








































Education, Early
Learning and Culture


2018 - 2019
Senior High Program of Studies





Table of Contents


| | |
|--|-----------|
| The Senior High School Program | 1 |
| Public School Education..... | 1 |
| Philosophy of Public Education..... | 1 |
| English Programs | 3 |
| Mandate..... | 3 |
| Course Development/Renewal Procedure | 3 |
| Graduation Requirements | 4 |
| Creativity/Innovation Courses | 5 |
| Flexible Learning Opportunities | 6 |
| Academy Diploma Program | 6 |
| Cooperative Education Courses (CWS501A/601A)..... | 7 |
| Distance Education Courses..... | 7 |
| External Credential Courses..... | 8 |
| Independent Study Courses (ISC521A/621A)  | 10 |
| Local Courses | 11 |
| Summer School Courses | 11 |
| Granting of Credits for Educational Activities Not Provided by an Education Authority | 12 |
| Course Coding System | 15 |
| The Senior High Program of Studies | 16 |
| English Programs | 17 |
| Arts | 17 |
| Visual Arts Courses | 17 |
| ART401A – Visual Arts  | 17 |
| ART501A – Visual Arts  | 17 |
| ART601A – Visual Arts  | 17 |
| ART621A – Visual Arts  | 18 |
| Dramatic Arts Courses | 18 |
| DRA621A – Dramatic Arts  | 18 |
| DRA701A – Dramatic Arts  | 19 |
| DRA801A – Dramatic Arts  | 19 |
| Music Courses | 20 |
| MUS421A – Music  | 21 |
| MUS421B – Music  | 21 |
| MUS521A – Music  | 21 |
| MUS521B – Music  | 22 |
| MUS621A – Music  | 22 |


 = Creativity/Innovation Course


| | |
|--|-----------|
| MUS621B – Music  | 22 |
| MUS801A – Styles of Popular Music | 22 |
| Business Education | 23 |
| ACC621A – Accounting Principles | 23 |
| ACC801A – Accounting | 23 |
| BUS701A – The World of Business | 24 |
| ENT521A – Entrepreneurship | 24 |
| LED621A – Physical Education - Leadership | 24 |
| OMT801A – Office Management Technologies | 25 |
| Career Education | 26 |
| CEO401A – Career Explorations & Opportunities | 26 |
| CWS501A and CWS502A/B – Cooperative Education | 26 |
| CWS601A and CWS602A/B – Cooperative Education | 26 |
| DYF701A – Designing Your Future | 27 |
| PHP501A – Peer Helping | 27 |
| PHP601A – Peer Helping | 27 |
| Career and Technical Education | 28 |
| AUT701A – Introduction to Auto Service Technology  | 28 |
| AUT801A – Basic Power Train  | 28 |
| AUT801B – Brake Systems  | 28 |
| AUT801C – Electrical Systems  | 28 |
| AUT801D – Steering Systems  | 28 |
| AUT801E – Suspension Systems  | 29 |
| CAR701A – Introduction to Carpentry Technology  | 29 |
| CAR801A – Framing Systems Level I  | 29 |
| CAR801B – Framing Systems Level II  | 29 |
| CAR801C – Carpentry Skills Level I  | 30 |
| CAR801D – Carpentry Skills Level II  | 30 |
| CAR801E – Carpentry Apprenticeship  | 30 |
| CUL801A – Culinary Skills A  | 31 |
| CUL801B – Culinary Skills B  | 31 |
| DES701A – Design Technology  | 31 |
| ROB801A – Robotics  | 32 |
| WEL701A – Shielded Metal Arc Welding (SMAW) Level I  | 32 |
| WEL801A – Shielded Metal Arc Welding (SMAW) Level II  | 32 |
| WEL801B – Gas Metal Arc Welding (GMAW) Level I  | 32 |
| WEL801C – Gas Metal Arc Welding (GMAW) Level II  | 33 |
| WEL801D – Flux Core Arc Welding (FCAW)  | 33 |
| WEL801E – Gas Tungsten Arc Welding (GTAW)  | 33 |
| CTE701A – Career and Technical Education | 33 |
| CTE801A – Career and Technical Education | 33 |



 = Creativity/Innovation Course


| | |
|---|-----------|
| Communication and Information Technology | 34 |
| Integration | 34 |
| CMM801A – Creative Multimedia  | 36 |
| CMP521A – Introductory Computer Studies  | 36 |
| CMP621A – Computer Studies  | 36 |
| ITC401A – Information Technology Communication | 37 |
| ITE801A – IT Essentials..... | 37 |
| English | 38 |
| English Core Courses | 38 |
| ENG421A – English..... | 38 |
| ENG421B – English (Pre-IB)..... | 38 |
| ENG431A – English..... | 38 |
| ENG451A, ENG551A and ENG651A – English | 38 |
| ENG471A/B – English..... | 39 |
| ENG471C – English..... | 39 |
| ENG521A – English..... | 39 |
| ENG531A – English..... | 39 |
| ENG621A – English..... | 40 |
| ENG631A – English..... | 40 |
| English Electives | 40 |
| COM801A – Communications..... | 40 |
| LSK551A – Life Skills English..... | 40 |
| MED531A – Media | 41 |
| WRT421A – Writing | 41 |
| WRT521A – Creative Writing  | 41 |
| English as an Additional Language | 42 |
| EAL701A – English as an Additional Language (Beginning/Introductory Level) | 42 |
| EAL701B – English as an Additional Language (Beginning/Introductory Level) | 42 |
| EAL701C – English as an Additional Language (Intermediate Level) | 42 |
| EAL701D – English as an Additional Language (High/Intermediate/Advanced Level) | 43 |
| Mathematics | 44 |
| MAT421A – Foundations of Mathematics and Pre-Calculus 10 | 45 |
| MAT421B – Foundations of Mathematics and Pre-Calculus 10 (Pre-IB) | 45 |
| MAT421K – Apprenticeship and Workplace Mathematics 10..... | 45 |
| MAT451A – Practical Mathematics 10 | 45 |
| MAT521A – Foundations of Mathematics 11..... | 46 |
| MAT521B – Pre-Calculus 11..... | 46 |
| MAT521E – Pre-Calculus Elective | 46 |
| MAT521K – Apprenticeship and Workplace Mathematics 11..... | 46 |
| MAT551A – Practical Mathematics 11 | 46 |
| MAT611B – Calculus | 47 |

 = Creativity/Innovation Course

| | |
|---|-----------|
| MAT621A – Foundations of Mathematics 12 | 47 |
| MAT621B – Pre-Calculus 12 | 47 |
| MAT621K – Apprenticeship and Workplace Mathematics 12 | 47 |
| MAT651A – Practical Mathematics 12 | 47 |
| MAT801A – Applied Mathematics | 48 |
| Physical Education | 49 |
| LED621A – Physical Education - Leadership | 49 |
| PED401A – Physical Education - Wellness | 49 |
| PED801A – Physical Education – Physical Literacy | 49 |
| Resource | 50 |
| RES401A – Resource | 50 |
| RES501A/601A – Resource | 50 |
| Science | 51 |
| AGR621A – Animal Science | 51 |
| AGR801A – Animal Science | 51 |
| AGS621A – Agriscience | 51 |
| AGS801A – Agriscience | 52 |
| BIO521A – Biology | 52 |
| BIO621A – Biology | 52 |
| BIO801A – Human Biology | 53 |
| CHM511A – Advanced Chemistry | 53 |
| CHM521A – Chemistry | 53 |
| CHM611A – Advanced Chemistry | 53 |
| CHM621A – Chemistry | 54 |
| ENV621A – Environmental Science  | 54 |
| OCN621A – Oceanography | 54 |
| PHY521A – Physics | 55 |
| PHY621A – Physics | 55 |
| SCI421A – Science | 55 |
| SCI421B – Science (Pre-IB) | 56 |
| SCI431A – Science | 56 |
| SCI701A – Applied Science | 56 |
| Social Sciences and Humanities | 57 |
| CLO521A – Clothing | 57 |
| FAM421A – Family Life Education | 57 |
| FAM621A – Family Life | 57 |
| FDS421A – Foods and Nutrition | 57 |
| HOS801A – Hospitality and Tourism | 58 |
| HSG621A – Housing | 58 |

 = Creativity/Innovation Course

| | |
|---|---------------|
| Social Studies | 59 |
| CAS401A – Canadian Studies | 59 |
| ECO621A – Introductory Economics..... | 59 |
| GEO421A – Geography of Canada | 59 |
| GEO521A – Global Studies..... | 60 |
| GEO531A – World Geography | 60 |
| GEO621A – Global Issues  | 60 |
| GEO631A – Global Issues  | 60 |
| HIS421A – Ancient and Medieval History | 61 |
| HIS421B – Ancient and Medieval History (Pre-IB)..... | 61 |
| HIS521A – Modern World Survey..... | 61 |
| HIS621A – Canadian History | 61 |
| HIS621B – PEI History | 62 |
| LAW521A – Introductory Law..... | 62 |
| LAW531A – Introductory Law | 62 |
| POL621A – Advanced Political Studies | 62 |
| SOC451A – Social Studies | 63 |
| SOC851A – Social Studies | 63 |
| French Programs | 64 |
| Core French | 64 |
| FRE421A – French..... | 64 |
| FRE521A – French..... | 64 |
| FRE621A – French..... | 64 |
| French Immersion | 65 |
| French Language Arts | 66 |
| FRE421F – French Immersion | 66 |
| FRE521F – French Immersion | 66 |
| FRE621F – French Immersion | 66 |
| French Language Social Studies | 67 |
| CIV621F – Exploring Civilizations/Civilisations comparées..... | 67 |
| ECO621F – Economics/L'économie | 67 |
| GEO621F – Global Issues/Les enjeux mondiaux..... | 68 |
| HIS421F – Understanding Canada/Comprendre le Canada..... | 68 |
| LAW521F – Canadian Law/Le droit..... | 68 |
| SOC621F – The Individual in Society/L'Individu en société | 68 |
| Other French Immersion Courses | 69 |
| CAR421A – Career Education/Éducation à la carrière..... | 69 |
| MAT421F – Foundations of Mathematics and Pre-Calculus/Fondements et pré-calcul 10..... | 69 |
| SCI421F – Science/Les sciences | 69 |

 = Creativity/Innovation Course

The Senior High School Program

The senior high school program is a broad one intended to foster the intellectual, physical, emotional, and cultural growth and development of students. To be successful, the program must have enough flexibility to address the interests and needs of all students as they transition from high school to their first post-high school destination.

