Senior High Program of Studies and List of Authorized Materials

2016-2017
2016 - 2017
Senior High Program of Studies and
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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 English Language School Board 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 child.

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 practices, 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


For individuals who commence studies in a senior high education program in the school year commencing September 2015, or at a later date:

Senior High Graduation Requirement (English and French Immersion)
1. The minimum number of credits required for senior high school graduation (Grade 12) is twenty (20) credits, compromised of

(1) Five (5) course credits from courses designated in the Senior High Program of Studies and List of Authorized Materials as Grade 12 courses (600 or 800 level courses).

(2) Twelve (12) course credits from the compulsory course credits in the following area:
   (a) 3 English credits, one of which must be ENG621A or ENG631A;
   (b) 2 math credits;
   (c) 2 science credits;
   (d) 2 social studies credits, one of which must be CAS401A, GEO421A, HIS421G/J, LAW521A, LAW521F, LAW531A, HIS621A, HIS621B, or POL621A;
   (e) 1 physical education credit, which must be PED401A;
   (f) 1 career education and personal development credit, which must be CEO401A or CAR421F;
   (g) 1 credit from
      (i) a course identified as creativity or innovation course (see page 6 in the 2016-2017 Senior High Program of Studies and List of Authorized Materials for list), or
      (i) a French credit.

2. For individuals who commence studies in an English Language program in the school year commencing September 2016, or at a later date must successfully complete the Prince Edward Island Secondary Literacy Assessment.

3. (1) An individual may apply in writing to the Deputy Minister for an exemption from the following compulsory course credit requirement: PED401A, CEO41A, or CAR421F. An individual shall provide the following information with an application for an exemption:
   (a) a description of the reason why the individual should not be required to complete the compulsory course credit requirement;
   (b) a description of the steps taken by the school board, licensed private school, or affiliated school to accommodate the individual’s specific circumstances;
   (c) a written recommendation from the principal of the school, licensed private school, or affiliated school, as the case may be, that the individual be exempted from the compulsory course credit requirement.

(2) On receiving a completed application, the Deputy Minister may exempt an individual from a compulsory course credit requirement if, in the Deputy Minister’s opinion,
   (a) the individual’s personal health, religious, or physical circumstances prevent the individual from fully participating in the compulsory course, and health, religious, or physical circumstances of the individual cannot be reasonably accommodated with the curriculum of the compulsory course;
   (a) the individual had transferred into the educational program from another jurisdiction in the individual’s third year of study at the senior high level, and enrolment in the compulsory course would unduly delay the completion of the individual’s senior high program of studies.
For individuals who commence studies in a senior high education program prior to September 2015

1. The minimum number of credits required for senior high school graduation (Grade 12) is twenty (20) credits, compromised of
   (a) Five (5) course credits from courses designated in the Senior High Program of Studies and List of Authorized Materials as Grade 12 courses (600 or 800 level courses);
   (b) Ten (10) course credits from the compulsory course credits in section 2 below.

2. The compulsory course credit requirements referred to in clause 1(b) include:
   (a) 4 English or French credits;
   (b) 2 mathematics credits;
   (c) 2 science credits;
   (d) 2 social studies credits.

Academic Requirements for a Provincial Certificate of Accomplishment:

1. Students who leave school without fulfilling the requirements for the Provincial Senior High School Graduation Certificate may be given a Provincial Certificate of Accomplishment. In order to receive this certificate, a student shall require a minimum of twenty (20) credits, including:
   (a) Five (5) course credits from courses designated in the Senior High Program of Studies and List of Authorized Materials as Grade 12 courses (600 or 800 level courses);
   (b) Nine (9) course credits from the compulsory course credits in section 2 below.

2. The compulsory course credit requirements referred to in clause 1 (b) include:
   (a) 3 English or French credits;
   (b) 2 mathematics credits;
   (c) 2 science credits;
   (d) 2 social studies credits.

General Statements:

1. Full-course credits will consist of 110 hours of instruction time. A student will be awarded a credit upon completion of the course and with a pass mark of 50%.

2. The requirements for entry into post-secondary institutions, apprenticeship programs, or the workplace may require additional and/or specific courses.

3. No modification may be made to the credit value of provincial courses without the prior approval of the Department of Education, Early Learning and Culture. If a change occurs in the number of hours required for a credit, this directive will be adjusted accordingly to reflect the time requirements outlined above.

4. A number of courses in senior high schools will have prerequisites. Please refer to the Senior High Program of Studies and List of Authorized Materials for specific course prerequisites.

5. Senior high schools will be required to award the Prince Edward Island Senior High School Graduation Diploma to students who meet the provincial requirements. As well, school boards may award specific certificates to students to successfully complete the requirements for certain programs.

6. Provision for local programs will continue to exist, but these programs must have prior approval from the Department of Education, Early Learning and Culture.
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 621A, 701A, 801A
- Environmental Science 621A
- External Credentials – Some courses only:
  - College of Piping
  - Conservatory Canada Music - CCM621T only
  - Dance Umbrella
  - Island Dance Academy
  - PEI 4-H Council
  - Royal Conservator of Music – RCM621T 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 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.
In the 2016-2017 school year, the following Academy Diploma Programs may be offered at the indicated schools:

- Agriculture and Bioscience: Kinkora Regional High School
- Arts and Culture: Bluefield High School
- Aviation and Aerospace: Three Oaks Senior High School
- Business and Innovation: Colonel Gray Senior High School
- Tourism and Culinary: Kensington Intermediate Senior High School


Additional information regarding ADPs in our schools can be found at: [https://sites.google.com/a/cloud.edu.pe.ca/career-education-pei/home/adp](https://sites.google.com/a/cloud.edu.pe.ca/career-education-pei/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 P.E.I. Department of Education, Early Learning and Culture. Typically, this option is employed when a particular high school does not have the capacity to offer an particular course. All distance education requests must approved by the P.E.I. Department of Education, Early Learning and Culture ([http://www.gov.pe.ca/eecd/index.php3?number=1027948](http://www.gov.pe.ca/eecd/index.php3?number=1027948)).
**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 Mister’s Directive MD 11-01 ([http://www.gov.pe.ca/eecd/index.php3?number=1037879](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 Credential Advisory Committee.

