

Eastern Shore District High School



Course Selection Booklet

For the school year 2020-2021

Eastern Shore District High School Directory

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Graduation Requirements

Students must attain 18 credits to graduate.

No more than seven of the 18 credits may be from grade 10 courses; at least five credits must be at the grade 12 level.

The following are compulsory credits for graduation:

Language, Communication and Expression

- **3** English language arts credits: one at each grade level:
 - Gr. 10: English 10
 - Gr. 11: English 11 or English Communications 11
 - Gr. 12: English 12 or Advanced English 12 or English Communications 12 or English 12 African Heritage
- **1** Fine Arts credit:
 - Visual Art or Drama or Dance or Music (Band) or Musical Theatre (Vocal)

Science, Mathematics, and Technology

- **3** math credits (from different levels) are now required for students who entered grade 10 in or after September 2017
- **2** Science credits: one from Biology, Chemistry, Science 10, *Human Biology, Astronomy or Physics and one other approved science course.
- **1** others credits from mathematics, science, or technology: Eligible technology courses (offered at ESDH) are: Construction Technology 10, Construction Trades 11, Skilled Trades 10, Exploring Technology 10, Transportation Trades 11, Production Technology 11/12, Business Technology 11, Film and Video Production 12, and Multimedia 12.

* Human Biology **can** count as your second science credit, as long as Biology 11 is not your first science credit

* Math 10 Academic and Extended Math 11 are 2 credit courses—the first credit will count as a math credit and the second credit will be counted as an other (math, science or tech) credit.

Social Studies

- **1** Canadian Studies credit: eligible credits to meet this graduation requirement (offered at ESDH) are: Canadian History 11, African Canadian Studies 11 and Mi'kmaq Studies 11
- **1** Global Studies credit: Global Geography 12 or Global Politics 12 or Histoire Planétaire 12F

Physical Education

- ◆ **1** physical education credit: eligible credits to meet this graduation requirement (offered at ESDH) are: Physical Education 10, Physical Education 11, Physical Education 12, Dance 11, Dance 12 or Yoga 11.

** If Dance 11 or Dance 12 are taken to meet the Physical Education requirement, it cannot be counted as meeting the Fine Arts requirement as well.

NOTE: Although 18 credits is the minimum required to graduate, the majority of students earn twenty one or more credits over three years of study.

Course Types

GRADUATION COURSES

These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment, or some selected area of post-secondary study. (i.e private colleges or Community College)

Examples: English Communications 11 or Mathematics at Work 10

OPEN CATEGORY COURSES

Although none of these courses meet the specific entrance requirements of post-secondary institutions, individual courses may meet entrance requirements of some institutions such as Community College and private colleges.

Examples: Child Studies 11 or Production Technology 11

ACADEMIC COURSES

These courses are designed for students who expect to enter university.

Examples: Mathematics 10 or 11 or English 11

ADVANCED COURSES

These courses are designed for students who have demonstrated an exceptional degree of academic ability or achievement in a particular subject area.

Examples: Calculus 12—advanced course offerings are also available through Nova Scotia Virtual Schools

Course Suggestions

If you liked:	Consider taking:
Drama 10	Film and Video 12
Visual Art 10	Multimedia 12
Law 12	Sociology 12 or Global Politics 12
Business Technology 11	Tourism 11/12
Child Studies 11	Health and Human Services 12
Construction Technology 10 or Skilled Trades 10	Production Technology 11/12
Entrepreneurship 12	Leadership 12

Registration Issues

1. Courses Offered

Courses listed in this handbook will be offered as long as staff, facilities, and class size permit. The final decision on offering a particular course will be made by the principal.

2. Registration Times

Registration for all current grade 10 and 11 students will take place during March and April.

3. Course Load

Maximum Course Load

Students can earn twenty-four credits during their three years of high school. Students are able to register for eight courses in a year, four per semester. In addition to the compulsory requirements, students are encouraged to register in other courses that will provide them with opportunities to expand their knowledge and skills for future studies.

Minimal Course Load

The minimum number of courses students take over three years is twenty-one: Eight courses in grade 10, seven courses in grade 11 and six courses in grade 12. Grade 11 students who elect to take the minimum course load will have one study period during the year. Grade 12 students who elect to take the minimum course load will have one study period per semester.

At ESDH a student is considered to be in Grade 11 if he/she has earned at least seven high school credits. A student is considered to be in grade 12 if he/she has earned at least twelve high school credits.

4. 'Passing' in High School

Students progress through high school by accumulating credits (one credit/half credit per course passed). To graduate, a student must successfully complete 18 courses which include specific compulsory credits. Therefore, a student does not pass or fail a grade as such; rather he/she passes or fails courses. As a result, a student may be taking a variety of courses from various grade levels.

5. Credit Restrictions

Only one credit will be granted for two courses taken in the same subject at the same grade level. Example: Math 10 Foundations and Math 10 - only one credit is awarded. Exceptions include cooperative education or independent study courses affiliated with a regular course offering.

6. Second-Semester Standings and Course Changes

By June 1, if a student is failing a course that is a recommended prerequisite for a course selected for the following year (i.e. failing English 10 but registered for English 11),

the student is advised to see our counselor to change the course selected to ensure appropriate placement.

7. Courses Changes at the Beginning of a Semester:

Course changes will **ONLY** be considered during **the first week of a given semester**. Level changes can be requested within the first two weeks of a course. Students must submit a course change request form to the Guidance Councilor.

If a student withdraws from a course within the time set by school policy, then no record will be indicated on the student's transcript; otherwise a final mark shall be assigned.

8. Prerequisites

Math and physics courses have specific prerequisites, please check the course descriptions to ensure that you have the required courses. Prerequisites are **recommended** for certain courses requiring the student to possess particular cumulative knowledge and skills. To ensure optimum academic success for these courses, it is suggested that the prerequisite list be followed. If a student wishes to register for a course and has not achieved the recommended prerequisite, the student should consult with the counselor or subject department head.

9. New Grade 10 Students

Parents and students should select courses carefully keeping in mind graduation requirements, interests and the possible career path of the individual student. **Parents are strongly advised to seek the advice of the junior high staff regarding course registration for their children.**

10. Transcripts -The Official High School Record

A student transcript of marks is confidential and information pertaining to the transcript will not be released to a third party without written permission from the student/graduate.

11. Transferring Credits From Outside Nova Scotia

It is very common for students to transfer to Nova Scotia during their high school years. Every attempt is made to make the transfer of credits as fair as possible. Students arriving from outside Nova Scotia **must** bring a copy of their transcript or report cards for all completed high school courses.

Eastern Shore District High School
Course Selection
Course Selection

GRADE 10**Academic**

Career Development 10**
 Core French 10
 Drama 10
 English 10
 Exploring Technology 10
 Français 10 (Immersion)
 Mathematics 10
 Music (Instrumental) 10
 Science 10
 Sciences 10 (Immersion)
 Skilled Trades 10
 Visual Arts 10

Open

Construction Technology 10
 Physical Education

Graduation

Mathematics at Work 10
 Mathematics Essentials 10

** These courses are for O2
 students only (see page 9)

GRADE 11**Academic**

African Canadian Studies 11
 Biology 11
 Business Technology 11
 Canadian History 11
 Chemistry 11
 Community Based Learning 11 **
 Construction Trades 11
 Co-operative Education 11**
 Core French 11
 Dance 11
 English 11
 Français 11 (Immersion)
 Mathematics 11
 Mathematics 11 Extended
 Mi'kmaq Studies 11
 Music (Instrumental) 11
 Musical Vocals 11
 Oceans 11
 Physics 11
 Pre-Calculus 11
 Transportation Trades 11
 Tourism 11
 Visual Arts 11
 Yoga 11