Public School Education

In Prince Edward Island, the public school system comprises Grades K-12. For program planning purposes, Grades K-6 are the kindergarten and elementary grades, 7-9 are the intermediate grades, and 10-12 the senior high grades. The program is taught in schools which are currently organized within the Public Schools Branch and La Commission scolaire de langue française.

A full school program is available for both English language and French language education. The schools of La Commission scolaire de langue française operate in the French language. French second language courses are available in all schools, with instruction beginning not later than Grade 4. Early French immersion is available in some English language schools.

Philosophy of Public Education

A document entitled, A Philosophy of Public Education for Prince Edward Island Schools, was adopted in 1990. It contains a statement of the purpose, principles, and goals, summarized below, along with the supporting rationale and context.

Purpose

The purpose of the Prince Edward Island public education system is to provide for the development of children so that each child may take a meaningful place in society.

Basic Principles

Public education in PEI is based on a quality program that respects the intrinsic value of the individual and centres on the development of each learner.

The public education system recognizes that education is a responsibility shared among the school, the family, and the community.

The public education system demonstrates respect and support for fundamental human rights as identified in the Canadian Charter of Rights and Freedoms and the PEI Human Rights Act.

The public education system reflects the character, cultural heritage, and democratic institutions of the society it serves.

The programs in the public education system reflect a contemporary view of the knowledge, skills, and attitudes that are of most worth to the individual and to society.

The goals of public education are to enable the student to

- develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
- develop the ability to think critically, apply knowledge, and make informed decisions;
- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols;
- develop an understanding of the natural world and of the applications of science and technology in society;
- acquire knowledge about the past and an orientation to the future;
- develop an appreciation for one's heritage and a respect for the culture and traditions of others;
- develop a sense of self-worth;
- develop a respect for community values, a sense of personal values, and a responsibility for one's actions;
- develop a sense of pride and respect for one's community, province, and country;
- develop a sense of stewardship for the environment;
- develop creative skills, including those in the arts, and an appreciation of creativity in others;
- develop skills and attitudes related to the workplace;
- develop good mental and physical health, and the ability to creatively use leisure time;
- acquire knowledge of the second official language and an understanding of the bilingual nature of the country;
- develop an understanding of gender equity issues and of the need to provide equal opportunities for all;
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school's curriculum is of prime importance in addressing the goals.

Curriculum guides clearly articulate what students are expected to know and be able to do. Delivery of curriculum must reflect these expectations, and there must be an accurate assessment of students' performance in relation to the curriculum outcomes.

English Programs

Mandate

The English Programs Team is responsible for providing leadership, coordination, and support in the development of quality English language curriculum, as well as support services and resources for teachers and students from kindergarten to Grade 12.

Course Development/Renewal Procedure

Renewal of curriculum begins with the common understanding that Grades K-12 students must be educated to participate in a world of rapid and complex change. This dynamically evolving environment requires that students develop multiple literacies that increase depth of knowledge, and acquire a range of twenty-first century skills and abilities. Students must also develop a desire for personal and collective achievement, and a willingness to collaborate for the well-being of themselves, others, and their planet.

With these and other worthy goals in mind, it is essential that everyone involved in the education of Prince Edward Island students have an in-depth understanding of grade-level expectations for learning in all areas of study.

Since the implementation of the 2006 Student Achievement Action Plan, which resulted from the PEI Task Force report on Student Achievement, curriculum development and renewal has been, and continues to be, a priority. Island teachers continue to be actively involved in working with Department curriculum specialists to create and develop provincial curriculum.

The goals of curricular renewal are achieved through

- clarifying expectations, outcomes, standards, and benchmarks for students;
- ensuring relevance and consistency for all students across grade levels and areas of study;
- focusing on central tenets and developing deep understanding within areas of study (which are living disciplines);
- incorporating effective research-based instruction and assessment practises, and providing ease of access and use for teachers;
- promoting a contextualized and constructivist approach to instruction and learning.

Teachers and curriculum specialists continue to collaborate in evaluating and selecting appropriate student and teacher resources to support the curriculum.

Graduation Requirements

MINISTER'S DIRECTIVE

No. MD

As per discussions at the Principal's meeting on January 16th, there will be a new MD forthcoming.

Creativity/Innovation Courses

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

- Automotive 801A, 801B, 801C, 801D, 801E
- Carpentry 801A, 801B, 801C, 801D, 801E
- Computer Studies 521A, 621A
- Creative Multimedia 801A
- Creative Writing 521A
- Culinary 801A, 801B
- Design Technology 701A
- Dramatic Arts 701A, 801A, 621A
- 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

Flexible Learning Opportunities

The Prince Edward Island Department of Education, Early Learning and Culture offers a number of flexible learning opportunities for students in Prince Edward Island high schools. Flexible learning occurs in situations when the curriculum is not currently part of the *Senior High Program of Studies and List of Authorized Materials*, the method of curriculum delivery is not in a traditional classroom setting, or both. These opportunities include:

- academy diploma programs;
- cooperative education courses;
- distance education courses;
- external credential courses;
- independent study courses;
- local courses;
- summer school courses.

Each of these flexible learning opportunities offered to Prince Edward Island high schools will be described below.

Academy Diploma Program

The Academy Diploma Program (ADP) is a specialization program approved by the Department of Education, Early Learning and Culture which enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments. ADPs help students to focus on graduation and pursue their post-secondary goals. This program is part of the PEI Career Education Framework, which was developed in 2008, and will assist in the students' transition from secondary school to apprenticeship training, college, university, or the labour market by providing them with real world knowledge, skills, and experiences related to potential future educational and career pathways.

Participating in an ADP enables students to:

- customize their secondary school education to reflect their interests and talents while meeting the requirements for the PEI High School Graduation Certificate;
- select a bundle of eight to ten required credits focused on sector-specific knowledge and skills that are valued by the sector and post-secondary educational institutions;
- designed to help prepare students for a post-secondary destination of their choice in a particular economic sector;
- designed with the flexibility to allow students to shift between pathways (e.g., to switch from a path leading to college to an apprenticeship focus), or to discontinue the program if their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the ADP (e.g., sector-recognized certifications) for prospective employers and post-secondary educational institutions;
- explore, identify, and refine career goals, and make informed decisions about their post-secondary options;
- take part in community based learning opportunities that will help them gain confidence in their ability to be successful, refine skills and work habits, and make informed choices about future career pathways and next steps;
- participate in pathway exploration experiences aligned with their field of interest;

- develop skills, knowledge, and work habits related to Literacy and Essential Skills, and the Innovation Skills Profile, which are required in a particular sector, and have the performance of their skills, knowledge, and work habits assessed and documented;
- enhance the above skills in the context of engaging, sector-specific learning environments;
- access resources, equipment, and expertise that may not be available in their school.

The Academy Diploma Program Handbook for Educators is available on-line on the Department of Education, Early Learning and Culture website

(https://www.princeedwardisland.ca/sites/default/files/publications/eelc_academy_diploma_handbook.pdf).

Additional information regarding ADPs in our schools can be found at:

<https://sites.google.com/a/cloud.edu.pe.ca/career-education-pe/pe/home/adp>

Please check with your school to ensure availability.

Cooperative Education Courses (CWS501A/601A)

Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student’s academic or career goals. It provides progressive experiences in integrating theory and practice. Each cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. Each course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

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 PEI Department of Education, Early Learning and Culture. 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 be approved by the PEI Department of Education, Early Learning and Culture

(<http://www.gov.pe.ca/eecd/index.php3?number=1027948&lang=E>).

External Credential Courses

External credential courses will acknowledge the value of student learning outside the public school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system. External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the Essential Graduation Learnings, and must meet the standards defined in Minister's Directive MD 11-01 (<http://www.gov.pe.ca/eecd/index.php3?number=1037879>). External credentials will be reflected on the student's high school transcript, thereby enhancing the transcript for the student.

Following is a comprehensive list of all external credentials that are currently available to all Prince Edward Island high school students. New providers may be given credential status during the school year, provided they are granted approval by the External

➤ **Canadian Cadet Organizations**

Air Cadets

CAI421T Level 4 or Equivalent

CAI521T Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position

CAI621T Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

Army Cadets

CAR421T Gold Star or Equivalent

CAR521T Master Cadet or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position

CAR621T Master Cadet or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

Sea Cadets

CSE421T Level 4 or Equivalent

CSE521T Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position

CSE621T Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

➤ **College of Piping**

BGP621T Great Highland Bagpipe Program

DRM621T Highland Drumming Program

HGD621T Highland Dance Program

STP621T Island Step Dance Program

➤ **Conservatory Canada Music**

Piano, Voice, Strings, Winds, Brass, Guitar Classical Stream

CCM421T Grade 6 with Theory Grade 2 Co-requisite

CCM521T Grade 7 with Theory Grade 3 Co-requisite

CCM621T Grade 8 with Theory Grade 4 Co-requisite 

 = Creativity/Innovation Course

Piano, Voice, Guitar Contemporary Idioms Stream

CON421T Grade 6 with Theory Grade 2 Co-requisite

CON521T Grade 7 with Theory Grade 3 Co-requisite

CON621T Grade 8 with Theory Grade 4 Co-requisite

➤ **Dance Umbrella**

DAN621T Contact Dance Umbrella for specific details.

➤ **Duke of Edinburgh**

DOE521T Bronze and Silver Level or Silver Level Direct Entry

DOE621T Gold Level or Gold Level Direct Entry

➤ **Island Dance Academy**

IDA621T Completion of Intensive Training Program of the Island Dance Academy

➤ **Prince Edward Island 4-H Council**

FRH621T Contact the 4-H Council for specific details.

➤ **Royal Canadian Army Reserve**

ARM521T Completion of all required components of the Basic Military Qualification Common Program.