<table>
<thead>
<tr>
<th><strong>Canadian Cadet Organizations</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Air Cadets</strong></td>
</tr>
<tr>
<td>CAI421T</td>
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<tr>
<td>CAI521T</td>
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<tr>
<td>CAI621T</td>
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<tr>
<td><strong>Army Cadets</strong></td>
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<tr>
<td>CAR421T</td>
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<tr>
<td>CAR521T</td>
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<tr>
<td>CAR621T</td>
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<tr>
<td><strong>Sea Cadets</strong></td>
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<tr>
<td>CSE421T</td>
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<tr>
<td>CSE521T</td>
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<tr>
<td>CSE621T</td>
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<thead>
<tr>
<th><strong>College of Piping 🌟</strong></th>
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<tbody>
<tr>
<td>BGP621T</td>
</tr>
<tr>
<td>DRM621T</td>
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<tr>
<td>HGD621T</td>
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<tr>
<td>STP621T</td>
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<thead>
<tr>
<th><strong>Conservatory Canada Music</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Piano, Voice, Strings, Winds, Brass, Guitar Classical Stream</strong></td>
</tr>
<tr>
<td>CCM421T</td>
</tr>
<tr>
<td>CCM521T</td>
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<tr>
<td>CCM621T</td>
</tr>
<tr>
<td><strong>Piano, Voice, Guitar Contemporary Idioms Stream</strong></td>
</tr>
<tr>
<td>CON421T</td>
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<tr>
<td>CON521T</td>
</tr>
<tr>
<td>CON621T</td>
</tr>
</tbody>
</table>

= *Creativity/Innovation Course*

= *New for the 2016-17 school year*
➢ **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
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

= Creativity/Innovation Course

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 (http://www.gov.pe.ca/eecd/index.php3?number=1051627&lang=E).

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 a School Board

As pursuant to Sections 8 and 52 of the School Act R.S.P.E.I. 1988, Cap. S-2.1, Minster’s Directive No. MD 2001-07, Granting of Credits for Educational Activities Not Provided by a School Board, dated October 26, 2001(http://www.gov.pe.ca/eecd/index.php3?number=1027962), states that parents of a student who participated in an approved home education program, a licensed private school program, or an approved correspondence program, and who enrol the student in a public school, are responsible for providing the student’s academic record to the school principal.

The placement of a student who enrols in a public school following participating in an approved home education program, a licensed private school program, or an approved correspondence program shall be decided by the school board, and results of achievement tests and other assessments may be used to determine the appropriate placement for the student.

A student who participated in a licensed private school program or an approved correspondence program and who plans to graduate from a public high school
(a) must obtain credit for the minimum number of credits required for high school graduation, including credits for compulsory courses;
(b) may be given credit for a maximum of seven Grade 10 courses and seven Grade 11 courses successfully completed through
(i) a licensed private school program; and/or
(ii) an approved correspondence program.

Notwithstanding credit may not be given for more than a total of eight credits completed through a licensed private school program and/or an approved correspondence program in any time period equivalent to a school year.

A student who is enrolled in a public school may be given credit for courses successfully completed through a correspondence program approved by the Department of Education, Early Learning and Culture provided that the student obtains authorization in writing from the principal of the school prior to enrolling in the correspondence program.

A student who successfully completes courses or programs which are authorized by the Minister of Education, Early Learning and Culture but which are not offered by a school board shall be given credit on the basis of the transcript supplied to the public school by the educational organization. Organizations included in this category include the Atlantic Provinces Special Education Authority and the Government of Prince Edward Island.

A student who successfully completes provincial requirements for senior high school graduation (MD-99-01) is eligible to receive a high school graduation certificate from the Department of Education, Early Learning and Culture.
Codes and Abbreviations

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

<table>
<thead>
<tr>
<th>Subject Description</th>
<th>Grade</th>
<th>Category</th>
<th>Credit Value</th>
<th>Program Identifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 characters)</td>
<td>(1 character)</td>
<td>(1 character)</td>
<td>(1 character)</td>
<td>(1 character)</td>
</tr>
<tr>
<td>MAT</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>A to E, K</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>F to J</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>M to Q</td>
</tr>
<tr>
<td>e.g., MAT = mathematics</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>HIS = history</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>W to Z</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stock Number</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/p</td>
<td>one per pupil</td>
</tr>
<tr>
<td>1/10p</td>
<td>one per 10 pupils</td>
</tr>
<tr>
<td>1/t</td>
<td>one per teacher</td>
</tr>
<tr>
<td>1/c</td>
<td>one per class</td>
</tr>
<tr>
<td>1/s</td>
<td>one per school</td>
</tr>
<tr>
<td>1/u</td>
<td>one per school board</td>
</tr>
<tr>
<td>1/ws</td>
<td>one per work station</td>
</tr>
<tr>
<td>cs/s</td>
<td>one class set per school</td>
</tr>
<tr>
<td>cs/t</td>
<td>one class set per teacher</td>
</tr>
</tbody>
</table>

Authorized Material Abbreviations
Most of the instructional materials listed for the school programs and courses described in this document appear as indicated by the following example:

<table>
<thead>
<tr>
<th>Title and Author</th>
<th>Publisher</th>
<th>Ratio</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Keller by M. MacDonald</td>
<td>SCH</td>
<td>1/p</td>
<td>104-4042</td>
</tr>
</tbody>
</table>

Please note:
1. The ratios at which instructional materials are provided have meanings as indicated by the following examples:
   - 1/p - one per pupil
   - 1/10p - one per 10 pupils
   - 1/t - one per teacher
   - 1/c - one per class
   - 1/s - one per school
   - 1/u - one per school board
   - 1/ws - one per work station
   - cs/s - one class set per school
   - cs/t - one class set per teacher

2. The stock number is a unique number for each item. The numbers are assigned by the Provincial Learning Materials Distribution Centre (PLMDC).

3. There is a unique course code for each subject in the curriculum and the course code for each section is explained. Furthermore, the code is used at the beginning of the description of each course.
**Publisher Abbreviations**

