving both personal and group fitness levels. Students will meet the outcomes of the PED801A Curriculum. There are possible opportunities for students to engage in community fitness classes.
This course is sequential with PED401A(F) and is intended to promote the value of physical literacy and physical activities for life. ***Students take either PED801A or PED801AF.***

RESOURCE PROGRAM

RES401A – Resource

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

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

Course Entrance Criteria

No student may select to take a resource credit. Students must be referred/recommended by the school services team, the students' teachers, and school administrators. Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.
This credit is not available to students with an I.E.P. who are eligible for a special education credit.

Credit Information

Students will receive 110 hours of instruction including time spent in class (normally a maximum of one third of a semester) prior to the beginning of the resource course. A student may not receive a resource credit and another subject credit for same time block of study. The teacher will develop an individualized course plan for the student in consultation with the Student Services Team and the student at the beginning of the course. This plan must include student outcomes and the teaching and learning strategies for achieving such outcomes, as well as assessment strategies to be used. A student may receive up to one resource credit per year for a maximum of three credits. A teacher will place a copy of the plan and the progress achieved by the student in the student's record file.

RES501A/601A – Resource

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

SCIENCE PROGRAM

AGR801A – Animal Science

This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare. The major topics include: ● An Overview of Animal Science; ● Animal Care and Management; ● Animal Nutrition; ● Genetics and Reproduction. Some course content is flexible to allow teachers and students to take advantage of selecting animals or areas of special interest.
This course is offered in 2024-2025 (alternating years with Agriscience 801A)

AGS801A – Agriscience

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. The major topics include: ● An Overview of Agriscience; ● Crop Production; ● Green

Spacing; ● Plant Biology; ● Soil and Water Management. Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest.
This course is offered in 2023-2024 (alternating years with Animal Science 801A)

BIO521A – Biology
Biology 521A provides an opportunity for students to develop scientific literacy through a holistic examination of how human systems work independently and interdependently to maintain homeostasis - an optimum equilibrium state of function. Topics/Systems studied in this course include: • Macromolecules; • Cell Transport; • Cellular Respiration/Photosynthesis • Circulatory System; • Respiratory System; • Digestive System; • Excretory System; • Immune System; • Nervous System; • Endocrine System; and • Diseases/Disorders. These topics, along with procedural knowledge, provide the content and skill framework that will engage students with the processes of scientific literacy (inquiry, problem-solving, decision making) and continued development of the essential graduation competencies.
Recommended prerequisite: SCI421A

BIO621A – Biology
Biology 621A provides an opportunity for students to develop scientific literacy by taking a journey through the study of cell division, reproduction, development, and genetics. Students then explore evolution and evolutionary mechanisms, culminating with an understanding of biodiversity. Topics studied in this course include: • Mitosis and Meiosis • Reproduction and Development • Heredity • Molecular Genetics • Evolution • Biodiversity These topics, along with procedural knowledge, provide the content and skill framework that will engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies.

BIO801A – Human Biology
This course is designed to introduce students to the structure, function, and interrelation of the various systems in the human body that are required to maintain homeostasis. The units of study include: • Blood and Immunity; • Endocrine System; • Nutrition; • Circulatory System; • Genetics; • Reproductive System; • Digestive System; • Homeostasis; • Respiratory System; • Embryonic Development; • Muscular System; • Skeletal System. • Excretory System; • Nervous System; BIO801A will provide students with the opportunity to develop knowledge, skills, and the science-technology- society-environment connections concerning the functioning of their body.