ARM621T Completion of all required components of the Basic Military Qualification Land program.

➤ **Royal Canadian Naval Reserve**

NAV621T Contact Royal Canadian Naval Reserve for specific details.

➤ **Royal Conservatory of Music**

Accordion, Piano, Guitar, Voice, Strings

RCM421T Grade 6 Practical and Intermediate Rudiments

RCM521T Grade 7 Practical and Advanced Rudiments

RCM621T Grade 8 Practical and Advanced Rudiments 

Brass, Percussion, Recorder, Woodwinds

RCM421T Grade 4 Practical and Intermediate Rudiments

RCM521T Grade 6 Practical and Advanced Rudiments

RCM621T Grade 8 Practical and Advanced Rudiments

➤ **Skills Canada PEI**

SKL621T Multi-year provincial competitor with specific requirements.

SAN621T National Competitor – 2-D Animation

SAS621T National Competitor – Auto Service


SCB621T National Competitor – Cabinetmaking

SCR621T National Competitor – Carpentry

SCK621T National Competitor – Cooking

SEW621T National Competitor – Electrical Wiring

SEL621T National Competitor – Electronics

 = Creativity/Innovation Course

| | |
|----------------|---|
| SGD621T | National Competitor – Graphic Design |
| SHR621T | National Competitor – Hairstyling |
| SJI621T | National Competitor – Job Interview |
| SJS621T | National Competitor – Job Skills Demonstration |
| SPS621T | National Competitor – Prepared Speech |
| SRB621T | National Competitor – Robotics |
| SOP621T | National Competitor – Outdoor Powered Equipment |
| STV621T | National Competitor – TV/Video Production |
| SWL621T | National Competitor – Welding |
| SWS621T | National Competitor – Workplace Safety |

➤ **Sport PEI**

| | |
|----------------|---|
| SPT421T | Contact Sport PEI for specific details. |
| SPT521T | Contact Sport PEI for specific details. |
| SPT621T | Contact Sport PEI for specific details. |

Policy information and application forms for organizations and students are available on-line on the Department of Education, Early Learning and Culture website (<http://www.gov.pe.ca/eecd/index.php3?number=1051627&lang=E>).

Independent Study Courses (ISC521A/621A)

The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and a 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 their 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. Independent study courses can be taken as a Grade 11 credit (ISC521A) or a Grade 12 credit (ISC621A). The Independent Study Course 521A/621A Curriculum Guide and application forms are available online on the Department of Education, Early Learning and Culture website (<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/independent-study-curriculum>).

 = Creativity/Innovation Course

Local Courses

The Department of Education, Early Learning and Culture is committed to ensuring that all students have access to a quality education. The Department is also committed to meeting the changing needs of students by encouraging flexibility and discretion at the local level. Over a number of years, provincially authorized senior high local courses have been offered to accommodate the special interests and abilities of students, to provide for innovative practices, and to address local community interests through the development of local courses at the senior high level which do not duplicate provincially authorized courses.

All schools offering the senior high program must ensure students meet the provincial graduation requirements. This is done by offering provincially developed and authorized courses. Schools may also enhance their programs by offering local courses, if this can be accomplished given sufficient numbers and interest. Local courses are developed at the school level. As a result, course offerings will vary greatly from school to school. However, all local courses that are developed must conform to departmental standards of curriculum development.

Currently, there exists a moratorium on the development of new local courses.

Summer School Courses

Each summer, the Department of Education, Early Learning and Culture offers some high school courses at selected locations. The courses offered vary from year to year, but in the past, have included courses in English, mathematics, physics, cooperative work study, and English as an additional language. The availability of courses taught during the summer depends on the availability of resources required to offer courses and student demand.

Granting of Credit for Educational Activities Not Provided by an Education Authority

MINISTER'S DIRECTIVE

No. MD 2016-05

Pursuant to sections 3(1)(g) and subsection 4(1) of the *Education Act*, R.S.P.E.I. 1988, Cap. E-.02, I hereby issue the following Minister's Directive concerning the granting of credit for educational activities not provided by an education authority:

Interpretation

1. In this Minister's Directive, an educational activity is comparable in content and learning outcomes to a course offered by an education authority, if the opinion of the Department, at least 75% of the educational activity corresponds to the content and learning outcomes of the education authority course;
2. For the purposes of determining the residency of a student in sections 6 and 10 of this Minister's Directive, a student is considered resident in the other jurisdiction if, when enrolled in the educational activity,
 - (a) the student was entitled to free school privileges in the public education system of that jurisdiction; or
 - (b) the student physically resided in the other jurisdiction.
3. Nothing in this Minister's Directive shall be construed as restricting the authority of the education authority to determine the placement of students who transfer from an out-of-province education system in accordance with the students' needs, their educational attainments and education authority policy.

Home Education Programs

4. An education authority shall not grant credit to a student for educational activities provided through a home education program.

Private School Programs and Courses

5. An education authority may grant credit to a student for an educational activity provided by a private school in Prince Edward Island. The credit granted shall be for the equivalent course offered by the education authority if the educational activity is comparable in content and learning outcomes to the course offered by the education authority.
6. An education authority may grant credit for an educational activity provided by a private school located in a jurisdiction other than Prince Edward Island, provided that the student completed the activity while resident in the jurisdiction where the private school is located. The credit granted for the educational activity shall be for the equivalent course offered by the education authority if the educational activity
 - (a) is comparable in content and learning outcomes to the course offered by the education authority; and
 - (b) is recognized by the government of the jurisdiction where the private school is located as being equivalent to a course offered within the jurisdiction's public education system.

7. An education authority may grant credit to a student for an educational activity provided by a private school that is not equivalent to a course offered by the education authority.

Programs and Courses authorized by the Minister

8. An education authority may grant credit to a student for an educational activity that is authorized by the Minister. If the educational activity corresponds to a course provided by the education authority, the credit granted shall be for the equivalent course offered by the education authority.
9. Course or programs offered by the Government of Prince Edward Island and the Atlantic Provinces Special Education Authority are hereby recognized as courses or programs authorized by the Minister for the purposes of section 8.

Programs and Courses approved by other Provincial and Territorial Governments

10. An education authority may grant credit to a student for an educational activity that is authorized by another provincial or territorial government for use in that jurisdiction's public education system if the student completed the activity while he or she was resident in that jurisdiction.
11. The credit granted for the educational activity under section 10 shall be the equivalent course offered by the education authority if the educational activity is comparable in content and learning outcomes to the course offered by the education authority, as determined by the Department.

Education authority officials are required to consult with the Department to confirm equivalency of courses from other jurisdictions with courses within the Prince Edward Island curriculum.

Distance Education Courses

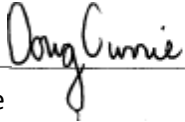
12. An education authority may grant credit to a student for an educational activity provided through a distance education course or a correspondence course, during or outside of normal school hours, if
 - (a) the course is approved by the Department;
 - (b) the student's participation in the course is supervised by a teacher or a person who is registered as a teacher in another province or territory; and
 - (c) the course is approved by the principal of the student's school as being appropriate for the student's academic program prior to the commencement of the course.
13. The credit granted for the educational activity under section 12 shall not be for the equivalent course offered by an education authority unless it is approved as an equivalent credit by the Department.

External Credentials

14. An education authority may grant credit to a student for an educational activity that is provided by an external provider if the activity and education service agency are identified in the *External Credential Policy*, published by the Department of Education, Early Learning and Culture, as amended from time to time. The education authority's ability to grant credit under this section is subject to the conditions and limitations set out in the *External Credential Policy*.

This Minister's Directive comes into effect on September 1, 2016.

DATED at the City of Charlottetown, August 31st, 2016

A handwritten signature in cursive script that reads "Doug Currie". The signature is written in black ink and is positioned above a horizontal line.

Doug Currie

Minister of Education, Early Learning and Culture

Course Coding System

Course Coding System — Grades 10 to 12

Each unique course code is composed of seven characters, with a course title associated with it.

Example: **MAT521A – Foundations of Mathematics 11**

| Subject Description | Grade | Category | Credit Value | Program Identifier The seventh character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding. |
|---|---|---|---|---|
| (3 characters) MAT | (1 character) 5 | (1 character) 2 | (1 character) 1 | (1 character) A |
| e.g., MAT = mathematics HIS = history | 4 = Grade 10 5 = Grade 11 6 = Grade 12 7 = Grade 10 or 11 8 = Grade 11 or 12 9 = Grade 10, 11, or 12 | 0 = Open 1 = Enriched or Advanced 2 = Academic 3 = General 5 = Practical 6 = Modified 7 = Intervention | 0 = no credit (for Grades 7-9) 1 = one credit 2 = two credits 3 = three credits 4 = four credits 5 = one half credit | A to E, K = English-language courses F to J = French immersion courses M to Q = French-language courses S = AP and IB courses T = external credential courses W to Z = local program courses |

2017 – 2018
Senior High
Program of Studies

English Programs

Arts

Visual Arts Courses

ART401A - Visual Arts

This introductory course provides a study of basic art skills such as drawing, painting, printmaking, and creating three-dimensional forms. There is a strong emphasis on the elements of art, basic colour theory, and drawing skill development. Students will learn to put their art into a context of art history from prehistoric cultures to Greek and Roman times. As well, students will learn to critically view and articulate about visual images they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis.

This course is a recommended prerequisite for ART501A.

ART501A - Visual Arts


This course builds upon the knowledge, skills, ideas, and experiences introduced in ART401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design, and spatial understanding. Students will learn to critically view using the appropriate vocabulary to examine the art and artists of the Renaissance to the Impressionistic time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis.

Prerequisite: ART401A or permission from the teacher (based on level of skill and knowledge)

ART601A - Visual Arts

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view an artwork using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements, and apply this knowledge to their artwork. Students will select and describe three pieces of artwork that represent their growth in a year-end exhibition. The ART601A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge)

 = Creativity/Innovation Course

ART621A - Visual Arts

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual personal statement/message. Students will critically view a comparative study of two artworks using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements, and apply this knowledge to their artwork and writings.

