



## Course Descriptions Handbook 2023-2024

*The information below is intended to give students and their families a better idea of course content as they make course selection decisions for the 2023-2024 school year. Not all courses will be offered each year, and some will be offered via Nova Scotia Virtual Schools Distributed Learning.*

### For Office Use Only

#### Subject

English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math, Science or Tech	<input type="checkbox"/>		
Fine Art	<input type="checkbox"/>	PE	<input type="checkbox"/>
Can.Stud	<input type="checkbox"/>	Global	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Potential Credits: \_\_\_\_\_

No more than 7 Gr.10 Credits? \_\_\_\_\_

Has 5 Gr.12 Courses?: \_\_\_\_\_

*Included in each description is a "Credit Type" designation. These designations indicate the following:*

**Advanced:** Courses designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

**Academic:** Courses designed for students who expect to enter college, university, or other post-secondary institutions.

**Graduation:** Courses are designed for students who wish to earn a graduation diploma with a view to proceeding to employment or some selected area of post-secondary study.

**Open:** Although none of the open courses are designed to meet the specific entrance requirements of any post-secondary institution, individual courses may meet entrance requirements of some institutions.

**\*\*All courses are 1 credit UNLESS OTHERWISE INDICATED\*\***

### Nova Scotia Graduation Requirements (as of the printing of this document):

**18 credits are required to graduate; 13 of these are compulsory:**

- 3 English Language Arts (one at each grade level)
- 3 Mathematics (one at each grade level)
- 2 Sciences (Science 10 credit and one other)
- 1 Canadian Studies course
- 1 Global Studies course
- 1 Physical Education course
- 1 Fine Arts course (Art, Dance, or Music)
- 1 Other credit from Technology, Mathematics or Science

*\*No more than 7 of the 18 credits may be from courses coded as Grade 10, and at least 5 must be from courses coded as Grade 12.*

**Only one credit will be given for a course in the same subject at the same grade level, although both will show on the student transcript.**

- For example, if a student completes English Communications 12 and English 12, it will only count as one credit toward the 18 credits required for graduation.
- Exceptions to this include Mathematics 11 and Pre-Cal 11; Pre-Cal 12 and Calculus 12.

### **Post-Secondary Admission Requirements:**

Listed below are the typical grade 12 courses required for several post-secondary programs. It is important to check the specifics for each institution as they vary, especially outside of Nova Scotia.

#### **University Entrance Requirements:**

- **Bachelor of Arts:** English + 4 other academic courses.
- **Bachelor of Science:** English, Pre-Calculus, 2 Sciences + 1 other academic course.
- **Bachelor of Business Administration:** English, Mathematics + 3 other academic courses.
- **Bachelor of Commerce:** English, Mathematics (in some cases Pre-Calculus) + 3 other academic courses.
- **Bachelor of Engineering:** English, Pre-Calculus, Chemistry, Physics + 1 other academic course (Note: Calculus is required for Science and Engineering in many universities outside Atlantic Canada.)
- **Bachelor of Computer Science:** English, Pre-Calculus + 3 other academic courses.
- **Bachelor of Nursing:** English, Math, Chemistry, Biology + 1 other academic course

#### **Community College Entrance Requirements:**

- Grade 12 diploma or equivalent
- Some programs have specific subject requirements, **PARTICULARLY IN MATHEMATICS AND SCIENCE.** Check online or with the School Counselor.

## **ENGLISH LANGUAGE ARTS**

*Students are required to take one (1) English course in each of their three years of high school. All students will take English 10. Students can choose between Academic English and English Communications in grades 11 and 12.*

### **ENGLISH 10**

#### **Credit Type: Academic**

English 10 provides a balanced and integrated program of language and literature, offering a variety of formal and informal speech activities, including paired and group discussions. The writing component of the course provides a wide variety of writing experiences in various modes for various audiences. Ideas for expressive writing are generated in part by examination of the mass media, which also enriches the study of literature. Reading and literary study are integrated with speaking, listening, thinking, and writing activities. Students are introduced to the literary terminology and techniques which will help them to appreciate, evaluate and make critical judgments. Plays, novels, short stories, poetry, and modern drama are the vehicles through which the goals of linguistic competence and literary appreciation will be achieved. Approaches are varied, including journal writing, sustained silent reading, group discussion and panel presentations, as well as individual assignments, presentations, and projects.