Open

Child Studies 11
 Physical Education 11
 Production Technology 11

Graduation

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

GRADE 12**Advanced**

Calculus 12

Academic

Astronomy 12
 Biologie 12F (Immersion)
 Biology 12
 Chemistry 12
 Co-operative Education 12
 Core French 12
 Dance 12
 English 12
 English 12: African Heritage
 Entrepreneurship 12
 Film & Video Production 12
 Français 12 (Immersion)
 Global Geography 12
 Global Politics 12
 Health & Human Services 12
 Histoire Planetaire 12
 Leadership 12
 Mathematics 12
 Multimedia 12
 Music (Instrumental) 12
 Musical Vocals 12
 Physics 12
 Pre-Calculus Math 12
 Skilled Trades Co-op 12
 Sociology 12
 Tourism 12
 Visual Arts 12

Open

Physical Education 12
 Production Technology 12

Graduation

English Communications 12
 Math at Work 12
 Math Essentials 12

Education Planning Chart

Name: _____

Career Goal: _____

Educational Program after Completion of High School: _____

Entry Requirements:

1. Select the courses you would like to take next year(s), keeping in mind:
 - ◆ Graduation requirements based on the year you entered grade 10
 - ◆ Courses available
 - ◆ Course requirements
 - ◆ The recommended prerequisites

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

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

English

ENGLISH

The senior high English language arts program continues to emphasize the development and effective use of the essential processes of communication.

All students take English 10. As Grade 11 and 12 students have two main course options for specializing within the framework of outcomes defined for each grade level: English (academic credit) and English Communications (graduation credit) courses. All students work toward the same outcomes, but English and English Communications courses are different in terms of pace, scope, emphasis, and resources.

The program at each level will expand students' knowledge and experience with a broad range of spoken, written, and visual texts; extend the range of strategies they employ to construct meaning; develop and refine the skills they need to describe, explain, argue, narrate, persuade, analyze, and evaluate; extend the range of complex and sophisticated texts students can create, interpret, and respond to; provide challenge and support to enable students' development as thoughtful, articulate, literate people.

English 10 (academic, 1 credit)

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

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

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

English 11 (academic, 1 credit) **Prerequisite: English 10**

English 12 (academic, 1 credit) **Prerequisite: English 11**

English 11 and English 12 are intended for students whose goals include post-secondary study. These courses emphasize literary texts and enable students to study and give detailed accounts of complex and sophisticated texts and issues; to be perceptive and analytical in making sophisticated adult judgments; to be critical readers of literary texts; to

be critical viewers; to express themselves precisely when writing for complex purposes; to be capable editors of their own and others' writing; to communicate confidently and effectively in the formal style and language required by some situations; to demonstrate control of language processes.

English Communications 11 (graduation, 1 credit) **Recommended Prerequisite: English 10**

English Communications 12 (graduation, 1 credit) **Recommended Prerequisite: Pass in Grade 11 English or English Communications** (graduation, 1 credit)

English Communications courses are intended for students who may require additional support in their development as readers and writers. 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 will experience as adults.

- English Communications courses are intended to provide experiences that enable students to develop intellectually, socially, and emotionally.
- meet the literacy demands of the outside world
- be aware of ways language can entertain, inform, and influence others.
- adapt their language to suit their purposes.
- have a sound basic knowledge of how to use English.
- extend their thinking through exploring a range of issues.
- use language to the best of their ability in working toward the full range of curriculum outcomes.

English 12: African Heritage (academic, one credit)

African Heritage focuses on writers and artists of African descent and their contributions. The writers, artists and their works, the history and culture depicted in and reflected by their works, and the ideas and values can all contribute to the intellectual growth of students. This course encompasses the experience, study, and appreciation of language, literature, media, and communication from an African heritage perspective.

Family Studies

Child Studies 11 *(open, 1 credit)*

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

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

Health & Human Services 12 *(academic, 1 credit)*

This can be either an academic credit or an open credit depending on the outcomes completed by the individual student.

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

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

Module Titles

- Overview of the Helping Field
- Volunteerism & Service Learning
- Health & Human Services Systems
- Career Connections
- Personal and Professional Skills

Fine Arts

VISUAL ART

Visual Arts 10

(academic, 1 credit)

Visual Arts activities enable students to learn and express themselves in ways not possible in other subjects. Students will be immersed in learning basic skills such as drawing, color theory, elements and principles of design and structure to create works of art through direct observation, personal experience and imagination. Art history will be introduced and interwoven in project based assignments. Students are expected to develop awareness of the ethnic diversity, cultural uniqueness and influence of the visual arts in our society.

Visual Arts 11

(academic, 1 credit)

Recommended Prerequisite: Visual Arts 10

This is continuation of Visual Arts 10. Here students are expected to gain increasing complexity in their art products through aesthetic awareness and judgment by using and creating forms of expression that communicates ideas, perceptions, and feelings. Students are expected to show an interest in art history and perform research to increase their understanding of the contributions of various artists, past and present.

Visual Arts 12

(academic, 1 credit)

Recommended Prerequisite: Visual Arts 11

Building upon skills and knowledge gained in previous years students are expected to create a portfolio of artwork that demonstrates advanced competencies and personal responsibility in use and manipulation of required materials, tools and techniques to express personal ideas. Student will gain an understanding of art history in a community and global context. Students will evaluate the possibilities for ongoing involvements in art related vocations within the cultural industry.

DRAMA

Drama 10

(academic, 1 credit)

Drama 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. Through extensive work in improvisation, both in small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms, such as dramatic movement and mime, dramatization, choral speech, choric drama, group drama, and Readers Theatre.

Drama 10 comprises four components: foundation, movement, speech, and theatre:

- Foundation:, building student confidence, trust and creating a supportive learning environment
- Movement and speech are extended components and combined through exploring various dramatic forms.
- Opportunities for students to share and present their work are provided throughout the course. The theatre component enables students to bring together all of their learning in drama and theatre by developing a theatre piece or script.
- The course features collective creation - the development of original scripts by students using research, discussion, and improvisation.

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

Musical Vocals 11

(academic, 1 credit)

Musical Theatre 11 is a singing (music) course that focuses on the genre of musical theatre. All students enrolled in Musical Theatre will be involved in some aspect of the ESDH school musical and will be expected to spend outside hours working on some aspect of the show. The focus of the class will be learning to sing in a large vocal ensemble as well as individually. Musical Theatre is performance-orientated, with many opportunities for students to perform in class. Students will learn to interpret rhythm, melody, and harmony, develop critical listening skills, and explore the history of musical theatre. Students will set personal goals for their singing, and work towards them throughout the semester, making the course more self-directed and appropriate for all levels of vocal and musical development.

Musical Vocals 12

(academic, 1 credit)

Musical Theatre 12 is a singing (music) course that focuses on the genre of musical theatre. Prior completion of Music Vocals 11 is recommended before taking this course. All students enrolled in Musical Theatre 12 will be involved in some aspect of the ESDH school musical and will be expected to spend outside hours working on some aspect of the show. Musical Theatre is performance-orientated, with many opportunities for students to perform in class. Students will learn to interpret rhythm, melody, and harmony, develop critical listening skills, and explore the history of musical theatre. Students will be expected to perform with an ensemble and on their own in Musical Theatre 12.

Music Instrumental Band 10

Fine Arts

MUSIC

IMPORTANT NOTE: Students taking Music Vocal and Music Instrumental Band at the same Grade level will only receive one credit towards Graduation requirements. For example: A student takes both Gr. 11 Music Vocal and Gr. 11 Instrumental Band while in high school. Result: We will only count one of these courses towards graduation requirements.

The chief aim of the music program is to develop the student's aesthetic response, musical discrimination, and understanding of as many as possible of those diverse elements embodied in the term "music".