CHM521A – Chemistry
CHM521A provides an opportunity for students to develop scientific literacy through the study of the following topics: • Structure and Properties of Chemicals and Chemical Bonds; • Stoichiometry; • Organic Chemistry; and • The Nature of Science as it relates to Atomic Theory. These topics, along with procedural knowledge, provide the content and skill framework used to engage students with the processes of scientific literacy (inquiry problem-solving, decision-making) and continued development of the essential graduation competencies. Chemistry 521A forms the foundation required for the future study of chemistry.
Prerequisite: SCI421A

CHM621A – Chemistry
CHM621A provides an opportunity for students to develop scientific literacy through the study of the following topics: • Thermochemistry; • Solutions, Kinetics and Equilibrium; • Acids and Bases; and • Electrochemistry. These topics, along with procedural knowledge, provide the content and skill framework used to engage students with the processes of scientific literacy, (inquiry, problem-solving, decision-making), and continued development of the essential graduation competencies. Chemistry 621A is a university preparatory course that builds on the foundational learnings developed in Chemistry 521A.
Prerequisite: CHM521A

ENV621A – Environmental Science

ENV621A seeks to promote an appreciation and understanding of the environment and sustainable development. Some topics will include: ● Ecological Principles; ● Environmental Challenges and Successes; ● Ethics; ● Human Population and Carrying Capacity; ● Natural Resources; ● Sustainability; ● World Views. Some course content is flexible to allow teachers and students to take advantage of selecting local topics or areas of special interest. A portion of the course is dedicated to project-based learning where critical thinking, problem-solving, and decision-making skills will be developed in the process of examining and analysing environmental issues. With guidance and teacher-directed models, students will learn to follow a scientific inquiry process within their own investigations of environmental issues.

Prerequisite: SCI421A

PHY521A – Physics

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum. The units of study include: ● Kinematics (study and description of motion); ● Dynamics (study of forces that explain motion); ● Momentum and Energy; ● Waves.

Recommended prerequisite: SCI421A

PHY621A – Physics

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A provides the foundation for the units of study in PHY621A. Topics related to kinematics, dynamics, and energy in PHY621A will include two-dimensional analysis. The units of study include: ● Application of Vectors; ● Circular and Planetary Motion; ● Electricity and Magnetism.

Prerequisite: PHY521A

SCI421A – Science

Science 421A is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives. Content remains an integral part of this course but is viewed as the context through which "science" is learned. The three topics identified as context for Science 421 include: ● Cells and Infectious Disease (life science); ● Real World Chemical Reactions, (physical science –chemistry); and ● Designing Mechanical Systems (physical science –physics).

SCI431A – Science

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

SCI701A – Applied Science

SCI701A is a physical science course that provides an opportunity for students to develop scientific literacy through the use of technology and a robotics design and construction context. It contains a balance of theory, design, and experimental activities. Topics studied in this course include: ● Robot Subsystems; ● Radio Controlled Robot Design and Assembly; ● Speed (rotational, translational), Torque and Gear Ratios; ● Mechanical Systems (traction, manipulator, rotating joints, linkages); and ● Research Project (STEAM product development and application). In a collaborative environment, this course will provide opportunities for those students interested in careers related to applied technology, engineering, and the skilled trades.

SOCIAL SCIENCES AND HUMANITIES PROGRAM

HOS801A – Hospitality and Tourism

This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the various sectors of the industry such as accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services, and transportation. Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called PEI Best Service Excellence Certificate or similar.

PSY621X – Introductory Psychology

The course will provide an introduction to the basic principles and general areas of human behaviour. Topics of study will include psychology as a science and expand to the application of the general principles as they relate to social behaviour. Deliberate attempts at individual application will be made throughout the course. Specific topics to be considered will include: psychology as a science, history and theories, biopsychology, research methods, learning and memory, social psychology, neurological conditions and treatments, and exposure to other current and relevant topics in the field. The general objective of the course is to enable students to see themselves as worthwhile individuals, to understand other people, and to help them relate to their peer group, their families, and society generally.

Registration is limited to grade 12 students.

SOCIAL STUDIES PROGRAM

CAS401A – Canadian Studies 🍁

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

CIV421A – Civics and Citizenship 🍁

CIV421A allows students to understand the rights and responsibilities of citizenship and what it means to be an engaged citizen in their school, community, country and globally. Through the exploration of issues of civic importance and understanding the influence of social media, they will understand the role of civic engagement and explore the ways they can serve their communities. They will investigate the structure, operation, and selection of governments in Canada, including federal, provincial, territorial, Indigenous, and municipal government models. The application of political thinking concepts will engage students in the political inquiry process as they investigate and communicate informed opinions about issues of political importance and developments of global, and national significance and of personal interest to them.