| ACA | Éditions d'Acadie | LIA | Librairie Acadienne |
| AQC | Aquilla Communications | LID | Lidec Inc. |
| ATL | Atlantic Book Ltd. | LSC | Lire S'Amiser Creer |
| BAN | Bantam Books (H.H. Marshall) | L&M | Long and McQuade |
| BEAU | Éditions Beauchemin | MAR | Maritext |
| BRA | Brault & Bouthillier | MED | Medialiv (Now Dimedia) |
| BRU | Brunswick Press | MER | Éditions Du Meriden |
| CAH | CAHPER | MHL | MacLean-Hunter |
| CAW | Canada & the World | MHR | McGraw-Hill Ryerson |
| CBE | Carleton Bd of Education | MOD | Modulo Publ/Editeur |
| CEC | Centre Éducatif et Culturel | MOS | C V Mosby |
| CEP | Centre Pédagogique | MPE | Maritime Prov Ed Foundation |
| CGPC | Can Gov't Publishing Centre | MTP | Metro Toronto Press |
| CHN | (now TC Media Livres Inc. TCM) | NEL | Nelson Education |
| CIRA | Can Intramural Recreation | NGS | National Geographic Soc |
| CMP | Company's Coming Pub | NIM | Nimbus Publishing |
| CRC | Canadian Red Cross Soc | OGF | Ontario Gymnastic Fed |
| CRF | Centre Ress Franco Ont | OMM | Ontario Milk Marketing Board |
| CTF | Canadian Track & Field Assn | OUP | Oxford University Press |
| DDI | Diffusion Dimedia (Médialiv) | PEC | Pearson Education Canada |
| DFL | Diffilivre Inc. | PEI | Prince Edward Island |
| DGL | Douglas & McIntyre | PJM | Production Jeux de Mots |
| DIS | Distican | POC | Pop-Club |
| DJA | Davis & Johnson Assoc. | POJ | Pocket Jeux de Mots |
| DLC | Directional Learning Canada Ltd. | PRO | Progress Books |
| DLM | Diffusion Du Livre Mirabel | PST | Michael Preston Associates |
| DSP | Dominion Simplicity Patterns | QUQ | Les Quoditiens du Québec |
| DUV | Duval Education | RAG | Ragweed Press |
| EDU | Éducalivres | REI | Reidmore Books |
| EFW | E.F. Williams | REN | Renaud-Bray |
| EIA | Éditions Image de L'Art | RES | The Resource Centre |
| ERPI | Éditions du Renouveau Pédagogique Inc. | REV | Revenue Canada |
| FID | Éditions Fides | RGR | Rae Graphics |
| FRA | Éditions Française | RKP | RK Publishing |
| FWH | Fitzhenry & Whiteside | RNV | Éditions Renouveau Ped. |
| GNP | General Pub Co (& Irwin) | SBF | School Book Fairs |
| GRA | Les Publications Graficor | SCH | Scholastic Book Service |
| GRO | Grolier (Now Nelson) | SCM | Scholars Choice |
| GUE | Guérin Editeur | SER | Servidec |
| HCA | Harcourt Brace & Company, Canada | SES | Spectrum Educ. Supplies |
| HCP | Harper/Collins | SIE | Science Inquiry Enterprises |
| HEJ | Herff Jones | SOL | Le Soleil (Newspaper) |
| HER | PEI Heritage Foundation | TBE | Toronto Board of Education |
| HHM | HH Marshall | TCM | TC Media Livres Inc. |
| HMF | Houghton Mifflin | TRA | Tralco Lingo Fun |
| HMS | Harknett Music Services | UTP | University of Toronto Press |
| HURT | Éditions Hurtubise | WEP | West Publishing |
| JWS | John Wiley & Sons (Now Nelson) | WHF | WH Freeman |
| KEH | Kendall/Hunt | WIC | Williams and Crew |
| LAC | Librarie Acadienne | WLL | E F Williams (Now EFW) |
| LGO | Librarie Générale Ourse | WLM | Wintergreen Myosotis Press |
2016 - 2017
Senior High
Program of Studies
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.

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. (continue...)
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)**

**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♭, and A♭. They will demonstrate an understanding of the following musical expressions: affectuoso, 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 practise 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.

= *Creativity/Innovation Course*
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♭, 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)

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♭, E♭, A♭, D♭/C♯, G, D, and E, plus Gb/F♯ and B/C♯. 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

= Creativity/Innovation Course
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.
Business Education

ACC621A – Accounting Principles
Accouting 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 ENT621A.

= New course description for 2016-2017
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.

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 English Programs Technology Specialist (902-438-4832) 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 board superintendent 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 is a recommended prerequisite course for all other Automotive Technology 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, 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.

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.

= Creativity/Innovation Course
= New course description for 2016-2017
Carpentry

CAR701A – Introduction to Carpentry Technology
Introduction to Carpentry Technology allows the student to explore the trade of carpentry. Students will be introduced to the tools, equipment, and practices common to the trade with a constant emphasis on safe work habits. Students will develop their knowledge of solid wood products, describing their characteristics and applications in industry. Students will identify, construct, and apply various methods of wood joinery while developing technical skills with various hand and power tools common to the trade. Students will also develop skills in communication through drafting and basic math concepts for trade-related problems. This is a recommended prerequisite course for all other Carpentry Technology courses.

CAR801A – Floor Systems
All construction projects start from the ground up. Students will develop an understanding of the basic design principles of floor frame systems, while estimating, selecting, and installing components of a residential floor system. Students will also develop skills and knowledge in the safe use of portable hand and power tools. Students will complete WHMIS training to industry standards. Students will also continue to develop knowledge and skills related to manufactured building materials, and communication though drafting and trade math concepts.

CAR801B – Structures, Shaping, and Assembly
Carpenters are employed in many aspects of the construction industry. Structures, Shaping, and Assembly will introduce students to various types of framing systems common throughout Canada. Students will develop knowledge in selecting and using fasteners and sealants. Students will develop their skills and knowledge of cutting and shaping tools with an emphasis on proper maintenance and care. Students will also survey the common heavy equipment used on construction sites. A safety component focuses on fire prevention and control. The student will also learn to communicate through orthographic drawings and build on their essential trades math skills.

CAR801C – Wall Framing Systems
The proper layout of framed systems such as walls and ceilings is an essential skill required in the carpentry trade. Wall Framing Systems will develop the student’s ability to accurately lay out and construct wood frame walls and ceiling joists. Students will read and interpret blueprints and develop basic drawing skills to communicate effectively with clients and other members of a work crew. Students will also be introduced to concrete as a building material and develop math skills to estimate area and volume. Students will study the concept of the building envelope, learning proper methods to seal and weatherproof the structure.

CAR801D – Construction Planning and Foundations
Prior to the start of any successful construction project, extensive planning and organization must be completed. Construction Planning and Foundations will develop the preliminary building operations required prior to construction. Students will learn building layout and excavation methods. Students will develop an understanding of the various types of foundations available and their supporting structures. Framing and placement methods for concrete slabs will be introduced. Construction blueprint reading skills will be developed. Pneumatic and fuel powered tools will be introduced, emphasizing their safe use. Math skills will be developed through calculating ratio and proportion, mechanical advantage, and percentage.

= Creativity/Innovation Course
CAR801E – Roof Systems
There are a wide variety of roof styles and roof systems available to developers. Students will develop skills and knowledge needed to recognize and understand different roof styles, their function, components, and construction. Students will continue to develop safe work habits and be introduced to working with ladders and scaffolds. Students will continue to enhance their skills and their abilities to read and interpret blueprints, to communicate effectively, and to competently solve trade-related mathematical problems.

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, practising 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

= 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 identify and describe the various types of weld joints and learn to select the proper electrodes for various SMAW tasks and diagnose and correct problems that arise when using SMAW equipment. They will also identify and safely use power tools common to the trade, and develop the theoretical and practical knowledge to perform high quality SMAW welds.

**WEL801B – Gas Metal Arc Welding (GMAW) Level I**
Gas metal arc welding (GMAW) is extensively used in industry and is a process that a welder is most likely to use throughout his/her career. 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.