In the first half of the semester, students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to research for an inquiry-based project. Students are expected to present their research in both visual and written form. In the second half of the semester, students are expected to create a community-based project that develops a close relationship between investigation and a purposeful, creative process in their artwork and writings. The community-based project will encourage students to understand themselves and their relationship to each other and the wider community. Both the inquiry-based project and the community-based project encourage a respect for cultural and aesthetic differences, and promote creative thinking and problem solving.

Students will be expected to exhibit and present a body of three artworks that supports their exploration, research, and experience from the following:

- the development of their artistic thought and voice;
- an inquiry-based project;
- a community-based learning project.

The ART621A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge)

Dramatic Arts Courses

DRA621A - Dramatic Arts

This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. It will build upon the skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A, plus they will be introduced to a foundational component that will explore and analyse theatre production, script writing, and acting. Students will critically view dramatic works using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the creation of their selected focus in their dramatic work. Students will present the results of their PBL in a performance and in a reflective presentation. (continue...)

 = Creativity/Innovation Course

Throughout this course, students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations.

This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge)

DRA701A - Dramatic Arts

DRA701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Students will analyse, experience, and perform scripts through the study of movement and speech.

Students will be required to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis.

DRA701A is the foundation for all future course work in drama and theatre. This course is a recommended prerequisite for DRA801A and DRA621A.

DRA801A - Dramatic Arts

This course will focus on the technical aspects of theatre production. Students will be expected to work collaboratively with their classmates on a class production. It will build upon technical skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A, plus they will be introduced to a foundational component that will explore and examine theatre production, script writing, and acting. Students will critically view the technical approach to dramatic works and discuss their findings using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the technical production of a dramatic work.

Students are expected to develop and demonstrate growth in their proficiency of technical skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations.

This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge)

 = Creativity/Innovation Course

Music Courses

A school may alter the course title to indicate a specialization within music courses. For example, if students have a choice of vocal, strings, or the instrumental program in Grade 10, their enrolment could be recorded as MUS421 (A) Instrumental, (B) Vocal, or (C) Strings.

All students studying music in senior high school must be introduced to the elements of music. At this level, formal lessons in materials of music, form, and history may be presented, in addition to integrated methods of presentation. Every effort should be made to relate these elements to each other and to music encountered through performance.

There is normally a choice of emphasis between instrumental (band or strings) and chorale performance. This is reflected in the choices of music available. Where band courses are taught, they are arranged in six levels, each level corresponding to a year of study. Materials available for the first three levels will be found in the *Intermediate Program of Studies and Authorized Materials*. Although students will continue from the levels attained at the intermediate level, it is expected that the sixth level will be completed by the end of senior high school. Although class instruction in strings may not be possible, training in strings may continue in a controlled study situation which must include technical work, some solo playing, and ensemble experience. Listening skills and instruction in the materials of music should also be offered.

Detailed information on the instructional material listed below is to be found in the document, *Instrumental Music Curriculum, Intermediate and Senior High Band*. It lists each of the various program items, along with the ratio at which they are available and the PLMDC stock number.

Choral Instructional Material

Music instructional materials may be requested from PLMDC at the Department of Education, Early Learning and Culture. Music teachers will receive orders through the school book contact.

Instrumental Instructional Material

Music instructional materials may be requested from PLMDC at the Department of Education, Early Learning and Culture. Music teachers will receive orders through the school book contact.

Strings Instructional Material

Music instructional materials may be requested from PLMDC at the Department of Education, Early Learning and Culture. Music teachers will receive orders through the school book contact.

Please note: The K-12 music program framework and curriculum development are being reviewed.

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, E^b, and A^b. 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)


MUS421B – Music

This course is designed for the student who has an interest in choral music. It includes theory and the history of choral music as well as instruction to choral methods. Students will practice reading through solfege. They will relate these elements to each other and to singing encountered through performance. Listening skills will be developed as instruction in materials of choral music will be offered. Students will learn proper vocal care and maintenance. They will be exposed to a variety of choral singing genres including classic, vocal jazz, gospel, and show choirs.

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 *vigoroso*. 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. They will demonstrate that they are able to play major scales/arpeggios/thirds: A and E concert; relative harmonic and melodic minor scales/arpeggios of D^b, G, and D concert; and read and play pentatonic scale. Through the context of music, students will explore the characteristics of the Classical Era. They will be expected to choose one composer from this time period on which to do a musical study. Students will also examine their own Canadian culture and how music plays a role in creating and defining that culture.

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

 = Creativity/Innovation Course

MUS521B – Music

This course is a continuation of MUS421B. Students will progress to a higher level of theory and singing. The theory aspect will include choral music composition, sight singing, and solfege. Students will be introduced to conducting techniques. They will continue to study choral music history and listening.

Prerequisite: MUS421B

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, B^b, E^b, A^b, D^b/C[#], G, D, and E, plus G^b/F[#] and B/C^b. Students will listen and perform intervals (augmented, diminished, ascending, and descending) and identify intervals played simultaneously (augmented and diminished). They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study.

Prerequisite: MUS521A or permission from the teacher (based on musical level)

MUS621B – Music

This course is a continuation of MUS521B. The theory aspect will include advanced choral music composition, form/analysis, sight singing, and solfege. A project paper will be included on an aspect of the history of choral music. Students will be expected to achieve a high level of technique, interpretation, and ability in choral music. Students will have the opportunity for solo performance within the choral group.

Prerequisite: MUS521B

MUS801A - Styles of Popular Music

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students' learning will centre 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.

 = Creativity/Innovation Course

Business Education

ACC621A – Accounting Principles

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.

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:

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

ACC801A – Accounting

Accounting is designed as a foundation course in fundamental accounting principles, terminology, the significance of accounting in business, and accounting processes as applied to manual and automated data processing systems. The course stresses the preparation and maintenance of basic accounting records as a basis for further study, entrance to employment, or personal use.

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.

BUS701A – The World of Business

This course provides students with an introduction to the functional areas and concepts of business. Topics to be covered include economics, production, human resource management, marketing, accounting, finance, leadership and management, entrepreneurship, and international business. Within the final unit, students will demonstrate their ability to apply these concepts to practical real-world situations by completing a business evaluation. Students will make connections among the various themes by exploring local, regional, national, and global business events, and infusing them into the dialogue and discussions on the topics covered within the course. This course provides students with the confidence and competence to engage in the world of business while building a solid foundation for students interested in pursuing further studies in ACC621A, ECO621A, and ENT521A.

ENT521A – Entrepreneurship

This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore and develop their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture and individually plan a business venture.

Topics will include:

- identifying opportunities;
- assessing risk;
- generating and refining ideas;
- marketing;
- organization options;
- financing and financial management.

Learning resources will include speakers, videotapes, software, and current print resources. Learning activities will involve group and individual projects.

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.

LED621A – Leadership (Formally PED621 – Physical Education Leadership)

This course will enable students to personally develop their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects that will enhance the well-being of self and others. By building on a foundation of leadership concepts and theories, students will have many opportunities to apply their learning to develop effective communication strategies, group dynamics, and teamwork skills, and become more socially and personally responsible for their actions. Students will extend their leadership abilities and discover service learning opportunities to model effective leadership both within and beyond the classroom. This course will allow students to take pride in their learning by presenting evidence of their personal leadership and how this growth will benefit them in all areas of their lives.

OMT801A – Office Management Technologies

Technology continues to expand the role of the office professional as automation changes the way in which businesses function. From a one-person office to large organizations, there is need for individuals with a variety of computer skills, human relations skills, teamwork capabilities, and analytical thinking skills who can contribute to the effectiveness of their organization. Topics in the Office Management Technologies course include workplace expectations and ethics, office procedures, word processing and keyboarding enhancement, business communications, time management, telephone procedures, business correspondence, records management, and reprographics. Employability skills and career exploration activities are embedded throughout the course.

Prerequisite: Information Technology Communication (ITC401A)

Early planning is required for a school to offer this course. Please contact the K-12 Learning Technology & Innovation Leader to discuss curriculum information, teacher training, and equipment requirements for this course.

Career Education

CEO401A – Career Explorations & 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.

CWS501A and CWS502A/B – Cooperative Education

CWS601A and CWS602A/B – Cooperative Education

Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The Cooperative Education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals that the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice, and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

Course Codes

Schools may offer two credit or one credit cooperative education courses. The following course codes are authorized: CWS501A, CWS601A, CWS502A, CWS502B, CWS602A, and CWS602B.

Credit Guidelines

A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances, and with authorization of the Director of Public Schools Branch and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight. Pre-placement orientation for a first time cooperative education student must be a minimum of forty hours.

DYF701A – Designing Your Future

In the Designing Your Future course, students use problem-solving and inquiry to develop new learning opportunities for enhanced personal growth while preparing them for successful transition to life, learning, and work after high school. Students will explore the realities and opportunities in the workplace and examine factors that impact personal success, while developing an action plan to help realize their goals and reach their full potential. Students further develop their career portfolio, focusing on developing essential skills to ensure a successful transition from high school. Students will participate in real world experiences that will help foster the development of communication, collaboration, teamwork, and problem solving skills, while reinforcing the notion that learning is a lifelong journey.

Successful completion of DYF701A or CEO401A is a prerequisite for Transitions 702Y.

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 to which they are assigned by researching the students' particular conditions and contributing ideas to the 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

Automotive

AUT701A – Introduction to Auto Service Technology

Introduction to Auto Service introduces students to tools, equipment, theories, and practices common to the trade with a constant emphasis on safe work habits. In this course, students will learn how to communicate effectively and present themselves professionally; assemble components using a variety of fasteners and adhesives; perform basic heating, cutting, and welding procedures; diagnose and service wheels and tires, and perform basic maintenance.

This course is a prerequisite for all other CTE-Automotive courses.

AUT801A – Basic Power Train

A basic working knowledge of the major systems of a vehicle is essential for any auto service technician. The basic powertrain course introduces students to engine operation, cooling systems, and vehicle drivelines. Students will learn about the operation of internal combustion engines and various fuel types and practice performing accurate measurements using a variety of common measuring tools. Students will conduct tests and service vehicle cooling systems, and learn to diagnose and repair problems related to vehicle drivelines.

