

# 2023-2024 Course Handbook



## Morell Regional High School

100 Little Flower Ave.  
Morell, P.E.I.  
C0A 1S0  
Telephone: (902) 961-7345  
Fax: (902) 961-7339

**Principal: John Crawford**  
**Vice Principal: Philip MacDonald**  
**Administrative Assistant: Nicole Decoursey**  
**School Counsellor: Amy McCarron**

## **Table of Contents**

Principal's Message	3
Senior High School Graduation Requirements	4
Creativity and Innovation Courses	4
Honors Certificate	5
University and College Entrance Requirements	5
Course Identification Codes	6
Course Registration	7
Post High School Recommendations	7
Arts Music Courses	8
Business Education	9
Career Education	9
Career and Technical Education	10
Communication and Information Technology	12
Core French	13
Distance Education	14
English Core Courses	14
English Electives	16
Independent Study Courses	17
Mathematics	17
Physical Education	21
Resources	22
Sciences	22
Social Sciences and Humanities	25
Social Studies	26
Intermediate Courses	29

## **PRINCIPAL'S MESSAGE**

This course booklet is provided to outline course descriptions, graduation requirements, and registration information for the upcoming school year. The school offers a wide selection of courses and learning opportunities for students. We believe that our students have the potential to learn and to have success in the program in which they are enrolled at Morell High. Please review this booklet carefully and seek help on registration from your home room teacher, classroom teachers or school counselor.

As students prepare for a world after high school, they must recognize that it is increasingly important to make careful course selections and to work to the best of their ability in their courses. Students are expected to take full course loads during each semester to take full advantage of the educational opportunities offered to them. Course selection and achievement are important to future work and study plans.

The basic principles on which our school operates are those of responsibility and respect. Each student has the right to equality and fairness and to the expressions of opinions in a respectful and responsible manner. Students are expected to work to their potential, utilize good study habits and attend all classes. Respect for self, others, and for the school and its property is expected of all students.

Information on extracurricular programs, school procedures/policies and daily operations will be provided to each student at the start of the school year through assemblies, home room teachers, the school's website, and various documentation that may be handed out on the first day of classes.

Feel free to contact the school office if more information is required. Your success is in your own hands. Careful planning and hard work will allow for your educational development at Morell Regional High and will provide the foundation for future accomplishments.

John Crawford,  
Principal

## **Senior High School Graduation Requirements**

To graduate from high school, a student must successfully complete a minimum of 20 credits, five of which must be at the Grade Twelve level. Compulsory credits will include the following:

- 3 English credits, one of which must be English 621A or English 671A/C;
- 2 Math credits;
- 2 Science credits;
- 2 Social Studies credits, one of which must focus on Canadian social studies such as: CAS 401A, CIV 421A, GEO 421A, LAW 521A, LAW521F, LAW 531A, HIS 421G, HIS 621A, HIS 621B, or POL 621A;
- 1 Physical Education credit designated as PED 401A;
- 1 Career Education and Personal Development credit designated as CEO 401A;
- 1 Credit from a designated list that fosters creativity or innovation (see the *Senior High Program of Studies and List of Authorized Materials* for list), or one of the following French courses: FRE 421A, FRE 521A, or FRE 621A;
- 8 Elective Credits.

## **Creativity/Innovation Courses**

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

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

- Global Issues 621A, 631A
- Independent Study 521A, 621A
- Music 421A, 421B, 521A, 521B, 621A, 621B, 801A
- Robotics 801A
- Visual Arts 401A, 501A, 601A, 621A
- Welding 701A, 801A, 801B, 801C, 801D, 801E

### **HONORS CERTIFICATE**

**To be recognized as a Public School Branch Honor Graduate from Morell Regional High School, a student must:**

- **Successfully complete the Provincial Graduation Requirements, and**
- **achieve an aggregate of 480 in six (6) Grade 12 courses (600 and 800 level), one of which is English, and**
- **have no mark lower than 70% in the six (6) Grade 12 courses included in the aggregate calculation.**

### **UNIVERSITY/COLLEGE ENTRANCE REQUIREMENTS**

For entrance, universities require high school applicants to have completed a minimum of five Grade 12 academic (621) courses and to have obtained a minimum specific average, usually 70%, depending on the program and university/college attending.

Most universities and colleges have restricted enrollment programs so meeting the minimum requirements does not guarantee admission. All students applying to university must have English 621. Always check the admission requirements by going to specific university and/or college websites.

Students applying to Bachelor of Science programs must have at least Math 621A. Some universities require Math 621B and Math 611B and at least two 621 Science courses one of which must be Chemistry. Engineering requirements vary greatly, however Math 621B, Math 611A, and Physics 521A/621A are very important and are often required or highly recommended.

It is recommended that students meet with a school counsellor to confirm their course selections will meet the requirements for the schools and programs they are interested in.

Students are also reminded that a minimum of 70% is required in high school courses for admission consideration in many college and university programs.