The music teacher and/or the school administration should be consulted before the student enrolls in Music Instrumental Band 10 if the student has not been involved in the Junior High Instrumental Program.

The program embraces all styles of music, with a wide variety of performances presented. Course work encompasses performance skills, music theory, history and composition. Students are encouraged to pursue their own particular interests. Music Instrumental Band is available for traditional concert band instruments. Students who play piano or any stringed instruments (with the exception of bass) need to consult with the teacher before registering.

Music Instrumental Band 10 (academic, 1 credit)

Music 10 comprises the following components:

Performance

- technical requirements
- repertoire study
- performing in an ensemble

Theory

- elementary to intermediate rudiments
- all major scales, key signatures, signs and terms
- ear-training exercises

Music Instrumental Band 11 (academic, 1 credit)

Recommended Prerequisite: Music 10

- continuation of Music 10

All minor scales, key signatures and terms

Theory

- Intermediate level rudiments
- Emphasis on writing music, learning basic skills
- Ear-training exercises

Music Instrumental Band 12

(academic, 1 credit)

Recommended Prerequisite: Music 11

- continuation of Music 11
- performance opportunities for music students
- theory, further studies & group projects

DANCE

Dance 11

(academic, 1 credit)

Dance 11 is designed for all students, with or without previous formal dance training. Learning experiences in this course offer students opportunities to explore a range of dance styles, create and present dance sequences: respond critically to their own dance works and to make connections with dance in the local and global contexts. The course comprises four components: elements of movement, creation and composition, presentation and performance, dance and society.

Dance 12

(academic, 1 credit)

Recommended Prerequisite: Dance 11

Dance 12 is designed for students to build on their previous dance education. Dance 12 will provide students with increased opportunities for specialization in technique, choreography and performance. Students will increase their knowledge and develop skills in all aspects of dance preparation, stagecraft and production. Students will create/ choreograph/perform a number of dance studies, including a solo, a duet, a trio and a study involving a group of dancers. There will be an independent project. Successful applicants must have completed Dance 11 and be interviewed by the instructor.

French Immersion

FRENCH IMMERSION

French Immersion

The goal of the French Immersion program is to develop in students a high degree of proficiency in French. Subjects taught in French parallel those offered in the regular program. The exclusive use of French in the immersion classroom guarantees maintenance of language skills in a dual track school. This will be closely monitored by teachers.

Early French Immersion begins at the primary level. Late French Immersion begins at grade 7. These two groups of students continue together for grades 10, 11, and 12.

To be eligible for the immersion graduation certificate, students at the high school level must:

- take the French language arts course in Grades 10, 11, and 12.
- take, each year, a minimum of two courses whose language of instruction is French.
- complete a total of nine courses in which the language of instruction is French. This represents 50 percent of the number of credits required for graduation. The program is not intended for graduates of the Core French Program.

Students who are eligible to register are:

- those who have completed the junior high early or late French Immersion program. (at least three years)
- students from early or late immersion programs elsewhere in Canada.
- other qualified students may be required to pass a French proficiency test.

Qualified students who wish to enroll in individual courses, rather than the entire program, may do so dependent on class sizes.

French Immersion Language Arts

The French Immersion language arts program is designed to allow students to:

- communicate effectively in French.
- explore alternate forms of expression and representation.
- read and appreciate a variety of literary forms.
- respond personally and critically to a variety of texts.
- value French language and culture, among others.
- reflect on their experiences and learning.

The outcomes for French language arts are grouped into four main components:

- valuing language and cultural diversity.
- listening and speaking.
- reading and viewing.
- writing and other ways of representing.

Outcomes

As a result of their cumulative experiences within the French Immersion language arts program, these students should be able to:

- demonstrate a positive attitude towards the French language and towards Francophone communities in a national and international context.
- demonstrate an understanding of and a respect for a diversity of cultures
- demonstrate their understanding of a wide range of texts, considering the situation and their individual needs.
- communicate in a variety of situations to respond to their individual needs.
- use appropriate strategies and techniques to facilitate their listening, speaking, reading and writing experiences.

Français Immersion 10 (academic, 1 credit)

This immersion course emphasizes using French for a variety of purposes. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a variety of texts, such as conversations, speeches, and improvisations. Reading and literature include articles, poems, short stories, and novels.

Students are engaged in written activities through which they present information and express their feelings about different events and situations. The course also explores other forms of viewing and representing.

Français Immersion 11 (academic, 1 credit)

Recommended Prerequisite: Français Immersion 10

In the Grade 11 French Immersion course, students continue to listen and respond to a variety of texts and to communicate orally information on various topics. Students are involved in such activities as improvisation and drama. Reading and literature include articles, poems, short stories and novels.

Writing activities include letters, short stories, reports and research papers. The course also explores other forms of viewing and representing.

Français Immersion 12 (academic, 1 credit)

Recommended Prerequisite: Français Immersion 11

In Grade 12, students continue to develop their listening and oral skills in French while engaged in a wide range of activities. Reading and literature include many forms and genres, including articles, poetry, legends, short stories, novels and drama. Students write informative reports, and research papers. The course also explores other forms of viewing and representing.

Histoire Planétaire 12

French Immersion

(academic, 1 credit)

This course, which focuses on global history, examines major themes in the history of the post-World War II era. Students will examine these themes in five compulsory units:

East-West: The Role of Super Power in the Post-World War II Era; North-South: The Origins and Consequences of Economic Disparity; The Pursuit of Justice; Societal and Technological Change; and Acknowledging Global Interdependence: The Legacy of the Twentieth Century.

Sciences 10

(academic, 1 credit)

The Sciences 10 course is designed for a multi-skills class. As an introduction to science, various types of science will be explored through the curriculum and students will be introduced to the scientific method. Sciences 10F consists of four units of study:

Unit 1: Sustainability of Ecosystems – explores the nature of interactions among wild life, the flow of nutrients and sustainability of ecosystems.

Unit 2: Chemical Reactions – explores the nature of chemical reactions, classification of materials and various chemical properties.

Unit 3: Motion – explores methods of interpretation of scientific variables and graphical analysis, in particular as they apply to uniform motion.

Unit 4: Weather Dynamics – examines the influence of heat and water on the climate and weather. Each unit will be accompanied by laboratory explorations where lab safety is stressed. Students will be actively involved with the social and technological aspects of science.

Biologie 11

(academic, 1 credit) (offered in 2018-19)

Recommended Prerequisite: Sciences 10F

Biologie 11 emphasize the science themes: change, diversity, energy, equilibrium, matter, and systems. These themes allow teachers to show students the connections within the science program and how individual sections of the program relate to the big ideas in science.

Biologie 11 consists of the following:

- an introduction to the cell as a basic unit of life, and the exploration of the diversity of organisms in the biosphere and the unity among living things by organizational systems.

- an examination of those systems responsible for exchanging energy and matter with the environment, in addition to interacting with pathogenic organisms. The human organism is used as a principal model for this unit.
- an examination of the characteristics of representative ecosystems and the interaction of organisms that mediate the flow of energy and matter through those ecosystems. This unit also explores how organisms change to fill available niches. Evaluation components typically include tests, assignments, labs, homework, projects and a final examination.

Mode de Vie Actif 11 (Physically Active Lifestyles - PAL)

(open, 1 credit)

PAL is a course designed to help all students make informed decisions concerning physical activity, both in school and in adult life. Participants will be exposed to activities related to personal fitness habits and lifestyles, as well as classroom theory relating to the implementation of a physical active lifestyle. Students will participate in traditional games and activities, both individually and group based. Throughout the course students will have the opportunity to experience various activities within their surrounding community that encourage living an active lifestyle. PAL intends to promote the importance of personal responsibility in relation to active living and the benefits of living a healthy and active lifestyle.

Mode de Vie Actif 11 meets the Physical Education graduation credit and is also a French credit towards the French Immersion Certificate.

