

# CHARLOTTETOWN RURAL HIGH SCHOOL



## COURSE HANDBOOK 2017 - 2018

[www.therural.ca](http://www.therural.ca)



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# Principal's Message

We are pleased to provide this course handbook for our students and parents to assist with course planning for the 2017-2018 school year. The complete course handbook may be found on our school website, [www.therural.ca](http://www.therural.ca). The course descriptions, graduation requirements, and registration information should be reviewed carefully by students prior to registration. Charlottetown Rural High School provides a wide variety of courses for students; therefore, students should select courses with a view to future study and work considerations.

The courses that students select in grade ten will affect their opportunities after leaving high school; therefore, it is very important that students register for the appropriate level of program. There are more opportunities for students with academic courses than with general courses. Most post-secondary programs at university and college require a student to have course credits at the academic level with a minimum mark of 70% for admission. Admission into many programs is very competitive so students with higher grades often get accepted first. Each post-secondary program has specific admission requirements. It is important that students be aware of this information when they are selecting courses. Speaking to a school counselor can help students ensure they take the right courses.

It is important for students to take a full course load during each of their years in high school. Free periods are discouraged as they are rarely used effectively. It is recommended that students take the full 24 courses during their three years in high school and that they work to the best of their ability in these courses. Students are expected to take responsibility for their learning by working to their potential, developing good study habits, and attending all classes on time.

At Charlottetown Rural we are committed to excellence in all aspects of education. Charlottetown Rural strives to create a welcoming, safe and caring environment where all students have the opportunity to work toward their potential. In partnership with the community, our goal is to provide educational opportunities to help our students contribute as respectful members of a society.

The basic principles on which our school operates are those of responsibility and respect. Each student has the right to equality and fairness and to the expression of opinions in a respectful and responsible manner. Respect for self, others and for the school and its property is expected of all Rural students. Our Code of Conduct states this as follows:

I will respect myself.  
I will respect others.  
I will respect personal property and school property.  
I will come to school prepared to learn.  
I will act responsibly and accept consequences for my actions.

This handbook does not provide information on extracurricular programs, school policies and procedures, and daily operations and organization. This information is available on the school website.

Should you have questions or require additional information, please feel free to contact us. Careful planning, positive choices, and hard work will contribute to success for each student in his/her education.

**Dylan Mullally**  
**Principal**

**Cover photo by Frank Connolly**

## **GENERAL INFORMATION ON C.R.H.S.**

Charlottetown Rural High School serves some 875 students in a wide range of programs and extracurricular opportunities. We are pleased to highlight some of these services and learning opportunities.

### **Student Services**

Two counsellors are available to provide personal, academic and career counselling services to students and to assist them in decision making. In this student- centered facility, students can find calendars, applications forms, and websites for Canadian post-secondary institutions. Up-to-date information on careers, occupations, and professions are available to students through Student Services. In September, all grade ten homerooms are assigned a counsellor who will outline services available to students through the Student Services Department.

### **Library/Resource Center**

Charlottetown Rural High School Library is open each school day from 8:30 a.m. to 4:00 p.m. The mandate of the school library program is to provide an instructional program and learning resources that promote the enjoyment of reading and enable students to become critical and creative thinkers and effective users of information. Grade ten students are provided with an orientation to library facilities and resources including the automatic card catalogue, reference materials, periodicals and on line databases. The library is a pleasant, inviting area conducive to study and research, as well as reading.

### **Student Activities**

The CRHS Students' Council is comprised of five executive members and elected representatives from each homeroom class. The Students' Council conducts regular meetings and organizes school events. A wide range of clubs are available to students such as CRHS Advisory Council, Improv, Yearbook, GSA, Environmental Adventures, and E.Y.E.S..

### **Athletics**

Charlottetown Rural is pleased to present the following range of interscholastic sports to student athletes: golf, field hockey, soccer, volleyball, cross country, basketball, baseball, badminton, track and field, softball, and rugby. The Athletic Department oversees inter-scholastic sports at Charlottetown Rural and establishes guidelines and academic prerequisites for student participation on interscholastic teams.

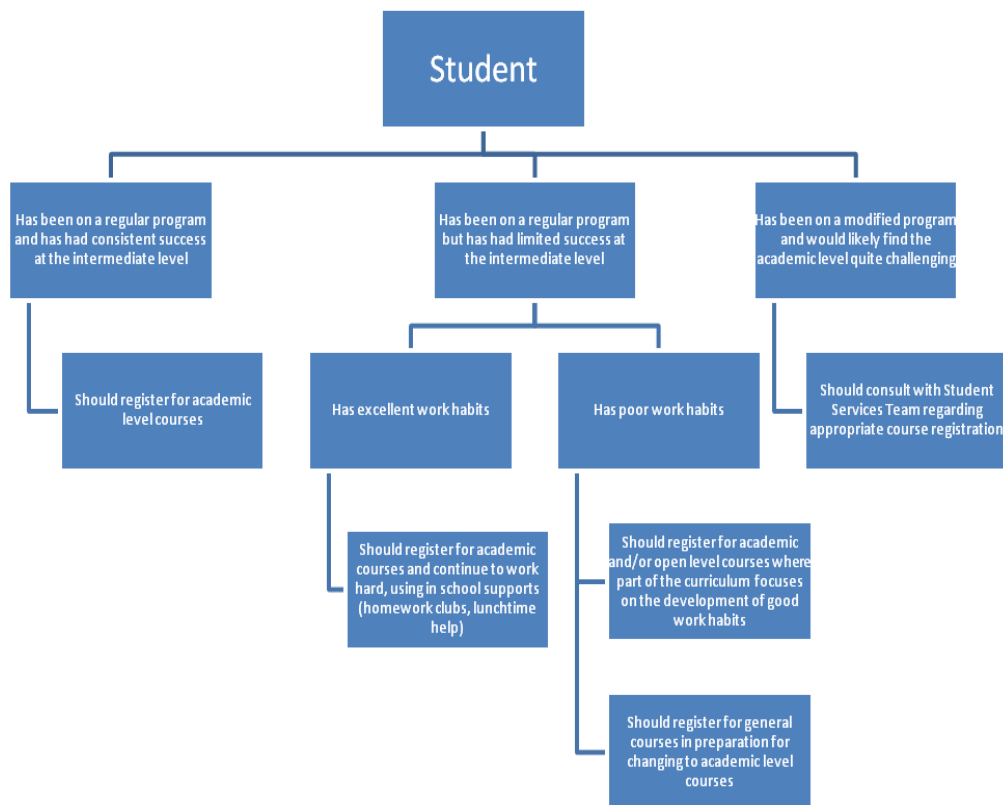
An intramural sports program is offered to students each day during the lunch hour in the gym. As well, a wellness centre and weight room is provided. Each CRHS student is invited and encouraged to turn out for intramural activities. Fun and exercise, the development of recreational and sportsman-like skills, and overall physical and emotional development, are the aims of intramural activities at CRHS.

# INFORMATION ON COURSE SELECTION AND REGISTRATION

## *You are Responsible for Making Wise Choices*

Students are advised to plan their high school courses with a view to the career, work or study plans they would like to pursue after high school. The course planning process must begin when students are selecting courses for grade ten and is ongoing throughout their senior high school years.

The selection of courses and the level at which they are taken is an important consideration as students enter high school. Students have more opportunities following high school with academic courses than general courses. Registering in general and practical level programs should be carefully considered and discussed with counselors, homeroom teachers and/or administration. The following chart should be considered when students are registering for high school.



Incoming grade ten and eleven students will register for and take eight courses per year. Grade twelve students are expected to register for and take courses in accordance with the graduation requirements and the necessary pre-requisites for post secondary education. It is expected that all students will register for 24 courses over the three year period and that they will select courses at levels which will challenge them. **After a student has achieved 18 credits, consideration may be given for the student to have one free period in their grade twelve year.** Once students have selected courses and been issued a timetable, it is expected that they will complete the courses they are taking.

All courses at Charlottetown Rural High School are semestered; that is, courses beginning in September will end in January, and those beginning in February will end in June. The passing mark is fifty percent and each course successfully completed counts as one credit with the exception of Cooperative Education and some Career Exploration Courses.

**Important Registration Notes:**

Timetabling for both semesters occurs prior to the opening of school in September. Timetabling and staffing are governed by the courses the students select on registration forms. Our goal is to have each student properly placed during the registration process – this is the time for discussion with parents and teachers to create a graduation plan and reduce the number of course changes during the year. **Class sections are created as a result of student registrations – it is important to make the best selections possible at the time of registration.**

Student schedules are generated by computer and distributed to students in September. Every effort is made to provide a timetable that enables students to take courses of their choice. However, a student's "alternate course" choices may be used to complete the complement of eight courses if scheduling conflicts are encountered, if courses are not offered because of insufficient enrolment or if the enrolment in a course is too large.

When a student registers for a course, the school considers this choice a commitment to be honoured with regular attendance and completion of the course. Any changes in a student's program after classes commence will require permission of the parents and the school administration.

**Course Change Requests:**

Course change requests are considered during the first 2 days of the semester **as required to meet graduation requirements, when the student has not earned a prerequisite credit or has a blank due to a scheduling conflict.** Homeroom advisors, school counselors, and school administration work with students and parents to plan a program of the best course selections for each year and semester. **Please note that if a student has discontinued or not met the requirements of a specific course in two attempts, they will not be registered in the course for a third time without permission from administration. If a student takes a course but does not successfully complete it in the first semester, they are not allowed to register for the same course in the second semester without permission from the administration.**

**Special Note for International and EAL Students:**

- Students for whom English is an additional language and new to Prince Edward Island and to Canada are required to contact the Department of Education Intake site at (902)620-373, fax (902)569-7532. The EAL Reception Centre is located in the Aubin Arsenault Building, 3 Brighton Road, Charlottetown, PEI, C1A 8T6.
- An English language proficiency assessment is required to determine the proper entry level for language training in the EAL program and to complete the registration.
- For community support and information The PEI Association for Newcomers to Canada can be contacted at (902) 628-6009. Visit <http://www.peianc.com/> for more information.

**Transferring in From Out of Province:**

- Students are expected to have an official transcript sent directly to Charlottetown Rural that includes all credits earned in grade 10, 11, and 12.
- The transcript will be assessed to determine equivalent credits that can be transferred to meet PEI graduation requirements. There can be a maximum of 8 credits transferred for each school year.
- Course selection and a graduation plan will be determined based on the credits transferred and a registration interview.

**Grade Level Determination:**

Grade level is determined by the number of credits that a student has earned at the beginning of the school calendar year.

- Grade 10 students have completed less than 4 credits
- Grade 11 students have accumulated 5 to 11 credits
- Grade 12 students as potential graduates must have 12 or more credits



## **POST SECONDARY PLANNING:**

**General Guidelines:** Admission requirements for post secondary institutions vary somewhat from high school graduation requirements.

Students who are considering some form of study beyond high school should refer to post-secondary calendars (available at student services) and/or websites to determine courses to choose for grades 11 and 12.

**Holland College:** Students should check prerequisites for specific programs in the Holland College calendar/website. Academic grade 12 courses are required for entrance to some programs.

**Universities:** Students should note that the following Degree (university) programs require specific courses at the grade twelve level. An overall minimum average of 70% is required for most university programs in 5 academic (621 or 611) grade 12 courses including English 621. **\*Students should also note that programs with limited enrollment (i.e. nursing) will require higher averages for admission.**

**Bachelor of Arts:** English, plus 4 acceptable academic electives. U.P.E.I. requires a grade 12 social studies or language credit.

**Bachelor of Business Administration:** English, mathematics, any 2 social studies, language or science courses and one other grade 12 academic course, ex. ECO 621 and ACC 621 are recommended.

**Bachelor of Science:** English, mathematics, two lab sciences and one other grade 12 academic course. **Chemistry 621** is required in most B.Sc. programs. **Biology 621 and Physics 621** are required for some programs. **Math 611 is recommended** for students planning to major in Chemistry, Physics, Computer Science or Engineering, as calculus is required for these programs. Students pursuing certain science programs must check each university for specific courses needed for admission.

**B.Sc. in Nursing:** Nursing entrance requires an overall minimum average of 70% in the following subjects: English, Math(621A or B), chemistry, biology and one other grade 12 academic elective. Applicants must also have a minimum of 65% in each of English, mathematics, chemistry and biology. **This is a highly competitive program. Check early admission deadlines.**

**Canadian Forces/R.O.T.P.:** Students wishing to enroll in the Royal Officer's Training Program will require English, mathematics, physics and chemistry in their grade twelve program.

### **Scholarships/Bursaries/Awards:**

Graduating students are encouraged to apply for entrance scholarships to post-secondary institutions. Marks are of prime importance in consideration for entrance scholarships. Extracurricular activities in school and community are considered for specific scholarships, bursaries, and awards. Information is available at the Student Services Center and on the Charlottetown Rural website [www.therural.ca](http://www.therural.ca)

## **GRADUATION REQUIREMENTS - Effective in September 2015**

Students must achieve 20 course credits. Students who begin high school in September 2017 and later must also successfully complete the Prince Edward Island Secondary Literacy Assessment to graduate. The required number of course credits for graduation must include:

- (a) 3 English credits, one of which must be ENG621A or ENG631A;
- (b) 2 math credits;
- (c) 2 science credits;
- (d) 2 social studies credits, one of which must focus on Canadian social studies (CAS401A, GEO421A, HIS421F/J, LAW521A, LAW521F, LAW531A, HIS621A, HIS621B, or POL621A);
- (e) 1 physical education credit (PED401A);
- (f) 1 career education and personal development credit (CEO401A);
- (g) 1 credit from a designated list that fosters creativity or innovation (see list below), or one of the following French language courses (FRE421A, FRE421F, FRE521A, FRE521F, FRE621A, or FRE621F); and
- (h) 5 course credits at the 600 or 800 level.

Students who leave school without fulfilling the requirements for the Provincial Senior High School Graduation Certificate may be given a Provincial Certificate of Accomplishment. In order to receive this certificate, a student shall require a minimum of twenty (20) credits, including:

- (a) 3 language arts credits;
- (b) 2 mathematics credits;
- (c) 2 science credits;
- (d) 2 social studies credits;
- (e) 5 course credits at the 600 or 800 level.

**The requirements for entry into post-secondary institutions, apprenticeship programs, or the workplace may require additional and/or specific courses.**

### **Creativity/Innovation Courses - Effective September 2015**

The following is a list of course names which are considered a part of the Creativity/Innovation cluster.