AUT801B – Brake Systems

Brakes are one of the most fundamental safety systems on a vehicle. This course focuses on the components, types, service, and diagnosis of brake systems. Students will develop a clear knowledge of the fundamentals of friction and hydraulics related to brake component function. They will learn to service, repair, and diagnose drum brake systems, disc brake systems, and power brakes, and will be introduced to anti-lock brake systems.

AUT801C – Electrical Systems

Today's automobiles use electricity to operate many different devices and systems. During this course, students will develop a basic understanding of electrical principles, fundamentals of magnetism, and scientific principles related to vehicle electrical systems. They will learn to service, test, and diagnose problems related to batteries. They will service and repair basic electrical circuits, use electrical meters, and scan tools to test and diagnose vehicle electrical systems.

AUT801D – Steering Systems

The steering gear mechanism is an integral component of any vehicle system. Students will learn how to diagnose and correct problems related to vehicle steering components. They will also learn about the service and repair of manual and power steering systems, steering columns, and basic frame construction.



= Creativity/Innovation Course

AUT801E – Suspension Systems

Suspension and steering components are second only to brakes among the most crucial safety systems in any vehicle. Students will learn about common steering angles and how each affects vehicle handling, and about basic alignment procedures. They will also learn to diagnose and correct problems related to vehicle suspension and steering components and perform a standard motor vehicle inspection.

Carpentry

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

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.



= Creativity/Innovation Course

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.

CAR801E – Carpentry Apprenticeship

Carpentry Apprenticeship is designed to provide students who are considering a future career related to the skilled trades an understanding of the skills and knowledge expected from an apprentice. The course will provide students an opportunity to explore the full range of topics expected from a level I Carpenter apprentice. Students will work on projects that support the continued development of their technical skills while becoming more articulate in their knowledge related to the carpentry trade.

Students wanting to challenge the Level I Apprenticeship Exam for Carpenter will require this course + a minimum of 4 other CTE-Carpentry courses. The student's average in all courses must be at or above 70% to qualify to challenge the Apprenticeship Exam.

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, baked goods, pastas and grains, eggs and dairy, and management of food 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

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, and customer service and dining.

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

Design Technology

DES701A – Design Technology

Every manufactured product and building starts with a design concept and technical drawings. Design Technology will introduce the student to the technical design and problem solving process, practicing basic design principles, and analysing how products are designed and built. Students will be introduced to technical drawing, the international language of industry, while developing sketching and mechanical drawing skills in orthographic and pictorial drawings. Computer assisted design and drafting (CADD) will also be incorporated to introduce students to computer assisted drawing techniques commonly used in industry. Throughout the course, students will be required to build a drawing portfolio as a display and record of the skills they have developed.

Design Technology appeals to a wide variety of students and will provide essential skills for any students considering a career in engineering, technologies, or skilled trades.

 = Creativity/Innovation Course

Robotics

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)

Welding

WEL701A – Shielded Metal Arc Welding (SMAW) Level I

The SMAW Level I course is the entry level course to Welding Technology. Students will be introduced to tools, equipment, theories and practices that are common to the trade with a constant emphasis on safe work habits. Students will develop attention and concentration skills that will allow them to minimize the hazards associated with welding. The course will focus on the SMAW process to establish a basic foundation of welding skills. Students may also experience other welding processes as determined by the course projects.

This is a recommended prerequisite course for all other Welding Technology courses.


WEL801A – Shielded Metal Arc Welding (SMAW) Level II

Welders always strive to achieve a high standard of quality in their work. During this course, students will learn about the various types of weld joints and to select the proper electrodes for various SMAW tasks. Students will learn to diagnose and correct problems that arise when using SMAW equipment, identify and safely use power tools common to the trade, and develop the theoretical and practical skills required to perform high quality SMAW welds in all positions.

WEL801B – Gas Metal Arc Welding (GMAW) Level I

Gas metal arc welding (GMAW) is extensively used in industry. During this course, students will learn to identify, describe, and safely use the equipment and tools required to perform GMAW welds. They will select the proper GMAW filler metals and shielding gases, and correctly identify and select proper weld joints required to complete projects.

This course is a prerequisite for WEL801C GMAW Level II.

 = Creativity/Innovation Course

WEL801C – Gas Metal Arc Welding (GMAW) Level II

The GMAW Level II course will focus on students building proficiency and accuracy within the skill of GMAW welding. Industry demands and sets a high standard for welders, and students are expected to develop the physical hand skills required to perform GMAW welds in all relative positions. This will include maintaining and adjusting equipment, power sources, and consumables to ensure quality welds.

WEL801D – Flux Core Arc Welding (FCAW)

Flux core arc welding is recognized as a high production process for welded fabrication projects. During this course, students will learn to select and safely use the correct FCAW equipment, shielding gases, and filler metals, and perform FCAW welds in all positions. They will also combine the GMAW and FCAW welding processes.

WEL801E – Gas Tungsten Arc Welding (GTAW)

Gas tungsten arc welding is a precise method of welding various types of metal. GTAW is a welding process widely used in the welding fabrication industry. During this course, students will learn to identify, describe, and safely use the equipment and tools required to perform GTAW welds in a variety of positions on various types of metal.

Career and Technical Education Exploratory Courses

Schools are asked to adapt the course description below to suit the specific nature of the program within their school:

CTE701A – Career and Technical Education

CTE801A – Career and Technical Education

CTE701A and CTE801A are intended to provide students an opportunity to explore technical occupations and/or skilled trade related careers. Students are expected to work safely, build problem solving skills, work collaboratively, think critically, and take responsibility for their own learning within the course. These courses should strive to integrate both the practical and theoretical components of the area of focus, providing time for students to practice the skills needed, acquire the knowledge base, and develop projects that require the active engagement of both the hands and the mind. Students are expected to think reflectively and critically of their work and be prepared to suggest ways in which their work/skills can improve.

Communication and Information Technology

Integration

Rationale:

To focus on how communication and information technology can be used from Grades 10-12 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

Advantages of Technology Integration:

Integration of technology into the curriculum

- ensures that curriculum is the principal focus, rather than technology;
- promotes the development of creative thinking, critical thinking, research, communication, and problem-solving skills;
- provides access to rich resources and learning experiences that can extend far beyond those offered in traditional classrooms;
- motivates students to complete learning tasks and become more readily engaged in their own learning;
- supports current research which suggests that people learn in a holistic fashion rather than in a compartmentalized manner;
- supports contemporary approaches to education such as cooperative learning, constructivism, resource-based learning, and individualized learning;
- provides teachers with an additional means to address multiple learning styles;
- provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills;
- enables students to acquire a better understanding of how to use technology in meaningful ways;
- ensures that all students have the opportunity to develop technological competencies;
- prepares students to select appropriate technologies to complete tasks;
- provides teachers with an opportunity to model lifelong learning as students witness teachers learning and using new skills for a purpose.

Senior High Technology Resources:

Online curriculum guides and specific course lesson plans may be found at:

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/communication-and-information-technology-curriculum>

All Levels

Laptops and desktops:

- MS Office 2013 Plus (Word, Excel, Powerpoint, Access, Publisher)
- MS OneNote 2013
- Smart Notebook 11.4
- Smart Notebook Essentials Gallery
- Movie Maker for Win 7
- Movie Maker XP
- Adobe Reader XI
- Adobe Flash
- Adobe Flash Plugin for Firefox
- Quick Time Player 7.7.5
- Direct X Technology
- MS Net Framework 4 Client Profile
- Silverlight
- Shockwave Player
- Java Plugin
- Firefox Browser V19.08
- Chrome Browser V45
- MS Internet Explorer
- Kurzweil
- Win 7 – VLC
- Groupwise Client 8
- T1 Graphing
- Audacity 2.0.5
- Install LAME for Audacity
- Google Sketchup 2017
- Paint Shop Pro 9
- Stop Motion Animator
- Google Earth
- Stellarium
- Notepad
- Notepad++
- Calculator
- Windows Media Player
- ArcGIS
- 7-Zip
- AdobeConnect Plugin
- Photostory 3
- Scratch
- School Connect
- LAN School

Access from @cloud.edu.pe.ca accounts on Chromebooks or Chrome browsers.

These applications are pushed out to users who log into their @cloud.edu.pe.ca accounts. These applications may be updated, changed, or added to without notice.

- VoiceNote II – Speech to text
- Google Drive
- Google Maps
- PDF Viewer
- Gmail
- Google Forms
- Google Sheets
- AdBlock
- GeoGebra Math
- Evernote
- SPARKvue
- Mercury Reader
- Google Calendar
- Fusion Tables (experimental)
- Calculator
- YouTube
- Google Classroom
- Google Slides
- Read & Write for Google Chrome™
- Camera
- Google Dictionary (by Google)
- Google Docs

Chromebooks Webstore (PEI Education tab)

Currently there are 131 apps/extensions that are allocated to the PEI Education tab for student learning. This area is a living resource with app/extensions being added or removed as requested.

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.

This is an introductory level course and no prerequisites are required.

CMP521A – Introductory Computer Studies

Please contact the English Programs Learning Technology and Innovation Leader 902-438-4831 to discuss curriculum and resources for this course.


The CMP521A course focuses on the development of problem solving skills through the analysis, design, and implementation of digital solutions. The following topic areas are addressed throughout the course: the computer and its effects upon society, database management, HTML, Cascading Style Sheets, and structured programming.

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/app programming. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course.

Good mathematical skills and the successful completion of the CMP521A course are highly recommended for students enrolling in this course.

 = Creativity/Innovation Course

ITC401A – Information Technology Communication

ITC401A will provide students with foundational skills in the use of business productivity software. In this course, students will have the opportunity to develop knowledge and enhance skills in keyboarding, word processing, desktop publishing, visual presentations, spreadsheet and graphing, effective Internet searching, and e-mail usage. A variety of computer literacy and digital citizenship topics will be discussed throughout the course.