*This course is a prerequisite for WEL801C GMAW Level II.*

**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.

= *Creativity/Innovation Course*

= *New course description for 2016-2017*
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 practise 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:

Software:
- Adobe Reader 9.0 - (PDF reader) available on all networked computers
- ALICE (programming) - available on all networked computers
- ArcExplorer Java Education - (GIS reader for maps and corresponding data) available on all networked computers
- ATutor 1.6.4 - (online content management system, threaded discussion forum, file and link sharing, online quizzes, etc.) available at: http://atutor.gpei.ca
- Audacity 1.2.4 - (audio editing) available on all networked computers
- iMovie - (video editing) available in the CIT or Graphic Arts lab
- Chrome 45 (web browser) - available on all networked computers
- Firefox 19.0.2 - (web browser) available on all networked computers
- Google Apps for Education (web-based e-mail) available on all networked computers
- Google Earth - (mapping) available on all networked computers
- Google Sketchup - (computer aided drawing) available on all networked computers
- Groupwise Client 8 - (e-mail) available on all networked computers
- Internet Explorer 7 - (web browser) available on all networked computers
- Kurzweil - (text-to-speech reader) available on all networked computers
• Liberty Basic - (programming) available in the CIT lab
• Macromedia Studio MX-2004 - (desktop publishing, graphics, web page editor, and 2D animation) available on all networked computers
• Microsoft Office 2013 - (word processing, desktop publishing, spreadsheet, database, and visual presentations) available on all networked computers
• Micro Type 6 Keyboarding - (keyboarding tutor) available on all networked computers
• Paintshop Pro 9 - (advanced graphics program) available on all networked computers
• PhotoStory 3 - (digital storytelling) available on all networked computers
• Quick Time - (media player) available on all networked computers
• Quiz2Go - (assessment software) available on all networked computers
• Real Player SP - (media player) available on all networked computers
• Simply Accounting - (ACC621A) available in lab; requested in the schools that are offering this curriculum
• Smart Notebook 11.4 - (Smart Board presentation) available on all networked computers
• Stellarium - (planetarium) shows realistic sky in 3D
• Stop Motion Animator - (animation) available on all networked computers
• Stop Motion Pro Ver. 4 - (animation) available in the CIT or graphic arts lab
• TI Graphing - (mathematics) available on all networked computers
• Understanding Math Plus 2008 - (mathematics) available on all networked computers
• Visual Basic Studio 2008 - (programming) available in the CIT lab
• VLC Media Player - (multimedia player) available on all networked computers
• 7zip - file archive software

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 taught from a design point-of-view and will be activity-based. Creations will be presented in a web or CD 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
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 programing. 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.
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](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: CMPH 1000, CMPS 1000, CIS 1301, or CIS 1306.

Early planning is required for a school to offer this course. Please contact the English Programs Technology Specialist (902-438-4832) to discuss curriculum information, teacher training, and equipment requirements for this 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 practise 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 will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them through the reading process. Students will apply these strategies before, during and after reading. Students will also refine writing skills to construct a variety of simple texts. Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning.

Please note: ENG471A/B will be in pilot in the 2016-17 school year.

= New course description for 2016-2017
ENG471C – English
This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them through the reading process. Students will apply these strategies before, during and after reading. Students will begin to evaluate purpose, structure and characteristics of text, and will also refine writing skills to construct a variety of complex texts. Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning.

*Students who are successful in this course will transition to ENG421A.*

*Please note: ENG471A/B will be in pilot in the 2016-17 school year.*

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

*ENG421A, ENG521A, and ENG621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A 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 course in English prior to entering post-secondary studies. Therefore, in writing, attention is given to research and argumentative essays; and in literature, the study of form becomes more important. The reading of novels, drama, short stories, essays, and poetry begun in earlier years is continued in this course, but with increased emphasis on structure and authors’ techniques. However, the inquiry approach with its emphasis on active student involvement is followed. Furthermore, the process approach to writing is continued.

*ENG421A, ENG521A, and ENG621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A 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.

*New course description for 2016-2017*
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; practising 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 practise 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.
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._
Independent Study Courses

ISC521A – Independent Study Course
ISC621A – Independent Study Course

The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework in their Grade 11 or Grade 12 year. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and community mentor that is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student’s care, attention to detail, and overall pride in his or her work, while requiring a considerable commitment of time, effort, and energy on the part of the student.

Early planning is required for a student to enroll in this course. Independent study courses are developed cooperatively by the student and a supervising teacher, and are approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Please contact the Coordinator of English Programs at the Department of Education, Early Learning and Culture for more information.

*Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.*
Mathematics

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

High School Mathematics Pathways

The goals of all three pathways are to provide the prerequisite knowledge, skills, understandings, and attitudes for specific post-secondary programs or direct entry into the work force. All three pathways provide students with 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

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.

PED621A – Physical Education (Leadership)
This course is designed to provide an involvement for students that have a prospective interest in community recreation, fitness, physical education, coaching, and/or personal appreciation as a participant or volunteer, for the various leadership roles in society. A large percentage of the instruction will take place in the classroom with the gymnasium, outdoors, and other practical settings used to supplement course content. Part of the evaluation will be derived from participation in individual or group projects involving administration and organization within both the school and the community. Some of the major unit topics include: leadership, event management, sport history, coaching certification, fitness appreciation, sports medicine, teaching, and various other sports appreciation topics.

PED801A – Physical Education (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.

= New course description for 2016-2017
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.

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;
- Endocrine System;
- Excretory 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. In addition, students will hopefully develop a positive attitude toward, and an appreciation for, the life sciences.

CHM511A – Chem-Study
This course is presently under review in light of the implementation of CHM521A – Chemistry.

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 – Chem-Study
This course is presently under review in light of the implementation of CHM521A – Chemistry.

CHM621A – Chemistry
This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. CHM521A provides the foundation for the units of study in CHM621A.

The units of study include:
- 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 builds upon the knowledge and skills developed in the Motion unit in SCI421A.

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

PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum.

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

The units of study include:
- Force, Motion, Work, and Energy;
- Fields.

Prerequisite: PHY521A

= Creativity/Innovation Course
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.

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.

The units of study include:
- Chemical Reactions;
- Motion;
- Sustainability of Ecosystems;
- Weather Dynamics.

*Learning experiences and opportunities in this course will support students continuing on to the International Baccalaureate Programme.*

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 practise 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 historical and contemporary factors that form and continue to influence our identity as a country. 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.

= New course description for 2016-2017
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.

HIS421A – Ancient and Medieval History
This survey course in ancient and medieval history traces the evolution and the principal events in human history. 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. Emphasis will be placed on relating historical events and legacies to the present.

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. 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. Emphasis will be placed on relating historical events and legacies to the present.