- Automotive 801A, 801B, 801C, 801D, 801E
- Computer Studies 521A, 621A
- Creative Writing 521A
- Design Technology 701A
- Environmental Science 621A
- External Credentials – Some courses only:
  - College of Piping
  - Conservatory Canada Music - 621 only
  - Dance Umbrella
  - Island Dance Academy
  - PEI 4-H Council
  - Royal Conservatory of Music – 621 only
  - Skills Canada PEI
- Independent Study 521A, 621A
- Music 421A, 521A, 621A, 801A
- Robotics 801A
- Visual Arts 401A, 501A, 601A, 621A
- Welding 801A, 801B, 801C, 801D, 801E
- Carpentry 801A, 801B, 801C, 801D, 801E
- Creative Multimedia 801A
- Culinary 801A, 801B
- Dramatic Arts 621A, 701A, 801A
- Global Issues 621A, 631A

## **GRADUATION REQUIREMENTS – for students who entered grade 10 prior to September, 2015.**

Students must have at least 20 course credits to graduate.

The required number of course credits for graduation must include:

- a) 5 at the 600 or 800 level
- b) 4 language arts (one of which may be French), one English course from each level (400, 500, 600)
- c) 2 mathematics courses (at different grade levels)
- d) 2 science courses
- e) 2 social studies courses

OR

- a) 5 at the 600 or 800 level
- b) 8 career exploration courses
- c) 3 language arts courses including one English course from each level (400, 500, 600)
- d) 2 mathematics courses (at different grade levels)
- e) either 2 science and 1 social studies course or 1 science and 2 social studies courses

All students are encouraged to take a Career Exploration course during their senior high school years.

### **Honours Standing and Aggregates at Graduation:**

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.

### **Governor General's Medal, Provincial Policy:**

The Governor General's Medal, for students who will graduate in June 2017, will be awarded to the student who achieves the highest average. The average includes all grade 11 and grade 12 courses as listed on the student's official transcript of grades. The Governor General's medal will be presented during the summer following graduation.

### **Awards for Grades 10 and 11 Honours Students:**

An awards ceremony will be held each October at which time Grade 10 and 11 students will be awarded honour certificates if they have met the following criteria in the subjects which they took in the previous school year: an overall average of 80% or higher in all eight courses for which they achieved credit regardless of the grade level or level of difficulty of the individual subjects. IB Diploma students require an overall average of 80% or higher for all courses in the IB program to achieve honours during their grade eleven year.

In addition to a certificate, the top ten students by aggregate in each of the two grades, 10 and 11, will be presented with a plaque.

## **PROGRAM LEVELS:**

**Enriched/Advanced (University Preparatory)** - This term refers to a university preparatory program that requires intensified and independent study. Students are expected to perform at advanced levels of achievement so as to be better prepared for university programs.

**Academic (University Preparatory)** - These courses are regular university preparatory courses which allow students to enter post secondary study. Students are expected to check with each institution for specific entrance requirements.

**Open** - These courses vary in level of difficulty and are considered a worthwhile selection for any student.

**General** - This is a non-university preparatory program. The emphasis is placed on the immediate application of the subject matter to everyday situations.

**Practical** - These courses are offered at a very basic level and are intended to prepare students for the world of work and develop specific skills training.

**Modified** - Learning outcomes of a course are modified to meet the needs of the learner.

**Transition Action Plan (TAP)** – This is a non-credit program, for students who require a level of individualized programming in the Senior High years. Students will focus on developing skill sets for successful transition to the community.

## **COURSE CODING SYSTEM:**

The course code is composed of seven characters. The first three are letters associated with the title. Examples: "MAT" - Mathematics, "HIS" - History. The three numbers following may be broken down as follows:

### **First Digit: Grade**

- 4 - 1st year (grade 10)
- 5 - 2nd year (grade 11)
- 6 - 3rd year (grade 12)
- 7 - Grade 10 or 11
- 8 - Grade 11 or 12

### **Second Digit: Level of Program**

- 0 - Open
- 1 - Enriched/Advanced (University Preparatory)
- 2 – Academic (University Preparatory)
- 3 – General
- 5 - Practical
- 6 – Modified
- 7 - Intervention

### **Third Digit: Credit Value:**

- 1 – One Credit
- 2 – Two Credits

### **Program Identifier:**

The seventh digit is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding:

- A to E, K = English – language courses
- F to J = French Immersion courses
- V to Z = local program courses

Example: HIS421A - Grade 10 academic History  
One Credit

# International Baccalaureate Diploma Programme

**We are pleased to offer the International Baccalaureate Programme with the support of the Department of Education and the Public Schools Branch.**

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

## **Am I the type of student who can do this?**

If you are self motivated, organized, interested in being challenged and have a commitment to succeed, then the Diploma Programme could be for you. Hard work, diligence and time management are important skills to have when working on the IB Diploma. The course work requires that you are a competent reader and an effective communicator. You will be asked to problem solve, think critically, and become involved in the community. Students are encouraged to become learners dedicated to the ten goals of the IB learner profile, including becoming inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, and reflective learners. Students who wish to enter the Diploma Program should do so with a good understanding of its nature and requirements as well as the intention to remain in the Program for the two years.

## **What courses do I take?**

To receive an IB Diploma you must complete one course from each of the following subject areas –

Languages (English Literature)

Second Language (French) – two levels including Beginner and Immersion

Individuals and Society (History)

Experimental Sciences (Biology) An elective Chemistry course may be taken in lieu of an Arts course

Mathematics

The Arts (Visual Art or Music)

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

## **Do I write exams in these courses?**

Yes. You will write exams in the six courses at the end of grade 12. All exams are marked externally by examiners from all over the world. This is what makes the IB Diploma so unique and so valuable – students from around the world are measured against the same criteria which provide a clear bench mark of success. These exams determine approximately 70 - 80% of the final mark in each course.

## **Does the Diploma require anything else?**

Yes. There are three core elements to the IB Diploma Programme:

- **The Creativity, Action and Service Program (CAS)**. Students are expected to complete approximately 150 hours of Creativity, Action and Service over their two years in IB. These activities help students develop self-confidence, initiative, responsibility, empathy and the ability to work cooperatively with other people. They also provide an important balance to the academic requirements of the programme.

- **Theory of Knowledge (TOK)**. This course requires a minimum of 100 hours of study and will be taken over two years. It is a course designed to teach students to think critically and constructively about what they are learning and to appreciate other cultural perspectives. Students complete an internally moderated presentation and an externally moderated essay for their evaluation in this course. Together with CAS and the Extended Essay, students are challenged to make links between their IB subjects and their growth through increased skills and awareness from the IB Core.

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

**What about assessment and evaluation?**

Each of the IB courses is evaluated on a scale from 1 – 7, (7 being the highest obtainable mark). Students must also complete requirements of the CAS program, TOK course and Extended Essay. The maximum number of points available to a student is 45 which includes a possible 3 bonus points from the Extended Essay and TOK course. A hard-working, organized and self-motivated average student is expected to achieve 28 points, which in most cases earns the Diploma. Student marks for the IB Diploma are derived from Internal Assessments which are issued by IB but marked by IB teachers in the school and from External Assessments which are issued by IB and submitted for evaluation to IB examiners. These include a variety of assessments over the 2 years of the Diploma Program as well as the Final Exams. Teachers will also assign a variety of in-school assessments which will provide ongoing, cumulative marks in percentage format and will prepare students for their IB evaluations.

**What are the benefits of the IB Diploma?**

The IB Programme is a comprehensive international curriculum with an emphasis on critical thinking, intercultural understanding, citizenry and extracurricular activities. Students are exposed to a broad range of subjects studied in considerable depth. The ultimate benefit of this program is that IB graduates are literate, articulate, adaptable, confident young adults with expertise in at least two languages and a global understanding of issues. In addition to just wanting to participate in this excellent program, many students take the IB Diploma to improve their chances of university admission to programs of choice. Graduates of the IB Diploma Programme consistently perform well at university. Because of this, the IB Diploma is recognized by universities in Canada, the United States, and abroad. At many universities, graduates with an IB Diploma may receive preferred entrance status, scholarships and advanced credit or transfer credits for IB courses in which sufficiently high results were achieved. Many Canadian universities have entrance scholarships created specifically to attract IB Diploma graduates. To date, most IB Diploma graduates from the Rural have received scholarships or bursaries and all have been offered advance credit.

**What courses do I take in grade 10?**

We strongly recommend that you take the Rural IB Preparatory courses that you will find described fully in specific course listings later in this document. Each of these courses is designed with the purpose of developing skills that are needed for the successful completion of the IB Diploma. While these courses parallel the regular academic courses, the grade 10 curriculum is covered more quickly and a greater emphasis is placed on independent work, research, writing, oral communication and experimentation. Rural IB Preparatory courses are not, however, required pre-requisites for entry into the IB Diploma Programme in Grade 11.

Grade 10 - Rural IB Preparatory

Program Area	Students from English Program	Students From French Imm.
Languages	English 421B Rural IB Preparatory	English 421B Rural IB Preparatory
Second Language	French 421A (Core French)	French 421F
Individuals and Society	History 421A	History 421G
Experimental Sciences	Science 421B Rural IB Preparatory	Science 421B Rural IB Preparatory
Mathematics	Math 421B Rural IB Preparatory	Math 421B Rural IB Preparatory

IB Diploma Course Offerings for Grades 11 and 12

One Course From:	Course Offerings:
Languages	IB English (HL)
Second Language	IB French (B) or Ab Initio
Individuals and Society	IB History (HL)
Experimental Sciences	IB Biology (HL) IB Chemistry (SL)
Mathematics	IB Mathematics (SL)
The Arts <i>or</i> An Elective Science	IB Visual Arts, IB Music (SL) <i>Or</i> IB Chemistry (SL)

**EAL students should be aware that reading and comprehension levels in IB can mean extra challenge in English, History and written assessments. Enrolment in French (FRE421A) and Writing (WRT421A) courses in Grade 10 is strongly recommended.**

**\*Effective September 2016:**

In order to register for the International Diploma Programme, students will need to meet the following requirements:

- Complete the IB application form and return it to Student Services by May 1<sup>st</sup>, 2017.
- Have achieved, or currently be maintaining, a minimum of 75% in grade 10 academic Mathematics, Science and English.
- Participate in an “on-demand” writing assignment to determine abilities in reading, writing and analysis of English texts. Via this exercise, proficiency in the language of instruction will be assessed and may be used as a criterion to determine suitability.
- Should further screening of applicants be necessary, marks in grade 10 courses, attendance, and demonstrated ability to complete course requirements will also be considered.

Course descriptions for Rural IB Preparatory and Diploma courses are found on pages 21 - 23.

## **COURSE OFFERINGS**

### **GRADE 10**

#### **COMPULSORY:**

- ENG421A - ENGLISH OR
- ENG421B - ENGLISH - IB DIPLOMA PREPARATION OR
- ENG471A - ENGLISH: ESSENTIAL LITERACY SKILLS (I) OR
- ENG471C - ENGLISH: ESSENTIAL LITERACY SKILLS (II)
  
- MAT421A - FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10 OR
- MAT421B - FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10 - IB DIPLOMA PREPARATION OR
- MAT421K - APPRENTICESHIP AND WORKPLACE MATHEMATICS 10 OR
- MAT451A - PRACTICAL MATHEMATICS 10
  
- SCI421A - SCIENCE OR
- SCI421B - SCIENCE - IB DIPLOMA PREPARATION OR
- SCI431A - SCIENCE (General)
  
- GEO421A - GEOGRAPHY OF CANADA (Academic) AND/OR
- HIS421A - ANCIENT AND MEDIEVAL HISTORY (Academic) OR
- HIS421G - COMPRENDRE LE CANADA (French Immersion) OR
- CAS401A - CANADIAN STUDIES (Open) OR
- SOC451A - SOCIAL STUDIES (Practical)
  
- PED401AF - PHYSICAL EDUCATION – WELLNESS (Females)
- PED401AM - PHYSICAL EDUCATION – WELLNESS (Males)
  
- CEO401A - CAREER EXPLORATIONS AND OPPORTUNITIES

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#### **ELECTIVES**

- ART401A - VISUAL ARTS
- AUT701A - INTRODUCTION TO AUTO SERVICE TECHNOLOGY
- BUS701A - THE WORLD OF BUSINESS
- CAR701A - INTRODUCTION TO CARPENTRY TECHNOLOGY
- CAR701Y - CRAFTS
- DES701A - DESIGN TECHNOLOGY
- DRA701A - DRAMATIC ARTS
- EAL701A - EAL BEGINNING/INTRODUCTION LEVEL
- EAL701B - EAL BEGINNING/INTRODUCTION LEVEL
- EAL701C - EAL INTERMEDIATE LEVEL
- EAL701D - EAL HIGH-INTERMEDIATE/ADVANCED LEVEL
- ENV521X - CONSERVATION
- FDS421A - FOODS AND NUTRITION
- FRE421A - FRENCH (CORE)
- FRE421F - FRENCH IMMERSION
- ITC401A - INFORMATION TECHNOLOGY COMMUNICATIONS
- LSK551A - LIFE SKILLS (Practical Students)
- MUS421A - MUSIC (Band)
- RES401A - RESOURCE (must be recommended)
- SCI701A - APPLIED SCIENCE
- WEL701A - INTRODUCTION TO WELDING
- WRT421A - WRITING

## **GRADE 11**

### **COMPULSORY:**

ENGLISH: ENG521A, OR ENG531A, OR ENG551A  
MATHEMATICS: MAT521A OR MAT521B, OR MAT521K OR MAT551A  
SCIENCE: 1 COURSE MINIMUM  
SOCIAL STUDIES: 1 COURSE MINIMUM