### **ENGLISH 11**

#### **Credit Type: Academic**

English 11 is an academic course which is intended as a university preparatory for students whose goals include post-secondary study. In this course, major literary texts are

examined with an emphasis on critical and analytical response. Units of study comprise the main literary genres - i.e., the short story, novel, poetry, drama, and media texts. Students are expected to demonstrate competency in the more formal style of written and oral communication. It is important that students bring excellent work and study habits with them to the English 11 classroom and demonstrate that they are well on the way to becoming independent learners. To ensure that students have the necessary background skills to be successful in English 11, it is recommended that a level of competency (65% or better) was demonstrated in English 10.

### **ENGLISH COMMUNICATIONS 11**

#### **Credit Type: Graduation**

English Communications courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they experience as adults. English/Communications courses are intended to provide experiences that enable students to develop socially and emotionally. Students will become aware of ways in which language can entertain, inform, and influence others as well as, how to adapt their own language to suit their purposes. In striving to meet the literacy demands of our society, students will work on developing a sound basic knowledge of how to use English to the best of their ability. Students will extend their thinking through the exploration of a range of issues. Students in this course are encouraged to incorporate computers into their daily language tasks: exploring, drafting, editing, and publishing their ideas.

## **ENGLISH 12**

### **Credit Type: Academic**

English 12 builds on the processes and experience of English 10 and 11 and is intended for students whose goals include post-secondary education. While this course emphasizes challenging literary texts, students will be provided with opportunities to select their own material for independent study and small group inquiry. As students engage in the activities and assignments of this course, they will extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Writing is a major focus for English 12 and students will gain confidence in representing their ideas and demonstrating their learning in a variety of ways.

## **ENGLISH COMMUNICATIONS 12**

### **Credit Type: Graduation**

English Communications 12 builds upon the principals established in English Communications 11. With the continued emphasis being on preparing students for lifelong learning, student will engage in practical, interesting, and relevant experiences. These experiences will help shape their confidence as learners and empower them to develop competency as communicators. Students in this course are encouraged to incorporate computers into their daily language tasks: exploring, drafting, editing, and publishing their ideas.