Holland College Admission Process <http://www.hollandcollege.com/admissions> T

The UPEI Calendar lists the following requirements:

[http://www.upei.ca/registrar/admission\\_high\\_school\\_grad](http://www.upei.ca/registrar/admission_high_school_grad)

For Information on Programs offering in Canadian Universities click the link below

<http://www.aucc.ca/canadian-universities/study-programs/>

### **COURSE IDENTIFICATION CODE**

All senior high school courses offered in the Province of Prince Edward Island are assigned unique Course Identification Codes.

**Example:        MAT 4 2 1 A**  
**(1) (2) (3) (4)**

The course identification code consists of four facts:

**(1)        - Area of Study - MAT - Math ( Subject Abbreviation )**

**(2)        - Year in which the course is usually attempted...**

<b>4 = Grade 10</b>	<b>7 = Grade 10 or 11</b>
<b>5 = Grade 11</b>	<b>8 = Grade 11 or 12</b>
<b>6 = Grade 12</b>	

**(3)        - Course Classification...**

<b>0 = Open</b>	<b>2 = Academic</b>
<b>1 = Advanced</b>	<b>3 = General</b>

**(4)        - Credit Value...**

<b>1 = one credit</b>	<b>3 = three credits</b>
<b>2 = two credits</b>	<b>4 = four credits</b>

After the course name, there is a number to the right. This number is used by the high school to identify and input courses into the computer. It is important that students use the correct three-digit number to identify courses when they complete their option forms.

## **COURSE REGISTRATION**

Particular subject areas at Morell High have a limited number of classes and therefore it is necessary for Morell High students to go through a form of pre-registration whereby the student selects the courses preferred and the Administration attempts to fit these requests into a workable schedule with appropriate class sizes. There should be only minimal changes from the courses selected on the pre-registration form. Any changes must be confirmed through administration staff in order to be accepted. Also, all students are expected to indicate an alternate course in the event there is no space available in their primary courses. Registration forms will not be accepted without the alternate course indicated.

Due to limited numbers of classes available and class size restrictions students should register only in courses at or below their present grade level.

## **POST HIGH SCHOOL RECOMMENDATIONS**

- Always consult the university or college websites for updated information on admission requirements, timelines, and scholarship information.
- If you plan to pursue a science degree you should include the following courses in your course selection over the Grade 11 and 12 years:

Math 521A or 521B, Math 621A or 621B/Math 611B. Two pure Sciences at both the 521 and 621 levels are highly recommended. Chemistry must be one of those two pure sciences each year. Biology majors at U.P.E.I. must have either Biology 521 or Biology 621. Some universities require Math 621B and/or Math 611B for admissions to Bachelor of Science program.

- If you plan to pursue a business degree in university you are highly encouraged to include the following courses in your course selections over the Grade 11 and 12 years:

Math 521A or 521B, Math 621A or 621B, Accounting 621, and Economics 621. Math 611B is beneficial.

- Students entering programs at Holland College are encouraged to check the admission requirements for various programs. <https://hollandcollege.com/programs/index.html>

## **ARTS** ***Music Courses***

### **MUS421A – Music**

MUS421A will refine and build upon the musical concepts, knowledge, and skills of the grade nine instrumental music program. The MUS421A course will explore and investigate pieces from a variety of styles and time periods with a specific emphasis on Canadian content and the Baroque Era. Students will be expected to choose one piece from the Baroque time period as a musical study. Through the strands of Create and Perform, Listen and Perform, and Read and Perform, students will be introduced to scale identification of whole tone; interval identification of major and perfect ascending; and relative harmonic and melodic minor scales/arpeggios of C, Eb, and Ab. They will demonstrate an understanding of the following musical expressions: *affettuoso*, *brillante*, *expressivo*, *glissando*, and *risoluto*. Students will be expected to perform a solo and be an independent part of a small ensemble. ***Prerequisite: 9MUSA (Grade 9 Music) or permission from the teacher (based on musical level)***

### **MUS521A – Music**

The course builds upon the musical concepts, knowledge, and skills of MUS421A. Students will be expected to refine, build upon, and explore the musical concepts of rhythm and metre, pitch and harmony, form, expression, and content through the three strands of Create and Perform, Listen and Perform, and Read and Perform. They will demonstrate an understanding of the following musical expressions: *ad libitum*, *alla marica*, *ben maracato*, *con forza*, *con spirito*, *furioso*, *quasi*, and *vigorouso*. In MUS521A, students will be introduced to rhythmic dictation in compound time; pentatonic scale identification; melodic dictation, chord identification of augmented, diminished, or dominant 7th; identification of intervals played simultaneously: major, minor, and perfect; and identification of chord change.