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### **ELECTIVES:**

ACC801A	- ACCOUNTING
AGS801A	- AGRISCIENCE
ART501A	- VISUAL ARTS
AUT701A	- INTRODUCTION TO AUTO SERVICE TECHNOLOGY
AUT801A	- BASIC POWER TRAIN
AUT801B	- BRAKE SYSTEMS
BIO511X	- ADVANCED BIOLOGY
BIO521A	- BIOLOGY
BIO801A	- HUMAN BIOLOGY
BUS701A	- THE WORLD OF BUSINESS
CAR701A	- INTRODUCTION TO CARPENTRY TECHNOLOGY
CAR801A	- FRAMING SYSTEMS LEVEL I
CAR801B	- FRAMING SYSTEMS LEVEL II
CAR701Y	- CRAFTS
CAR801W	- PHOTOGRAPHY
CHD521X	- CHILD DEVELOPMENT
CHM511A	- CHEM-STUDY
CHM521A	- CHEMISTRY
CMM801A	- CREATIVE MULTIMEDIA
CMP521A	- INTRODUCTORY COMPUTER STUDIES
CUL801B	- CULINARY SKILLS B
CWS502A	- COOPERATIVE EDUCATION (2 CREDITS)
DES701A	- DESIGN TECHNOLOGY
DRA701A	- DRAMATIC ARTS
DRA801A	- DRAMATIC ARTS
ENT521A	- ENTREPRENEURSHIP
ENV521X	- CONSERVATION
FRE521F	- FRENCH IMMERSION
GEO521A	- GLOBAL STUDIES
GEO531A	- WORLD GEOGRAPHY
HIS521A	- MODERN WORLD SURVEY
HOS801A	- HOSPITALITY & TOURISM
LAW521A	- INTRODUCTORY LAW
LAW521F	- LE DROIT (French Immersion)
LAW531A	- LAW (General)
MAT521E	- PRE-CALCULUS ELECTIVE
MUS521A	- MUSIC - (Band)
MUS521X	- JAZZ STUDIES
MUS801A	- STYLES OF POPULAR MUSIC
PED801A	- PHYSICAL EDUCATION, PHYSICAL LITERACY
PHP501A	- PEER HELPING
PHY521A	- PHYSICS
PSI801Z	- ENVIRONMENTAL MANAGEMENT
PSI802Z	- CHILD CARE (2 CREDITS)
RES501A	- RESOURCE (must be recommended)
ROB801A	- ROBOTICS
SCI701A	- APPLIED SCIENCE
SOC851A	- SOCIAL STUDIES (Practical)
WEL701A	- INTRODUCTION TO WELDING
WRT521A	- CREATIVE WRITING

IB DIPLOMA COURSES - Please see pages 21 – 23



**GRADE 12****COMPULSORY:**

ENGLISH: ENG621A, OR ENG631A, OR ENG651A

**ELECTIVES:**

ACC621A	- ACCOUNTING PRINCIPLES	
ACC801A	- ACCOUNTING	
AGS801A	- AGRISCIENCE	
ART601A	- VISUAL ARTS	
ART621A	- VISUAL ARTS	} 2 CREDITS
AUT801A	- BASIC POWER TRAIN	
AUT801B	- BRAKE SYSTEMS	
BIO611X	- ADVANCED BIOLOGY	
BIO621A	- BIOLOGY	
BIO801A	- HUMAN BIOLOGY	
CAR801A	- FRAMING SYSTEMS LEVEL I	
CAR801B	- FRAMING SYSTEMS LEVEL II	
CAR801W	- PHOTOGRAPHY	
CHM611A	- CHEM-STUDY	
CHM621A	- CHEMISTRY	
CMM801A	- CREATIVE MULTIMEDIA	
CMP621A	- COMPUTER STUDIES	
CUL801B	- CULINARY SKILLS B	
CWS602A	- COOPERATIVE EDUCATION (2 CREDITS)	
DRA801A	- DRAMATIC ARTS	
DRA621A	- DRAMATIC ARTS	
DRF601X	- DRAFTING	
ECO621A	- INTRODUCTORY ECONOMICS	
ENV621A	- ENVIRONMENTAL SCIENCE	
FAM621A	- FAMILY LIFE	
FRE621F	- FRENCH IMMERSION	
GEO621A	- GLOBAL ISSUES	
GEO631A	- GLOBAL ISSUES	
HIS621A	- HISTORY OF CANADA	
HIS621B	- PEI HISTORY	
HOS801A	- HOSPITALITY & TOURISM	
MAT611B	- CALCULUS	
MAT621A	- FOUNDATIONS OF MATHEMATICS 12	
MAT621B	- PRE-CALCULUS 12	
MAT621K	- APPRENTICESHIP AND WORKPLACE MATHEMATICS 12	
MAT651A	- PRACTICAL MATHEMATICS 12	
MAT801A	- APPLIED MATHEMATICS	
MUS621A	- MUSIC (Band)	
MUS621X	- JAZZ STUDIES	
MUS801A	- STYLES OF POPULAR MUSIC	
OCN621A	- OCEANOGRAPHY	
PED621A	- LEADERSHIP IN PHYSICAL EDUCATION	
PED801A	- PHYSICAL EDUCATION PHYSICAL LITERACY	
PHP601A	- PEER HELPING	
PHY621A	- PHYSICS	
POL621A	- ADVANCED POLITICAL STUDIES	
PSI801Z	- ENVIRONMENTAL MANAGEMENT	
PSI802Z	- CHILD CARE (2 CREDITS)	
RES601A	- RESOURCE (must be recommended)	
ROB801A	- ROBOTICS	
SOC621F	- L' INDIVIDU EN SOCIÉTÉ, FRENCH IMMERSION	
SOC851A	- PRACTICAL SOCIAL STUDIES	
TRA602Y	- TRANSITIONS	
WEL701A	- INTRODUCTION TO WELDING	
WRT521A	- CREATIVE WRITING	

IB DIPLOMA COURSES - Please see pages 21 - 23

## SUGGESTED PROGRAMS

GRADE 10	GRADE 11	GRADE 12
ACADEMIC	ACADEMIC	ACADEMIC
*ENGLISH 421A or B *MATH 421A or B SCIENCE 421A or B 1 SOCIAL STUDIES PHYS ED 401 CEO401 + 2 ELECTIVES  *Working toward a High School Diploma and entrance to university/college programs.	ENGLISH 521A MATH521A OR MATH521B 2 SCIENCE & 1 SOCIAL STUDIES OR 1 SCIENCE & 2 SOCIAL STUDIES + 3 ELECTIVES  *Working toward a High School Diploma and entrance to university/college programs.	ENGLISH 621A MATH 621A OR MAT621B 2 SCIENCE & 1 SOCIAL STUDIES OR 1 SCIENCE & 2 SOCIAL STUDIES + 3 ELECTIVES  *Working toward a High School Diploma and entrance to university/college programs.
GENERAL	GENERAL	GENERAL
ENGLISH 471C MATH 421K SCIENCE 431A CANADIAN STUDIES 401 PHYS ED 401 CEO401 + 2 ELECTIVES  *Working toward High School Diploma and entrance to some college programs.	ENGLISH 531A MATH 521K OR MATH 801A 1 SCIENCE 1 SOCIAL STUDIES + 3 ELECTIVES  *Working toward High School Diploma and entrance to some college programs.	ENGLISH 631A MATH 631A OR MATH 801A 1 SCIENCE 1 SOCIAL STUDIES + 3 ELECTIVES  *Working toward High School Diploma and entrance to some college programs.
PRACTICAL	PRACTICAL	PRACTICAL
ENGLISH 471A and/or B LIFE SKILLS 551A MATH 451A SCIENCE 461A SOCIAL STUDIES 451A PHYS ED 401A + ELECTIVE(S)  *Working toward a Provincial Certificate of Accomplishment	ENGLISH 551A MATH 551A SOCIAL STUDIES 851A 1 SCIENCE + 4 ELECTIVES  *Working toward a Provincial Certificate of Accomplishment	ENGLISH 651A MATH 651A + 5 ELECTIVES  *Working toward a Provincial Certificate of Accomplishment

\*Math and Literacy Interventions

### **Math – RES401AM**

Students who complete Grade 9 Math with a mark between 50 and 65% will be required to register for and successfully complete this course before taking Mat421A.

### **Literacy – ENG471A and ENG471C**

The achievement of Grade 9 students and the recommendation of teachers at the Intermediate level will be considered in determining the appropriate Literacy Intervention courses which students will be required to register for and successfully complete before enrolling in other English courses.

## COURSE DESCRIPTIONS

VISUAL ART AND DRAFTING	
<b>Course Name:</b> ART401A VISUAL ART <b>Text:</b> ART TALK	<p>This introductory course is to provide 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 art into a context of art history from Prehistoric cultures to Greek and Roman times. As well, students will learn to critically view and articulate about visual images that they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook on a regular basis. <b>A \$20.00 fee is expected for materials.</b></p>
<b>Course Name:</b> ART501A VISUAL ART <b>Text:</b> ART TALK <b>Prerequisite:</b> ART401A	<p>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 the artists of the Renaissance to the Impressionistic 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 on a regular basis. <b>A \$20.00 fee is expected for materials.</b></p>
<b>Course Name:</b> ART601A VISUAL ART <b>Text:</b> ART in Focus <b>Prerequisite:</b> ART501A	<p>This course builds upon the skills, concepts, media, techniques, ideas and experiences in ART501A. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view artwork using the skills of a persuasive argument. They will examine art and artists of the Modern and Contemporary art movements and apply this knowledge to their artwork. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the course as it evolves. <b>A \$20.00 fee is expected for materials. A student cannot earn a credit in both ART601 and ART621.</b></p>
<b>Course Name:</b> ART621A VISUAL ART <b>Prerequisite:</b> ART501A	<p>This course builds upon the skills, concepts, media, techniques, ideas and experiences in ART501A. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view artwork using the skills of a persuasive argument. They will examine art and artists of the Modern and Contemporary art movements and apply this knowledge to their artwork. Students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to complete a rigorous academic research project. Students will be expected to present the results of their academic research in both a visual and written form. The academic research project would have a community-based learning component. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the course. <b>A \$20.00 fee is expected for materials. A student cannot earn a credit in both ART601 and ART621.</b></p>
<b>Course Name:</b> DRF601X DRAFTING <b>Prerequisite:</b> DES701A	<p>This course will proceed where DES701A left off, with exclusive work in AutoCad. Topics will include a review of three view drawings, and move into technical drawings around Auxiliary views, fasteners, exploded views, Perspectives and Development drawings. This course is intended for those interested in continuing their work in technical design and drawing, wanting to further develop problem solving and visualization skills, and for those continuing toward studies in engineering, applied sciences, design and drafting.</p>
CEC: BUSINESS	
<b>Course Name:</b> ACC621A Accounting Principles <b>Text:</b> Accounting I (Fourth Edition)	<p>Accounting Principles is an introductory course that includes concepts, procedures, and computer applications in accounting with an emphasis on the accounting cycle. Major topics covered are: Accounting Fundamentals, Accounting for a Merchandise Business, and Internal Control, Analysis, and Decision Making. It is designed for students who plan to take business/accounting courses at the college or university level.</p>

<p><b>Course Name: ACC801A Accounting</b>  <b>Text: Century 21 Accounting, Introductory Course</b></p> <p>Introductory 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. <b>Students who have a credit in ACC621 are not eligible to take this course.</b></p>
<p><b>Course Name: BUS701A The World of Business</b></p> <p>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 ENT521A, ACC621A, and ECO621A.</p>
<p><b>Course Name: ENT521A Entrepreneurship</b>  <b>Text: The Entrepreneurial Spirit</b></p> <p>This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore and develop their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture and individually plan a business venture. Topics will include: identifying opportunities; assessing risk; generating and refining ideas; marketing; organization options; financing and financial management. Learning activities will involve group and individual projects.</p>
<p><b>CEC: CAREER AND TRANSITIONS</b></p>
<p><b>Course Name: CEO401A Career Explorations and Opportunities</b></p> <p>This course enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond secondary school. This course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop those skills, attitudes, and behaviors that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.</p>
<p><b>Course Name: TRA602Y Transitions</b>  <b>Prerequisite: DYF701A OR CEO401A</b></p> <p>This two credit course offers students an opportunity to explore potential post-secondary options in a college setting for two hours each day. Students work together in small groups in a variety of college-related experiences where they cultivate a level of professionalism required for post-secondary success. The college experience is complemented with a variety of community experiences, tours of local small businesses and non-profit organizations. It is important to note that students <b>must provide their own transportation to and from Holland College</b>. Due to the limited number of seats available to Charlottetown Rural students, successful candidates will be selected through an interview process with strong consideration given to students who have had good attendance in school.</p>

# CAREER EXPLORATION COURSES

The goals and objectives of Career Exploration Courses are based on knowledge and skills drawn from specific occupations in the world of work. The general purpose of each course is to provide students with opportunities to explore the world of work and to have students develop introductory skills associated with specific careers.

Each course contains three types of objectives:

- a) knowledge of the specific employment related to the course;
- b) specific manual skills; and,
- c) common work and attitudinal skills.

Career Exploration Courses are offered in four cluster areas: People and the Service Industry, Construction and Manufacturing, Power and Mechanics, and Communications and the Arts. **These courses require that students have the maturity to work independently and in groups on project work.** Course listings and descriptions are listed for each course by cluster.