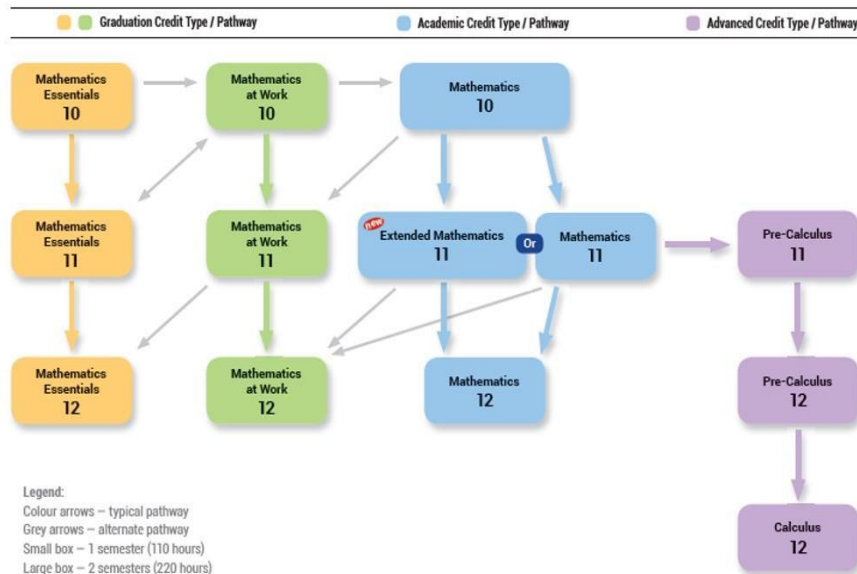
## **MATHEMATICS**

*Students require three (3) math credits to graduate; one course each year. When choosing a pathway, students should consider their mathematical knowledge and background, interests, and future education and career paths. Post-secondary programs of study have different admission requirements. Students and their parents should investigate these prerequisites when selecting senior high courses. Typically, students choose math courses using these guidelines:*

<b>Student Path</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
High School Diploma Or Community College	Math at Work 10	Math 11 Essentials Or Math 11 at work	Math Essentials 12 Or Math 12 at work
University for Arts and Applied Programs	Math at Work 10 Or Math 10	Math 11 at work Or Math 11	Math 12 at work Or Math 12
University for Science, Engineering, Math, and Business Programs	Math 10	Math 11 And/or Pre-Calculus 11	Pre-calculus 12 And/or Calculus 12

## Senior High Mathematics Course Pathways English and French Immersion

Effective: 2017-18 School Year



### MATHEMATICS 10 (2 credits)

#### Credit Type: Academic

This course will be presented as a 220-hour course. This will mean students will have mathematics in their schedule every day. Students in mathematics 10 will explore the following topics: measurement systems, surface area and volume, right angle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equation, and graphs, solving systems of equation and financial mathematics.

### MATH@WORK 10

#### Credit Type: Graduation

Mathematics at Work 10 is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require *academic* mathematics. Students will explore the following topics: measurement, area, Pythagorean theorem, right triangle trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

### MATH @ WORK 11

#### Credit Type: Graduation

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

**Prerequisite:** Successful completion of Mathematics at Work 10 or Mathematics 10. Mathematics at Work 11 demonstrates the application and importance of key mathematical skills. Students will be studying measurement systems, volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services and formula manipulation for various contexts.

### MATHEMATICS 11

#### Credit Type: Academic

**Prerequisite:** Successful completion of Mathematics 10.

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

Students in mathematics 11 will explore the following topics: application of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions. **Students planning to follow the academic pathway will need to complete this course.**

### **MATH ESSENTIALS 11**

#### **Credit Type: Graduation**

This course is a continuation of Math Essentials 10. It is designed for students who plan to enter programs which do not have a mathematics prerequisite. Students will explore the following topics: mental mathematics, collecting, organizing, and graphing data; borrowing money; renting or buying; household budgets; investing money; measuring; 2-D and 3-D design, mathematics in content areas such as science and social studies.

### **PRE-CALCULUS 11**

#### **Credit Type: Advanced**

**Prerequisite:** Successful completion of Mathematics 11.

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

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

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

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

### **MATHEMATICS 12**

#### **Credit Type: Academic**

This university-preparatory course may be chosen by a student who has successfully completed the Grade 11 academic course and who wishes to fulfill one of the requirements for admission to post-secondary programs excluding degrees in mathematics, certain science and business majors, and engineering.

### **PRE-CALCULUS 12**

#### **Credit Type: Advanced**

This is a fourth high school mathematics course for students who will study for a degree in science, mathematics, engineering, or business. This course is intended for those who have completed pre-calculus Math 11 and will provide the student with many tool kits needed for the study of calculus.

### **CALCULUS 12**

#### **Credit Type: Advanced**

Introductory Calculus is designed as a study of basic differential and integral calculus for the student who dealt with the introduction of Pre-Calculus 12. Problems of all professions become easier with an understanding of the intricacies of using this powerful tool of change and growth. The course is an asset for those students furthering their studies in science, economics, and mathematics. This course is offered via Virtual Schools during the second semester.