For the upcoming 2019/2020 school students who wish to complete the full French Immersion program at ESDH must register for the following courses:

Gr. 10—Français 10, Biologie 11, Mode De Vie 11 and Sciences 10

Gr. 11—Biologie 11, Français 11, Mode De Vie 11

Gr. 12— Français 12, and Histoire Planteaire 12

Languages

LANGUAGES

Core French

The aim of second language teaching is to develop the learner's ability to communicate effectively in French. At all levels, the focus is on a multidimensional curriculum that integrates communicative, experiential, culture, general language education, and language components.

Culture and general language education are integrated into every unit. Through this general language education component, students develop an awareness of language, culture, and language-learning strategies. Language becomes progressively more complex. It is selected according to the language needs of learners in relation to experiences and activities and is presented and practiced in context.

Learners are exposed to a variety of proficient language models, and French is the language of the classroom.

Outcomes

As a result of their cumulative experiences in the Core French program, by the end of grade 12 students will have achieved the following outcomes:

Communication: Students will be able to communicate effectively in French and to interact appropriately in a variety of situations related to their interests and needs.

General Language Education: Students will be able to choose and use strategies that help both with communication in French and with their general education.

Culture: Students will be able to demonstrate an appreciation of Francophone cultures as well as an appreciation and understanding of Canada's multicultural context.

Language: Students will be able to use certain language items in context to facilitate communication in French in a variety of situations.

Core French 10
(academic, 1 credit)

Core French 11
(academic, 1 credit)

Core French 12
(academic, 1 credit)

The senior high French program develops comprehension, communication, and interaction skills and strategies through experiential teaching materials that incorporate a variety of authentic documents. Topics, tasks, and final projects are aligned with students' experiences and interests. Oral class presentations are an important part of classroom activities and evaluation. Areas studied include the future, career plans, the media, the arts, social and technological trends, as well as Francophone cultures and multiculturalism.

Mathematics

MATHEMATICS

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

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

Students are encouraged to speak to their current math teacher to assist with their math course selection.

Mathematics Essentials 10 *(graduation, 1 credit)*

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

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

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

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

Students in Mathematics Essentials 10 will explore the following topics:

Mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car

Mathematics at Work 10 *(graduation, 1 credit)*

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

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

The Mathematics at Work courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.

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

Students in Mathematics at Work 10 will explore the following topics:

Measurement, area, Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra

Mathematics 10 *(academic, 2 credits)*

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

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

All students following the academic or advanced pathway will need to take Mathematics 10 followed by Mathematics 11. These courses are to be taken consecutively, not concurrently.

There are two typical pathways for students who successfully complete Mathematics 10:

For those students intending to follow the academic pathway, Mathematics 10 will be followed by Mathematics 11 and then Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus).

For those students intending to follow the advanced pathway, Mathematics 10 will be followed by Mathematics 11, then Pre-Calculus 11 and Pre-Calculus 12.

Alternatively, students who successfully complete Mathematics 10 may choose to select a graduation credit in grade 11. (Math at Work 11 and Math at Work 12)

Students in Mathematics 10 will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics

Mathematics

Grade 11 Courses

Mathematics Essentials 11 (graduation, 1 credit)

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

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

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

The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will

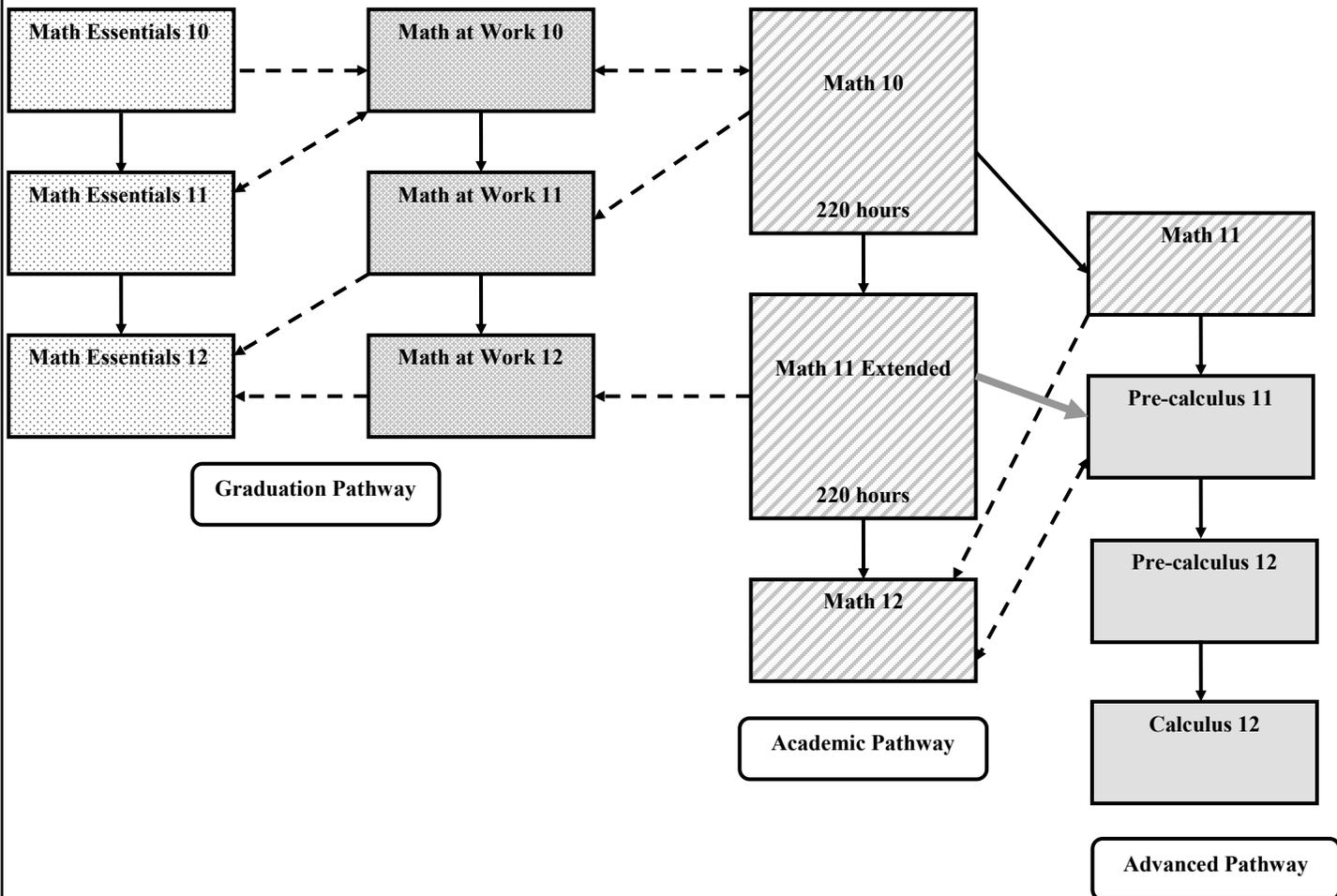
become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

The typical pathway for students who successfully complete Mathematics Essentials 11 is Math Essentials 12.

Students in Mathematics Essentials 11 will explore the following topics:

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

Senior High Mathematics Pathways



Mathematics

Mathematics at Work 11 (graduation, 1 credit)

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

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

The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. (The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.)

Some students who successfully complete Mathematics at Work 11 may choose to take Math 12 Essentials.

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

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

Mathematics 11 (academic, 1 credit)

Prerequisite: Successful completion of Mathematics 10.

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

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

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

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

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

- Alternatively, students who successfully complete Mathematics 11 may choose to select a graduation level course in grade 12.