**CLUSTER TITLE            PEOPLE AND THE SERVICE INDUSTRY**

CUL801B            CULINARY SKILLS B  
 HOS801A            HOSPITALITY & TOURISM  
 PSI801Z            ENVIRONMENTAL MANAGEMENT  
 PSI802Z            CHILD CARE (2 CREDITS)

**CLUSTER TITLE            CAREER AND TECHNOLOGY PROGRAM**

ROB801A            ROBOTICS

**CLUSTER TITLE            CARPENTRY TECHNOLOGY PROGRAM**

CAR701A            INTRODUCTION TO CARPENTRY TECHNOLOGY  
 CAR801A            FRAMING SYSTEMS LEVEL I  
 CAR801B            FRAMING SYSTEMS LEVEL II

**CLUSTER TITLE            POWER AND MECHANICS**

AUT701A            INTRODUCTION TO AUTO SERVICE TECHNOLOGY  
 AUT801A            BASIC POWER TRAIN } (2 CREDITS)  
 AUT801B            BRAKE SYSTEMS  
 WEL701A            INTRODUCTION TO WELDING

**CLUSTER TITLE            COMMUNICATION AND THE ARTS**

CAR701Y            CRAFTS  
 CAR801W            PHOTOGRAPHY  
 CMM801A            CREATIVE MULTIMEDIA  
 DES701A            DESIGN TECHNOLOGY  
 DRA701A            DRAMATIC ARTS  
 DRA801A            DRAMATIC ARTS  
 DRA621A            DRAMATIC ARTS

**CAREER EXPLORATION**

<b>CEC: PEOPLE AND THE SERVICE INDUSTRY</b>	
<p><b>Course Name:</b> PSI802Z Child Care (2 credits)  <b>Text:</b> Working with Young Children  <b>Prerequisite:</b> CHD521X is strongly recommended</p>	<p>This course is designed to give students an overview of child care and development, with a look at careers related to caring for pre-school aged children. Through active participation in a number of child care settings, students will gain an understanding of, and appreciation for, the way children develop, particularly children ages two to five. Students will investigate a number of child care careers and business opportunities by: 1) observing programs at various institutions which serve children, 2) developing skills needed to properly care for children, and 3) working directly with young children in a half-day daycare situation. Students are expected to learn independently and to develop a responsible work ethic.</p>
<p><b>Course Name:</b> HOS801A Hospitality &amp; Tourism  <b>Text:</b> To be assigned</p>	<p>This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them be familiar with the various sectors of the industry: accommodation, food and beverage, recreation and entertainment, travel services and transportation. Also included in this course is a five-hour internationally recognized customer-service training program called <i>World Host</i>.</p>
<p><b>Course Name:</b> PSI801Z Environmental Management  <b>Prerequisite:</b> FDS421A</p>	<p>This course focuses on students developing an awareness of the environment, as well as seeing the impact and responsibility they have in being part of the world community. Emphasis will be placed on student - directed discovery and group work. Topics include; human population growth, watershed enhancement, energy, climate change, waste management, and forestry. Individuals will have the opportunity to acquire both a theoretical and a practical appreciation for the wise management of our natural resources through the identification of solutions to environmental problems.</p>
<p><b>Course Name:</b> CUL801B Culinary Skills B  <b>Prerequisite:</b> FDS421A</p>	<p>Culinary Skills 801B is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include stocks, soups and sauces, baked goods, vegetables and fruit, fish, poultry and meats, and customer service and dining. Culinary Skills 801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in 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.</p>
<b>CEC: CAREER AND TECHNOLOGY PROGRAM</b>	
<p><b>Course Name:</b> ROB801A - Robotics  <b>Prerequisite:</b> SCI701A (recommended or an interest in computer coding)</p>	<p>Robotics is composed of hands-on technical learning opportunities as well as scientific knowledge, skills, and technological/societal connections through an automated and radio-controlled build/design context. This course extends the knowledge and skills learned 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. Coding of robots will initially be accomplished using EasyC, a graphical version of the C programming language, however other activities will introduce using the <i>Python</i> language and <i>Raspberry Pi</i> devices to physically act on the world. Machine code and automated manufacturing will also be explored through introducing design and building with a 3D printer.</p>
<b>CEC: CARPENTRY TECHNOLOGY PROGRAM</b>	
<p><b>The Carpentry Technology</b> program is designed to prepare students to enter the trade of Carpentry. Throughout the program students will develop the practical skills, technical knowledge, and safe work attitudes, required to be successful in industry. Emphasis will be placed on the Essential and Employability skills required to begin a career in the Construction Industry. Students will be given the opportunity to register as youth apprentices through the ASAP Apprenticeship program, and upon successful completion of at least 5 credits, with an average of 70%, students may challenge their Block 1 Apprenticeship Exam and receive credit towards their Apprenticeship. Students wishing to continue in the trade at Holland College may be eligible for advanced standing and possible advanced credit depending on their level of success in the program.</p>	
<p><b>Course Name:</b> CAR701A Introduction to Carpentry Technology  <b>Prerequisite:</b> CAR701A is the prerequisite course for all 800 level Carpentry Technology courses</p>	<p>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. This year, these outcomes will be met through the building of several small sailing/rowing crafts. <b>Safety glasses are required and may be purchased for \$5.00 at the school.</b></p>

**Course Name: 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. CAR801A is a prerequisite course for CAR801B. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**Course Name: CAR801B Framing Systems Level II**

**Prerequisite: CAR801A**

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. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**CEC: POWER AND MECHANICS**

**Course Name: 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; use and identify a variety of measuring tools; assemble components using a variety of fasteners and adhesives; perform basic heating, cutting and welding procedures and; diagnose an service wheels, tires and wheel bearings. AUT701A is a prerequisite to the AUT801 courses. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**The following two courses will be taught together for two credits.**

**Course Name: AUT801A Basic Power Train (double period course with AUT801B)**

**Prerequisite: AUT701A or WEL701A**

A basic working knowledge of the major systems of a vehicle is essential for any Auto Service Technician. The Basic Power Train course introduces students to engine operation, cooling systems, and vehicle drive lines. Students will learn about the operation of internal combustion engines and various fuel types. Students will be able to: work with vehicle cooling systems; conduct tests on, diagnose, and repair cooling systems; handle and dispose of coolants in an environmentally safe manner. Students will learn how to diagnose problems related to vehicle drive lines and identify the proper procedures to be followed to affect the necessary repairs. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**Course Name: AUT801B Brake Systems (double period course with AUT801A)**

**Prerequisite: AUT701A or WEL701A**

Brakes are one of the most fundamental safety systems on a vehicle. This course focuses on the components, types, service and diagnosis of brake systems. Students will develop a clear knowledge of the fundamentals of friction and hydraulics related to brake component function. Students will learn to: service, repair, and diagnose drum brake systems, disc brake systems, power brakes, and will be introduced to anti-lock brake systems. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**Course Name: WEL701A - Introduction to Welding**

Introduction to Welding introduces students to tools, equipment, theories and practices common to the trade. Welding can be a hazardous occupation if you are an unsafe worker therefore the Welding Program will have a constant emphasis on safe work habits. Students will develop attention and concentration skills that allow them to minimize the hazards of the trade; learn to select and use the proper tools to complete welding tasks; learn to safely handle materials related to welding; and will be introduced to multiple welding techniques and processes. Introduction to WEL701A can be used as a prerequisite to the AUT801 courses. **Safety glasses are required and may be purchased for \$5.00 at the school.**

**CEC: COMMUNICATIONS AND THE ARTS**

**Course Name: DES701A DESIGN TECHNOLOGY**

**Prerequisite: Good math skills**

Students will be introduced to technical drawing, the international language of industry, while developing sketching and mechanical drawing skills in orthographic and pictorial drawings. Computer assisted design and drafting (CADD) will also be incorporated to introduce the student to computer assisted drawing techniques commonly used in industry. Throughout the course students will be required to build a drawing portfolio, as a display and record of the skills they have developed. Design Technology will appeal to a wide variety of students and will provide essential skills for any students considering a career in engineering, technologies, or skilled trades. **Drafting tools will need to be purchased, approximate cost \$10.00.**

<p><b>Course Name: CMM801A Creative Multimedia</b>                  Creative Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be taught from a design point-of-view and will be activity-based. Creations will be presented in a web or CD portfolio format. Modules include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing and Web Authoring. This is an introductory level course and no pre-requisites are required.</p>
<p><b>Course Name: CAR701Y Crafts</b>  <b>Prerequisite: Recommended that students have an interest in craft work or fine hand work of another nature.</b>                  Crafts is designed to introduce students to projects that can be applied to current examples of the Island crafts community. Activities incorporate technical skills along with applied artistic ability in making objects that serve a useful purpose. Students will create projects in Ceramics, Mosaic Glass, Silk Screen printing, Fused glass and Stained Glass. <b>There is a \$20 lab fee in order to help cover the supplies needed for various projects.</b></p>
<p><b>Course Name: DRA701A Dramatic Arts</b>                  Drama 701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation and guided practice, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Drama 701A provides a foundation for all future course work in drama and theatre.</p>
<p><b>Course Name: DRA801A Dramatic Arts</b>  <b>Prerequisite: DRA701A (or related experience with approval from the instructor)</b>                  Drama 801A builds on the learning experiences provided in Drama 701A. This course will provide opportunities to explore movement and speech and to combine these in a greater range of dramatic forms. The emphasis for this course will be on the process of creating script and bringing script to production. Students will create original scripts or theatre pieces from other texts, including script. These scripts may take many forms and may be stimulated by any number of texts such as music, literature, improvisation, and existing script. A collage, a collective, a drama symphony, a forum theatre piece, and a script are some of the possible forms of text creation. Students will also explore script using improvisation and other dramatic forms to understand the original text and to create new script for performance. The theatre component within Drama 801A culminates in the production of created text. The elements of theatre production and the skills required for presentation, including acting skills, will be explored.</p>
<p><b>Course Name: DRA621A – Dramatic Arts</b>  <b>Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge)</b>                  This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. Students will present the results of their PBL in a performance and in a reflective presentation. Throughout this course students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; communication of ideas, thoughts, feelings, and inspirations.</p>
<p><b>Course Name: CAR801W - Photography</b>  <b>Text: Exploring Photography</b>  <b>Prerequisite: Ability to work independently and in small groups taking photos.</b>                  Photography 801 is a course designed to introduce students to the world of photography and provide them with all the skills necessary to become a competent photographer. This course is for students who have a keen interest in photography. Students will learn the basics of light and the photographic image before moving to digital photography. Digital SLR cameras will be used throughout the course, and various technical and artistic assignments will be given to develop an understanding of both the camera, exposure and image effects.</p>

**COMPUTER STUDIES**

<p><b>Course Name: ITC401A Information Technology Communications</b>  <b>Text: Century 21 Keyboarding &amp; Information Processing and Computer</b>  <b>Concepts/Materials provided by Instructor</b>                  ITC401 is highly recommended for all students. In this course, students have the opportunity to enhance their skills in keyboarding, word processing, file management, computer literacy/operating systems, e-mail usage, desktop publishing, visual presentations, spreadsheets and graphing. The above skills will benefit students in computer integration in other subject areas, in university/college courses, and in their personal use.</p>
<p><b>Course Name: CMP521A Introductory Computer Studies</b>                  This is an academic level Computer Science course designed to give students an understanding of the computer and its effect upon society. The focus of this course is to develop problem solving skills with various software applications and programming. The following computer areas are addressed: Database management, HTML coding and Cascading Style Sheets (CSS), Computer Literacy related to the course content (i.e. computer systems, societal implications, career awareness, etc.), and Programming (problem solving in LIBERTY BASIC and manipulating virtual 3D objects using ALICE). This is an introductory level course and no pre-requisites are required.</p>



<p><b>Course Name:</b> CMP621A Computer Studies  <b>Prerequisite:</b> CMP521A or permission of instructor and good math skills</p> <p>The Computer Studies 621A course is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. This course focuses on developing computer applications using Visual Basic, Dynamic Web Programming with Visual Web Developer, researching operating systems, and researching careers in information and communications technology.</p>
<b>COOPERATIVE EDUCATION</b>
<p><b>Course Name:</b> CWS502A OR CWS602A  <b>Prerequisite:</b> 1) Grade 10; 2) a record of good attendance; and 3) a completion of the application process is required.</p> <p>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. 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. <b>Priority will be given to students who have not taken Cooperative Education. Transportation to the work place rests with the student/guardian as a limited number of placements within walking distance are available. Regular attendance is a must in order to get the required hours of placement.</b></p>
<b>EXTERNAL CREDITS</b>
<p><b>Course Name:</b> External Credit</p> <p>External credential courses will acknowledge the value of student learning outside the public school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system. External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. For a complete list of organizations, please check the Department of Education, Early Learning and Culture website. Proof of eligibility will need to be provided to the school by the student.</p>
<b>INDEPENDENT STUDY</b>
<p><b>Course Name:</b> ISC521A/621A - Independent Study</p> <p>Independent Study 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 community mentor. This course will demand a considerable commitment of time, effort, and energy on the part of the student.</p> <p>Early planning is required for a student to enrol 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 before a student can begin the Independent Study Course. <b>Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.</b></p>
<b>INTERNATIONAL BACCALAUREATE PROGRAM</b>
<b>A. RURAL IB-PREPARATORY COURSES</b>
<p><b>Course Name:</b> SCI421B - Science Rural IB Diploma Preparatory  <b>Text:</b> Science 10 - Nelson  <b>Prerequisite:</b> Grade 9 academic science</p> <p>This course is designed to meet the outcomes of SCI421A and also to prepare students for IB science courses. It is composed of four units of study: Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics. In addition, emphasis will be placed on problem-solving, independent learning and lab skills.</p>
<p><b>Course Name:</b> ENG421B - English Rural IB Diploma Preparatory  <b>Prerequisite:</b> Grade 9 academic English</p> <p>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 ensure students are prepared 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.</p>

<p><b>Course Name:</b> MAT421B - Math Rural IB Diploma Preparatory</p> <p><b>Text:</b> Math Power 10</p> <p><b>Prerequisite:</b> Good background in Grade 9 academic Math</p> <p>This course is designed for students preparing for the IB program. It is an extension of the Mathematics 10 curriculum with special attention paid to the goals of the IB such as internationalism, critical thinking, and independent thought. 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. There is a non-calculator component to this course.</p>
<p><b>B. IB DIPLOMA COURSES</b></p>
<p><b>Course Name:</b> ENG 5/6HL - IB English (Higher Level) A mark of 75% in ENG421A or B is strongly recommended.</p> <p>IB English (Language A1) is a two-year literature course for IB students. Through the study of literature (including texts in translation) students gain a broad and international literary perspective by studying different historical periods, cultures, styles and social contexts. The course seeks to facilitate the clear expression of ideas, to aid precise presentation of argument, and to assist in the understanding of both oral and written discourse. A rigorous approach to literary criticism will foster a personal appreciation of literature and help students develop linguistic proficiency and critical thinking skills.</p>
<p><b>Course Name:</b> CHM 5/6SL - IB Chemistry (Standard Level) A mark of 75% in SCI421A or B is strongly recommended.</p> <p>IB Chemistry is an experimental science course designed to introduce students to the principles of chemistry and real world applications. Core topics include Atomic Structure, Bonding, Periodicity, Quantitative Chemistry, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, and Organic Chemistry. One additional topic will be selected from Material Science, Biochemistry, Medicinal Chemistry or Energy. Forty hours of this course will be devoted to time in the laboratory and participating in an interdisciplinary science project. (Group IV Project).</p>
<p><b>Course Name:</b> ART 5/6SL - IB Art (Standard Level)</p> <p>The aim of the Standard level Visual Arts course is to provide students with the opportunity to develop their understanding of the visual arts from a local, national and international perspective while they work to develop their own skills and confidence. Through their studies of past, present and emerging forms of visual arts the students will also be able to understand their own position in the world of art, and better develop their visual vocabulary. Students will divide their time between studio work and their own investigations into the world of art. Students will be exposed to the broadest possible range of artistic media, and encouraged to explore and develop their skills with these different media as they take responsibility for the direction of their learning. In addition, students will prepare an exhibition of their own artwork as part of their final evaluation.</p>
<p><b>Course Name:</b> MUS 5/6SL - IB Music (Standard Level)</p> <p>The IB music course will provide students an opportunity to achieve a greater knowledge and understanding of the music of Western cultures, international traditions, and popular music. Some focus will be given to local musical traditions such as Acadian and Celtic music. Students will study music performance as well as music theory, ear training, aural skills, music appreciation, and music history and analysis. In terms of performance, students may choose to follow the Solo Performance (SLS) option or the Group Performance (SLG) choice. Students choosing the Solo option will have the opportunity to prepare and present, through public performances, a variety of music from the literature for their instrument. Students choosing the Group option will have the opportunity to prepare and present, again through public performances, music from the genres of symphonic band music, chamber music, and jazz. The Charlottetown Rural Senior Concert Band, Senior Jazz Ensemble and Jazz Combos may be used as ensembles for the Group Performance option. Other ensembles may be formed if deemed necessary. Within the performance setting, students will learn to use musical terminology to describe and reflect upon their understanding of music. The music of various nationalities and genres will be explored thus providing students the opportunity to experience the musical investigation component of the program.</p>
<p><b>Course Name:</b> HIS 5/6HL - IB History (Higher Level)</p> <p>The higher-level history course allows candidates to study history from an international perspective with the aim of explaining trends and developments, continuity and change through time and through individual events. The course is concerned with individual societies in the widest context: political, social, economic, religious, technological, and cultural. The course begins with the independence movements of the Americas. Special attention will be paid to the political and cultural history of the United States. Other areas to be examined include the First and Second World Wars, The Cold War, regional conflicts, the collapse of Communism and the rise of China as a world power. A major portion of the course, called the Historical Investigation, is an opportunity for students to apply their research and writing skills as a "historian" as they investigate a specific aspect of one of the History topics. The role of the historian will be the overall theme of the Diploma Programme, as candidates will explore the consequences of the idea that interpretation of events relies on a person's perspective of what has occurred at a particular point. This will be directly linked to content within the Theory of Knowledge course requirements. Students will be asked to consider what makes information reliable, how historical facts come to be considered facts and whether anything within the field of historical investigation can be considered certain. Students will be introduced to the concept of post modernism and the power that language has in constructing knowledge and belief.</p>

