

Eastern Shore District High School



Grade Ten

Course Selection Booklet

For the school year 2021-2022

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)

Science, Mathematics, and Technology

- 3 Mathematics credits (must be from different Grade levels)
- 2 Science credits: one from Biology, Chemistry, Science 10, *Human Biology or Physics and one other approved science course.
- 2 others credits from mathematics, science, or technology: Eligible technology courses (offered at ESDH) are: Construction Technology 10, Construction Trades 11, Skilled Trades 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 10 is a 2 credit course—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: Histoire du Canada 11, Canadian History 11, African Canadian Studies 11 and Mi'kmaq Studies 11
- 1 Global Studies credit: Global Geography 12 or Global History 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 and 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.

Eastern Shore District High School
Course Selection
Course Selection

GRADE 10**Academic**

Career Development 10**
 Core French 10
 Drama 10
 English 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 10

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
 Construction Trades 11
 Community Based Learning 11**
 Co-operative Education 11 **
 Core French 11
 Dance 11
 English 11
 Français 11 (Immersion)
 Histoire Du Canada 11 Imm
 Mathematics 11
 Mathematics 11 Extended
 Mi'kmaq Studies 11
 Mode de Vie Actif 11
 Music (Instrumental) 11
 Oceans 11
 Physics 11
 Pre-Calculus 11
 Transportation Trades 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
 Biology 12
 Canadian Families 12 *(2021-2022)
 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 History 12
 Histoire Planetaire 12 Imm
 Health & Human Services 12 *(2022-2023 year)
 Law 12 *(2021-2022)
 Leadership 12
 Mathematics 12
 Music (Instrumental) 12
 Physics 12
 Pre-Calculus Math 12
 Skilled Trades Co-op 12
 Sociology 12 *(2022-2023)
 Tourism 12
 Visual Arts 12

Open

Physical Education 12
 Production Technology 12

Graduation

English Communications 12
 Math at Work 12
 Math Essentials 12

Courses with an * will be offered every second year. The year it will be offered is in brackets following the course name.

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.

In addition, Eastern Shore District High offers Advanced English 12 which is an academic credit.

While different language processes are emphasized at different times and in different courses, speaking, listening, reading, viewing, writing, and other ways of representing are integrated into a balanced total program. Primary emphasis will always be on the students' ability to learn and to communicate effectively through language.

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.

Learning experiences include:

- exploratory and informal talk: conversation, focused discussion with an identifiable purpose, such as brainstorming, speculating, and problem solving structured activities.
- dramatic representations: monologues, role playing, and improvisation.
- performance of texts.
- formal presentations.
- focused listening activities to interpret and evaluate ideas and information from a range of sources.

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

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

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 Beginning of Parenthood Early Childhood Development
- Special Concerns in Child Development
- Practical Experiences with Children (in-school or out-of-school).

(academic, 1 credit)

Tourism 11

(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.

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.

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.

MUSIC

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

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

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

FRENCH IMMERSION

French Immersion

- 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.

French Immersion

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.

Histoire du Canada 11

(academic, 1 credit)

Please Note:

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

This course explores the social, political and economic history of Canada. Canada's place on the world stage and the role of the Atlantic Provinces in Canadian events will be considered. Topics will include the contributions and history of Native people, immigrants African Canadians and women. Research and assignments will form an important part in meeting the outcomes of this course. Students will develop their historiographical skills.

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 2021/22 school students who wish to complete the full French Immersion program at ESDH must register for the following courses:

Grade 10—Français 10, Histoire du Canada 11 Imm, Mode De Vie 11 & Sciences 10

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.

Core French 10
(academic, 1 credit)

Core French 11
(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.

Mathematics

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:

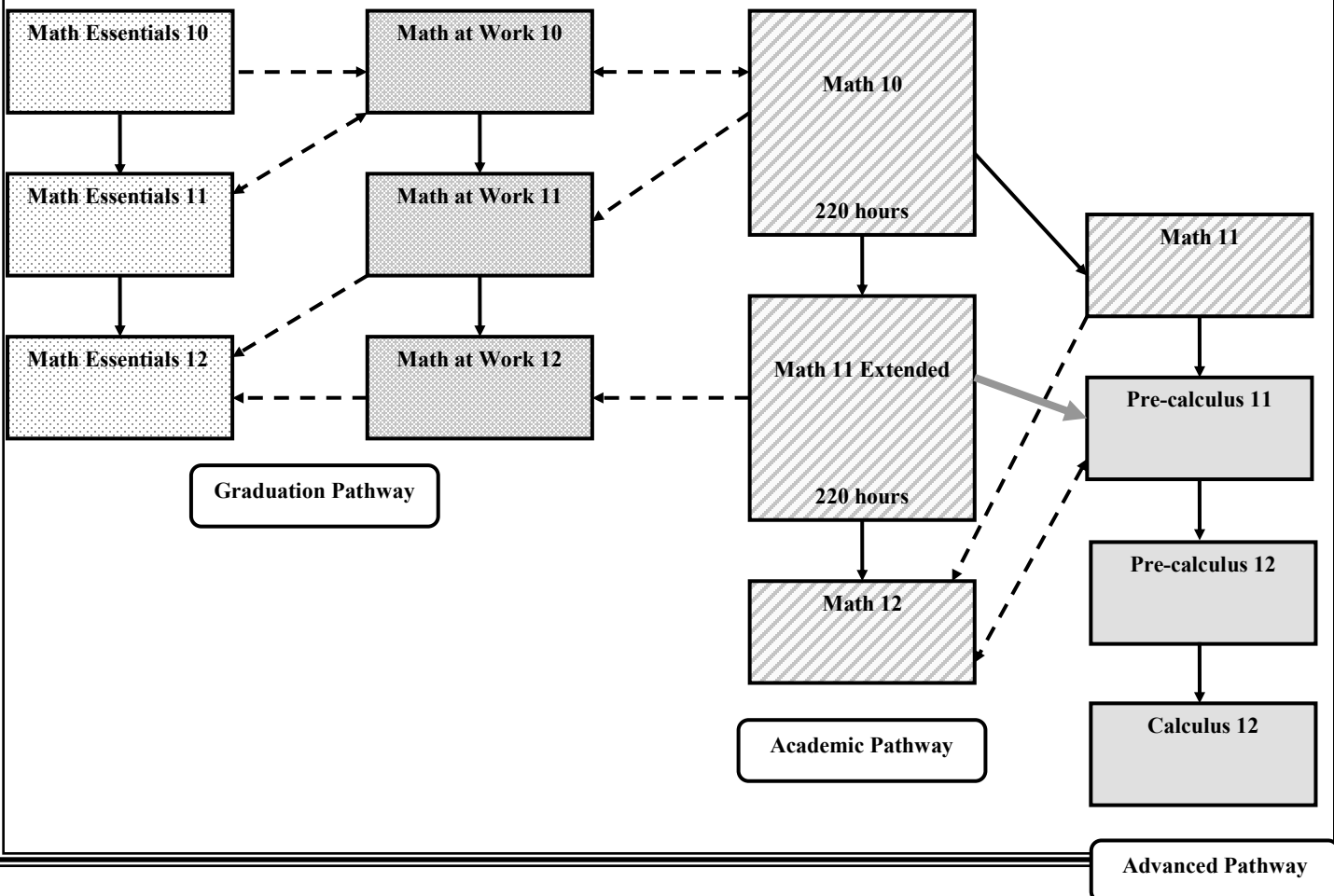
Students in Mathematics 10 will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics

Mathematics 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.

Senior High Mathematics Pathways



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

(academic, 1 credit)

Prerequisite: Acceptance into the O2 program

Career Development 10 is designed to support learners in understanding their personal interests, strengths and weaknesses, skills and values and the role these have in influencing education and career goals. They will be introduced to the importance of employability and essential skills in the workplace and how they are utilized in everyday life.

Learners will explore strategies for the development of these skills and investigate their relevance in the education and career planning process. This course also focuses on the importance of being financially literate; learners will investigate and analyse basic money management principles, applying them to their personal spending decisions and planning for achievement of education and career goals.

Community Based Learning 11

(academic, 1 credit)

Prerequisite: Acceptance into the O2 program

Community Based Learning 11 is highly experiential and prepares students in the Options and Opportunities program for community engagement. It focuses on four modules: Citizenship and the Community; Career and Life Planning; Financial Management; and Workplace Cultures and Safety. In this course, learners will investigate and reflect on skills that can support them in demonstrating who they are as active citizens. They will critically examine what is of importance to them and how they can plan and be adaptable to changing circumstances in achieving their goals. They will construct plans for achievement of career goals including demonstrating their understanding of the role financial literacy has in continuing their education and beginning a career. This course will further prepare learners for the responsibilities of a workplace commitment and a culture of safety as they enter the labour market.

Physical Education

PHYSICAL EDUCATION

Please note that Physical Education 10, Physical Education 11, Physical Education 12, Dance 11 or 12 or Yoga 11 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

Yoga 11

(academic, 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 - explores the nature of interactions among wild life, the flow of nutrients and sustainability of ecosystems.

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

Unit 3: Motion - delves into the methods of interpretation of scientific variables and graphical analysis, and how they apply to uniform motion.

Unit 4: Weather Dynamics - examines the influence of heat and water on the climate and weather. Each unit is accompanied by laboratory explorations where lab safety is stressed. Students will be actively involved with the social and technological aspects of science. As a reference each student will utilize the Science 10 textbook and teacher generated materials.

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.

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.

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

Technology

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

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:

Mi'kmaq 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.