ECO621A – Introductory Economics

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

a university credit and are encouraged to enroll in a study course to prepare for taking the exam second semester.

The Department of Education and Lifelong Learning and Holland College recognize Introductory Economics (ECO621A), as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ECO621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (BUSI 2030). BUSI 2030 is found as either an elective or a core course in the following Holland College programs: ● Business Administration; ● Accounting Technology; ● Marketing and Advertising Management; ● Sport and Leisure Management.

GEO521A – Global Studies

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

GEO621A – Global Issues

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

GEO631A – Global Issues

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

HIS421A – Ancient and Medieval History

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

HIS521A – 20th Century World History
History 521A is a contemporary study of the 20th Century with emphasis on conflict and the lessons learned from significant world events. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The focus will be on the impact of historical events and legacies of the early modern world on present-day society. A chronological survey of topics will include the Industrial Age and Imperialism, World War One and World War Two, The Cold War, the counterculture of the 1960's, conflict in the Middle East, the emergence of global superpowers, and changing global patterns in the 21st Century. There will be a significant focus of instruction and assessment on outcomes relative to the world wars and the Cold War era. Students of HIS 521A will demonstrate their capacity to interpret evidence, assess and defend positions, conduct inquiry related to our course topics.

HIS621A – Canadian History 🍁
This course was developed specifically to represent an Atlantic Canadian perspective within our national context. The course is organized into thematic units which address persistent questions in Canada's development as a nation. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada's history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.
This course is offered in 2023-2024 (alternating years with History 621B)

HIS621B – PEI History 🍁
A central focus of this course is the question, "What does it mean to be an Islander?" Using multiple sources and current concepts of inquiry and learning, students will investigate the social, cultural, political, and economic development of PEI from its earliest records of settlement to the present. Students will study various historical themes and issues through a range of time periods to learn about Prince Edward Island's place in the world as a small island with its own unique story. Students will be challenged to deliberate on current Island issues and to recognize how history sometimes repeats itself in cases such as out-migration, economic development, and land issues. A major objective of the course is for students to utilize community resources, histories, and people as a basis for their own inquiry into a particular topic of Island history.
This course is offered in 2024-2025 (alternating years with History 621A)

LAW521A – Introductory Law 🍁
This course is an introduction to Canadian law with an exploration of fundamental concepts such as the purpose of law, development of law, and administration of law in Canada. The course is organized into units that include Foundations of Law, Criminal Law, and Civil Law. Another unit, based upon an inquiry approach, provides an opportunity for students to further explore specific areas of interest that are not included in the core units such as Family Law, Contractual Law, Aboriginal Law, Media and Internet Law, and other areas of interest.
Recommendation: A minimum of 60% in HIS421A or CIV421A

LAW531A – Introductory Law 🍁
This course is similar to LAW521A in that it provides an introduction to many of the same concepts. Students will be able to gain an understanding of Canadian law through the use of case studies and explorations of legal issues. The course is organized into three units: Foundations of Law, Criminal Law, and Civil Law. The Civil Law unit also includes a section on Family Law. Topics of study include fundamentals of law, the Charter of Rights and Freedoms, criminal and civil law procedures, youth and law, sentencing, and remedies and defenses, among other areas of interest.

MUH801A - History of Rock and Roll
This course will introduce students to a study of popular music from the 1950s to the 1970s. Students' learning will center around the following: an examination of music in our lives, including its roles, genres, social context, and ways that it is experienced; distinguishing between listening and hearing (active and passive listening); and developing an understanding of terms and concepts associated with the elements of music that enable students to consider and discuss what they listen to, using the language of music.
This course is also a music credit.