<p><b>Course Name: BIO 5/6HL - IB Biology (Higher Level) A mark of 75% in SCI421A or B is strongly recommended.</b></p> <p>IB Biology HL is an intensive two-year course designed to give students an introduction to the study of biological principles, their applications in the natural world, and laboratory procedures that follow the IB syllabus. Students will explore a variety of topics to gain an understanding of the biological world and the complexity of life on earth. Course topics include: cells, biochemistry, nucleic acids, proteins, cell respiration and photosynthesis, genetics, evolution, human reproduction, infectious disease defenses, the nervous system, muscles and movement, excretory systems, ecology, and plant science. Approximately 25 % of the course is devoted to practical laboratory work. Students are required to complete an interdisciplinary science (Group 4) project which will require a time commitment of 10-15 hours.</p>
<p><b>Course Name: MAT 5/6SL - IB Mathematics (Standard Level) A mark of 75% in MAT421A or B is strongly recommended.</b></p> <p>Mathematics SL is designed to provide a comprehensive background for students who anticipate further study of subjects involving substantial mathematical content. Students are expected to be capable of handling a rigorous course at an accelerated pace. The two-year IB program will introduce and expand key concepts with emphasis on multi-stage problem solving applications. The aim is to develop a broad background of mathematical thought, using a multi-representational approach and stressing the appropriate use of technology. Instruction will include study of historical and social context of mathematical development and cultivating an awareness of mathematics as a universal language. Core topics include: Algebra, Functions, Trigonometry, Regression, Vectors, Statistics/Probability, and Calculus.</p>
<p><b>Course Name: FRE 5/6AI - French Ab Initio (Students with prior French Immersion background are not permitted to take this course.)</b></p> <p>The French Ab Initio, Standard Level course is a two-year language acquisition course for students with little or no prior French language knowledge. It is organized around three main themes. 1) The Individual and Society, 2) Rural and Urban Environment and 3) Work and Leisure. Through the development of the four areas of language: reading, writing, speaking and listening, students will acquire the ability to respond and interact appropriately in a defined range of everyday situations.</p>
<p><b>Course Name: FRE 5/6SL - IB French (Standard Level)</b></p> <p>This French language course is a second language study in which an appreciation for the French language and cultural diversity will be emphasized. Students will improve their oral and written comprehension and production. Students will experience creative works in literature, film and music that will not only help in reading and aural exposure, but also provide cultural exposure. In addition to promoting the advancement of students' second language proficiency, this course is also intended to help students become citizens who are respectful of the many cultures that surround them.</p>
<p><b>Course Name: TOK 5/6 - Theory of Knowledge</b></p> <p>Theory Of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake, involving at least 100 hours of class time during the spring semester of year one and the fall semester of year two. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. This is done by examining up to eight Areas of Knowledge like Science, the Arts, Math, etc. and up to eight Ways of Knowing like Reason, Language, Intuition, Memory, etc. A second important aim of the TOK course is the exploration of how different cultural perspectives and traditions have contributed to our current constructions of knowledge. Ultimately, students in TOK will become more effective, empathetic and constructive thinkers as they make connections between their own knowledge, the course content, their CAS activities and their six IB subjects. IB Evaluation in the course consists of one internally assessed. Presentation and one externally assessed Essay. Teacher developed assignments and evaluations will be given as well.</p>
<p><b><u>LANGUAGE</u></b></p>
<p><b>A. ACADEMIC</b></p>
<p><b>Course Name: ENG421A English</b>  <b>Texts: Sightlines 10, Julius Caesar or A Midsummer Night's Dream, and two or more novels</b>  <b>Prerequisite: Successful completion of grade 9 English and/or EAL701D and/or ENG471C</b></p> <p>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 ensure students are prepared 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.</p>
<p><b>Course Name: WRT421A Writing</b></p> <p>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 modeled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added</p>

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.

**Course Name: ENG521A English**

**Texts: Echoes II, Romeo and Juliet, Merchant of Venice, or Much Ado About and two or more novels**  
**Prerequisite: ENG421A or ENG421B**

ENG521A examines major genres such as poetry, essays, novels, short stories, and drama, and provides supports (including assessment rubrics) that address all the outcomes of the APEF Language Arts Curriculum. While recognizing the diverse community of learners, ENG521A requires all students to apply previously attained knowledge and skills in new ways, thus leading them to higher levels of achievement and increasing their capacity to attain new levels of understanding and skill while pursuing their academic goals.

**Course Name: ENG621A English**

**Texts: Echoes 12, Hamlet, Macbeth, or Twelfth Night and two or more novels**  
**Prerequisite: ENG521A**

This course is, for most students, the last high school course in English prior to entering post-secondary studies. Therefore, in writing, attention is given to research and argumentative essays; and in literature, the study of form becomes more important. The reading of novels, drama, short stories, essays, and poetry begun in earlier years is continued in this course, but with increased emphasis on structure and authors' techniques. However, the inquiry approach with its emphasis on active student involvement is followed. Furthermore, the process approach to writing is continued.

**Course Name: WRT521A Creative Writing**

**Prerequisite: Successful completion of ENG421A**

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 practise the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work. The purpose of 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.

## **B. LITERACY INTERVENTION**

**Course Name: ENG471A English – Essential Literacy Skills (I)**

**Prerequisite: Students must be referred/recommended by the students' teachers and/or school administration for entrance into this course.**

English 471A will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them through the reading process. Students will apply these strategies *before, during* and *after* reading. Students will also refine writing skills to construct a variety of simple texts. Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning.

**Course Name: ENG471C English –Essential Literacy Skills (II)**

**Prerequisite: Students must be referred/recommended by the students' teachers and/or school administration for entrance into this course.**

English 471C will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them through the reading process. Students will apply these strategies *before, during* and *after* reading. Students will begin to evaluate purpose, structure and characteristics of text, and will also refine writing skills to construct a variety of complex texts. Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning. Students who are successful in this course will transition to English 421A.

## **C. GENERAL**

**Course Name: ENG531A English**

**Texts: Passages II and two novels**

**Prerequisite: ENG471A or ENG471C, ENG471B or ENG471C**

This course is designed for students who have some difficulty with oral and written communication. The goal of the course is to encourage the reading and enjoyment of novels, short stories, and drama so that students become more readily connected with the literature being explored, furthering their ability to approach a selection strategically. This program will help students increase their vocabulary and discuss and express their ideas by collaborating in oral, written, and media projects. Meaningful writing activities will expose students to all of the stages of the writing process, with particular emphasis on revising and editing.



<p><b>Course Name:</b> ENG631A English  <b>Texts:</b> Passages 12 and two novels  <b>Prerequisite:</b> ENG531A</p> <p>Students in this course will read a wide variety of texts and write in wide variety of forms to help them make meaning of the world they experience now, and will experience as adults. Students will be provided with opportunities to speak clearly and with confidence, and to listen attentively and respond appropriately in a small or a large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding and appreciation for this medium.</p>
<p><b>D. PRACTICAL</b></p> <p>These courses, for Grades 11 and 12, respectively, emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.</p>
<p><b>Course Name:</b> ENG551A English 11  <b>Prerequisite:</b> ENG451 or ENG471A or ENG471B</p>
<p><b>Course Name:</b> ENG651A English 12  <b>Prerequisite:</b> ENG551A</p>
<p><b>Course Name:</b> LSK551A Life Skills  <b>Texts:</b> New Canada Reading Program, SCOPE Magazine, Janus Job Interview Guide, Walch Real Life Series, Real World Reading/Writing, and a variety of  <b>Prerequisite:</b> None (recommended in first year of senior high)</p> <p>This optional English course emphasizes the everyday applications of reading, writing, speaking, listening, and viewing skills. Students participate in activities and projects centred around evaluating television programs; simulating job interviews; obtaining and learning how to complete the various forms people use in job applications or in banking; practicing the reading, writing, and thinking skills needed for operating an automobile or maintaining an apartment; and learning oral communication skills for dealing with people in social settings such as hospitals, the courts, governments, and business. The study of literature, grammar, and mechanics is not emphasized in this course. However, appropriate language usage is stressed for everyday applications.</p>
<p><b>E. EAL - English As An Additional Language</b></p> <p>Charlottetown Rural offers EAL courses to students who are acquiring the English language. The intent of these courses is to assist students who require support in English language fluency and comprehension to achieve English language proficiency, which is required for success in school and in the community. These EAL courses are based on the introductory, intermediate and high intermediate/advanced levels of English language proficiency, and concentrate on the four interrelated strands of the English language: reading, writing, listening and speaking. These EAL courses run in succession to one another. Students will be placed into the appropriate level and strand(s) according to their English language proficiency level. The completion of the high-intermediate/advanced level in EAL is highly recommended for all EAL learners to meet the curriculum outcomes in other secondary school subjects, as well as to better prepare them for post-secondary studies. Depending on the numbers of EAL learners registered, levels and strands may be combined to form a multi-level classroom.</p>
<p><b>Course Name:</b> EAL701A English as an Additional Language Beginning/Introductory Level  <b>Text:</b> North Star 1 &amp; 2, and other various resources.</p> <p>This beginning/introductory course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' progression of English language proficiency, which is required for success in school and the community. It will be highly recommended to students whose English language proficiency level in listening and speaking is assessed at the beginning/introductory level. This course intends to provide students with ample opportunities to listen and speak in English, while developing their English language fluency, accuracy and comprehension. Although the four strands of language (listening, speaking, reading and writing) are interrelated, the main emphasis of this course is on listening and speaking. Students will be recommended to take 701B the same semester as 701A, where possible, as both courses complement each other.</p>
<p><b>Course Name:</b> EAL701B English as an Additional Language Beginning/Introductory Level  <b>Text:</b> North Star 1 &amp; 2, and other various resources.</p> <p>This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in reading and writing is assessed at the beginner/introductory level. This course intends to provide students with ample opportunities to read and write in English, while developing their reading and writing strategies, comprehension, response and analysis. Although the four strands of language (listening, speaking, reading and writing) are interrelated, the main emphasis of this course is on reading and writing. Students will be recommended to take 701A the same semester as 701B where possible, as both courses complement each other. Students who have successfully met the outcomes in 701A and 701B will then register for EAL701C.</p>

**Course Name:** EAL701C English as an Additional Language - Intermediate Level

**Text:** North Star 3, and other various resources.

**Prerequisite:** EAL701B

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

**Course Name:** EAL701D English as an Additional Language - High-Intermediate/Advanced Level

**Text:** North Star 4, and other various resources.

**Prerequisite:** EAL701C

This high-intermediate/advanced level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in the school and in the community. It will be highly recommended for students whose English language proficiency level in listening, speaking, reading and writing is assessed at the high-intermediate level, or for students who have taken EAL 701C. This course provides students with ample opportunities to listen, speak, read and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading and writing. It is highly recommended that students successfully complete EAL 701D before taking English 421A or English 431A.

## F. CORE FRENCH

**Course Name:** FRE421A French

**Text:** Thematic Modules

**Prerequisite:** Grade 9 Core French

This course is strongly recommended for core French students who may wish to continue in the IB program. French 421A is composed of modules organized according to the experience and interests of teenagers. Both oral and written communication is developed in the context of authentic situations and French is the working language of the classroom. For each module studied, the student will be responsible for completing a final project or task and all work in that unit will contribute to the success of that goal. Evaluation will be based on listening, oral production and interaction, reading comprehension and written production.

**Course Name:** FRE521A French

FRE521A is a continuation of the FRE421A program but with different themes which include Extreme Weather, Film-Making, Planning a Trip, Lifestyles – Knowing Yourself, Crime and Violence, and The Theatre.

## G. FRENCH IMMERSION

The French immersion program at the senior high level has been planned to accommodate students coming from early, middle, and late French immersion programs. In addition to the French language courses offered at each level, five social studies courses, one science course, and one math course are available and offered at the discretion of individual schools. The major objectives of the French immersion program are to enable students to pursue a bilingual education; to interact confidently in an environment where French is spoken; to be proud of their bilingual skills; to value and respect French culture and their own; to develop skills for employment in which the working language is either English or French; and to enable students to live with linguistic and cultural ease in either French or English communities. A provincial certificate is offered by the Department to French immersion students who have successfully completed the program requirements at the end of Grade 12. This means that if students choose to receive the certificate, they must enroll in a minimum of two French Immersion courses in each year of senior high school.