Skills and knowledge acquired in this course are useful in all curriculum areas in high school, during post-secondary studies, and will be transferable to the workplace. Awareness of ergonomics and proper keyboarding techniques will reduce physical strain from increased use of computer technology at home and at work.


ITE801A – IT Essentials

The CISCO *IT Essentials: PC Hardware and Software* Networking Academy curriculum is used for this course. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Further topics include connecting to the Internet, sharing network resources, configuring wireless connectivity, maintaining laptops and portable devices, examining security, safety, and developing communication skills. Students participate in hands-on activities and lab-based learning to become familiar with various hardware and software components and discover best practices in maintenance and safety. This curriculum aligns to the Comp TIA A+ Essentials industry certification, preparing students for entry level careers in field service technician, bench technician, help desk support, and computer sales representative occupations. Students who enroll in ITE801A are not expected to have any previous technical skills or knowledge.

IT Essentials is a required course for the Focus on Information Technology (FIT) certificate program. See <http://www.edu.pe.ca/journeyon/resources/curricguides/currguides.html> for more information. Advanced standing based on the successful completion of ITE801A, IT Essentials, will be granted to students who apply to the following Holland College programs: Computer Networking Technology or Computer Information Systems.

In addition to advanced standing, Holland College will provide transfer credit to students who successfully complete the ITE801A course with an overall average of 70%. Full transfer credit applies to the following Holland College courses: CMPH1000, CMPS1000, CIS1301, or CIS1306.

Early planning is required for a school to offer this course. Please contact the K-12 Learning Technology & Innovation Leader to discuss curriculum information, teacher training, and equipment requirements for this course.

 = Creativity/Innovation Course

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.

ENG421B – English (Pre-IB)

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.

Learning experiences and opportunities in this course will support students considering entry into the International Baccalaureate Programme.

ENG431A – English

Students in this course are provided an opportunity to explore texts with a variety of meaning and interpretation. Throughout this course, students will be provided with frequent opportunities to observe, apply, and practice oral, written, and visual forms of language. In addition, they will use these frequent language opportunities to discern the structures and use of language to access and use information.

ENG451A, 551A and 651A – English

These courses, for Grades 10, 11, and 12, respectively, emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.

ENG471A/B – English

This course is designed to support students working toward basic literacy skills. Students will learn a wide range of strategies that will support them throughout the reading process. Students will apply these strategies before, during, and after reading. Students will also refine writing skills to construct a variety of texts. English 471A/B is an individualized pass/fail program. Students are regularly evaluated on a continuum of learning and must make a minimum of one grade level gain in reading and writing to earn credit.

Upon entry, students should register for English 471A. Students who decide to continue in this program second semester but are not ready for English 471 C, may register for English 471B.

ENG471C – English

This course is designed to support students in reaching basic literacy skills by the end of the course. Student who earn this credit have the ability to transition to the academic pathway. Throughout this course, students will refine their reading strategies and evaluate increasingly complex text. Students will also develop their writing skills to construct a variety of texts. English 471C is an individualized pass/fail program. Students are regularly evaluated on a continuum of learning and must meet end of grade 9 reading and writing standards to earn credit. Students who make a grade level gain by the end of the course, but have not met grade 9 standard reading and writing standards, may earn an English 471B credit.

Students who are successful in this course are encouraged to transition to English 421A. **Please note: there are no prerequisites for English 471C.**

ENG521A – English

Examines major genres such as drama, poetry, fiction, nonfiction and visual/multimedia. While recognizing the diverse community of learners, ENG 521A requires all students to apply previously attained knowledge and skill in new ways, thus leading them to higher levels of achievement and increasing their skill in Speaking and Listening, Reading and Viewing, Writing and Representing. **ENG 421A, ENG 521A and ENG 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.**

ENG531A – English

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

ENG621A – English

This course is, for most students, the last high school English Language Arts prior to entering post-secondary studies. Therefore, in writing attention is given to argumentative texts; and in literature, the study of form becomes more important. The reading of various genres in earlier years is continued in this course. Research continues to be a major component with students applying the inquiry process, gathering sophisticated research to support their work. Furthermore, the process approach to writing is continued. **ENG 421A, ENG 521A and ENG 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.**

ENG631A – English

Students in this course will read a wide variety of texts and write in wide variety of forms to help them make meaning of the world they experience now, and will experience as adults. Students will be provided with opportunities to speak clearly and with confidence, and to listen attentively and respond appropriately in a small or a large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding and appreciation for this medium.

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 the technological skills needed for tomorrow's workplace which include word processing skills, advanced features of e-mail, and effective Internet searching.

This course will have entrance recognition at Holland College, with the curriculum designed to link to post-secondary opportunities in the studies of Office Systems Administration and Business Administration.

LSK551A – Life Skills English

This optional English course emphasizes the everyday applications of reading, writing, speaking, listening, and viewing skills. Students participate in activities and projects centred around evaluating television programs; simulating job interviews; obtaining and learning how to complete the various forms people use in job applications or in banking; practicing the reading, writing, and thinking skills needed for operating an automobile or maintaining an apartment; and learning oral communication skills for dealing with people in social settings such as hospitals, the courts, governments, and business. The study of literature, grammar, and mechanics is not emphasized in this course. However, appropriate language usage is stressed for the everyday applications which are the focus of study.

MED531A – Media

This optional English course provides for the study of four types of mass media: television, radio, newspapers, and magazines. Students learn the appropriate terminology to describe, discuss, and compare the main features of media. In addition, project work helps to develop an understanding of how media are used and produced. Besides the media themselves, advertising and the media is an important topic of the course. For each medium, the methods and impact of advertising are examined.

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 the 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. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

WRT521A – Creative 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.

 = Creativity/Innovation Course

English as an Additional Language

EAL701A – English as an Additional Language (Beginning/Introductory Level)

This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development and progression of English language proficiency, which is required for success in school and the community. It will be highly recommended to students whose English language proficiency level in listening and speaking is assessed at the beginning/introductory level. This course intends to provide students with ample opportunities to listen and speak in English, while developing their English language fluency, accuracy, and comprehension. Although the four strands of language (listening, speaking, reading, and writing) are interrelated, the main emphasis of this course is on listening and speaking.

Students will be recommended to take EAL701B the same semester as EAL701A, where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

EAL701B – English as an Additional Language (Beginning/Introductory Level)

This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in reading and writing is assessed at the beginner/introductory level. This course intends to provide students with ample opportunities to read and write in English, while developing their reading and writing strategies, comprehension, response, and analysis. Although the four strands of language (listening, speaking, reading, and writing) are interrelated, the main emphasis of this course is on reading and writing.

Students will be recommended to take EAL701A the same semester as EAL701B where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

EAL701C – English as an Additional Language (Intermediate Level)

This intermediate level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the intermediate level, or for those who have successfully completed EAL701A and EAL701B. This course provides students with ample opportunities to listen, speak, read, and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading, and writing.

It is recommended that students who successfully complete EAL701C will then take EAL701D to further progress in their English language proficiency.

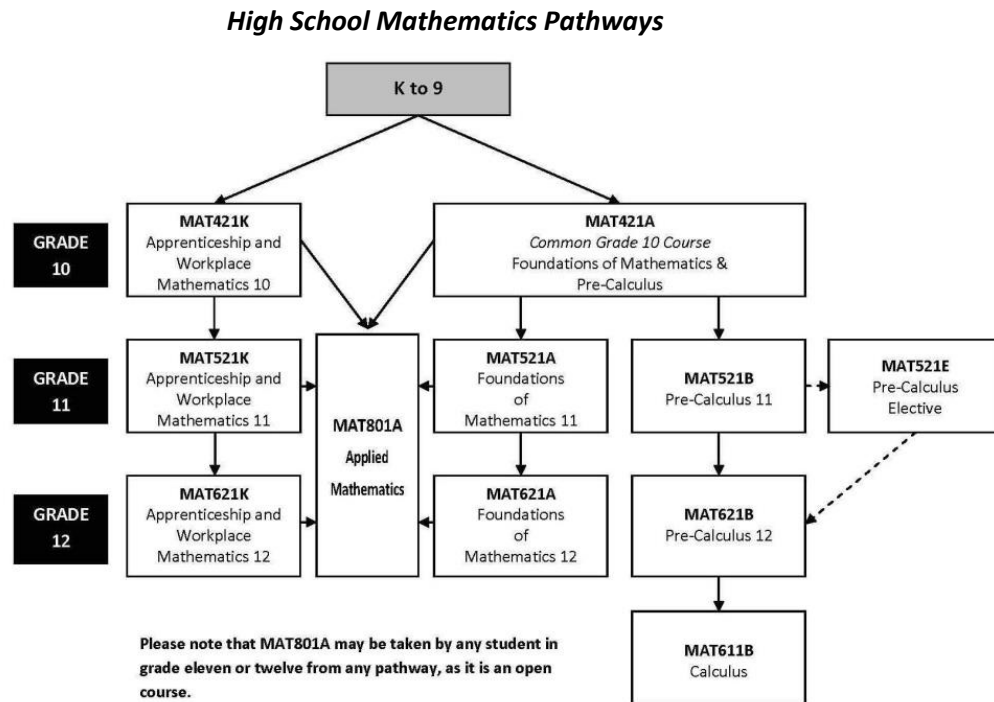
EAL701D – English as an Additional Language (High/Intermediate/Advanced Level)

This high intermediate/advanced level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in the school and in the community. It will be highly recommended to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the high-intermediate level, or for students who have successfully completed EAL701C. This course provides students with ample opportunities to listen, speak, read, and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading, and writing.

It will be highly recommended that students successfully complete EAL701D before taking ENG421A or ENG431A.

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:



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 specific 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 A and B 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.

MAT421B – Foundations of Mathematics and Pre-Calculus 10 (Pre-IB)

This is an introductory academic high school mathematics course which is a prerequisite for all other academic A and B 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.

Learning experiences and opportunities in this course will support students considering entry into the International Baccalaureate Programme.