***Prerequisite: MUS421A or permission from the teacher (based on musical level)***

### **MUS621A – Music**

This course is built upon the musical concepts, knowledge, and skills studied in MUS521A. Students are expected to refine these concepts, knowledge, and skills. They will also be introduced to new concepts, knowledge, and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions) and demonstrate an understanding of the following musical expressions: *a cappella*, *attaca*, *con fuoco*, *deciso*, *mesto*, and *troppo*. Through creating and performing, students will harmonize to familiar simple melodies and compose using a selected form with harmonization. They will be expected to read and perform major scales/arpeggios/thirds at increased tempi: C, F, Bb, Eb, Ab, Db/C#, G, D, and E, plus Gb/F# and B/Cb. Students will listen and perform intervals (augmented, diminished, ascending and descending) and identify intervals played simultaneously (augmented and diminished). ***Prerequisite: MUS521A or permission from the teacher (based on musical level)***



## **BUSINESS EDUCATION**

### **ACC621A - Accounting (NOT Offered for the 2023-2024 school year)**

Accounting Principles (ACC621A) is a full-credit course offered at the Grade 12 level. The course is designed for students who plan to take accounting courses at the college or university level, however, it is important to note that the knowledge and skills learned throughout this course can be applied across a broad range of disciplines and occupations, and support people in their daily lives. The major areas of study within ACC621A include accounting fundamentals, the accounting cycle for a service and merchandising business, and internal control, financial analysis and decision making. Students will also apply accounting practices in a computerized environment. \* *This course is open to Grade 11 & 12 students, and is available only every 2<sup>nd</sup> year.*

*The Department of Education, Early Learning and Culture and Holland College recognize Accounting Principles - ACC621A as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ACC621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (ACCT1001). ACCT1001 is found as either an elective or a core course in the following Holland College programs:*

- *International Hospitality Management;*
- *Marketing and Advertising Management;*
- *Tourism and Travel Management;*
- *Sport and Leisure Management.*

## **CAREER EDUCATION**

### **CEO401A – Career Explorations and Opportunities**

Career Explorations and Opportunities is a course that enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will develop a personal career portfolio as they move through the career development process focusing on the following questions: Who am I? What are my opportunities? What are my next steps and why? What is my action plan? Throughout this process, students will increase self-awareness, explore a wide range of education and career options, think critically about their decisions, develop financial literacy skills, and begin planning their career pathway.

By helping students understand the knowledge, skills, and attitudes considered essential in today's labour market, this course helps to prepare students to achieve greater success in our ever-changing global economy. It also provides opportunities for students to learn how to

manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

#### **PHP501A – Peer Helping**

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

#### **PHP601A – Peer Helping**

Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special, unique educational needs. Peer helpers assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room. After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher. This group of peer helpers will enhance their understanding of the students they are assigned by researching the students' particular conditions and contributing ideas to development of the students' Individual Education Plans (as appropriate). Selection of these peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process.

*Through special consideration, students may take PHP601A without having taken PHP501A.*

## **CAREER AND TECHNICAL EDUCATION**

#### **CAR701A - Introduction to Carpentry Technology**

Introduction to Carpentry Technology is a project based course where students can expect to be engaged in carpentry projects that will develop their technical skills and challenge their critical thinking. CAR701A provides students the opportunity to develop technical skills with tools,

equipment, and safe work practices within a Carpentry setting. Students will be challenged to apply math concepts to solve technical problems and develop their literacy skills through design and drawing techniques. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

***CAR701A is the prerequisite course for all 800 level CTE-Carpentry Technology courses***

#### **CAR801A – Framing Systems Level I**

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

***CAR801A is the prerequisite courses for CAR801B - Framing Systems Level II***

#### **CAR801B – Framing Systems Level II (Offered for the 2023-2024 school year)**

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

#### **CAR801C – Carpentry Skills Level I**

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

***CAR801C is the prerequisite courses for CAR801D - Carpentry Skills Level II***

#### **CAR801D – Carpentry Skills Level II**

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

#### **Culinary CUL801A – Culinary Skills A**

CUL801A is a career and technical education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include salads and sandwiches, complex batter and doughs, pastas and grains, eggs and dairy, cultural influences, and preparation and execution of meal services. CUL801A devotes a large

portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary studies in this subject area.

*Prerequisite: FDS421A*

**CUL801B – Culinary Skills B (Offered for the 2023-2024 school year)**

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

*Prerequisite: FDS421A*

**ROB801A – Robotics**

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

## **COMMUNICATION AND INFORMATION TECHNOLOGY**

**ADC701A – Applied Digital Communication**

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

**CMM801A – Creative Multimedia**

Creative Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be activity-based, and taught from a design point-of-view. Creations will be presented in a portfolio format. Modules

include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing, and Web Authoring.

#### **CMP521A – Introductory Computer Studies**

The CMP521A provides students exposure to four big ideas of computer science: data analysis, prototyping, computer literacy, and programming skill development. The intended focus of study is the introduction of principles, methodologies and skills that will provide a successful foundation toward the understanding of how computer science can enable students to better understand the world they live, Through the application of a wide range of disciplines students will strive to complete meaningful work that builds resilience, confidence and competency within the discipline of computer science. This is an introductory level course and no prerequisites are required.

#### **CMP621A – Computer Studies**

CMP621A is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming and dynamic website publishing. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course.

### **CORE FRENCH**

#### **FRE421A – French**

FRE421A is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: Canadians, Childhood Memories, Volunteering, and Getting a Driver’s License. Both oral and written communication skills are developed in the context of authentic situations, and French is the working language of the classroom. For each module studied, the student will be responsible for completing a final project or task and all work in that unit will contribute to the achievement of that goal. Evaluation will be based on listening, reading comprehension, written, and oral production.