## **MATH ESSENTIALS 12**

### **Credit Type: Graduation**

Over the last several years, instructors at the Nova Scotia Community Colleges have identified some areas that need improvement in terms of the mathematical knowledge base of the students entering various trades. This course will work toward improving the students' mathematical knowledge base and most aspects of the course will be directly related to trades such as carpentry, welding, natural resources, environmental technology, electrical, plumbing, power engineering, pipe fitting, steam fitting, interior decorating, metal working, machine technology, marine technology, auto mechanics, electronic technology, refrigeration, and masonry. This course is modular and is project oriented to reflect the type of learning that will occur when the students move on to NSCC.

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## **SCIENCE**

*Students require two (2) science credits to graduate. Many students take additional science courses to meet the pre-requisites for various post-secondary programs. It is expected that all students will complete Science 10 and at least one other science course.*

<b>If you plan to study</b>	<b>Register for:</b>
Health-related fields, Environmental Studies, Oceanography, Pharmacy	Biology and Chemistry
Computer-related programs. Technical Programs at Community College: Electrical, Engineering, Physiotherapy	Physics and Chemistry OR Physics and Biology

Dentistry Medicine	Two of: Biology, Chemistry or Physics (Take all three, if schedule permits)
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## **SCIENCE 10**

### **Credit Type: Academic**

This program is designed to foster an appreciation of the power of scientific explanation as a way of understanding the world. There are four 4 main units of study: ecosystems, chemistry, physics, and weather patterns. This course also includes three primary points of emphasis: a science inquiry, a technological problem-solving, and a societal decision making one. The material is approached as an intellectual pursuit and an activity-based strategy. Upon successful completion, students will be able to make more informed decisions as to whether they might wish to pursue chemistry, physics, or biology in terms of additional coursework or as a career.

## **AGRICULTURE/AGRIFOOD 11**

### **Credit Type: Academic**

Agriculture 11 is based on the premise that effective science learning and the development of scientific literacy is a constructive, active process. Learning experiences in this course will include opportunities for group and individual work, discussions, and hands-on/minds-on activities. Units include the history/development of agriculture, machinery and farm safety, crops and animal husbandry, farm management and practices, and the food industry and food safety.

### **BIOLOGY 11**

#### **Credit Type: Academic**

This course emphasizes themes of change, diversity, energy, equilibrium, matter, and systems. The following core topics are covered: (1) cell theory – cell structure and function; (2) diversity among living organisms – classification of living organisms; (3) human systems and homeostasis – digestive, respiratory, circulatory, and immune; and (4) ecosystems dynamics.

### **BIOLOGY 12**

#### **Credit Type: Academic**

Biology 12 consists of the following core topics: (1) human nervous system and endocrine system; (2) human reproduction and development; (3) Cell division, genetics, DNA, genes, and chromosomes; and (4) evolution and population genetics.

### **CHEMISTRY 11**

#### **Credit Type: Academic**

Chemistry 11 studies the composition, process, properties, and structures of matter. Students develop an understanding through problem solving and analysis. The four units of study include: (1) matter and its changes - review of nomenclature, formula writing, balancing equations, and reaction prediction; (2) stoichiometry - introduces the problem-solving aspect of chemistry by investigating the mathematical relationships used to make predictions related to chemical reactions. Note: strong math skills are important in this unit; (3) structures and properties - investigates the nature of chemical bonds and their effect on chemical properties; and (4) organic chemistry - the classification of organic compounds, nomenclature, bonding, how they react as well as their environmental effects. **Math 10 Academic and Science 10 are recommended prerequisites for this course.**

### **CHEMISTRY 12**

#### **Credit Type: Academic**

Chemistry 12 provides a more in-depth exploration of several topics intended for students pursuing post-secondary Chemistry. Chemistry 12 consists of four units of study: (1) solutions and equilibrium; (2) thermo chemical changes; (3) acids and bases in chemical changes; and (4) electrochemical changes.

### **OCEANS 11**

#### **Credit Type: Academic**

This course offers the opportunity to explore aspects of global and local oceanography and current ocean-related issues. Modules include the following topics: motion, marine life, resources, world influence, fisheries, and coastal regions.