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

= Creativity/Innovation Course
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. 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. Similar to HIS421A, the focus will be on the impact of historical events and legacies of the early modern world on present-day society.

HIS621A – Canadian History
This course was developed specifically to represent an Atlantic Canadian perspective within our national historical context. The course is organized into thematic units which address persistent questions in Canada’s history. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada’s history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada’s Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

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

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 a
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 boards 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 education 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 interact confidently in an environment where French is spoken;
- to be proud of their bilingual skills;
- to value and respect French culture and their own;
- to develop skills for employment in which the working language is either English or French;
- to enable students to live with linguistic and cultural ease in either French or English communities;
- to encourage students to learn more languages;
- to build students’ confidence.

A provincial certificate is offered by the Department to French immersion students who have successfully completed the program requirements at the end of Grade 12. This means that if students choose to receive the certificate, they must have completed a minimum of six High School credits by the end of Grade 12.

Program Description

The French language courses in Grades 10, 11, and 12 aim at maintaining the steady development of language acquisition of students coming from early, middle, and late French immersion programs. The goal of the program is to improve students’ ability to communicate (understand and produce) under various circumstances in order to meet personal, academic, and social needs in French. Grammar and writing skills, such as the production of different types of texts oral presentations and debates, and cultural activities are essential components of the program.

French Language Arts

Students participate in communicative activities based on their experiences within five abilities which they must develop and/or strengthen during the year. These activities allow them to practise planned and spontaneous oral and written communicative tasks and use the informative, expressive, persuasive, argumentative, and poetic functions of the French language. Students also participate in activities aimed at understanding and appreciating various texts, Francophone culture, as well as the prescribed literary and audio-visual resources.

FRE421F – French Immersion

This course integrates lexic development, grammar, composition, literature, and culture. At this level, the emphasis is on both oral and written texts, whether it be fiction or non-fiction, where students are exposed to a variety of genres. Students are asked to improve their writing skills through a variety of structured and challenging assignments, and will develop their oral skills by giving presentations and presenting short drama skits. Culture is integrated throughout the course.

FRE521F – French Immersion

This course is a continuation of FRE421F with more emphasis on literature, including plays, novels, short stories and graphic novels. Students are expected to improve their communicative skills, both written and orally, as well as present several projects throughout the semester individually and in groups.

Prerequisite: FRE421F
FRE621F – French Immersion
This course continues to emphasize the development of communicative skills, the study of literature, oral and written projects, and learning the functional aspects of grammar.

Prerequisite: FRE521F

**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, Understanding Canada, 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 – Understanding Canada/Comprendre le 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.

HIS421J – Understanding Canada/Comprendre le Canada (Pre-IB)
This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focusing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes studied are: Canadian government, French-English relations, Canadian-American relations, Canada’s Role in World Wars, the Great Depression, and Canada and the World from 1945 to present.

Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

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.
List of Authorized
Senior High
Instructional Materials
English Programs

Arts

Visual Arts Courses

ART401A – Visual Arts
Art Focus TE  MHR  1/c  107-7930
Art From Many Hands TX  OUP  1/c  107-7737
Art Talk TE  MHR  1/c  107-7686
Beginning Sculpture TE  OUP  1/c  107-7728
Experience Clay TE (Out of Print)  OUP  1/c  107-7730 OP
Exploring Colored Pencils TX  OUP  1/c  107-7739
Exploring Drawing TX  OUP  1/c  107-7721
Exploring Painting TE  OUP  1/c  107-7647
Visual Experience TX  OUP  1/c  107-7929

Course Outline Information
ART401A Curriculum Guide  PEI  1/t  110-10785

ART501A – Visual Arts
Art Focus TE  MHR  1/c  107-7930
Art From Many Hands TX  OUP  1/c  107-7737
Art Talk TE  MHR  1/c  107-7686
Beginning Sculpture TE  OUP  1/c  107-7728
Experience Clay TE (Out of Print)  OUP  1/c  107-7730 OP
Exploring Colored Pencils TX  OUP  1/c  107-7739
Exploring Drawing TX  OUP  1/c  107-7721
Exploring Painting TE  OUP  1/c  107-7647
Visual Experience TX  OUP  1/c  107-7929

Course Outline Information
ART501A Curriculum Guide  PEI  1/t  111-11573

ART601A – Visual Arts
Art Fundamentals Theory and Practice TX (Out of Print)  MHR  1/c  112-12496 OP
Living In Art TX (Out of Print)  MHR  1/c  112-12497 OP

Course Outline Information
ART601A Curriculum Guide  PEI  1/t  112-12537

= Creativity/Innovation Course
ART621A – Visual Arts
Art Fundamentals Theory and Practice (Out of Print) MHR 1/c 112-12496 OP
Living In Art TX (Out of Print) MHR 1/c 112-12497 OP
Project Base Learning Handbook, 2nd edition TE PEI 1/t 112-12524

Course Outline Information
ART621A Curriculum Guide PEI 1/t 112-12538

Dramatic Arts Courses

DRA801A – Dramatic Arts
Stage and School Teacher Resource Binder MHR 1/t 110-10107

Course Outline Information
DRA801A Curriculum Guide PEI 1/t 111-11572

Please note: Drama resources are currently under review.

Music Courses

MUS421A – Music
MUS521A – Music
MUS621A – Music

Reference Materials
Encyclopedia of Music in Canada, 2nd Edition UTP 1/t 110-10371
Teaching Music through Performance In Band, Volume 2 GIA 1/t 110-10825
Teaching Music through Performance in Band, Volume 3 GIA 1/t 111-11585
Teaching Music through Performance in Band, Volume 4 GIA 1/t 110-10707

Theory Resources
Bray et al - For Young Musicians, Book 2 L&M 35/s 110-10370
Recordings as necessary

Playing Resources
Fussell - Ensemble Drill L&M 35/s 116-16041
I Recommend ALTO SAXOPHONE L&M 35/s 110-10650
I Recommend BARITONE, BASS CLEF L&M 35/s 110-10657
I Recommend BARITONE, TREBLE CLEF L&M 35/s 110-10656
I Recommend BARITONE SAXOPHONE L&M 35/s 110-10652
I Recommend BASS CLARINET L&M 35/s 110-10648
I Recommend BASSOON L&M 35/s 110-10649
I Recommend CLARINET L&M 35/s 110-10647
I Recommend CONDUCTOR’S SCORE L&M 1/t 110-10660
I Recommend FLUTE L&M 35/s 110-10645
I Recommend FRENCH HORN L&M 35/s 110-10653
I Recommend OBOE L&M 35/s 110-10646
I Recommend PERCUSSION L&M 35/s 110-10659
I Recommend TENOR SAXOPHONE L&M 35/s 110-10651

= Creativity/Innovation Course
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The following may be provided, in the ratio of 1 score, 1 cassette, and 20 parts per school:

- Canadian Brass Quintets – Beginning Cassette (Out of Print) | L&M | 35/S | 119-19002 OP
- Canadian Brass Quintets – Beginning Conductor            | L&M | 35/S | 119-19001
- Canadian Brass Quintets – Beginning Horn                 | L&M | 35/S | 119-19005
- Canadian Brass Quintets – Beginning Trombone             | L&M | 35/S | 119-19006
- Canadian Brass Quintets – Beginning Trumpet 1            | L&M | 35/S | 119-19003
- Canadian Brass Quintets – Beginning Trumpet 2            | L&M | 35/S | 119-19004
- Canadian Brass Quintets – Beginning Tuba                 | L&M | 35/S | 119-19007
- Canadian Brass Quintets – Easy Cassette (Out of Print)   | HMS | 35/S | 119-19009 OP
Canadian Brass Quintets – Easy CONDUCTOR
Canadian Brass Quintets – Easy HORN
Canadian Brass Quintets – Easy TROMBONE
Canadian Brass Quintets – Easy TRUMPET 1
Canadian Brass Quintets – Easy TRUMPET 2
Canadian Brass Quintets – Easy TUBA

History Resources
Experiencing Music - Text
Experiencing Music - Workbook
Experiencing Music - Cassettes

Sheet Music - Materials ordered from Long and McQuade

Grade 10

Lyrical
Air for Band – F. Erikson (3)
Ammerland – J. DeHaan
Balladair – F. Erikson (2 ½)
Deir in De – W. Barker (2 ½)
Down by the Salley Gradens – Arr. M. Sweeney
Forever Close the Memories – R. Saucedo
Hymn for Band – H. Stuart
In the Bleak Midwinter – G. Holst (2 ½)
In Their Honor – Carl Strommer (3)
Linden Lea. – V. Williams (3)
On a Hymn Song of Phillip Bliss – D. Holsinger (3)
Rain - B. Balmage
Shenandoah – F. Tichelli (3)
She’s Like the Swallow – J. Duff (2 ½)
Sure on this Shinning Night – S. Barber/Saucedo
The Rowan Tree - Standridge

March
Children’s March – P. Grainger/Wagner (3)
Courgar Mountain March – S. Hodges
Crest of Nobility – R. Sheldon
El Capitan – Sousa/Bullock (3)
March for Freedom – S. Hodges (2 ½)
March Militaire – Schubert/Harnsby
Medal of Valor – S. Hodges
Montana – Van der Roost

Contemporary
Acclamations – Huckeby
Ancient Air & Dances – Del Borgo
A Tribute to Grainger – Ragsdale
Dionsaurs – Long and McQuiadekvich
Lion of Knidos – Victor Lopez
Mazama – J. Chattaway (3 ½)
Of Dark Lords & Ancient Kings – Barrett
Old Churches – Colgrass
Tricycle – A. Boysen Jr

Other
Ascent – Hazo
Brandon Bay (2 ½) – Ed Huckeby
By Loch & Mountain – RW. Smith
Creed – W. Himes (2 ½)
Encanto - RW. Smith
Fanfare, Ode, Festival – B. Margolis (2 ½)
Festive Occasion - D. Coakly
Flourish for Wind Band – V. Williams (3)
Handelian Song – Van Beringen – (3)
Hymn and Fantasia – Del Borgo (3)
In the Forrest of the King – P. LaPlante
Light Eternal - Swearingen
Mystery on Mena Mountain – Giroux Ass. West (4)
Nathan Hale Triology – J. Higgins (2 ½)
Prairie Song - P. LaPlante
Prelude and Fugue in Bb – Bach /B. Muehlmann (3)
Rhysomedre - V. Williams/Beeler
Soldiers Procession – B. Margolis (2 ½)
Symphonia 6 – T.Broege (3)
The Great Locomotive Chase – R. W. Smith (3)
Three Fold Miniatures – A. Jutras
…and the antelope play – Carnahan

Historical
Festive Prelude – Bach/Margolis
Jesu, Joy of Men – Bach/Reed
Music for the Royal Fireworks – Handel/Pearson

Grade 11 and 12

Lyrical
Alleluia – Thompson/Long and McQuiadekley
Amazing Grace – F. Tichelli (4)
Ave Berum Corpus – Mozart /Beuhlman (4)
Come Sweet Death – J.S. Bach /Reed (3 ½)
Contre Qui Rose - M. Lauridsen
Hennepin County Dawn – S. Hazo
In Perfect Silence, I Often Gaze at the Starts – R. Saucedo
In the Gentle Rain – Robert Smith (4)
Loch Lommond - F. Ticheli
Lyric Essay – Donald Coakley (3)
Nimrod – E. Elgar /A. Reed (3 ½)
Salvation is Created – F. Erikson (3 ½)
Seal Lullaby – E. Whitacre
Sheltering Sky – John MacKey
Sleep – E. Whitacre
### March
- Amparito Roca – J. Texidor (4 ½)  L&M  110-10542
- Army of the Nile – K. Alford (4 ½)  L&M  110-10543
- Colonel Bogey – K. Alford (4 ½)  L&M  110-10546
- Con Brio March – Ralph Ford  Contact Specialist
- Dunedin – K. Alford (4)  L&M  110-10551
- Fiat Lux - Howard Cable  Contact Specialist
- Little English Girl – D. Delle Cese (4)  L&M  111-11456
- March of the Belgian Parachutists - Leemans  Contact Specialist
- Moorside March – G. Holst (4 ½)  L&M  111-11454
- Sea Songs – R. V. Williams (4 ½)  L&M  110-10547
- Standard of St. George – K. Alford (4)  L&M  110-10548
- The Trombone King – Kin arr. Paynter  Contact Specialist
- Triumphant Fanfare – R. Saucedo  Contact Specialist

### Contemporary
- Elements - B. Balmages  Contact Specialist
- Fate of the Gods – S. Reineke  Contact Specialist
- Fortress – Frank Tichelli (4-4 ½)  L&M  111-11459
- Four Dance Episodes – G. Gilroy  Contact Specialist
- I Am – Andrew Boysen Jr. (4)  L&M  110-10552
- Joy - F. Ticheli  Contact Specialist
- Rhythm Danse – R. Saucedo  Contact Specialist
- Rollo Takes a Walk – D. Maslanka (4)  L&M  110-10553
- Royal Canadian Sketches — R. Ford  Contact Specialist
- Serenade – D. Beourgois (5)  L&M  110-10555
- Solas Ane — S. Hazo  Contact Specialist
- Suite of Old American Dances – Robert Russell Bennett (5)  L&M  111-11463
- Sun Dance – F. Ticheli  Contact Specialist
- Tournament – S. Bulla [to Grade 11 and 12] (3 ½)  L&M  111-11460
- Two Isish Sketches – Black  Contact Specialist