#### **FRE521A – French**

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

#### **FRE621A – French**

The same philosophy, methodology, and organization of modules is used in FRE621A as is outlined at the two previous levels. The themes identified for this level are Racism and Discrimination, The Arts, Media, Life after School, and Technology in Society.

## **DISTANCE EDUCATION**

Distance Education Courses Distance education is a mode of instruction in which the student and the teacher are separated in either time or space, or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to, print, computers and computer networks, telecommunications, and audio-visual equipment and resources. Distance education is seen as a means to provide students with equitable access and/or a diversity of programs as approved by the P.E.I. Department of Education and Early Childhood Development. Typically, this option is employed when a particular high school does not have the capacity to offer a particular course. ***All distance education requests must first be approved by school administration and then the P.E.I. Department of Education and Early Childhood Development.***

Students who are interested in taking a course through Distance Education are asked to make a formal request to the Principal, Vice-Principal, or School Counsellor. Students will be considered for Distance Ed based on a number of factors: academic performance, student timetable, graduation requirements, and suitability. Course availability is restricted by a limited number of seats and by a limited number of courses.

## **ENGLISH** ***English Core Courses***

### **ENG421A – English**

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

### **ENG471C – English**

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will evaluate purpose, structure and

characteristics of text and will also refine writing skills to construct increasingly complex texts (narrative, expository, persuasive, and visual/multimedia). Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also evaluate speaker's verbal and nonverbal language.

Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Successful students will demonstrate achievement of essential literacy skills. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 571C. **Please note: There are no prerequisites for English 471C.**

#### **ENG521A - English**

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

#### **ENG571C – English**

This course is designed to support students in achieving essential literacy skills. Students will apply before, during and after reading strategies to evaluate increasingly complex texts. Students will write in a variety of forms while improving written communication (narrative, expository, persuasive, and visual/multimedia). Students will also engage in research and oral communication.

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Successful students will demonstrate achievement of essential literacy skills. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 671C.

#### **ENG621A - English**

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

#### **ENG671C - English**

This course is, for most students, the last high school English Language Arts prior to entering the workforce or college studies. Students will continue to explore a range of literary genres and

writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Successful students will demonstrate essential literacy skills necessary for life after high school. While other bridging program courses are evaluated only with a continuum of learning, students in English 671 C will also receive a percentage grade.

## ***English Electives***

### **COM801A – Communications**

This course is designed to help the student become proficient with the fundamental principles of communication in order to be successful in an ever-changing marketplace. Emphasis is placed on the six strands of the communication process: reading with comprehension, writing with clarity and purpose, speaking with confidence and precision, listening with sensitivity and perception, viewing with understanding, and representing as a means of exploration. In addition, students will acquire technological skills needed for tomorrow's workplace which include word processing skills, advanced features of e-mail, and effective Internet searching.

### **WRT421A – Writing**

This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (pre-writing, drafting, revising, editing, and publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, and documenting sources). Practical strategies are explicitly taught and modelled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise.

Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters, and many others.

### **WRT521A – Writing**

This course encourages students to develop creative ideas and express them through writing in a variety of forms and genres. The four major genres featured are poetry, short fiction, play writing, and nonfiction, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing.

Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have the opportunity to develop and practice the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work. The purpose of WRT521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.



## **INDEPENDENT STUDY COURSES**

### **ISC521A / 621A – Independent Study Course**

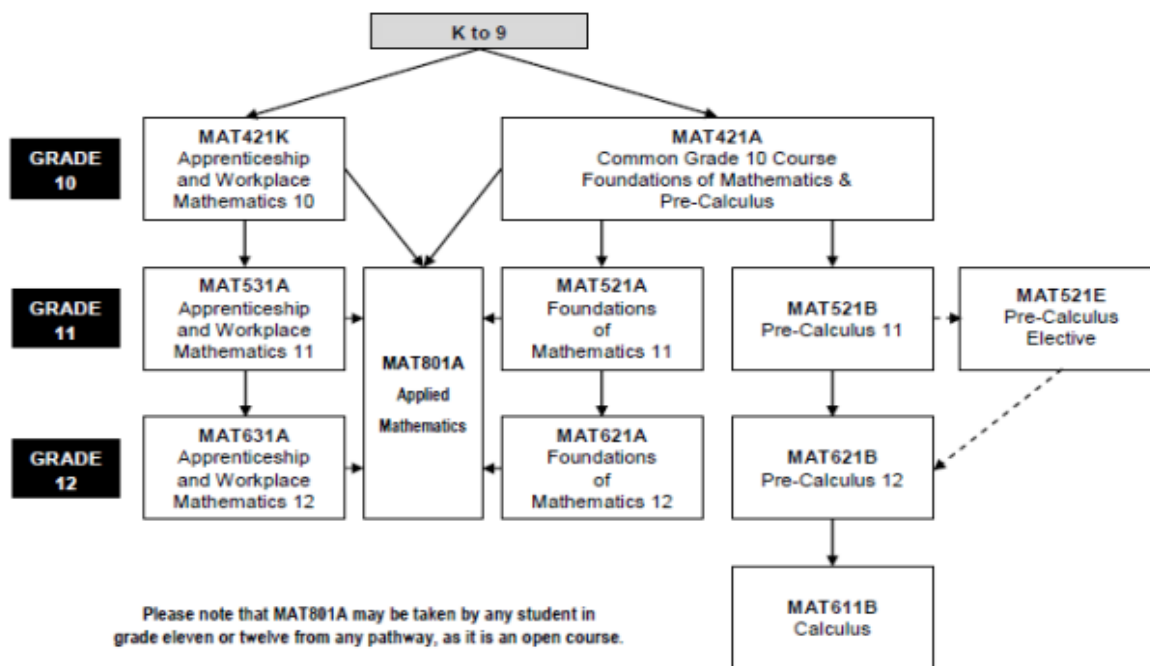
The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework in their Grade 11 year. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and community mentor, is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student's care, attention to detail, and overall pride in his or her work, while requiring a considerable commitment of time, effort, and energy on the part of the student.