POL621A –Political Studies 🍁
This course is divided into two parts, Canada's political system and an overview of the world's major political systems. Topics covered under Canada's political system include the role of government, the electoral process, the role of political parties, the Constitution, Parliament, federal, provincial, and municipal governments, the Charter of Rights and Freedoms, and other political concepts such as civil protest. This course also seeks to broaden students' views of the world's major political systems. Students will explore the values behind democratic and non-democratic forms of governments as they will be challenged to analyse world problems through different viewpoints. The course promotes critical thinking and decision-making skills, and encourages discussion and debate on current political events.

FRENCH PROGRAMS

CORE FRENCH PROGRAM

FRE421A – French
FR421A is composed of function-driven, action-oriented language activities that are engaging, relevant, and individualized. Students learn communicative language skills within contexts linked to real-life experiences and French is the working language of the classroom. For each unit studied, the student will be responsible for choosing a project or task to demonstrate their learning, and all work in that unit will contribute to the achievement of that goal. Evaluation of oral production and comprehension, reading comprehension and written production is on a continuum based on the Common European Framework of Reference.

FRE521A – French
FRE521A is a continuation of, and follows the learning continuum introduced in, FR421A. The program is based on a literacy approach, and also reflects the influence of the action-oriented approach presented in the Common European Framework of Reference for Languages. The program focuses on the development of all four communication skills – listening, speaking, reading, and writing – in French, with particular emphasis on spoken interaction. As well, the program contributes significantly to the general education of the learner. The program is organized around modules that reflect the interests and experiences of senior high students. Throughout each module, students are actively involved in a variety of activities and tasks that are authentic and pertinent to the learner and to the world beyond the classroom.
Prerequisite: FRE421A or permission from course teacher

FRE621A – French
FRE621A is a continuation of the FRE521A program but with different authentic social situations which are designed to move the student towards a B1, or independent user, level of the Common European Framework of Reference. Each theme includes written and audio texts as well as a bank of exploratory exercises that are authentic and relevant to the learner and allows for the use of the four language skills: listening, reading, speaking and writing.
Prerequisite: FRE521A or permission from course teacher

FRENCH IMMERSION PROGRAM

French Language Arts

FRE421F – French Immersion Language Arts

This integrated course encourages continued development of language skills, which directly support an increased level of ease and confidence in communication over time, through meaningful practice. Oral and written texts of various genres are studied. Students hone their interaction skills, communicating with increasing complexity and precision.

Prerequisite: Grade 9 French Immersion Language Arts course (early, late or middle immersion).

FRE521F – French Immersion Language Arts

Building on foundational communication skills which were solidified in FRE421F, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar subjects. Students incorporate pertinent details to defend ideas and are able to compare and contrast elements pertaining to abstract elements. Spontaneous communication is increasingly fluid and students are able to advance a conversation through effective use of language functions.

Prerequisite: FRE421F

FRE621F – French Immersion Language Arts

This course is the point of culmination for French language development in the K-12 system. The expectations for receptive and expressive language capacities are rigorous, and this is matched with increasing autonomy of students in their own learning. Expressive language capacities are demonstrated through the construction of clear, precise texts, which effectively justify understanding of abstract ideas with conviction. Students are able to adapt their language register spontaneously, and with ease, in order to provide a synthesis or argument in various contexts, including comparing and critiquing literature of various genres.

Prerequisite: FRE521F

French Language Social Studies

HIS421G – Canadian History/Histoire du Canada

This course has been developed around the fundamental concept of citizenship. Its aim is to engage students in the process of historical thinking and exploration. As students find themselves encouraged or led by essential questioning, they are required to study Canadian history from the first Aboriginal settlements to today's preoccupations. The main objective of this course is to promote the development of historic conscience in order to enable students to better understand contemporary Canada.

LAW521F – Canadian Law/Le droit

This is an introductory law course designed to give students an overview of the following legal topics: introduction to the Canadian legal system, rights of the individual, criminal law, civil law, the Young Offenders Act, family law, the law on drugs and alcohol, and immigration laws. Students will be expected to research and examine current legal issues and case studies.

SOC621F – The Individual in Society/L'individu en société

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

Human Communication; ● Social Institutions; ● The Impact of Culture; ● The Individual in Society. Optional Themes ● Prejudice and Discrimination; ● The Economically Underprivileged in Society.