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 (MAT521K) and a grade twelve course (MAT621K or MAT801A), will meet the requirements necessary to enter **some** community college programs. This course includes topics such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

MAT451A – Practical Mathematics 10

This is an introductory high school mathematics course which emphasizes the basic math skills used in daily activities. Students learn about whole numbers, fractions, decimals, percents, ratios, proportions, graphs, measurements, geometry, and introductory algebra. Practical mathematics includes the building of calculator skills and estimating results, figuring out measurement, and calculating the cost of various items and materials.

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.

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.

Students cannot receive credit for both MAT521A and MAT521B.

MAT521E – Pre-Calculus Elective

This course, although optional, is highly recommended for students in the pre-calculus pathway. The topics covered are logical reasoning, geometry, statistics, probability, and financial mathematics.

MAT521E is intended for students in the Pre-Calculus pathway only. Students who are in the Foundations of Mathematics Pathway (MAT521A or MAT621A) cannot receive credit for MAT521E.

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 course (MAT621K or MAT801A) will meet the requirements to enter **some** community college programs. This course includes topics such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

MAT551A – Practical Mathematics 11

This course emphasizes the concepts and skills associated with comprehending and using mathematics on a day-to-day basis. Included are the mathematics associated with utility bills, food buying and preparation, transportation, mortgages and loans, credit buying, and insurance. In addition, the course includes interpreting charts, tables, graphs, rate schedules, scale drawings, and statistical information.

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 engineering or most science 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.

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. Students cannot receive credit for both MAT621A and MAT621B.

MAT621K – Apprenticeship and Workplace Mathematics 12

MAT621K will meet the requirements to enter **some** community college programs. MAT621K includes topics in measurement and probability, working with data, linear relationships, owning and leasing a vehicle, properties of geometric figures, transformations, and trigonometry.

MAT651A – Practical Mathematics 12

This course is intended for students who might benefit from a program that emphasizes problem solving. The content includes problems involving income; banking; credit; transportation; housing; taxes; insurance; investments; and renting, purchasing, and budgeting.

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

LED621A – Leadership (Formally PED621 – Physical Education Leadership)

This course will enable students to personally develop their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects that will enhance the well-being of self and others. By building on a foundation of leadership concepts and theories, students will have many opportunities to apply their learning to develop effective communication strategies, group dynamics, and teamwork skills, and become more socially and personally responsible for their actions. Students will extend their leadership abilities and discover service learning opportunities to model effective leadership both within and beyond the classroom. This course will allow students to take pride in their learning by presenting evidence of their personal leadership and how this growth will benefit them in all areas of their lives.

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.

PED801A – Physical Education (Physical Literacy)

This course represents a unique journey for each student, can be enjoyed through a range of movement activities and environments, and contributes to the present and future development of their whole self.

The learning outcomes of this course are inclusive to all students and will provide opportunities for them to explore and elevate their physical literacy by developing essential and interconnected elements whose importance may change throughout life:

- Motivation and confidence
- Physical competence
- Knowledge and understanding
- Engagement in movement activities for life

Physical literacy is an elective course credit for students in their second or third year of senior high school. This course is sequential with PED401A and is intended to promote the value of physical literacy and physical activities for life.

Resource

RES401A – Resource

A number of students enter high school in grade ten with needs that cannot be addressed adequately through traditional courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student.

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.

Credit Information

Students will receive 110 hours of instruction including time spent in class (normally a maximum of one-third of a semester) prior to the beginning of the resource course.

A student may not receive a resource credit and another subject credit for same time block of study. The teacher will develop an individualized course plan for the student in consultation with the Student Services Team and the student at the beginning of the course. This plan must include student outcomes and the teaching and learning strategies for achieving such outcomes, as well as assessment strategies to be used.

A student may receive up to one resource credit per year for a maximum of three credits. A teacher will place a copy of the plan and the progress achieved by the student in the student's record file.

RES501A/601A – Resource

Outcomes are a continuation of those started in RES401A. More emphasis should be placed on exploring career options and on the acquisition of workplace related skills. The entrance criteria and goals/outcomes for RES501A and RES601A are based on those already identified in the RES401A course outlined above.

Science

AGR621A – Animal Science

This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare.

The major topics include:

- An Overview of Animal Science;
- Animal Care and Management;
- Animal Nutrition;
- Genetics and Reproduction.

AGR621A requires students to follow a guided inquiry process that will result in an investigation and presentation of an animal care and management issue.

Students who take AGR621A Animal Science may not take AGR801A Animal Science.

AGR801A – Animal Science

This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare.

The major topics include:

- An Overview of Animal Science;
- Animal Care and Management;
- Animal Nutrition;
- Genetics and Reproduction.

Some course content is flexible to allow teachers and students to take advantage of selecting animals or areas of special interest.

Students who take AGR801A Animal Science may not take AGR621A Animal Science.

AGS621A – 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;
- Crop Production;
- Green Spacing;
- Plant Biology;
- Soil and Water Management.

(continue...)

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;
- Crop Production;
- Green Spacing;
- Plant Biology;
- Soil and Water Management.

Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest.

Students who take AGS801A Agriscience may not take AGS621A Agriscience.

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:

- Biodiversity;
- Interactions Among Living Things;
- Maintaining Dynamic Equilibrium I (Systems: Circulatory, Respiratory, Digestive, Excretory, Immune);
- Matter and Energy for Life.

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:

- Evolution, Change, and Diversity;
- Genetic Continuity;
- Maintaining Dynamic Equilibrium II (Systems: Nervous, Endocrine);
- Reproduction and Development.

BIO801A – Human Biology

This course is designed to introduce students to the structure, function, and interrelation of the various systems in the human body that are required to maintain homeostasis.

The units of study include:

- Blood and Immunity;
- Circulatory System;
- Digestive System;
- Embryonic Development;
- Excretory System;
- Endocrine System;
- Genetics;
- Homeostasis;
- Muscular System;
- Nervous System;
- Nutrition;
- Reproductive System;
- Respiratory System;
- Skeletal System.

BIO801A will provide students with the opportunity to develop knowledge, skills, and the science-technology-society-environment connections concerning the functioning of their body.

CHM511A – Advanced Chemistry

This course is presently under review.

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:

- From Structures to Properties;
- Organic Chemistry;
- Stoichiometry.

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

CHM611A – Advanced Chemistry

This course is presently under review.

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:

- Acids and Bases;
- Electrochemistry;
- From Solutions to Kinetics to Equilibrium;
- Thermochemistry.

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

OCN621A – Oceanography

OCN621A is an integrated science course that examines the geological, chemical, physical, and biological aspects of the marine environment. Students will be made aware of regional, national, and global ocean-related issues.

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 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.

The units of study include:

- Kinematics (study and description of motion);
- Dynamics (study of forces that explain motion);
- Momentum and Energy;
- Waves.

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:

- Application of Vectors;
- Circular and Planetary Motion;
- Electricity and Magnetism.

Prerequisite: PHY521A

SCI421A – Science

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years.

This course is currently under review.

The units of study include:

- Chemical Reactions;
- Motion;
- Sustainability of Ecosystems;
- Weather Dynamics.

SCI421B – Science (Pre-IB)

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Learning experiences and opportunities in this course will support students continuing on to the International Baccalaureate Programme. This course is currently under review.

The units of study include:

- Chemical Reactions;
- Motion;
- Sustainability of Ecosystems;
- Weather Dynamics.

SCI431A – Science

This course introduces students to concepts that are relevant in today's world. It encourages students to become interested and inquisitive in a variety of scientific topics.

The course is divided into four units:

- Chemical Reactions;
- Ecosystems;
- Physics;
- Weather Systems.

Lab and field activities will complement the curriculum.

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. Furthermore, this course provides students with an opportunity to investigate energy resources in order to help them appreciate the importance of energy and alternate fuel sources. As well, students will explore a range of career opportunities in the area of applied science.

Social Sciences and Humanities

CLO521A – Clothing

This course is designed to create an interest in all aspects of clothing, including fabrics, fibres, construction, and wardrobe planning. Students will learn to use and care for a sewing machine and other sewing equipment, to select and use commercial patterns, and to select and prepare fabric for clothing construction. Students will be required to construct sufficient sewing projects to practice such techniques as waistbands, collars, sleeves and cuffs, zippers and buttonholes, pockets, hems, and pressing techniques. In addition to these skills, students should also have the knowledge to help them make wise clothing related choices in the marketplace, and to maintain and care for their own clothing.

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.

This is a recommended prerequisite course for all Culinary Skills courses.

HOS801A – Hospitality and Tourism

This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the various sectors of the industry such as accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services, and transportation.

Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called Super Host.

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of Tourism and Hospitality.

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 contemporary factors that form and continue to influence our identity as a country. Historical legacies will be used to support these understandings. Areas of study include 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.

ECO621A – Introductory Economics

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 analyse and evaluate geographic issues, and to present their findings.

GEO521A – Global Studies

This course investigates the study of geography, its methods and tools, and the application of geographic inquiry practices in making sense of the world around us. Students will explore patterns that exist in the natural world, linking land, oceans, natural resources, climates, and human activity. Because of the inherent interplay between people and place, current issues are an integral part of the Global Studies course although the emphasis is on physical geography concepts. The course is organized into three units: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World. A Global Classroom Initiative component of the course provides a unique PEI-Kenya link supporting the cultural unit of the course.

GEO531A – World Geography

This course investigates the study of geography, its method 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 and literacy 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.

GEO631A – Global Issues

The focus of this course is inquiry into contemporary global issues that may be political, geographic, economic, environmental, or cultural in nature. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying various topics of global concern. Course content is flexible in order to allow teachers and students to take advantage of selecting timely topics or areas of special interest. Knowledge and skill-building will be achieved through the use of multiple resources, both print and non-print. Students will engage in an inquiry project based upon a selected global issue which may become the basis for their active citizenship project. Assessment will be balanced between content knowledge and inquiry process skills.

 = Creativity/Innovation Course

HIS421A – Ancient and Medieval History

This survey course in ancient and medieval history traces the evolution and the principal events in human history. Emphasis will be placed on relating historical events and legacies to the present. Students will be introduced briefly to the periods of pre-history before focusing more intently on ages and eras beginning with the Paleolithic Age (Stone Age). The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; and the Feudal System.