**Early planning is required for a student to enroll in this course. Independent study courses are developed cooperatively by the student and a supervising teacher, and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Please contact the Coordinator, English Curriculum, Department of Education and Early Childhood Development for more information. *Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.***

## **MATHEMATICS**

The Prince Edward Island high school mathematics curriculum includes three pathways: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings. These pathways are illustrated in the following diagram:

## HIGH SCHOOL MATH PATHWAYS



The goals of all three pathways are to provide the prerequisite knowledge, skills, understandings, and attitudes for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. Each pathway is designed to provide students with the mathematical understandings, rigor, and critical thinking skills that have been identified for specific post-secondary programs of study or for direct entry into the work force. When choosing a pathway, students should consider their interests, both current and future.

### ***Apprenticeship and Workplace Mathematics***

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics, and probability.

### ***Foundations of Mathematics***

This 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. Topics include financial mathematics, geometry, measurement, algebra and number, logical reasoning, relations and functions, statistics, probability, and a mathematics research project.

### ***Pre-Calculus***

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, combinatorics, and introductory calculus.

### **MAT421A – Foundations of Mathematics and Pre-Calculus 10**

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations.

***It is recommended that students in this course have a strong background in grade nine mathematics.***

### **MAT421K – Apprenticeship and Workplace Mathematics 10**

MAT421K is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT421K, combined with the grade eleven course (MAT531A) and a grade twelve course (MAT631A or MAT801A), will meet the requirements necessary to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

### **MAT521A – Foundations of Mathematics 11**

This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The topics covered are logical reasoning, angles and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning. ***Note: Students cannot receive credit for both MAT521A and MAT521B, or for both MAT521A and MAT521E.***

### **MAT521B – Pre-Calculus 11**

This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. The topics covered are sequences and series, trigonometry, quadratic functions, radical functions, rational functions, absolute value functions, systems of equations, and inequalities. ***Note: Students cannot receive credit for both MAT521A and MAT521B.***

### **MAT521K – Apprenticeship and Workplace Mathematics 11**

MAT521K continues the exploration of how essential skills are used in the workplace and in everyday life. MAT521K, combined with a Grade 12 mathematics (MAT621K or MAT801A) will meet the requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as surface area

and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

#### **MAT611B – Calculus**

This is an introductory calculus course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.

*MAT621B is a prerequisite for this course. As well, it is recommended that students have a strong background in MAT621B.*

#### **MAT621A – Foundations of Mathematics 12**

This is a third level mathematics course which is intended for students planning to enroll in post-secondary programs that do not require the study of calculus, such as arts programs. It introduces students to topics such as financial mathematics; logical reasoning; probability; combinatorics; functions; and polynomial, exponential, logarithmic, and trigonometric functions.

*Note: Students cannot receive credit for both MAT621A and MAT621B, or for both MAT621A and MAT521E.*

#### **MAT621B – Pre-Calculus 12**

This is a third level mathematics course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as transformations, functions, trigonometry, exponential functions, logarithmic functions, function operations, and combinatorics.

*This course is a prerequisite for MAT611B. Note: Students cannot receive credit for both MAT621A and MAT621B.*

#### **MAT801A – Applied Mathematics**

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

## **PHYSICAL EDUCATION**

### **PED401A – Physical Education Wellness**

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

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

### **LED621A – Leadership**

This course is designed to provide an involvement for students that have a prospective interest in community recreation, fitness, physical education, coaching, and/or personal appreciation, as a participant or volunteer, for the various leadership roles in society. A large percentage of the instruction will take place in the classroom with the gymnasium, outdoors, and other practical settings used to supplement course content. Part of the evaluation will be derived from participation in individual or group projects involving administration and organization within both the school and the community. Some of the major unit topics include: leadership, event management, sport history, coaching certification, fitness appreciation, sports medicine, teaching, and various other sports appreciation topics.

### **PED801A – Physical Education Lifestyle**

PED801A (Life Style) is an elective credit for students in their second or third year of senior high school. The course is intended to further develop an appreciation for an active healthy lifestyle. Greater emphasis is placed on the understanding and practice of sound fitness concepts. Students are also given greater opportunity to develop useful recreational skills. The activities offered are similar to those in Grade 10 but can be covered more extensively while still offering plenty of opportunity for recreational play.