Students in Mathematics 11 will explore the following topics:

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

Mathematics 11 Extended (academic, 2 credits)

Prerequisite: Successful completion of Mathematics 10

Extended Mathematics 11 is a 220-hour course that is scheduled over the duration of the school year, September to June. Students who successfully complete this course will receive one grade 11 academic mathematics credit and one grade 11 technology credit.

Extended Mathematics 11 is an academic high school mathematics course. Students who select Extended Mathematics 11 will complete the curriculum outcomes for the semestered Mathematics 11 course and additional concepts in Statistics and Data Analytics. They will have extra time to explore concepts using a variety of learning experiences and use technology to enhance their learning.

The typical pathway for students who successfully complete Extended Mathematics 11 will be to take Mathematics 12. Alternatively, students who successfully complete Extended Mathematics 11 may choose to select either Mathematics at Work 12 or Mathematics Essentials 12. *While not the typical pathway, Extended Mathematics 11 can also be used as a pre-requisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.**

Students in Extended Mathematics 11 will explore the following topics: linear programming, applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions, inference making from statistical summaries, analyzing and presenting data and how to extract meaning from data.

**Note: Students who complete Extended Mathematics 11 and then decide to take Pre-calculus 11 followed by Pre-calculus 12 should contact their guidance counselor for scheduling options.*

Mathematics

Pre-calculus 11

(advanced, 1 credit)

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.

The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. (Courses in the Pre-calculus pathway are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.)

Some students who successfully complete Pre-calculus 11 may choose to take Mathematics 12.

Alternatively, students who successfully complete Pre-calculus 11 may choose to select a graduation credit in grade 12.

Students in Pre-calculus 11 will explore the following topics:

Absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

Grade 12 Courses

Mathematics Essentials 12

(graduation, 1 credit)

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

Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11. The prerequisite for Mathematics Essentials 12 must be taken and successfully completed prior to starting Mathematics Essentials 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

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

everyday life and will become more confident in their mathematical abilities.

Mathematics Essentials 12 is designed for students who either do not intend to pursue post-secondary study, or plan to enter post-secondary programs that do not have any mathematics pre-requisites. The content of this course will help students work toward improving the mathematical knowledge base needed for work directly related to the trades. This course will be modular based and project oriented.

Students in Mathematics Essential 12 will do the following modules.

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

Mathematics at Work 12

(graduation, 1 credit)

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

Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11. The prerequisite for Mathematics at Work 12 must be taken and successfully completed prior to starting Mathematics at Work 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

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

Students in Mathematics at Work 12 will study the following topics:

Measurement and probability, measures of central tendency Scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations and Trigonometry

Mathematics 12

(academic, 1 credit)

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

Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11. The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

Mathematics

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

Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum.

Students in Mathematics 12 will study the following topics:

borrowing money, investing money, set theory, logical reasoning, counting methods, probability

Pre-calculus 12 *(advanced, 1 credit)*

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

The typical pathway for students who successfully complete Pre-Calculus 12 is Calculus 12.

Prerequisite: Successful completion of Pre-calculus 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

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

Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.

Students in Pre-calculus 12 will study the following topics:

Transformations, radical functions, polynomial functions, trigonometry, exponential and logarithmic functions, rational functions, function operations, permutations, combinations and the binomial theorem

Calculus 12 *(advanced, 1 credit)*

Our Calculus course is designed for Grade 12 students preparing for a university degree program in science or in engineering. This course would be an excellent preparation for the math courses they will be required to take in university. Although not a prerequisite for most university programs, it is highly recommended.

Topics include:

Limits, derivatives & integration, curve sketching & growth rates, application to real world problems

Options & Opportunities Program (O2)

Options & Opportunities (O2) is a three year program designed to provide students the opportunity to learn about and try out many different career paths before they graduate from High School. Students still participate in the regular high school program but they will be able to make the connections between what they are learning and the real world. Students will learn about different careers through many non traditional teaching methods, such as field trips, guest speakers, community projects, volunteering experiences, job shadowing, mentoring and 4 co-op courses where they will gain many important skills at the work place.

This program is a valuable experience for any student regardless of if they are heading to Community College, University or to the work force. O2 is an excellent opportunity for incoming Grade 10 students. Enrolment is limited to 20 students each year. The application process and timeline are available on the ESDH school website at www.esdh.ednet.ns.ca.

Career Development 10

(open, 1 credit)

Prerequisite: Acceptance into the O2 program

Students in Career Development 10 will develop their abilities to communicate, think and deal with their feelings. They will explore realistic personal goals, assess their own abilities, and realize how these actions affect their learning and decision making processes. They will develop an awareness of their place in the community and the value to their personal growth of giving service to the community.

Career Development 10 consists of five modules:

- Personal Development
- Career Awareness
- Workplace Readiness
- Financial Management
- Lifework Portfolio

Community Based Learning 11

(open, 1 credit)

Prerequisite: Acceptance into the O2 program

The rationale behind Community Based Learning 10 is to expand learning opportunities for students by bringing the community into the school and by placing students in the community as part of their studies. Community based experiences improve student understanding of employment requirements and the links between the knowledge, skills and attitudes they are acquiring in school and their future plans. Students will also develop skills including fundamental, personal management and teamwork skills; specific career, occupation and job skills and labour market knowledge and understanding.

Cooperative Education 11

(academic, 1 credit)

Prerequisite: Acceptance into the O2 program

Students enrolled in Cooperative Education 11 will first complete 25 hours in the classroom to prepare them for the work community placement. The work community placement will consist of a 100 hour placement with one employer. This Co-op course is an opportunity for the student to develop skills such as responsibility, self sufficiency, punctuality, teamwork skills and professionalism. As well as specific skills related to the field of the cooperative employer.

Physical Education

PHYSICAL EDUCATION

At the senior high school level, the physical education program emphasizes the need for students to change sedentary lifestyles through active living, physical fitness, lifetime recreational skills, and leadership. The program should be challenging but should also allow for personal achievement at various levels of participation. Teachers will take into account the differences, needs, and desires of students to help students acquire the self-esteem that comes with success and enjoyment.

The elective physical education program in high school should help students understand that physical activity is necessary to maintain physiological efficiency. During their final years of public education, students should have the opportunity to evaluate their own personal fitness levels and be able to interpret any implications of the physical fitness test results. Having done this, they should be able, with the assistance of the physical education teacher, to construct and use a physical fitness program to maintain and develop desirable levels of physical fitness. They should also be able to develop fundamental skills in and knowledge of specific activities that will enable them to enjoy leisure-time pursuits outside the school.

PHYSICAL EDUCATION REQUIREMENT

Please note that Physical Education 10, Physical Education 11, Physical Education 12 and Dance 11 or 12 also meet the Physical Education compulsory requirement.

Physical Education 10 (open, 1 credit)

Physical Education 10 consists primarily of helping students refine skills for lifelong recreational activities and of providing students with leadership opportunities.

The emphasis of this course is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life.

Four Modules:

- Outdoor pursuits
- Exercise Science
- Personal Fitness
- Leadership

Physical Education 11 (open, 1 credit)

This physical education course places greater emphasis on lifetime recreation activities, with a balance between indoor and outdoor activities. Physical fitness and the development of leadership skills continue as priorities.

Physical Education 12 (open, 1 credit)

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

Yoga 11 (open, 1 credit)

Yoga 11 introduces students to the ancient tradition of Yoga in its various forms and styles. With its vast capacity to bring vibrant health to body, mind and emotion, the intention is for students to develop a lifelong personal practice of yoga not only to maintain exceptional physical condition, but also to develop healthy relationships with self and others. Above all, this is an activity that students can enjoy as a regular form of recreation for the remainder of their lives. Students will participate in various activities, including the physical practice, stress reduction techniques, mindfulness activities, journals, and classroom theory exploring the origins and philosophy of yoga. The physical aspect of yoga involves the development of skills such as strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental focus. Classroom sessions will address topics such as: the essentials of good nutrition, relaxation strategies, ethical principles and how to become positive and purposeful members of society.