HIS421B – Ancient and Medieval History (Pre-IB)

This survey course in ancient and medieval history traces the evolution and the principal events in human history. Emphasis will be placed on relating historical events and legacies to the present. Students will be introduced briefly to the periods of pre-history before focusing more intently on ages and eras beginning with the Paleolithic Age (Stone Age). The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; and the Feudal System.

Learning experiences and opportunities in this course will support students considering entry into the International Baccalaureate Programme.

HIS521A – Modern World Survey

This course is a continuation of HIS421A, although there is no prerequisite. It is a survey of the early modern world beginning at the Renaissance in the 1400s. Similar to HIS421A, the focus will be on the impact of historical events and legacies of the early modern world on present-day society. Students will then continue a chronological study that includes the Age of Discovery, Absolutism, Revolution, Imperialism, Industrialization, Nationalism, and the wars of the 20th century.

HIS621A – Canadian History

This course was developed specifically to represent an Atlantic Canadian perspective within our national context. The course is organized into thematic units which address persistent questions in Canada's development as a nation. 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.

HIS621B – PEI History

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

LAW521A – Introductory Law

This course is an introduction to Canadian law with an exploration of fundamental concepts such as the 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.

LAW531A – 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 defences, among other areas of interest.

POL621A – Advanced Political Studies

This course is divided into two parts, Canada’s political system and an overview of the world’s major political systems.

Topics covered under Canada’s political system include the role of government, the electoral process, the role of political parties, the Constitution, Parliament, federal, provincial, and municipal governments, the *Charter of Rights and Freedoms*, and other political concepts such as civil protest.

This course also seeks to broaden students’ views of the world’s major political systems. Students will explore the values behind democratic and non-democratic forms of governments as they will be challenged to analyse world problems through different viewpoints. The course promotes critical thinking and decision-making skills, and encourages discussion and debate on current political events.

SOC451A – Social Studies

This course has been designed to meet the needs of Grade 10 students who may otherwise have difficulty with academic or general courses. The program content is drawn from a number of social science disciplines with an emphasis on Canadian-based topics and materials. Current issues, citizenship topics, and the legal system are examined as well as other selected themes in Canadian history and geography.

SOC851A – Social Studies

This course is an overview of the geography, history, and society of Canada in a North American and world context. It is designed to complement and continue the study undertaken in SOC451A.

French Programs

Core French

The Senior High Core French Program is based on a multidimensional curriculum which incorporates the life experiences and interests of the learners. The communication skills targeted for development are those which learners need in order to function independently in French within the fields of experience studied.

Since French is to be the working language of the classroom, a variety of teaching strategies, including extensive small-group work, are necessary to ensure maximum student interaction and collaboration. Comprehension, interaction, and production skills are developed through experiential teaching units which incorporate a variety of authentic materials used by Francophones in their daily lives.

FSL Core French 10-11-12; Teaching and Learning in a Core French Setting, a resource document for school authorities and administrators, is available from the Department of Education, Early Learning and Culture curriculum Core French specialist.

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.

French Immersion

The French immersion program at the senior high level has been planned to accommodate students coming from early, middle, and late French immersion programs. In addition to the French language courses offered at each level, five social studies courses, one career course, one science course, and one math course are available and offered at the discretion of individual schools or through distance education.

The major objectives of the French immersion program are:

- To enable students to pursue a bilingual education.
- To enable students to interact confidently in an environment where French is spoken;
- To enable students to live in French in their chosen environment and community;
- To develop skills for employment in which the working language is French;
- To encourage students to value and respect cultural diversity;
- To encourage students to be proud of their bilingualism;
- To build students' confidence.

Program Description

French immersion students are subject to the same graduation requirements as their peers in the English language program.

A French immersion certificate is offered by the Department students who have successfully completed the program requirements at the end of Grade 12. In order to receive the certificate, they require 6 French credits within the graduation parameters.

Course offerings vary in each school according to enrolment and availability, but in most cases, students satisfy the 6-credit requirement by enrolling in one French language course at each level and one French social studies course at each level. Various extracurricular electives are offered in many schools in order to further support French language development.

At the end of Grade 12, students who have successfully completed at least 1 grade 12 French course have the opportunity to write the DELF exam (Diplome d'études en langue française), an internationally recognized certification that assesses students' four communication competencies in French (speaking, listening, reading, and writing). Students may elect to be evaluated at either the B1 or B2 level. The results obtained on the DELF exam have no impact on student's final mark in their high school French courses. However, obtaining certification through the DELF has the potential to open many possibilities for the student and it is therefore highly encouraged.

French Language Arts

The French language arts courses in Grades 10, 11, and 12 aim to foster the development of advanced language capacities, allowing students to communicate (understand, produce and interact) in various circumstances and for various purposes. Students entering grade 10 French immersion language arts already have a functional skill level; the 3 courses at the senior high level aim to refine these skills. Language is taught in an integrated manner, and skills and strategies are presented and practiced within meaningful contexts that acknowledge diversity. The general objective of these sequential courses is to ensure students have linguistic capability to communicate with ease and precision in French, with native or near-native speakers, in environments where the operational language is French. *Please note, programs of study for high school French Immersion Language Arts courses are currently being revised.*

FRE421F – French Immersion Language Arts

This integrated course encourages continued development of lexical and syntactical capacities, which directly support an increased level of ease in communication over time, through meaningful practice. Oral and written texts of various genres are studied. Students hone their narrative and descriptive skills, incorporating appropriate, precise grammatical elements. *Please note, the programme d'études for FRE421F - French Immersion Language Arts is currently being revised.*

FRE521F – French Immersion Language Arts

Building on foundational communication skills which are solidified in FRE421F, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex and/or unfamiliar subjects. Students incorporate pertinent details to defend ideas and are able to compare and contrast elements pertaining to abstract subjects. Spontaneous communication is increasingly fluid and students are able to advance an exchange through effective use of language functions. *Please note, the programme d'études for FRE521F - French Immersion Language Arts is currently being revised.*

FRE621F – French Immersion Language Art

This course is the point of culmination for French language development in the K-12 system. The expectations for receptive and expressive language capacities are rigorous, and this is matched with increasing autonomy of students in their own learning. Language capacities are demonstrated through the construction of clear, precise texts, which effectively justify understanding of abstract ideas with conviction. Students are able to adapt their language register spontaneously, and with ease, in order to provide a synthesis or argument in various contexts, including comparing and critiquing literature of various genres. *Please note, the programme d'études for FRE621F - French Immersion Language Arts is currently being revised.*

French Language Social Studies

Social studies is an opportunity for students to understand the world in which they live. Skills that students develop in social studies are useful in their entire academic career and beyond, including developing the ability to think critically; retrieving and processing information; applying knowledge; and communicating effectively orally and in writing. These goals are reflected in *The Philosophy of Education for P.E.I.*, and they form the backbone of the French Immersion Social Studies Programs.

While all intermediate level students take the same courses within the social studies program, this cannot be said for Grades 10, 11, and 12. A glance at the high school courses listed below reveals five options from which schools may presently choose. Four of those courses, Canadian History, The Individual in Society, Exploring Civilizations, and Economics, complement social studies concepts introduced in Grade 9 through a study of the diversity of Atlantic Canada. One other option is also available: Canadian Law (LAW521F) which complements social studies concepts introduced in grades 7, 8, and 9. Schools have the task of selecting options which best meet the needs of their French immersion students.

Schools are not limited to offering one French social studies course per grade level; moreover, Grade 10 students should not be restricted to 400 level courses, nor should Grade 11 and 12 students be limited to 500 or 600 level courses. Students should have the opportunity to take higher or lower level courses than their actual grade level. Students should realize, however, that a higher level course will be intellectually more challenging.

CIV621F – Exploring Civilizations/Civilizations comparées

This course is designed to explore the many factors that shape societies from their beginning to the present time. Students will be asked to participate actively in the study of the role played by economics, politics, science, spirituality, and various forms of artistic expressions. They will have the opportunity to learn and apply research methodologies to understand the large variety of civilizations that surround them and influence their lives.

ECO621F – Economics/L'économie

This course will provide students with an understanding of our economic system and the various forces that affect individual, collective, organizational, and social decision-making in our society. It will introduce basic economic concepts that serve as a foundation to economic inquiry, reasoning, and analysis. Major areas of study are basic economic concepts, microeconomics, macroeconomics, and international economics. A final component of the course requires students to select a topic of investigation and conduct a research project.

GEO621F – Global Issues/Les enjeux mondiaux

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.

HIS421G – Canadian History/Histoire du Canada

This course has been developed around the fundamental concept of citizenship. Its aim is to engage students in the process of historical thinking and exploration. As students find themselves encouraged or lead by essential questioning, they are required to study Canadian history from the first Aboriginal settlements to today’s preoccupations.

The main objective of this course is to promote the development of historic conscience in order to enable students to understand better contemporary Canada.

LAW521F – Canadian Law/Le droit

This is an introductory law course designed to give students an overview of the following legal topics: introduction to the Canadian legal system, rights of the individual, criminal law, civil law, the *Young Offenders Act*, family law, the law on drugs and alcohol, and immigration laws. Students will be expected to research and examine current legal issues and case studies.

SOC621F – The Individual in Society/L’individu en société

This course is an introduction to social and psychological issues. It is designed to develop students’ understanding of society and/or their own needs and motivations. Students will learn social science research procedures involving experiments, surveys, and reports. Learning activities also include discussions, debates, role-playing, case studies, and exposure to a variety of print and non-print media. The course embraces four major themes:

- Human Communication;
- Social Institutions;
- The Impact of Culture;
- The Individual in Society.

Optional Themes

- Prejudice and Discrimination;
- The Economically Underprivileged in Society.

Other French Immersion Courses

CAR421F – Career Education/Éducation à la carrière

Career Education is a course which enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will explore a wide range of post-secondary education and career options, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond secondary school.

The course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop skills, attitudes, and behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

MAT421F – Foundations of Mathematics and Pre-Calculus 10/Fondements et pré-calcul 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.

SCI421F – Science/Les sciences

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years.

The units of study include:

- Chemical Reactions;
- Motion;
- Sustainability of Ecosystems;
- Weather Dynamics.