## **RESOURCE**

### **RES401A / 501A / 601A - Resource**

A number of students enter high school in grade ten with needs that cannot be addressed adequately through regular courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student. The goals of this course include: developing skills in communication, time management, organization, research, and study skills; exploring the relevance and potential career options resulting from the skills listed above; developing an awareness by the student of his/her personal learning style and academic strength; identifying and remediating learning difficulties and strengthening areas of academic concern; allowing students to experience success.

### ***Course Entrance Criteria***

**No student may select to take a resource credit.** Students must be referred/recommended by the school services team, the students' teachers, and school administrators. Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.

This credit is not available to students with an I.E.P. who are eligible for a special education credit.

## **SCIENCES**

### **AGS621A – Agriscience 621**

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. The major topics include: • An Overview of Agriscience; • Soil and Water Management; • Plant Biology; • Crop Production; • Green Spacing. AGS621A requires students to follow a guided inquiry process that will result in an investigation and presentation of a crop production issue. **Students who take AGS621A Agriscience may not take AGS801A Agriscience.**

### **AGS801A – Agriscience**

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. The major topics include: An overview of Agriscience; Soil and Water Management; Plant Biology; Crop Production; Green Spacing. Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest.

### **BIO521A – Biology**

This is the first science course in which the focus is entirely on the life sciences. BIO521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: Matter and Energy for Life; Biodiversity; Maintaining Dynamic Equilibrium I (Systems: Circulatory, Respiratory, Digestive, Excretory, Immune); Interactions Among Living Things.

### **BIO621A – Biology**

This is the second science course in which the focus is entirely on the life sciences. BIO621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: Maintaining Dynamic Equilibrium II (Systems: Nervous, Endocrine); Reproduction and Development; Genetic Continuity; Evolution, Change and Diversity.

### **CHM521A – Chemistry**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. CHM521A builds upon the knowledge and skills developed in the Chemical Reactions unit in SCI421A. The units of study include: Stoichiometry; From Structures to Properties; Organic Chemistry.

*CHM521A provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry.*

### **CHM621A – Chemistry**

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. CHM521A provides the foundation for the units of study in CHM621A. The units of study include: Thermochemistry; From Solutions to Kinetics to Equilibrium; Acids and Bases; Electrochemistry. *Prerequisite: CHM521A*

### **ENV621A – Environmental Science**

ENV621A seeks to promote an appreciation and understanding of the environment and sustainable development.

Some topics will include:

- Ecological Principles;
- Environmental Challenges and Successes;
- Ethics;
- Human Population and Carrying Capacity;
- Natural Resources;
- Sustainability;
- World Views.

Some course content is flexible to allow teachers and students to take advantage of selecting local topics or areas of special interest. A portion of the course is dedicated to project-based learning where critical thinking, problem-solving, and decision-making skills will be developed

in the process of examining and analysing environmental issues. With guidance and teacher-directed models, students will learn to follow a scientific inquiry process within their own investigations of environmental issues.

*Prerequisite: SCI421A*

### **PHY521A – Physics**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A builds upon the knowledge and skills developed in the Motion unit in SCI421A. The units of study include: Kinematics (study, and description, of motion); Dynamics (study of forces that explain motion); Momentum and Energy; Waves. PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum.

### **PHY621A – Physics**

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

*Prerequisite: PHY521A*

### **SCI421A – Science**

Science 421A is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives.

Seventeen specific curriculum outcomes (SCOs) within these four foundations are used to identify the skills, knowledge, attitudes and connections that students are expected to develop. Content remains an integral part of this course but is viewed as the context through which “science” is learned. The three topics identified as context for Science 421 include:

- Cells and Infectious Disease (life science);
- Real World Chemical Reactions, (physical science –chemistry); and
- Designing Mechanical Systems (physical science –physics).

### **SCI701A – Applied Science**

SCI701A is a physical science course that develops students’ scientific and technological knowledge and skills through the use of technology and a robotics design and construction context. It contains a balance of theory, design, and experimental activities that builds student scientific and technological literacy using the processes of inquiry, problem solving, and decision-making. In a collaborative environment, this course will provide opportunities for those students interested in careers related to applied technology, engineering, and the skilled trades.



## **SOCIAL SCIENCES AND HUMANITIES**

### **ABS801X – Aboriginal Studies**

This course is designed for students to gain a greater understanding of the current issues facing Aboriginal peoples in Canada. This course enables students to demonstrate an understanding of the issues of Aboriginal rights and self-government, residential schools, land claims, and society issues. The course allows students to learn about the cultural issues and history through innovative engaging projects and guest speakers.

### **CHD521X – Child Development**

The goal of this course is to help young people prepare for their future role as parents or for other type of care givers. Topics include: a study of the male and female reproductive systems; the process of conception and fertilization; the development of the embryo and fetus; family planning; a study of the physical, emotional, social intellectual development at various ages; parenting; and health.