Sciences

SCIENCES

Please Note:

Those students planning to study science or a science related program after high school should include at least two of the following courses at the Grade 12 level: Physics, Chemistry, Biology.

Physics and Chemistry are often necessary for post-high school study in medicine, dentistry, forestry, veterinary medicine, health-related fields, engineering, and various technologies. In addition, Physics is often required for Admission to electronic or electrical courses. Biology is recommended for health-related fields.

Science 10

(academic, 1 credit)

The Science 10 course is designed for a multi-skills class. This is an introduction to science, where various types of science will be explored through the curriculum and students will be introduced to the scientific method. Science 10 consists of four units of study:

Unit 1: Sustainability of Ecosystems

Unit 2: Chemical Reactions

Unit 3: Motion

Unit 4: Weather Dynamics

Oceans 11

(academic, 1 credit)

Oceans 11 offers students the opportunity to explore aspects of global and local oceanography and current related issues. The course is designed to be flexible to meet the needs and interests of Nova Scotia students by connecting the study of oceanography with local economic and community interests. One priority of the course is to increase students' knowledge of emerging new economies and opportunities in aquaculture and oceans management, and other career applications

Oceans 11 consists of four modules. Successful completion of all modules is required to earn one science credit.

Module I	Ocean-Structure and Motion
Module II	The Marine Biome
Module III	Aquaculture-Farming the Oceans
Module IV	The Fisheries Resource
Module V	Our Coastal Zones-Managing Their Use
Module VI	Ocean Industries
Module VII	Coastal Navigation

Human Biology 11

(graduation, 1 credit)

NOTE: This course does not lead to further studies in Biology and cannot be used as a first science credit. This course

will introduce students to the biology of the human body and its interaction with the environment. **NOTE:** You cannot count Human Biology 11 and Biology 11 as two credits towards graduation requirements.

Students will:

- develop and understanding of human systems and how they are inter-related.
- develop knowledge of various issues with respect to health and the environment.
- understand the importance and responsibility of maintaining a healthy lifestyle.
- examine socially - pertinent health and ethical issues.

Biology 11

(academic, 1 credit)

Biology 11 and Biology 12 emphasize the science themes: change, diversity, energy, equilibrium, matter, and systems. These themes will teach students the connections within the science program and how individual sections of the program relate to the big ideas in science. Biology 11 consists of the following:

- an introduction to the cell as a basic unit of life, the exploration of the diversity of organisms in the biosphere, and the unity among living things by organizational systems.
- an examination of those systems responsible for exchanging energy and matter with the environment, in addition to interactions with pathogenic organisms. The human organism is used as a principal model for this unit.
- an examination of the characteristics of representative ecosystems and the interaction of organisms that mediate the flow of energy and matter through those ecosystems. This unit also explores how organisms change to fill available niches.

Biology 12

(academic, 1 credit)

Biology 12 consists of four units of study:

Unit 1: introduces cells as specialized biochemical units that process various organic compounds. The principal human organism is the model in a detailed examination of its chemical and electrical systems that regulate change to maintain equilibrium.

Unit 2: Uses the human organism as the principal model for a detailed examination of how genetic, hormonal, and environmental factors cause change during the reproduction and development of organisms.

Unit 3: Explores genetics and inheritance via chromosomes, genes, and DNA and their responsibility for diversity and change in living systems. This topic is examined in depth

Sciences

through a wide range of organizational levels from molecular to organism.

Unit 4: Explores equilibrium and change in population gene pools and the consequences of such change at the community, systems, and species level. The theory of evolution is included in this unit.

Chemistry 11

(academic, 1 credit)

Prerequisites: Science 10 and Mathematics 10

Chemistry 11 consists of four units of study:

Unit 1: Investigates the changes in matter and energy that occur during chemical reactions by examining their properties, identifying patterns and analyzing Changes

Unit 2: Explores the quantitative relationships in chemical reactions and provides opportunities for students to predict masses of substances reacted or produced as a chemical change

Unit 3: Extends models of atoms to models of bonding to examine how the properties of matter and the theories of matter are related.

Unit 4: Investigates organic compounds and compares organic compounds to inorganic matter. Organic reactions in living and non-living systems are also investigated.

Chemistry 12

(academic, 1 credit)

Prerequisites: Chemistry 11 and Mathematics 11

Chemistry 12 consists of four units of study:

Unit 1: Explores how heat, a form of energy, is absorbed or released in chemical reactions. Changes in physical and nuclear systems are explored for comparison.

Unit 2: Explains that few chemical reactions proceed in one step and in one direction. Students investigate factors affecting the rate of reactions and the properties of chemical systems at equilibrium.

Unit 3: Deals with solutions, concentration and the details of acid / base solutions and reactions. Concepts such as pH and titration are included.

Unit 4: Examines electrochemical systems, analyses oxidation-reduction systems and quantifies the matter and energy involved.

Physics 11

(academic, 1 credit)

Prerequisites: Science 10 and Mathematics 10

Physics 11 consists of the following topics:

- Introduction: scientific notation, significant figures, dimensional analysis
- Kinematics: vectors, motion, velocity, acceleration problems and graphing

- Dynamics: forces, Newton's laws, friction
- Energy, Work and Power
- Momentum: one-dimensional collisions
- Waves: mechanical, electromagnetic, sound and light

Physics 12

(academic, 1 credit)

Prerequisites: Physics 11 and Mathematics 11

Physics 12 consists of the following topics:

- Force, motion, work and energy
- Fields: electric and magnetic
- Waves and modern physics
- Radioactivity

Skilled Trades

SKILLED TRADES

Skilled Trades is a suite of courses offered at Eastern Shore District High School. These courses are taught in the Skilled Trades Centre, a newly renovated space at ESDH. These courses are designed for those students who wish to explore skilled trades careers, earn an academic credit and enjoy working with their hands.

Skilled Trades courses keep the door to university open, while opening the door to a three to five year apprenticeship training program.

A student must take Skilled Trades 10 to be eligible to take any further Skilled Trades courses.

There is an application process for Skilled Trades 10.

Skilled Trades 10 (academic, 1 credit)

Skilled Trades 10 is a career exploration course suitable for all students in grade 10 and above. The course provides students with a unique mixture of classroom and simulated workplace activities. These activities enable students to learn about and directly experience what life in the skilled trades has to offer. Students work with the basic set of hand tools used by professional trades people in the construction industry to complete real construction tasks and building projects. Because the Skilled Trades 10 curriculum offers such a unique mixture of activities, it is delivered in a new learning environment called the Skilled Trades Centre. Designed by experienced trades educators, the Skilled Trades Centre modifies the space normally occupied by classrooms into a construction site, workshop, and instructional area. This innovative blend of instructional and construction space underscores the value of giving the skilled trades a prominent place in the high school curriculum inside the academic environment. Within the Skilled Trades Centre, students in Skilled Trades 10 focus on four topical areas:

- Skilled Trades Living
- Safety
- Measurement and Calculation for Trades
- Tools and Materials of the Skilled Trades

Construction Trades 11

(academic, 1 credit)

Prerequisite: Skilled Trades 10

Construction Trades 11 is a continuation of Skilled Trades 10. Students will continue to focus on skills developed in Skilled Trades 10 and will define them in a construction environment. Trades that will be examined comprise of: carpenters, plumbers, electricians, painters-decorators, floor installers.

Working in groups, students will develop skills necessary to work on a construction site. Based around a capstone project, each student will actively use the skills specific to each of the trades required to complete the project. Each student will frame, wire, plumb and finish a section of the project.

Emphasis will be placed on communications, job-site safety, and professional trade practices.