### **PHYSICS 11**

#### **Credit Type: Academic**

Physics is the study of the relationship between matter and energy. These relationships are often represented mathematically; therefore, Physics can assist in improving a student's Math skills. Physics 11 consists of four units of study: (1) Kinematics – the study of how objects move; (2) Dynamics – the study of the factors that cause changes in motion; (3) Momentum and Energy – the study of the energy and momentum changes which occur when objects interact; and (4) Waves – where students are expected to use diagrams and geometry to explain and describe wave phenomena with extensions to algebraic models.

### **PHYSICS 12**

#### **Credit Type: Academic**

Physics 12 consists of the following units of study: (1) Force, Motion, Work and Energy – this unit is an extension of Physics 11; (2) Fields – the study of forces that exert influence through space



without contact; (3) Waves and Motion Physics – the study of electro-magnetic phenomena and light; and Radioactivity – the study of natural and artificial sources of radiation. Students will work independently and collaboratively in planning and carrying out investigations (labs, computer simulations and/or research/building projects), solving problems, as well as generating and evaluating ideas.

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### **TECHNOLOGY**

*In addition to the two (2) math and two (2) science credits required for graduation, students are also required to take two additional credits from any of the MATH or SCIENCE courses above or from the TECHNOLOGY courses listed below.*

#### **DESIGN 11**

##### **Credit type: Academic**

Design 11 involves students in using communications and information technologies to develop solutions to design problems and to conduct inquiries into design issues. Students work independently and as part of design teams to explore design in a range of practical contexts. Modules for this course include the following: design fundamentals; communication design; the built environment; product design; and design team or independent project.

#### **EXPLORING TECHNOLOGY 10**

##### **Credit Type: Open**

This technology course provides students with hands-on activities and introduces them to a broad spectrum of technological concepts. By the end of the course, successful students are able to use a range of technical applications, integrate technology with other academic disciplines, and create devices and systems to satisfy their needs,

explain how technology affects society, and use technology in problem-solving situations.

#### **SKILLED TRADES 10**

##### **Credit Type: Open**

By A prerequisite for Construction Trades 11, Transportation Trades 11, and Manufacturing Trades 11. Students in Skilled Trades 10 work on developing basic trades skills in four areas: Skilled Trades Living, Safety, Measurement and Calculation for Trades, and Tools and Materials. They develop an appreciation for, and an understanding of the benefits of a career in the skilled trades.

#### **CONSTRUCTION TRADES 11**

##### **Credit Type: Open**

By Construction Trades 11 will continue to focus on the skills developed in prerequisite Skilled Trades 10 and will define them in a construction environment. Trades that will be examined include Carpenter, Construction Electrician, Floor Covering Installer, Lather (Interior Systems Mechanic), Painter and Decorator, and Plumber.

Students will learn and develop the skills necessary to work on a construction site. Based entirely on the construction of a full-size building, each student will actively use the skills specific to each of the trades required to complete the project. For example, she or he will frame, wire, plumb, and finish a section of the project.

Continuing inside a culture of safety, emphasis will be placed on professional trade practices and the essential employability skills. Students will anticipate, engage and reflect as they learn.

### **PRODUCTION TECHNOLOGY 11 & 12 (wood/metal)**

#### **Credit Type: Open**

By the end of each Production Technology Course, students are able to demonstrate the process required to create a product using a variety of materials and methods. Entrepreneurship is an integral part of the Grade 12 course.