*This course will have entrance recognition at Holland College with the curriculum designed to link to postsecondary opportunities in the study of Child Care and Human Services.*

### **FAM421A – Family Life Education**

This personal development curriculum has themes on relationships, human sexuality, and healthful living. It is intended to help students know and appreciate themselves; develop a variety of skills, attitudes, and behaviours that promote successful relationships; assume responsibility for personal health and well-being; and enhance the central roles played by work and family in daily life. Its main focus is on adolescence. This course is designed to be participatory with emphasis upon effective communicating and decision-making.

### **FAM621A – Family Life**

Unit topics included are: Family as a Basic Unit, Choosing a Partner, Getting Married, The Marriage Relationship, Facing Family Challenges, Transition to Parenthood, Late Adulthood, and the Nature of Marriage and the Family.

### **FDS421A – Foods and Nutrition**

FDS421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using *Canada's Food Guide*. Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post-secondary education, or for a career in food services.

### **HSG621A – Housing**

This course is a study of all aspects of housing as it affects the consumer. Major concepts include: factors influencing space needs and choices of housing (stages of family cycle, economic and social situation), types of architectural forms and styles (forms, multiple housing,

styles), financial aspects of housing (buy, rent, build/renovate, sources of money, terms connected with buying, insurance), choosing a site (problems of location, rural versus urban, zoning, lot, size, shape/location, exposure, taxes, landscaping), structure of the housing, factors to consider in a floor plan/layout, interiors (principles/elements of design), selection and arrangement of furniture (periods and styles, traditional, contemporary, arrangement), development of architecture, and careers in housing.

## **SOCIAL STUDIES**

### **CAS401A – Canadian Studies**

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

### **CIV421A – Civics and Citizenship**

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

### **ECO621A – Economics (Offered for the 2023-2024 school year)**

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

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

- *Business Administration;*
- *Accounting Technology;*
- *Marketing and Advertising Management;*
- *Sport and Leisure Management.*

#### **GEO421A – Geography of Canada**

This course explores Canada's distinct and changing character, and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geographic tools and technologies, inquiry, and communication methods to analyze and evaluate geographic issues, and to present their findings.

#### **GEO531A-World Geography**

This course investigates the study of geography, its methods and tools, and the application of geographic inquiry in making sense of the world around us. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry skills while studying world geography. Students will explore patterns that exist in the natural world that link land, oceans, natural resources, climates, and human activity. Current issues will be an integral part of the World Geography course, although the emphasis will remain on physical geography concepts. Students will engage in a geographic inquiry that may also form the basis of their active citizenship project. The course is organized into three units: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World.

#### **GEO621A - Global Issues**

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

**HIS421A – Ancient and Medieval History**

This survey course in ancient and medieval history traces the principal events in human history beginning at the Stone Age. Emphasis is placed on the following topics: the transition from Stone Age culture to the early civilizations of Mesopotamia and Egypt, the cultural achievements of the Greeks and the Romans, the rise of Christianity and other world religions; and the Feudal System. Considerable emphasis is placed on relating historical events to present world conditions and problems.

**History 521A Twentieth Century History**

History 521 is a contemporary study of the 20th century with emphasis on conflict and the lessons learned from significant world events. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th century. The focus will be on the impact of historical events and legacies of the early modern world on present day society. A chronological survey of topics include World War One, World War Two, The Cold War, the counterculture of the 1960's, the emergence of global superpowers, and changing global patterns in the 21st century.

**HIS621A – Canadian History**

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

**MUH801A – History of Rock and Roll**

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

**LAW521A – Introductory Law**

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

**LAW531 – Introductory Law**

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

**INTERMEDIATE COURSES - GRADE 9****9ENGA – Grade 9 English**

The English Language Arts Program for grades seven through nine engages students with opportunities to experience the power of language through a variety of activities and approaches. The application of the processes within the three integrated strands of language arts (speaking and listening, reading and viewing, and writing and representing) allows students to enhance their literacy skills, communication skills, and cultural understanding; develop a knowledge and appreciation of literature; and aspire to be lifelong readers and writers who engage in creative and critical thinking within a full range of contexts and purposes associated with the use of language.

Effective literacy instruction focuses on developing strategic readers and writers. Learning experiences in the English Language Arts Program focus on helping students develop, select, and apply appropriate cognitive strategies as they interpret and create various types of print, digital, and electronic forms of text. Differentiated instruction is offered as a feature component of the resources. This allows students to have their individual learning needs met while gaining confidence in using strategies that best fit a learning activity. The gradual release of responsibility approach is also supported by the instructional resources as students move from a high level of teacher support to the independent practice of applying new strategies.

Assessment and instruction are linked in the English Language Arts Program. Assessment for learning involves frequent interactive assessments designed to make student understanding visible so teachers are able to identify learning needs and adjust their teaching accordingly. Assessment as learning actively involves students' reflection on their learning, and monitoring of their progress. Assessment of learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes, or make decisions about future learning needs.

Students need an in-depth study of at least one novel at each grade level in addition to plenty of independent reading to provide them with authentic and meaningful literacy experiences and to

create opportunities for them to apply the strategies and skills they have learned. A variety of novels and additional materials are listed for the English Language Arts Program.