Transportation Trades 11

(academic, 1 credit)

Prerequisite: Skilled Trades 10

Transportation Trades 11 will continue to focus on the skills developed in pre-requisite Skilled Trades 10 and will further define them in an automotive environment. Trades that will be examined include Automotive Painter, Automotive Service Technician, Heavy Duty Equipment Technician, Motorcycle Mechanic, Motor Vehicle Body Repair, Parts person, and Truck and Transport Mechanic.

Students will learn and develop the skills necessary to work in automotive/transportation sector trades.

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.

Social Studies

SOCIAL STUDIES

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

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

Students will be given the opportunity to: practice the skills of research and inquiry; acquire a body of knowledge pertinent to a particular area of study; appreciate the nature of evidence and the role of perspective; understand cause and effect and the relationships among major historical periods, events, situations and conditions; and to understand the role of the past in the present. History courses at the senior high level are sequenced so that students can pursue a sequential program of historical study if they so choose. Grade 10 Ancient/Medieval History is a sound preparation for Canadian History 11. The Grade 12 Global History course completes the sequence.

The study of senior high geography addresses the nature of the planet and the forces that did and do shape it; the human settlement of the planet and the patterns that settlement reveals; the interaction of humanity and the environment; and the methods and resources geographers use to study these. Senior high geography is founded upon the themes of modern geography: location, region, pattern, spatial interaction, human/environment interaction, and culture. It is also founded upon the skills of geography, which include data collection, processing, analysis and interpretation. Grade 10 Physical Geography prepares students for the Grade 12 Global Geography course, which completes the geography sequence.

African Canadian Studies 11 (academic, 1 credit)

Please Note:

African Canadian Studies 11 is one of three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.

This course is designed to give students a sound understanding of the global experiences, achievements and contributions of people of African descent, with a focus on the Canadian experience. Such topics as early African kingdoms, the Atlantic Slave Trade, the civil rights movement and local communities and challenges of the future are covered. In order to meet the knowledge and skills outcomes students will be asked to participate in guided readings of texts, videos, and conversations with guest speakers, research.

Canadian History 11 (academic, 1 credit)

Please Note:

Canadian History 11 is one of three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.

The Canadian History 11 course explores persistent questions that address five important themes. These themes are: globalization, development, governance, sovereignty, and justice. Students will explore these themes in the context of Canada's history while meeting the outcomes of the course. Canada has a rich and complex history, in many ways, because of its people, their perspectives, and our geography.

Research and assignments will form an important part in meeting the outcomes of this course. Students will develop their historiographical skills. Students will gain experience working independently and with others to achieve the required outcomes.

Mi'kmaq Studies 11 (academic, 1 credit)

Please Note:

Mikmaq Studies 11 is one of three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.

Mi'kmaq Studies 11 provides students with an understanding of historical and contemporary issues in Mi'kmaq society. The course considers the cultural, social, spiritual, and political events, trends, and traditions in the history of the Mi'kmaq. This course uses an issue-based approach and considers broad concepts such as justice, self-determination, political autonomy, education and schooling, the family, social and political organizations, native rights, spiritual principles and personal/group identity. Students analyze historical and contemporary issues in Mi'kmaq society, which enables them to achieve a greater understanding of the Mi'kmaq contributions to society. Students will demonstrate the skills used in history including academic research and writing, analyzing source documents, identifying bias and historical perspectives and developing an understanding of historiography.

Social Studies

Global Geography 12

(academic, 1 credit)

Recommendation: Grade 12 students only

This course, which focuses on global geography, explores major themes that help us to understand the nature and origins of complex humanity/environment relationships in the contemporary world.

Guided by the fundamental themes and skills of modern geography, students will pursue this exploration through five units: The Global Geographer, The Planet Earth, Population, Resources and Commodities, and Urbanization. By using geographic skills and techniques, learning and applying a body of skills and techniques, learning and applying a body of geographic knowledge, and developing their own planet management awareness, students will become informed global citizens.

Global Politics 12

(academic, 1 credit)

Recommendation: Grade 12 students only

Political Science is an introduction to the basic concepts of politics. An examination of the nature of politics will provide the student with a historical overview of the key contributors of political thought from Plato to the present, as well as the influence of religion and nationalism on the political culture of nations.

Sociology 12 - Academic

(academic, 1 credit)

This course is designed to be the 'knot' that binds all of the social sciences together from a 'people' point of view. Sociology 12 is designed to give students an understanding of the various aspects of sociology. It will give students an opportunity for self-awareness from the perspective of human behavior and social interaction. This course will help students develop an understanding and appreciation for differing personalities, behaviors, cultures, and social issues. Evaluation will take many forms.

Technology & Business Education

TECHNOLOGY & BUSINESS EDUCATION

Technology and Business Education are an integral part of the total program of education in our high schools. The combination of Technology and Business Education subjects with other course selections will enable the student to develop the necessary knowledge, abilities, attitudes, skills and understanding to effectively function and develop as individuals, employees, and members of the community.

Because technology and business are constantly evolving, course content will reflect recent advancements and how these advancements affect today's society. Students are encouraged to explore through experimentation and research.

Grade 10 Courses

Construction Technology 10 (open, 1 credit)

The Construction Technology course helps develop in students an understanding of the construction industry, its importance to the Canadian economy, to society and to the basic human need for shelter. This course provides a broad view of the construction industry and its history and significant developments over the ages. Construction Technology-10 employs a "hands on approach", by using various design and problem solving activities to enhance the learning experience.

Exploring Technology 10 (academic, 1 credit)

Exploring Technology is a foundation for all other high school technology courses. Students in this course design and create devices and systems that solve technological problems while understanding the consequences of technology and how it affects society.

A focus on a "hands on" approach to learning is central to this course and students will be involved in many of the following activities:

- Desk top publishing.
- Web page design.
- Designing and building various simple machines.
- Designing and building a robot.
- Designing and building various electronic circuits.

Green Technology is a central theme in this course and the impact of technology, alternative energy and the life cycle of our products are considered in every technological activity.

Grade 11 Courses

Business Technology 11 (academic, 1 credit)

Business Technology provides a context in which students may: become skilled, critical users of information and communication technology (ICT). They will also, become aware of and respect ethical/social and legal implications of document production. They will apply the conventions and principles of document production. Students will construct documents that efficiently and effectively communicate information, ideas, and concepts. They will become contributing and collaborative members of a work culture. Business Technology 11 consists of five modules:

- Module 1: Touch Keyboarding
- Module 2: Document Processing
- Module 3: Spreadsheets
- Module 4: Desktop Publishing
- Module 5: Business Technology Fundamentals

Design 11 (academic, 1 credit) *Meets elective or tech. require.*

Students will be exposed to the fundamentals of design, including the principles of good design and the concept of creative inquiry as a design process. Students will use information technologies to develop solutions as individuals and as members of design teams. Working in a range of practical contexts students will explore their world to see how design plays a role in their daily lives. Using the principles of creative inquiry and the freedom to explore, students will look at existing design, historical principles of design and a variety of design methods and tools. Students will use the knowledge skill, and understanding developed during the discovery phase to construct and communicate aesthetic and technically ideas.

Production Technology 11 (open, 1 credit)

Production Technology 11 looks at different types of production systems, their importance and their impact on society. Material uses and purposes are examined. Shop and machine safety are an important component. Planning, estimating and producing a product(s) are the shop activities incorporated in this course.

Technology & Business Education

Tourism 12

(academic, 1 credit)

This course is designed for students who are interested in the fast-growing Hospitality/Tourism industry. Emphasis will be placed on developing skills in communication, problem solving, decision making, information processing, organization, and working both independently and as a team player. Students will use technology in researching, planning, and designing brochures for the purpose of advertising and promoting various sectors of the tourism industry both provincially and globally.