### **Program Description**

The French language courses in Grades 10, 11, and 12 aim at maintaining the steady development of language acquisition of students coming from early, middle, and late French immersion programs. The goal of the program is to improve students' ability to communicate (understand and produce) under various circumstances in order to meet personal, academic, and social needs in French. Grammar and writing skills, such as the production of different types of texts, oral presentations and debates, and cultural activities are essential components of the program.

### **D.E.L.F. (Diplôme d'Études de Langue Française)**

The D.E.L.F. is an assessment of French language skills of reading, writing, listening and speaking. It is an international validation of students' language abilities at the end of Grade 12. The D.E.L.F. assessment does not supersede the provincial graduation requirements or the Provincial French Certificate. The D.E.L.F. assessment is available to all FSL students that have completed at least one FSL Grade 12 level course.

**Course Name:** FRE421F French Immersion  
**Text:** Novels and reading material to be provided.  
**Prerequisite:** Grade Nine French Immersion Program (Early or Late) or permission of the department  
**Pre IB (immersion) students must take this course.**  
 This French Language Arts course is designed to further develop students' writing, reading, listening and speaking skills. Students will practice these languages skills, expand grammar concepts and develop an appreciation for French culture. Themes studied may include: High school orientation, the environment, arts and entertainment.

**Course Name:** FRE521F French Immersion  
**Text:** Novels, plays and reading material to be provided  
**Prerequisite:** FRE421F  
 French Immersion 521 is a continuation of the grade ten program. Themes studied are healthy living and consumerism emphasizing the development of communicative skill, the study of literature, oral and written projects, and learning the functional aspects of grammar.

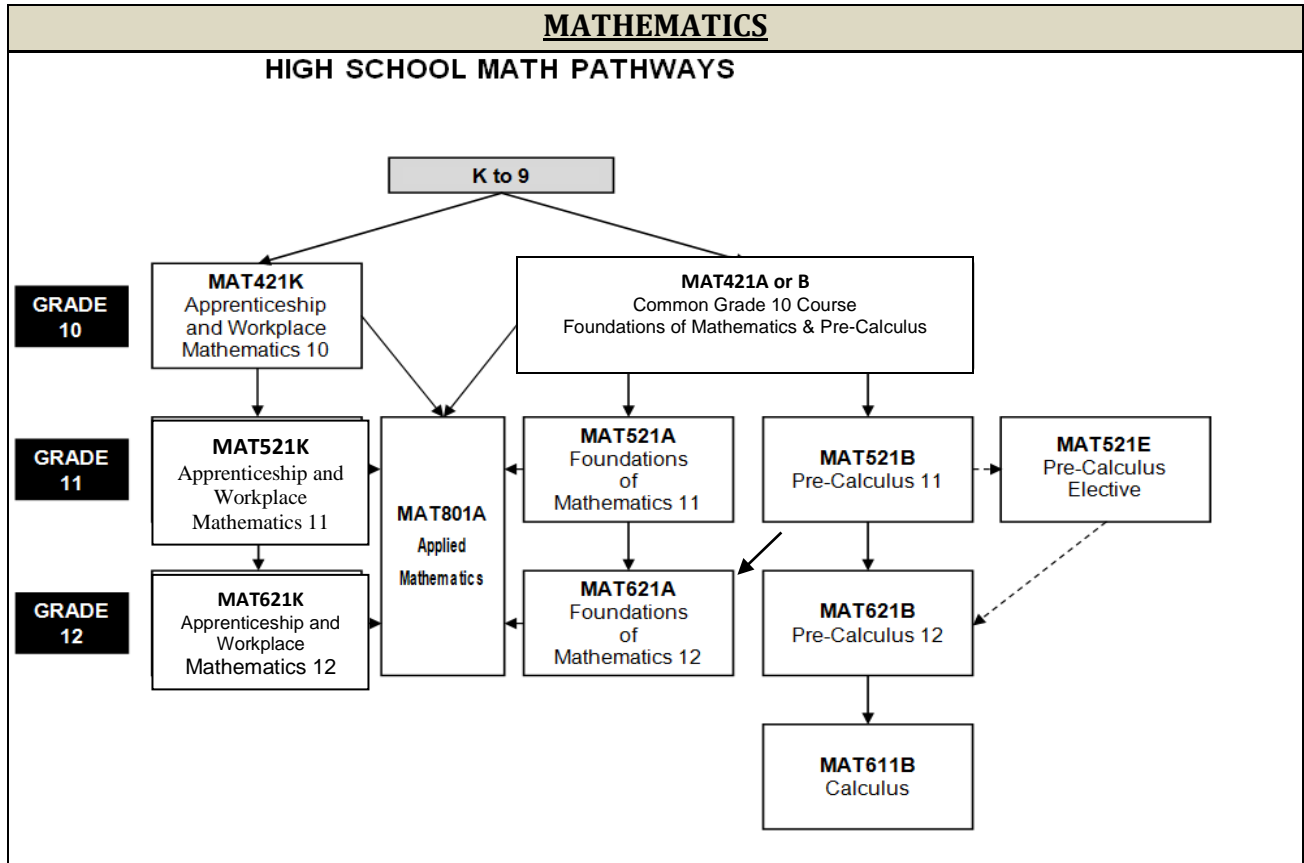
**Course Name:** FRE621F French Immersion  
**Texts:** Novels, plays and reading material to be provided.  
**Prerequisite:** FRE521F  
 This course continues the objectives of the grade eleven program. Themes studied include: An image of one's own future, War and Peace, and Racism and Human Rights. Students will explore diverse literary texts associated with each of the themes, as well as continue to develop the 4 areas of language communications – reading, writing, speaking and listening.

**H. FRENCH IMMERSION SOCIAL STUDIES**

**Course Name:** HIS421G Comprendre le Canada (FI)  
**Text:** Façonner le Canada  
**Prerequisite:** Grade 9 French Immersion (Early or Late)  
 This is an academic course designed to provide students with the opportunity to learn about the history of Canada beginning with the first aboriginal settlements right up to Canada in today's world. Students will study Canada's history through the process of historical thinking and exploration. The major themes studied are: First Nations and New France, British North American (1763-1867), Becoming a Sovereign Nation (1867-1931), World War I & II, French English Relatives and Canada today.

**Course Name:** LAW521F Le Droit (FI)  
**Text:** Comprendre le droit canadien  
 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 and civil law.

**Course Name:** SOC621F L'individu En Société (FI)  
 This course is an introduction to social and psychological issues and is designed to develop students' understanding of society and of their own needs and motivations. Students will learn social science research procedures involving experiments, surveys and reports. Learning activities also include discussions, debates, role-playing, case studies, and exposure to a variety of print and non-print media. The course embraces four major themes: 1) The Individual in society, 2) Human Communication, 3) The Impact of Culture, and 4) Social Institutions. Optional themes: 5) Prejudice and Discrimination, and 6) The Economically Underprivileged in Society.



**A. Academic**

**(All students taking academic math are required to have a 2 line display scientific calculator)**

**Course Name: MAT421A Foundation of Mathematics and Pre-Calculus 10**

**Text: Math Power 10**

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as metric and imperial conversion, surface area and volume of right pyramids, cones and spheres, right triangle trigonometry, negative and rational exponents, radicals, multiplying and factoring polynomial expressions, linear relations, functions, equations, graphs, and solving linear systems. **It is recommended that students have a good background in Grade 9 mathematics to take this course.**

**Course Name: MAT521A Foundations of Mathematics 11**

**Text: Foundations of Mathematics 11**

**Prerequisite: MAT421A or MAT421B**

This course is intended for students planning to enroll in post-secondary programs that do not require the study of calculus, such as arts programs. It introduces students to topics such as inductive and deductive reasoning, angles and triangles, trigonometry, statistics, systems of linear inequalities, quadratic equations, functions, and proportional reasoning. **Please note that students who receive a credit in MAT521A cannot receive a credit in MAT521B or MAT521E.**

**Course Name: MAT521B Pre-Calculus 11**

**Text: Pre-Calculus 11**

**Prerequisite: MAT421A or MAT421B (an average of 75% is strongly recommended)**

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

**Course Name: MAT521E Pre-Calculus Elective – Geometry & Statistics**

**Text: Geometry**

**Prerequisite: MAT421A or MAT421B**

This is a second level elective mathematics course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as statistics, probability, geometry, logical reasoning and financial math. **Please note that students who receive a credit in MAT521E cannot receive a credit in MAT521A or MAT621A.**



<p><b>Course Name:</b> MAT621A Foundations of Mathematics 12  <b>Text:</b> Foundations of Mathematics 12  <b>Prerequisite:</b> MAT521A or MAT521B</p> <p>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, such as arts programs. It introduces students to topics such as financial mathematics, logical reasoning, probability, combinatorics, polynomial, exponential, logarithmic, and trigonometric functions.  <b>Note: Students cannot receive credit for both MAT621A and MAT621B, or for both MAT621A and MAT521E.</b></p>
<p><b>Course Name:</b> MAT621B Pre-Calculus 12  <b>Text:</b> Pre-Calculus 12  <b>Prerequisite:</b> MAT521B (an average of 70% is strongly recommended)</p> <p>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, such as science or engineering programs. It introduces students to topics such as transformations, functions, trigonometry, exponential functions, logarithmic functions, function operations, and combinatorics. <b>Note: Students cannot receive credit for both MAT621A and MAT621B.</b></p>
<p><b>Course Name:</b> MAT611B Calculus  <b>Text:</b> Calculus: Graphical, Numerical Algebraic  <b>Prerequisite:</b> MAT621B and an average 70% is strongly recommended</p> <p>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 science or engineering programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.</p>
<b>B. GENERAL</b>
<p><b>Course Name:</b> MAT421K Apprenticeship and Workplace Mathematics 10  <b>Text:</b> Math at Work 10</p> <p>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 that prepare students to enter the work force directly from high school such as measurement, area, the Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.</p>
<p><b>Course Name:</b> MAT521K Apprenticeship and Workplace Mathematics 11  <b>Text:</b> Math at Work 11  <b>Prerequisite:</b> MAT421K, MAT421A or MAT421B</p> <p>MAT521K continues the exploration of how essential skills are used in the workplace and in everyday life. MAT521K, combined with a grade12 mathematics (MAT621K, MAT631A or MAT801A) will meet the requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.</p>
<p><b>Course Name:</b> MAT621K Apprenticeship and Workplace Mathematics 12  <b>Text:</b> Apprenticeship and Workplace 12  <b>Prerequisite:</b> MAT531A, MAT521K or MAT521A</p> <p>MAT621K will meet the requirements to enter some community college programs. MAT621K includes topics in measurement and probability, working with data, linear relationships, owning and leasing a vehicle, properties of geometric figures, transformations, and trigonometry.</p>
<b>C. TRADES MATH</b>
<p><b>Course Name:</b> MAT801A Applied Mathematics  <b>Prerequisite:</b> MAT421A, MAT421B, MAT421K or MAT521K. If a student has received a credit in MAT421K it is strongly recommended that a student complete MAT521K before taking this course.</p> <p>This course emphasizes essential mathematical skills that are used in various trade-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and the trades. The units of study include: mathematical essentials (mental math, paper &amp; pencil math, fractions, basic algebra and trigonometry), construction/housing, electrical, spatial sense, and fabrication.</p>
<b>D. PRACTICAL</b>
<p>These math courses are individualized. Students work at their own pace but must cover a required core content to obtain a credit. These courses have a required number of units which students must complete with a 70% mastery level to obtain credit. Additional units of work may be attempted by students to increase their grade.</p> <p><b>Course Name:</b> MAT451A Practical Mathematics 10  <b>Text:</b> Math in Life, 3rd Editions (Scott, Foreman)  <b>Prerequisite:</b> Junior high mathematics, Grade 9</p> <p>Intended for students who have considerable difficulty with mathematics, this course emphasizes the subject as it is typically found in many occupations such as those associated with supermarkets, restaurants and banks. In addition, the course stresses personal applications of mathematics. Among these are the mathematics of pay slips, budgets and measuring.</p>

<p><b>Course Name:</b> MAT551A Practical Mathematics 11  <b>Text:</b> Math in Life, 3rd Editions (Scott, Foreman)  <b>Prerequisite:</b> MAT451A</p> <p>This course includes concepts and skills in the following areas: fractions and percentages, interpretation and calculations of statistics, basic algebra, reading and drawing graphs, area and volume, and perimeter.</p>
<p><b>Course Name:</b> MAT651A Practical Mathematics 12  <b>Text:</b> Consumer and Career Mathematics  <b>Prerequisite:</b> MAT551A</p> <p>This course continues the individualized work of earlier practical math courses and concentrates on practical applications. Topics include budgeting, banking, purchase and investments (especially buying a car and house), problems of house decorations, employment income, income tax, life insurance, and consumer credit. Work supplementary to the text can be assigned to each student depending on their interests.</p>
<b>MUSIC</b>
<b>A. INSTRUMENTAL MUSIC</b>
<p><b>Course Name:</b> MUS421A - Band  <b>Prerequisite:</b> Jr. High School Band or permission of the instructor.</p> <p>MUS421A will refine and build upon the musical concepts, knowledge, and skills of the grade nine instrumental music program. The MUS421A course will explore and investigate pieces from a variety of styles and time periods with a specific emphasis on Canadian content and the Baroque Era. Students will be expected to choose one piece from the Baroque time period as a musical study. Interval identification of major and perfect ascending; and relative harmonic and melodic minor scales/arpeggios. Students will be expected to perform a solo and be an independent part of a small ensemble.</p>
<p><b>Course Name:</b> MUS521A - Band  <b>Prerequisite:</b> MUS421A</p> <p>The course builds upon the musical concepts, knowledge, and skills of MUS421A. Students will be expected to refine, build upon, and explore the musical concepts of rhythm and metre, pitch and harmony, form, expression, and content. In MUS521A, students will be introduced to rhythmic dictation, scale identification; melodic dictation, chord identification; identification of intervals played simultaneously: major, minor, and perfect; and identification of chord change. They will demonstrate that they are able to play major scales/arpeggios/thirds. Through the context of music, students will explore the characteristics of the Classical Era. They will be expected to choose one composer from this time period on which to do a musical study.</p>
<p><b>Course Name:</b> MUS621A - Band  <b>Prerequisite:</b> MUS521A</p> <p>The course is built upon the musical concepts, knowledge, and skills studied in MUS521A. Students are expected to refine these concepts, knowledge, and skills. They will also be introduced to new concepts, knowledge, and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions). They will be expected to read and perform major scales/arpeggios/thirds at increased tempi. Students will listen and perform intervals (augmented, diminished, ascending, and descending) and identify intervals played simultaneously (augmented and diminished). They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study.</p>
<b>B. MUSIC APPRECIATION</b>
<p><b>Course Name:</b> MUS801A Styles of Popular Music  <b>Text:</b> Rock and Roll: Its History and Stylistic Development</p> <p>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.</p>
<b>C. JAZZ STUDIES</b>
<p><b>Course Name:</b> MUS521X/621X Jazz Studies  <b>Prerequisite:</b> MUS421A and/or Instructor's permission</p> <p>This course is designed as an introduction to the various styles of Jazz. Music ranging from blues, Dixieland, swing, be-bop, cool jazz and modern jazz will be studied. The class will consist of practical, historical and theoretical studies of jazz. Depending on numbers, students will play in a large ensemble as well as combos. An improvisation segment will be included to allow students the opportunity to apply their theoretical knowledge to the exploration of jazz improvisation. The music of various jazz artists will be studied.</p>