### **MULTIMEDIA 12**

#### **Credit Type : Academic**

This course is designed to give students an understanding and appreciation of the powerful impact that multimedia has on our lives. Through understanding the power of **multimedia**, students will construct multimedia products which efficiently and effectively communicate ideas and concepts. The course is broken down into four modules: creating and manipulating images; creating and manipulating timed images; sound; and collaborative project and personal portfolio

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### **CANADIAN STUDIES**

*Students must complete one (1) of the following two courses to fulfill the Canadian Studies requirement for graduation:*

### **AFRICAN CANADIAN STUDIES 11**

#### **Credit Type: Academic**

This course is an introduction to the historical experience of African peoples. This course provides an overview of African history and the African Diaspora (dispersal) to the “New World” with particular emphasis on the African Nova Scotia experience. The course will equip students with a sound understanding of the experiences, local achievements, and contributions of people of African descent. Students will discuss the geographical, historical, economic, political, and

social experiences, struggles and life stories of a people who have made a significant contribution to world history.

### **MI’KMAW STUDIES 11**

#### **Credit Type: Academic**

Mi’kmaq is a course that serves not only to highlight the Mi’kmaq experience, but also to provide opportunities for learners to gain an understanding how they are connected to the history and culture of the First Peoples of the Maritimes. The course incorporates an inquiry-based approach and examines broad concepts such as governance, culture, justice, spirituality, and education. Students will analyze historical and contemporary Mi’kmaq issues, which enables them to achieve a greater understanding of, and respect for, both Mi’kmaq society and Mi’kmaq contributions to Canadian society

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### **GLOBAL STUDIES**

*Students must complete Global Geography or Global History in order to graduate.*

### **GLOBAL GEOGRAPHY 12**

#### **Credit Type: Academic**

In this course you will come to grips with some of the most important threats and issues faced by our planet; and you will see how geographers propose to analyze them and offer solutions to deal with them. Students will examine such topics as the physical world and humankind, natural hazards and disasters, the study of populations, global resources, the global economy, urbanization, The United Nations, and the future planet. Thus, through examination and understanding of these global topics, the students should be able to answer the following question: “How can studying global geography help us to resolve some of the crises Earth is facing today?”

## **GLOBAL HISTORY 12 (Online)**

### **Credit Type: Academic**

Global History 12 is a thematic study of the modern world since 1945. This study will focus upon the political, economic, and social development of the post-World War II era. Students will examine these themes in five compulsory units: East-West, North-South, the Pursuit of Justice, Societal and Technological Change; and Acknowledging Global Interdependence. Throughout their studies, students will address the focal question of the course: "Has humanity emerged into a world whose actions are governed more by interdependence at the global level than by dependence or independence at the national or international level?" Students will also be able to propose reasonable answers to the question upon which Nova Scotia's global studies courses are built, and "How did the world arrive at its current state at the close of the 20th century?"

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## **FINE ARTS**

*Students are required to complete one (1) of the following courses in order to graduate.*

### **DANCE 11**

#### **Credit Type: Academic**

Dance 11 is designed for all students, with or without previous formal dance training, and builds on student's experiences in dance throughout the physical education curriculum, grade primary to nine. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others. In this course students explore a range of dance styles, create and present dance sequences, respond critically to their own dance works and those of others, and make connections with dance in local and global contexts, both past and present. Students also have

opportunities to examine the connections between dance and other art disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society. **This course will satisfy the fine arts OR physical education provincial graduation requirement.**

### **VISUAL ARTS 10**

#### **Credit Type: Academic**

Art 10 is a first year Visual Arts course. The first 4 weeks are devoted to developing the five perceptual skills of drawing. Attention is directed towards the development of students' visual thinking skills and learning the verbal language that will allow them to better understand the expressions of others. Concentration is on acquiring knowledge of the elements of art and principles of design, and how they are used to create works of art using a variety of media.

### **VISUAL ARTS 11**

#### **Credit Type: Academic**

This course continues the concentration on drawing, design, and art history (including contemporary art) begun in Visual Art 10, and further develops skill and ability in the other core components of painting, printmaking, and sculpture.