Units will include introduction to tourism, history, culture, tourism issues, effective communication, awareness, career exploration, tourism design and development, and the tourism professional. Objectives reflect employer expectations of the basic skills, knowledge and attitudes necessary for an entry-level position in the industry.

Grade 12 Courses

Co-operative Education 12

(academic, 1 credit)

(open to grade 11 & 12 students)

The Co-operative Education course is a career oriented course designed to integrate classroom theory with practical workplace experience. Co-operative Education enables the student to explore a career area, gain valuable knowledge and experience, and develop/enhance necessary attitudes while earning a high school credit recognized by many post secondary institutions. Co-op is a semestered course. Students are required to complete a minimum of both 25 hours in school and 100 hours of community based/site training. Students engage in self assessment exercises, learn career decision-making skills and job search strategies, while being exposed to current employment issues including but not limited to: Health and Safety issues, Employment Insurance benefits, Canada Pension. They are expected to complete a professional portfolio, daily log/journal, reflective assignments, training plan and career plan. Students are responsible to initiate a suitable 'out of class' placement that is directly connected to the field of their choice. Your coordinator has many placement suggestions for those students who do not have contacts. The student placement is supported by a learning and evaluation plan jointly developed by the student, coordinator and mentor.

Co-operative Education is open to students 16 years of age or older. Student interns have been placed in law firms, doctor and dentist offices, schools, hospitals, theatres, dance studios, graphic design, television, fire and police, radio stations, auto industry, tourism, public relations – the opportunities are endless. Students who register for Co-op on the course selection form will be contacted and given an application that must be signed by their parent/guardian and include three references from their high school teachers. You will be required to attend a selection interview and will be informed of the decision prior to the end of the school year. Once accepted into the Co-op program, the student is firmly committed to this course for the following year.

Entrepreneurship 12

(academic, 1 credit)

Entrepreneurship education is fundamental to advancing the vision of a strong entrepreneurial climate. Students recognize that they can create their own opportunities and enjoy more control over their destinies.

Entrepreneurship 12 focuses on active, experiential learning and on developing the attitudes, skills, and knowledge required to meet the many opportunities and challenges of being an entrepreneur. The course has three components: Action, Theory, and Business Planning.

As well as the 110 hours of classroom time, students are expected to complete a minimum of 50 hours of entrepreneurial activities outside the classroom.

Film and Video Production 12

(academic, 1 credit)

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

Leadership 12

(academic, 1 credit)

Leadership 12 is a course designed to foster Leadership development. The course is based on the belief that developing good leaders is essential to today's society. Leadership 12 is theoretical and practical in nature. Student will organize two community projects, volunteer 30 community hours and develop a leadership portfolio. Modules include but are not limited to self esteem, leadership styles and behavior, event planning, communication, effective meetings/committees, delegation, conflict management, first aid, and Physical Education leadership. There is an application process for entry to Leadership 12 due to the volunteer component of the course. This will be explained after course selection to all students that have requested Leadership 12.

Technology & Business Education

Online Courses

Multimedia 12

(academic, 1 credit)

Multimedia 12 provides a context in which students may become skilled, critical users of information and communication and technology (ICT). They will demonstrate an understanding of aesthetic/artistic implications of multimedia products be aware of and respect ethical/social and legal implications of multimedia products. Students will learn to apply the elements and principles of art and design to create multimedia products and construct multimedia products which efficiently and effectively communicate ideas and concepts and become contributing, reflective members of a collaborative culture
Multimedia 12 consists of four modules: Creating and Manipulating Images; Creating and Manipulating Sequenced Images; Sound and Collaborative Project and Personal Portfolio

Production Technology 12

(open, 1 credit)

Recommended Prerequisite: Production Technology 11 or Construction Technology 10 or permission of the Instructor

Production Technology 12 is a course involving material choices, material estimates, manufacturing products, advertising, and marketing these products. Advertising and marketing (entrepreneurship) are key components of this course.

ESDHS in conjunction with the Nova Scotia Virtual School (NSVS) offers courses to students online via the Internet. This program ensures that high school students in small schools, such as ours, have equal access to the full Public School Program.

These courses are offered and taught by individuals from other school boards around the province and are in addition to our own course offerings. On a student transcript an online course will appear the same as any other course and also contributes to the graduation requirements.

The structure of online learning is such that students should be independent learners who are organized, motivated, and self-directed. They should also be disciplined and have the initiative to study in a flexible environment. Students are permitted to enroll in only one online course per semester.

If you are interested in registering for an online course please see the Ms. Greenough, Guidance Counselor.

The online courses available vary from year to year. Please visit <https://nsvs.ednet.ns.ca/m19dev/mod/resource/view.php?id=11251> or google Nova Scotia Virtual School for a current list of online courses available.

IMPORTANT: Courses taken on-line cannot be exempted from the final exam.

Challenge for Credit, IPP'S, Independent Study

CHALLENGE FOR CREDIT

The Halifax Regional School Board and the Nova Scotia Department of Education and Culture recognize that students may have **already acquired** the knowledge, skills and aptitude that an existing course seeks to develop. Challenge for Credit provides a process for students to demonstrate that they have achieved learning outcomes as defined by the Department of Education in the Public School Program and the curriculum guide for a directly related course.

Challenge for Credit is applicable to designated Nova Scotia senior high school courses as defined in the Public School Program. For the year 2007 – 2008, Challenge for Credit will be considered in the areas of **Fine Arts (Music, Art and Drama), Languages (Core French, German, and Spanish), Mathematics, and Physical Education.**

Students may challenge for no more than two credits at each grade level for a total of six counting towards a High School Graduation Diploma.

Courses for which students have already received credit are not eligible for challenge for credit. The Challenge for Credit process is not permitted as a way to improve a course mark. Challenge for Credit is not intended as a process by which a student can challenge a lower level course in the same subject at the same grade level.

For a challenge to be successful, students must demonstrate that they have met the prescribed learning outcomes of a course.

All 'Challenges for Credit' will be assigned a mark.

ADAPTATIONS

When a student has been identified as requiring additional planning and support to meet his or her unique needs, the student's classroom teacher(s) will explore strategies and/or resources specific to the strengths and needs of the student to help the student meet the outcomes of Nova Scotia's PSP. These strategies and/or resources are called adaptations.

INDIVIDUAL PROGRAM PLAN (IPP)

If adaptations implemented are not sufficient in supporting the student to meet the public school program grade-level outcomes, placing the student on an Individual Program Plan may be considered. Depending on a student's strengths and needs, an IPP is developed in one or more areas, in accordance with Policy 2.6 of the Special Education Policy.

Students on such plans may receive academic support from the resource teacher/learning centre.

INDEPENDENT STUDY

Independent study credits help promote individualized programming and allow students to initiate and develop courses

tailored to their needs, ability, and interests. A student may be granted one independent study credit in each of grades 11 and 12. Each of these credits may be made up of two half-credits or one full-credit. Credit for an Independent Study course must be approved by a supervising teacher, the guidance counselor, and the principal.

A student may receive an Independent Study credit in addition to credit for a *public school program* course in the same subject at the same grade level when the independent study extends the curriculum of a *public school program course the student is already taking or has already taken.* Independent Study credits:

- are an option for all students but may not be appropriate for all students.
- may apply a maximum of two independent study credits toward high school completion.
- are not intended to replicate any existing course in the Public School Program but are intended to be extensions of existing courses.
- are intended to provide increased opportunity for individualization of program.
- assume students are responsible for initiating the process and cooperating with the supervising teacher throughout the process.
- are limited to enrolled, full-time students.

NOTE: The school may decline an independent study application if appropriate resource persons and/or resources to support the application are not available.

Further information may be obtained from your Student Services Department.

PERSONAL DEVELOPMENT CREDITS

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

Further information may be obtained from your Student Services Department.

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