<b>NUTRITION AND FAMILY STUDIES</b>	
<b>Course Name:</b>	<b>FDS421A Foods and Nutrition</b>
<b>Text:</b>	<b>Guide to Good Food</b> Foods and Nutrition 421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide. Kitchen skills, meal planning and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post secondary education, or for a career in food services.
<b>Course Name:</b>	<b>CHD521X Child Development</b>
<b>Text:</b>	<b>The Developing Child</b> The focus of this course is on good parenting skills gained through knowledge about children. The course explores child development from conception to age six. Development in five main areas - emotional, social, moral, intellectual and physical - is examined. The course looks at the decision to have children, care during pregnancy, labour and birth, the importance of discipline and play for children and careers dealing with children. Students will also participate in the "Baby-think-it-over" parenting simulation.
<b>Course Name:</b>	<b>FAM621A Family Life</b>
<b>Text:</b>	<b>Families Today</b> This course deals with the importance of the family to our society and looks at the relationships within the family and those beyond. The importance of communication and other skills for healthy relationships are stressed. Other topics that are discussed include: childhood, adolescence, stress/anxiety management, independent living, relationships, marriage, family challenges, parenting and adulthood. Human sexuality, including sexually transmitted infections, contraceptives, gender identity, sexual orientation and sexual health are also discussed.
<b>PHYSICAL EDUCATION</b>	
<b>Course Name:</b>	<b>PED401A Physical Education – Wellness</b>
<b>Text:</b>	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, which has content in the gym, outdoors, and the classroom 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 a healthy mind, body, and spirit through activities such as archery, badminton, basketball, speedball (linegame), soccer, volleyball, and ultimate Frisbee. This course will broaden, extend, and reach beyond traditional ideas of fitness and health and is a compliment and extension of learning from the K-9 physical education curriculum. It is a positive approach to living and will enhance the quality of life we should enjoy when the physical, spiritual, social, and environmental dimensions in our lives are balanced.
<b>Course Name:</b>	<b>PED801A Physical Education – Physical Literacy</b>
<b>Prerequisite:</b>	<b>Successful completion of PED401A</b> 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, and 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 and is intended to promote the value of physical literacy and physical activities for life.
<b>Course Name:</b>	<b>PED621A Leadership in Physical Education</b>
<b>Text:</b>	<b>Concepts of Physical Education</b> The objective of this course is to develop an appreciation of recreational sport and games as life-long activities and a means to fitness, health, and active living. Fitness concepts will be studied in depth and various exercise programs will be used to facilitate the learning of these concepts. Some emphasis will be placed on administration of recreational events and engaging students to be socially and personally responsible for their actions. Topics covered will include leadership theory, scheduling, fitness and wellness concepts including anatomy (pertaining to muscles and bones) and exercise physiology, nutrition and rules of training. There is a component of this course which requires students to donate twenty hours of volunteer time within the school and/or the community which will enable students to extend their leadership abilities and discover service learning opportunities to model effective leadership both within and beyond the classroom.
<b>PEER HELPING</b>	
<b>Course Name:</b>	<b>PHP501A Peer Helping</b>
<b>Prerequisite:</b>	<b>Teacher recommendation, excellent attendance, and a successful interview</b> Students enrolled in this course will have the opportunity to earn a credit while helping other students with special/unique educational needs. Peer Helpers help students meet the many challenges they encounter in the integrated setting and the resource room. The Peer Helpers will facilitate learning with students and are closely monitored by the classroom teacher and the Peer Helping teacher. After being selected through an application process, the successful applicants will be involved in a brief but vital training program which includes a mandatory provincial training workshop. This program will outline the roles and responsibilities of Peer Helpers and present strategies and techniques to assist the

<p>peer helper in meeting a wide variety of needs that student(s) may encounter in the classroom . <b>Students wanting to register in this course will need to complete an application form available in Student Services.</b></p>
<p><b>Course Name:</b> PHP601A Peer Helping  <b>Prerequisite:</b> Teacher recommendation, excellent attendance, and a successful interview.          Students enrolled in this full credit program will have the opportunity to earn a credit while helping other students with special/unique educational needs meet the many challenges they encounter in the integrated setting and the resource room. Students will be expected to explore various barriers to learning through an independent research component.</p>
<p><b>RESOURCE</b></p>
<p>A number of students enter high school 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. Students must be referred/recommended by the school Student Services team, the students' teachers, and school administrators.</p>
<p><b>Course Name:</b> RES401A Resource  <b>Prerequisite:</b> Students must be referred/recommended by the students' teachers, student services team and/or school administration for entrance into this courses.          The purpose of this course is to provide support for those experiencing challenges with their learning. Initial assessments will be conducted to determine the student's struggles with learning. Students will strengthen areas of academic concern using a variety of techniques, depending on their individual needs. Some strategies include: communication skills (both oral and written), time management, study skills, organization, and research. Students will develop an awareness of their personal learning styles and academic strengths, enhancing their opportunities for academic success. Regular attendance is mandatory for credit in this course.</p>
<p><b>Course Name:</b> RES501A and 601A Resource          A student may take up to three resource courses for credit during high school. The entrance criteria as well as goals and outcomes for 501A and 601A are based on those already stated in Resource 401A (please see above).</p>
<p><b>Course Name:</b> RES401AM Math Preparation Credit          Students who complete Grade 9 Math with a mark between 50 and 65% will be required to successfully complete this foundations program before registering for MAT421A. The program is intended to support students entering Grade 10 in developing skills in reading, writing and numeracy to increase success in the area of mathematics. Students will spend first semester building on classroom skills, study skills and math skills necessary for MAT421A.</p>
<p><b>SCIENCE</b></p>
<p><b>A. SCIENCE</b></p>
<p><b>Course Name:</b> SCI421A Science  <b>Text:</b> Science 10 (Nelson)          This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Topics covered are Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics.</p>
<p><b>Course Name:</b> SCI431A Science  <b>Text:</b> Science 10 Concepts and Connections          This course introduces students to topics that are relevant in today's world. It should encourage students to become interested and inquisitive in the scientific world. The course is divided into four units: Sustaining Ecosystems, Chemical Processes, Motion, and Weather Dynamics. Anyone taking Math 421K or Math 451 is advised to take this course rather than Science 421.</p>
<p><b>Course Name:</b> SCI701A Applied Science          Applied Science is a physical science course that develops students' scientific and technological knowledge and skills through the use of VEX Robotics structures and remote control devices. It contains a balance of theory, design, and hands-on experimental activities that build on students' scientific and technological literacy using the processes of inquiry problem solving and decision making. Furthermore, this course provides students with an opportunity to explore alternative energy sources and issues in order to help them appreciate their importance in addressing global climate change. As well, students will explore a range of associated science and technology career opportunities.</p>
<p><b>B. BIOLOGY</b></p>
<p><b>Course Name:</b> BIO511X Advanced Biology  <b>Text:</b> Biology (Nelson)  <b>Prerequisite:</b> SCI421A or SCI421B with a semester mark of at least 75%          This course addresses an over-view of basic microbiology with consideration of the development of the modern cell theory, cell structure and the importance of cell chemistry. Other units of study include homeostasis in organisms (systems: circulatory, immune, digestive, excretory, and respiratory) and the classification and diversity of organisms. Microscopy and corresponding lab work will serve to reinforce course work.</p>

<p><b>Course Name:</b> BIO611X Advanced Biology  <b>Text:</b> Biology (Nelson)  <b>Prerequisite:</b> BIO511X</p> <p>This course builds upon, in part, the knowledge and skills obtained in BIO511X. Units of study include homeostasis in organisms (systems: reproductive, endocrine, and nervous); DNA, the molecule of life; and genetics. The area of biotechnology will also be explored as it relates to the various concepts covered throughout the course.</p>
<p><b>Course Name:</b> BIO521A Biology  <b>Text:</b> Biology (McGraw-Hill Ryerson)  <b>Prerequisite:</b> SCI421A or SCI421B</p> <p>This is the first science course in which the focus is entirely on the life sciences. Biology 521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: 1. Matter and Energy for Life; 2. Biodiversity; 3. Maintaining Dynamic Equilibrium I (systems: Circulatory, Respiratory, Digestive, Excretory, Immune).</p>
<p><b>Course Name:</b> BIO621A Biology  <b>Text:</b> Biology (McGraw-Hill Ryerson)  <b>Prerequisite:</b> BIO521A</p> <p>This is the second science course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: 1. Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine); 2. Reproduction and Development; 3. Genetic Continuity, (Mendelian genetics; DNA replication, transcription, translation, and mutations; biotechnology); 4. Evolution, Change and Diversity.</p>
<p><b>Course Name:</b> BIO801A Human Biology  <b>Text:</b> Biology - An Everyday Experience (Glencoe)</p> <p>This course is designed to introduce students to the structure, function, and inter-relation of the various systems in the human body that are required to maintain homeostasis. Topics including Nutrition, Systems (Circulatory, Respiratory, Digestive, Nervous), Embryonic Development, and Genetics are also explicitly addressed. Biology 801A will provide students with the opportunity to develop knowledge, skills, and science-technology-society-environment connections concerning the functioning of their body. In addition, students will hopefully develop positive attitudes towards, and an appreciation for, the life sciences. No dissection. <b>Students who have received a credit in BIO621A cannot register for this course.</b></p>
<p><b>C. AGRISCIENCE</b></p>
<p><b>Course Name:</b> AGS801A Agriscience  <b>Text:</b> Agriscience, Fundamentals &amp; Applications, 2nd Edition (Cooper)</p> <p>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: Overview of Agriscience, Soil and Water Management, Plant Biology, Crop Production, and Green Spacing. Some course content is flexible to allow teachers and students to take advantage of selecting crops or topics of special interest.</p>
<p><b>D. CHEMISTRY</b></p>
<p><b>Course Name:</b> CHM511A Chem-Study  <b>Text:</b> Chemistry (McGraw-Hill Ryerson) and Supplemental Resources  <b>Prerequisite:</b> At least 75% in SCI421A or SCI421B, and MAT421A or MAT421B</p> <p>The Advanced Chemistry program should be of interest to those students who like science and work in the laboratory. Science as a process is a constant consideration throughout this program. Students are expected to have strong math, problem-solving, and communication skills. This course covers the same units of study as Chemistry 521A (Stoichiometry; Structures, Properties, and Bonding; and Organic Chemistry) but in greater depth and with additional topics in these areas.</p>
<p><b>Course Name:</b> CHM611A Chem-Study  <b>Text:</b> Chemistry (McGraw-Hill Ryerson) and Supplemental Resources  <b>Prerequisite:</b> CHM511A</p> <p>The approach taken in CHM511A is continued. The course covers the same units of study as Chemistry 621A (Thermochemistry, Solutions, Kinetics, Equilibrium, Acids and Bases, and Electrochemistry) but in greater depth and with additional topics in these areas.</p>
<p><b>Course Name:</b> CHM521A Chemistry  <b>Text:</b> Chemistry (McGraw-Hill Ryerson)  <b>Prerequisite:</b> SCI421A or SCI421B, and MAT421A or MAT421B</p> <p>This course provides the students with the basic principles of Chemistry. The outcomes learning approach encourages clear connections between scientific knowledge, society, technology, and the nature of science itself. The course consists of three units of study: Unit 1 - Stoichiometry; (the Mole, molar mass, molar volume); Unit 2 – Structures and Properties (structural diagrams, VSEPP theory, types of bonding, intermolecular forces and solutions); and Unit 3 - Organic Chemistry (naming and reaction types).</p>



**Course Name:** CHM621A Chemistry  
**Text:** Chemistry (McGraw-Hill Ryerson)  
**Prerequisite:** CHM521A

This course is a continuation of Chemistry 521. The course will include four units of study: Unit 1: Thermochemistry, (calorimetry, molar enthalpy, heating/cooling curves); Unit 2: Solutions/Kinetics/Equilibrium, (molarity, collision theory, reaction mechanisms, Kc values and Le Chatelier's Principle); Unit 3: Acids and Bases, (pH and titrations); and Unit 4: Electrochemistry, (redox reactions, balancing redox reactions and electrochemical cells).

### E. PHYSICS

**Course Name:** PHY521A Physics - Intro to Mechanics; Waves  
**Text:** Physics (McGraw-Hill Ryerson)  
**Prerequisite:** SCI421A or SCI421B, MAT421A or MAT421B (recommended)

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and Science, Technology, Society, and Environment (S.T.S.C.) connections involving physics. Physics 521A builds upon the knowledge and skills found in the unit, *Motion*, in Science 421A. The units of study in Physics 521A include: Kinematics (study and description of motion), Dynamics (study of forces that explain motion), Momentum and Energy, and Waves.

**Course Name:** PHY621A Physics - Fields  
**Text:** Physics: (McGraw-Hill Ryerson)  
**Prerequisite:** PHY521A

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and Science, Technology, Society, and Environment (S.T.S.C.) connections involving Physics. Topics related to kinematics, dynamics, and energy in Physics 621A will include two-dimensions analysis. The units of study in Physics 621A include: Vectors in two- dimensions, connected masses, projectiles, circular motion, universal gravitation, electricity and magnetism (fields and forces).

### F. OCEANOGRAPHY

**Course Name:** OCN621A Oceanography  
**Text:** Oceanography  
**Prerequisite:** SCI421A or SCI421B

This course will cover topics relating to geological, physical, chemical, and biological oceanography. Through study and, where possible, observation, the marine system will be investigated in respect to tides, currents, fish, marine mammals, plankton, beach profiles, saltwater analysis, navigation principles, and ocean floor characteristics.