### **MUSIC 10**

#### **Credit Type: Academic**

Music 10 recognizes the importance of offering a program that provides opportunities for the experienced musician as well as for those with limited or no prior musical training. The Music 10 curriculum demonstrates an understanding of and appreciation for the variety of abilities of the students in the

music class. This course may be delivered through a variety of disciplines. Many music programs at the high school level will focus primarily on music-making in an instrumental music setting. By offering Music 10 with a focus on choral singing or guitar playing, for example, students with limited musical experiences will achieve the outcomes for the course. Other programs may use specific community interests such as traditional instruments or rock ensembles to achieve course outcomes. Whatever approach to Music 10 is used, attention will be given to all three understandings and processes of the arts, which include 1. Creating, making, and presenting; 2. Understanding and connecting contexts of time, place, and community, and 3. Perceiving and responding.

### **MUSIC 11**

#### **Credit Type: Academic**

Music 11 builds on the learning experiences provided for students in Music 10 and strives for a high level of musical understanding and achievement. Like Music 10, this curriculum can be taught through a variety of approaches. In all approaches, it is important for students to have experiences in listening, performing, and composing, regardless of their musical proficiency. These aspects are embedded the curriculum outcomes. Students are given opportunities to explore in greater depth the skills, techniques and technologies introduced in previous years, and to begin to specialize in areas of particular interest. More importantly, they are able to explore career paths and access community resources.

### **FITNESS LEADERSHIP 11**

#### **Credit Type: Academic**

Students will explore such topics as: anatomy and physiology, principals of conditioning, leadership, injury prevention and risk management, and the components of a fitness class.

### **Physical Education Leadership 12**

#### **Credit Type: Academic**

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

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### **O2 Program**

***The Options and Opportunities Program allows students to develop essential workplace and job search skills by providing both in-class and experiential learning through site visits. The***

***courses below are REQUIRED courses for students enrolled in the O2 program. In order to be accepted into the O2 program, students must successfully complete an interview with our O2 Lead Teacher or designate.***

### **CAREER DEVELOPMENT 10**

#### **Credit Type: Open**

Career Development 10 students will demonstrate career planning skills through experiential learning and reflection. The ability to access life/work resources will be developed and strategies for making healthy life/work choices. The courses will create a sense confidence, innovativeness, and the ability to adapt in all aspects of their life/work as well as an appreciation and respect for diversity.

### **COMMUNITY BASED LEARNING 11**

#### **Credit Type: Open**

This course is designed to assist students in making informed decisions about their education and career plans and in acquiring relevant knowledge and skills required in today's society. It helps students to see the links between knowledge, skills, and attitudes they are acquiring in school and employment requirements.

### **CO-OPERATIVE EDUCATION 11 and 12**

#### **Credit Type: Academic**

The co-op course is offered to students at the grades 11 and 12 level. It consists of a 25 hour in-school component and 100 hours community workplace component. Students must apply for acceptance into the co-op program and meet the requirements set down for the course. Students may also complete their placement hours during the summer, **with the approval of their school supervisor.**

### **ELECTIVES**

*Students require 18 credits to graduate. Among these are 13 required courses. The remaining 5 credits can be selected from the following courses or any of the other courses described on previous pages. Students should select courses that reflect their interest, ability, and/or those which will be required for admission to post-secondary programs.*

financial statements, and the complete accounting cycle for a merchandizing firm.

### **FOOD STUDIES AND HOSPITALITY 12**

#### **Credit type: open**

This course has been developed to explore food studies through a hospitality perspective. Students will learn about basic food preparation and skills required to work in the food industry. There are eight units to be covered: food/kitchen safety, kitchen literacy and numeracy, professional kitchen organization, food and beverage service, basic cooking principle, menu planning, food for thought and life/work experience in food studies/hospitality.

### **SOCIOLGY 12**

#### **Credit Type: Academic**

Sociology 12 provides students with an examination of the society in which they live. Students will have the opportunity to view many of today's social issues, as a sociologist would see them. Topics will include Culture, Social Institutions, Deviance, Conformity and Control, Prejudice and Discrimination, and Social Issues.