### Other
- 1st Suite in Eb – Holst (5 ½)  L&M  110-10561
- 2nd Suite in F – Holst  L&M  111-11473
- A Canadian Folk Rhapsody – D. Coakley  Contact Specialist
- A Little Concert Suite – A. Reed (4)  L&M  111-11469
- Ayres of Agincourt – Meye (3 ½)  L&M  111-11471
- Brook Green Suite – Holst/Curnow  Contact Specialist
- Cajun Folk Songs – F. Tichelli (3 ½)  L&M  110-10562
- Chant and Jubilo – W. Francis McBeth (4 ½)  L&M  111-11467
- Chorale and Shaker II – John Zdechlik (4)  L&M  110-10564
- Concert Variations – Claude T. Smith (4)  L&M  110-10558
- English Folksong Suite – V. Williams (5)  L&M  111-11466
- From Chaos to the Birth of the Dancing Star – Allan Bell  Contact Specialist
- Gaelic Rhapsody – Del Borgo  Contact Specialist
- Hannaford Overture – Irvine  Contact Specialist
- Moravian Dance - Weller  Contact Specialist
- Overture for Winds – C. Carter (4)  L&M  111-11465
- Pacifica - R. Long and McQuiadekley  Contact Specialist
- Psalm & Celebration – B. Pearson  Contact Specialist
- Toccata for Band – F. Erikson (4)  L&M  111-11464
Variations on a Korean Folk Song – J. Barnes Chance (5)  L&M  111-11474
Voices of the Sky - S. Hazo  Contact Specialist
Windjammer - R. Long and McQuiadkley  Contact Specialist

**Historical**
Andante Con Moto - Schubert/Bulla  Contact Specialist
Armida Oberture - Hayden/Boules  Contact Specialist
Symphony No 15 Finale - Mozart/Daehn  Contact Specialist

*Please note that each school should have nine pieces per grade level (which should have been ordered during the implementation stage). These pieces are listed for replacement purposes of already existing pieces that are in each school or for new music programs that are being started in the senior high schools. If classes have expanded in size, schools are able to order additional copies.*

**Course Outline Information**
Intermediate/Senior High Instrumental Music  PEI  1/t  107-7913

MUS421B – Music
MUS521B – Music
MUS621B – Music

**Senior High Chorale Music – Grade 10, 11, and 12**
Sheet Music Materials Ordered From Long and MacQuade

**Grade 10**

I'se The B’ - Trad. Arr. S. Porterfield, Lorenz Publishing, 3 part mixed  L&M  110-10643
River Run - Carl Strommen, Alfred Publishing, SAB  L&M  110-10642

**Grade 11 and 12**

Angels Watchin’ Over Me - Greg Gilpin, Shawnee Press, SSAB  L&M  111-11483
A Song in Every Heart - Ruth Elaine Schram, Brilee Music Publishing, 3 part mixed  L&M  111-11487
Danny Boy - Traditional/arr. Mark Hayes, Alfred Publishing, SAB  L&M  111-11484
Take Five - Arr. Kirby Shaw, Warner Brothers, 3 part mixed  L&M  111-11485
Mountain Dance - Roger Emerson Hal Leonard Publishing, SAB  L&M  111-11490
She’s Like the Swallow - Traditional Arr. William Lock, Shawnee Press, SATB  L&M  111-11491
Sing Alleluia! - Jay Althouse, Lorenz Publishing, 3 part mixed  L&M  111-11488
Spirit Eternal - Carl Strommen, Carl Fischer Lic., SATB  L&M  111-11486
There Will Be A New Day – Greg Gilpin, Carl Fisher Publishing, SATB  L&M  111-11482
Thistle and Rose - P. White, Lorenz Publishing, 3 part mixed  L&M  111-11489

**Course Outline Information**
Intermediate/Senior High Instrumental Music Curriculum Guide  PEI  1/t  107-7913

= Creativity/Innovation Course
**Strings Instructional Material**

If string instruction is offered, books selected from the list below may be provided. The number to be allotted will be decided by the teachers concerned and the Arts Specialist.

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Mueller-Rusch-String Method 3 – Cello  
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Mueller-Rusch-String Method 3 – Violin

Course Outline Information  
Intermediate/Senior High Instrumental Music Curriculum Guide

MUS801A – Styles of Popular Music
Canadian Heritage Collection, Popular Culture
Rockin’ Out
Rock and Roll, Its History and Stylistic Development, 6th Edition (Out of Print)

Course Outline Information  
Intermediate/Senior High Instrumental Music Curriculum Guide  
MUS801A Curriculum Guide

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### Business Education

**ACC621A – Accounting Principles**

- Accounting textbook, Syme, Ireland, Dodds 7th Edition  
  PEC 1/p 112-12001  
  Accounting 1 Workbook Syme, Ireland, Dodds 7th Edition  
  PEC 1/p 112-12002

**Reference Materials**

- Online Teacher Resource  
  Contact Specialist

**Software**

- Simply Accounting/Excel  
  Contact Specialist

**ACC801A – Accounting**

- Century 21 Working Papers Chapters 1-20  
  NEL 1/p 111-11014

**Reference Materials**

- Century 21 Teacher’s Resource Manual  
  NEL 1/t 111-11016

**Software**

- Simply Accounting/Excel  
  Contact Specialist

**Course Outline Information**

- ACC801A Curriculum Guide  
  PEI 1/t 111-11501

**BUS701A – The World of Business**

- The World of Business, Wilson, Notman, Guest, Murphy, 5th Edition  
  NEL 1/p 110-10815  
  The World of Business – Workbook, 5th Edition  
  NEL 1/p 110-10817  
  The World of Business – Workbook Answer Key, 5th Edition  
  NEL 1/t 110-10906  
  NEL 1/t 110-10816  
  The World of Business – DVD Package, 5th Edition  
  NEL 1/t 110-10907  
  The World of Business – Test Bank, 5th Edition  
  Contact Specialist  
  Additional on-line resources are available  
  Contact Specialist

**ENT521A – Entrepreneurship**

- Entrepreneurship: Creating a Venture, 2nd Edition – Student Text  
  NEL 1/p 111-11002  
  NEL 1/p 111-11003

**Course Outline Information**

- ENT521A Curriculum Guide  
  PEI 1/t 111-11502

**OMT801A – Office Management Technologies**

- Office Management Technologies Curriculum Guide (Draft)  
  PEI Online  
  Teacher Resource  
  (http://atutor.gpei.ca)  
  Online  
  Administrative Procedures for the Canadian Office,  
  Eight Canadian Edition, Lauralee Kilgour  
  PEC 1/p 111-11582  
  Century 21 Keyboarding, Book 1  
  NEL 1/ws 110-10015  
  Teacher’s Resource Kit  
  NEL 1/t 110-10016
Teacher’s Edition, Semester 1
Teacher’s Edition, Semester 2
Essentials of Business Communication, 6th Edition
Phone Skills for the Information Age (ISBN 13-9780073017273)