### G. ENVIRONMENTAL SCIENCE

**Course Name:** ENV521X Conservation

This course provides the students with the opportunity to develop an appreciation and awareness of the natural and human environment. Time is spent investigating both theoretical and practical aspects of many ecological principles and environmental issues which effect Islanders. The program includes a range of environmental topics such as forestry, watersheds and wildlife. Skills relevant to accessing the outdoor environment include orienteering, survival, hiking, snow shoeing, cross country skiing and canoeing. These skills and activities are utilized to demonstrate why we must live in harmony with and have an understanding of our environment. Students are required to complete labs in the outdoor environment.

**Course Name:** ENV621A Environmental Science  
**Prerequisite:** SCI421A or SCI421B

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

## SOCIAL STUDIES

### A. CANADIAN STUDIES

**Course Name:** CAS401A Canadian Studies

This course is a further extension to the grade nine program's emphasis on Atlantic Canada's place in a globalizing world. The course consists of study in areas including Canadian geography, history, economics, culture, and citizenship. It is intended to engage students in a broad overview of historical and contemporary factors that form and continue to influence our identity as a country.

## B. GEOGRAPHY

**Course Name: GEO421A Geography of Canada**

**Text: Making Connections (Pearson-Clark)**

This course highlights important issues in Canada relating to our physical and human connections, and geographic tools and methods of inquiry are used to study these connections. Topics covered include Canadian ecozones, demography, economics, and interactions with the world. It is expected that students will gain a better understanding of Canada through this course and that this knowledge will increase their understanding of current events and issues now and in the future. An active citizenship project is required for this course, where students will take positive action on a relevant Canadian issue.

**Course Name: GEO521A Global Studies**

**Text: World Geography (Glencoe)**

**Prerequisite: grade 10 academic social studies course is required**

This course investigates the study of physical and human branches of geography and geographic tools and methods of inquiry are used to study these branches. Physical and culture regions around the world are examined, with an emphasis on culture, development and quality of life. An active citizenship project is required for this course, where students will take positive action on a relevant global issue.

**Course Name: GEO531A World Geography**

**Text: World Studies: Multiple Resources**

**Prerequisite: CAS401A is recommended**

This course will help students learn the political, cultural and geographical layout of the earth by emphasizing geographical skills in the world setting. With guidance and teacher directed inquiry models and investigations, students will develop inquiry and literacy skill while studying world geography. Current issues will be an integral part of the course.

**Course Name: GEO621A Global Issues**

**Text: Global Connections (Pearson)**

**Prerequisite: Grade 10 academic social studies course is required**

Students will focus on a variety of global issues and their solutions from various perspectives such as environmental, social, and cultural. Throughout the course there will be a critical examination of media, including development of social media, as a tool for activism and persuasion. The choice of issues studied in class will remain open to reflect timely topics and special interest of students and teachers.

**Course Name: 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.

## C. HISTORY

**Course Name: HIS421A Ancient and Medieval History**

**Text: World History: The Human Experience**

This course surveys world history and the humanities from pre-literate times to the Middle Ages (1500's). The course emphasizes the contributions of past civilizations and societies to our contemporary life. While exploring the patterns of human behavior, the course examines the ways that other societies have attempted to answer questions and solve problems that continue to perplex humankind today. Students will explore: The role of the historian, historical perspective and the interpretations of history, the concepts of cultural diffusion and diversity, continuity, interdependence and innovation/technology, the complexities of movement and willingness to change, the importance of place in the development of civilizations, trends reflecting changing attitudes and values – our concepts of right and wrong, heroism, the role of women, governance and the relationship between church and state, and the human-environment relationship, and conflicts between social and economic classes.

**Course Name: HIS521A Modern World History**

**Text: World History: The Human Experience**

**Prerequisite: grade 10 academic social studies course is required**

This course consists of a brief survey of topics from modern Western history, ranging from the Middle Ages up to the 20<sup>th</sup> century. Topics range each year, but may include study of the Renaissance, the Age of Discovery, the Reformation, the Age of Absolutism, the Enlightenment, the American and French Revolutions, industrialization in the West and conflict in the 20<sup>th</sup> century.

**Course Name:** HIS621A History of Canada  
**Text:** Canada's History: Voices and Visions  
**Prerequisite:** grade 10 or 11 academic social studies course is required

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

**Course Name:** HIS621B P.E.I. History  
**Text:** Various Resources  
**Prerequisite:** grade 10 or 11 academic social studies course is required

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

#### D. ECONOMICS

**Course Name:** ECO621A Introductory Economics  
**Text:** Made in Canada  
**Prerequisite:** grade 10 or 11 academic social studies course is required

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. Students will develop and acquire economic literacy so they can respond to the challenges of our modern society. **This is recognized as a dual credit for some Holland College programs.**

#### E. POLITICAL SCIENCE

**Course Name:** POL621A Advanced Political Studies  
**Prerequisite:** Grade 10 or 11 academic social studies course is required

This course begins by examining human nature and the need for government. Next is a study of various political systems and their underlying values. In particular, democracy and the democratic political systems of Canada and the United States will be studied. The later part of the course focuses upon authoritarian and totalitarian governments. Throughout the course there will be opportunity for improving critical literacy skills through discussion, debate and analysis of current political events.

#### F. LAW

**Course Name:** LAW521A Introductory Law  
**Text:** Law in Action, Understanding Canadian Law  
**Prerequisite:** grade 10 academic social studies course is required

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

**Course Name:** LAW531A Law  
**Text:** Law in Action, Understanding Canadian Law

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

#### G. PRACTICAL SOCIAL STUDIES

**Course Name:** SOC451A Practical Social Studies  
**Text:** What in World Magazine and other resources.

The content of this course is drawn from a number of social science disciplines with an emphasis on Canadian-based topics such as current issues, citizenship, the legal system, as well as themes in Canadian history and geography.

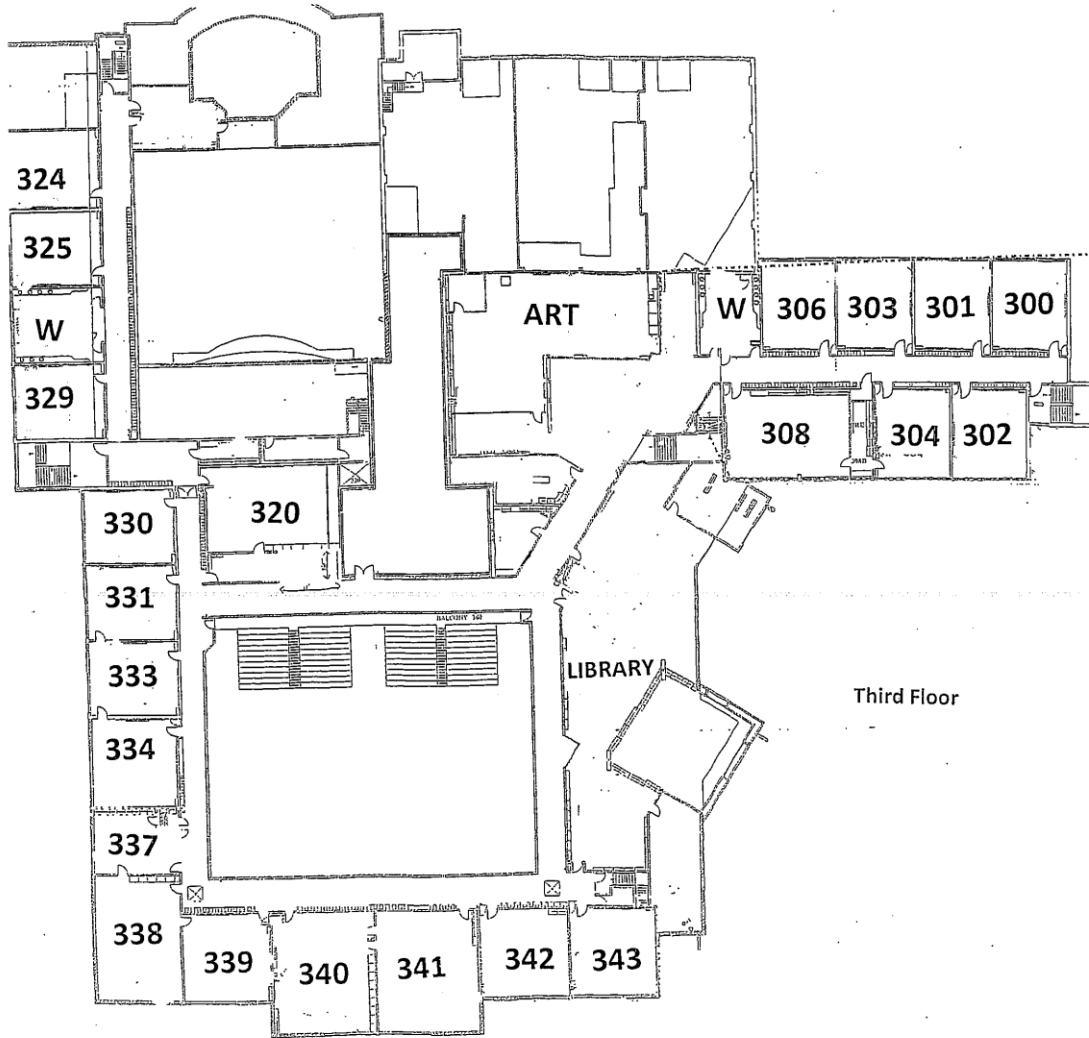
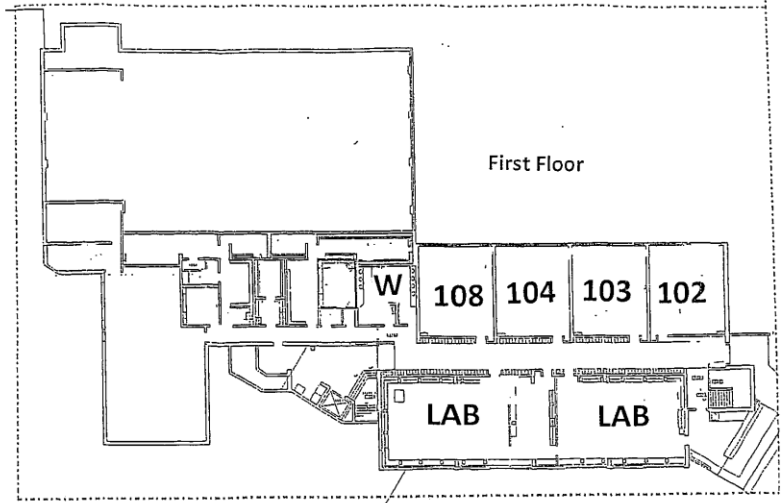
**Course Name:** SOC851A Practical Social Studies  
**Text:** My Country, Our History; Foundations: Structure and Function of Government

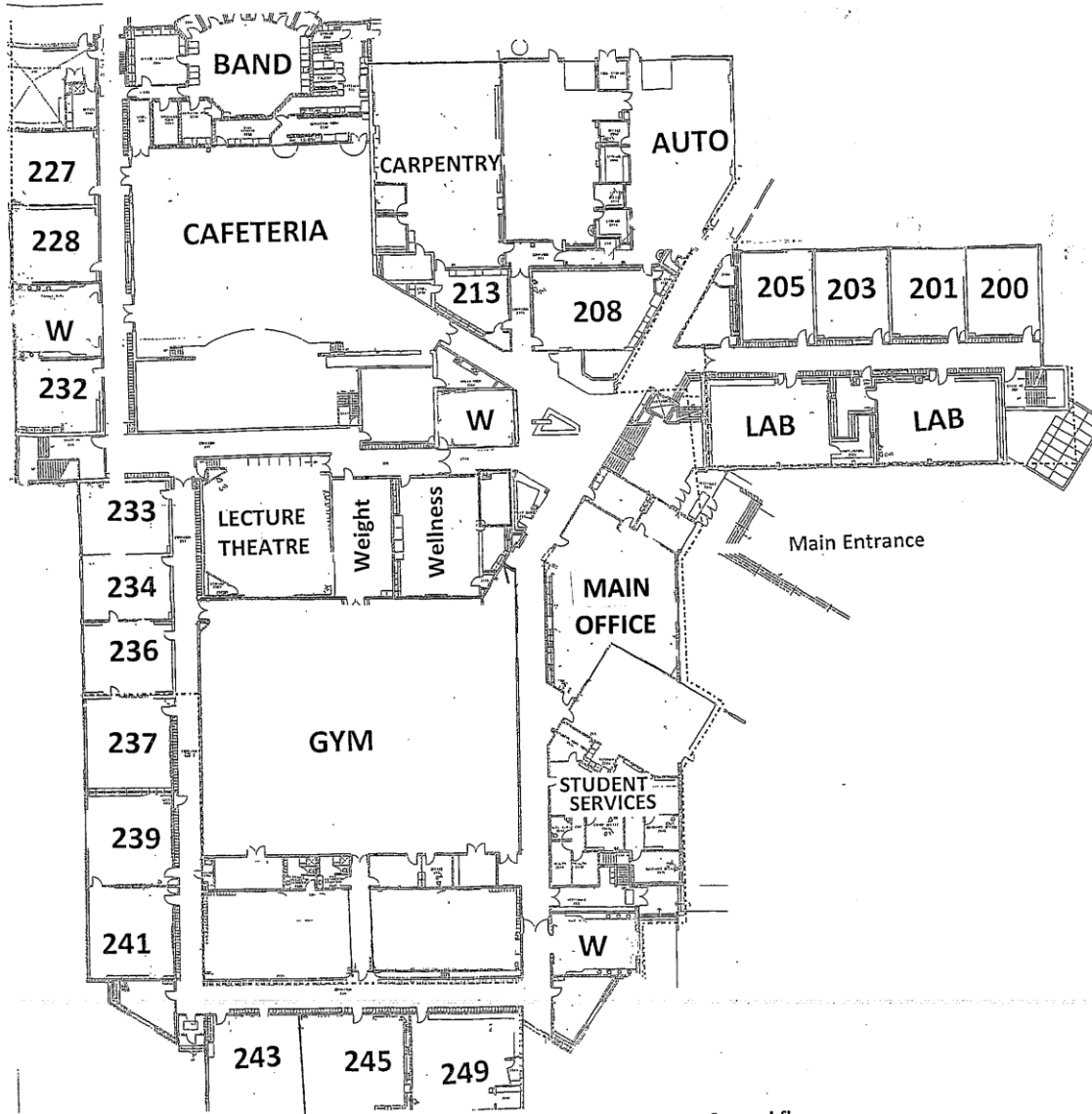
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