### **9EXPA – High School 300**

#### ***Industrial Technology***

Manufacturing technology is a competency based course module designed to introduce Grade 9 students to the world of manufacturing technology using an entrepreneurial approach. Students are expected to achieve a satisfactory level of competence in various areas of study. The emphasis will be on the class project and teachers are encouraged to set basic standards of performance for each study area.

Areas of Study:

1. Introduction to Production Systems
2. Business Formation
3. The Business of Production
4. Quality Production and Service
5. Production Process
6. Looking Ahead

#### ***Home Economics***

This Home Economics Program is authorized for use at all the intermediate Grades. The guidelines for the Intermediate Home Economics program are included in the curriculum guides.

Areas of study include:

1. Basic Foods
  - a) Lab Procedures
  - b) Canada's Food Guide
  - c) Food Nutrients and Dietary Guidelines for Healthy Eating
  - d) Table Manners and Table Setting
  - e) Meal Planning
  - f) An Introduction to Microwave Cooking
  - g) Heritage Foods
  - h) Foreign Foods

### **9FREA – Grade 9 Core French**

The Grades 7-9 Core French Program emphasizes communicative competence and the development of the four basic language skills B listening comprehension, reading comprehension, oral production, written production B by increasing the possibilities for self-expression and for authentic communication in French. Fields of experience related to the interests of students are explored culminating in a final project for each theme.

Enhanced French is a follow-up program to intensive French. It is a literacy-based French second language program taken by students from September to the end of the school year. French is taught using a language arts approach, with an emphasis on oral communication and interaction

in French as well as on the correction of errors in French. Reading and writing in French are also integral parts of the program.

### **9MATA – Grade 9 Math**

The Prince Edward Island mathematics curriculum is shaped by a vision which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technological society. The teaching and learning in mathematics classrooms should enable all students to use mathematics confidently to solve problems; communicate and reason mathematically; appreciate and value mathematics; make connections between mathematics and its applications; commit themselves to lifelong learning; become mathematically literate adults, using mathematics to contribute to society.

Fundamentally, mathematics is a set of ideas. The intent of the P.E.I. mathematics curriculum is to ensure that students understand these ideas, not just master the rules and procedures. At the same time, it is essential that students accomplish a certain level of skill proficiency so that they have the tools to solve interesting and relevant problems. Practice of skills is usually more effective if the practice arises in meaningful contexts.

The outcomes for the mathematics curriculum are organized in terms of four content strands: number; patterns and relations; shape and space; statistics and probability.

In summary, instructional practices in mathematics should promote the following beliefs: Mathematics learning is an active and constructive process. Learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates. Learning is most likely to occur when placed in meaningful contexts and in an environment that supports exploration, risk taking, and critical thinking and that nurtures positive attitudes and sustained effort. Learning is most effective when standards of expectation are made clear with on-going assessment and feedback. The Prince Edward Island Mathematics Curriculum Guides for Grades 7, 8, and 9, based on the Western and Northern Canadian Protocol for Collaboration in Education, provide a philosophical and pedagogical underpinning for the mathematics education in our province. **This is a prerequisite for Math 421.**

### **9MUSA – Grade 9 Band**

The music education courses strive to provide musical development experiences that will enable students to develop a love and enjoyment of music as a lifelong activity; respond intellectually and emotionally to music; develop creative skills and concepts through such activities as musical arrangement, composition, improvisation, interpretation, and performance; develop the ability to make intellectual and aesthetic judgments based on critical listening and analysis of music; recognize, interpret, and perform the elements of music (rhythm, pitch, harmony, form, expression) as they appear in musical notation; develop, and reinforce through practice, musical techniques and skills; explore and develop an understanding of cultural, historical, and stylistic perspectives in music.

### **9PEDA – Grade 9 Physical Education and Health**

The aim of the physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living. The curriculum will support students in acquiring the understandings and skills to engage in movement activity and to develop a solid foundation for a balanced lifestyle. The goals of physical education are interdependent and are of equal importance. The three goals for students from Grades 7-9 are the following:

Active Living – enjoying and engaging in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Skillful Movement – enhancing quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Relationships – balancing self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

### **9SCIA – Grade 9 Science**

The Atlantic Provinces science curriculum is guided by the vision that all students, regardless of gender or cultural background, will have an opportunity to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge that students need to develop inquiry, problem solving, and decision making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them. Inquiry investigations and problem-solving situations create powerful learning opportunities for students. They increase students' understanding of scientific and technological concepts and help students connect ideas about their world. The units of study for grade 9 are: Reproduction, Atoms and Elements, Characteristics of Electricity, and Space Exploration

### **9SOCA – Grade 9 Social Studies**

The Grade 9 social studies program explores the interconnectedness between the Atlantic region and the broader world. The course is organized by five thematic areas: Physical Setting, Culture, Economics, Technology, and Interdependence. Students will examine their place in the world from a physical standpoint as well as the role of climate in the region. They will investigate the elements and expressions of Atlantic Canadian culture, the ever-changing world of economic relationships and industry within the region, the explosion of new technologies and what this means for Atlantic Canadians, and the ways in which our local, national, and global relationships continue to evolve and play important roles in our society today. Teachers are encouraged to explore and incorporate historical links within the program to enrich the study of the Atlantic region for students.