Software
Dragon Naturally Speaking Ver. 11
Dragon Naturally Speaking Ver. 10 (recorder edition)
File Tutor 2000
MicroType 6 MultiMedia
MS Office 2013

Additional Resource Materials
Please contact English Programs’ technology specialist (902-438-4832) to discuss curriculum information, teacher support, and equipment requirements for this course.
Career Education

CEO401A – Career Explorations & Opportunities
Safe Start Health & Safety Teacher Resource
The City – A Financial Life Skills Resource
Money and Youth: A guide to Financial Literacy by Rabbior

Software
Career Cruising (Provincial License)  Contact Specialist
myBlueprint (Provincial Licence)  Contact Specialist

Course Outline Information
CEO401A Curriculum Guide  PEI 1/t 110-10831
Additional on-line resources are available  Contact Specialist

CWS501A and CWS502A/B – Cooperative Education
CWS601A and CWS602A/B – Cooperative Education
Safe Start Health & Safety Teacher Resource

Software
Career Cruising (Provincial License)  Contact Specialist
myBlueprint (Provincial License)  Contact Specialist

Course Outline Information
CWS502A/602A Curriculum Guide  PEI 1/t 111-11549

DYF701A – Designing Your Future
Software
Career Cruising (Provincial License)  RPI  Contact Specialist
myBlueprint (Provincial License)  Contact Specialist

Course Outline Information
DYF701A Curriculum Guide  PEI 1/t 111-11514
Additional on-line resources are available  Contact Specialist

PHP501A – Peer Helping
PHP601A – Peer Helping
The Peer Helper Pocketbook (Out of Print)

Software

Course Outline Information
PHP501A/601A Curriculum Guide  PEI 1/t 111-10845
Additional on-line resources are available  Contact Specialist
Career and Technical Education

*Automotive*

AUT701A – Introduction to Auto Service
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801A – Basic Power Train
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801B – Brake Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801C – Electrical Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801D – Steering Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

AUT801E – Suspension Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

*Carpentry*

CAR701A – Introduction to Carpentry Technology
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801A – Floor Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801B – Structures, Shaping, and Assembly
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801C – Wall Framing Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801D – Construction Planning and Design
For information regarding curriculum and resources, please contact the curriculum specialist.

CAR801E – Roof Systems
For information regarding curriculum and resources, please contact the curriculum specialist.

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Culinary

CUL801A – Culinary Skills A
For information regarding curriculum and resources, please contact the curriculum specialist.

CUL801B – Culinary Skills B
For information regarding curriculum and resources, please contact the curriculum specialist.

Design Technology

DES701A – Design Technology
Mechanical Drawing – Student Edition MHR 1/p Contact Specialist
Mechanical Drawing Workbook MHR 3/c Contact Specialist
Instructor’s Resource Guide – TM MHR 1/t Contact Specialist
Elements and Principles Posters SES 1/t 110-10810
Elements and Principles Design DVD SES 1/t 110-10811

For further information regarding curriculum and resources, please contact the curriculum specialist.

Robotics

ROB801A – Robotics
For information regarding curriculum and resources, please contact the curriculum specialist.

Welding

WEL701A – Shielded Metal Arc Welding (SMAW) Level I
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801A – Shielded Metal Arc Welding (SMAW) Level II
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801B – Gas Metal Arc Welding (GMAW) Level I
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801C – Gas Metal Arc Welding (GMAW) Level II
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801D – Flux Core Arc Welding (FCAW)
For information regarding curriculum and resources, please contact the curriculum specialist.

WEL801E – Gas Tungsten Arc Welding (GTAW)
For information regarding curriculum and resources, please contact the curriculum specialist.

= Creativity/Innovation Course
## Communication and Information Technology

**CMM801A – Creative Multimedia**

**Teacher Resource**: [http://atutor.gpei.ca](http://atutor.gpei.ca)  
**Student Website**: [http://www.edu.pe.ca/multimedia](http://www.edu.pe.ca/multimedia)  
**Complete Animation Course ISBN 0-7641-2399-8**: 6/c  
**“Editing With AVID Express Pro” ISBN 0-321-19969-3**: 1/t  
**R Williams – Design Workshop ISBN 0-201-70088-3**: 1/t  
**R Williams – Non Designers Type ISBN 0-201-35367-9**: 1/t  
**R Williams – Non Designers Scan & Print ISBN 0-201-35394-6**: 1/t  

### Software

- **Audio Editing: Audacity Version 1.24**: Open Source  
- **Graphics, Animation & Web Editing: Macromedia Studio MX-2004**: Site License  
- **Stop Motion Animation: Stop Motion Pro**: 2/c  
- **Royalty Free Audio Clips: Presentation Audio (5 CD set)**: 1/c  
- **Video Editing: AVID Xpress Pro Version 5.2 HD**: 2/c  
- **Video Editing: imovie**: 1/c

### Hardware

- **Digital cameras & starter kits (charger, battery, case)**: 3/c  
- **DV cameras & starter kits (charger, battery, case, tape, memory card)**: 2/c  
- **Graphic Tablet**: 2/c  
- **Hand-held microphone**: 1/c  
- **Headsets (microphone & earphones)**: # site dependent  
- **HP Laser Color Printer**: 1/c  
- **HP Scanner**: 1/c  
- **iMac video editor**: 1/c  
- **Internal DVD Burners & Firewire Cards**: 4/c  
- **Tripods**: 3/c  
- **Tripod Lighting Kit**: 1/c  
- **Web Cam**: 2/c  
- **Network Work Stations**: # site dependent

Please contact English Programs’ Technology Specialist (902-438-4832) for hardware resources.

### Course Outline Information

**CMM801A Curriculum Guide (Draft)**: Online

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*城墙 = Creativity/Innovation Course*
CMP521A – Introductory to Computer Studies
Teacher Resource (http://atutor.gpei.ca) Online
HTLM/CSS Manual PEI 32/c 111-11593
Access I Manual PEI 32/c 111-11607
Access II Manual PEI 32/c 111-11591
ALICE Manual PEI 32/c 111-11592
Liberty Basic Manual PEI 32/c 111-11661

Software
Operating System: WIN XP Pro
Database: Office 2007 Access
Programming: Liberty Basic, ALICE
Graphics: Paintshop Pro 9
Internet: FireFox 19.0.2
Web Editor: Dreamweaver MX-2004, Notepad

Course Outline Information
CMP521A Curriculum Guide (Draft) PEI 1/t 110-10341

CMP621A – Computer Studies
No text has been assigned to this course.
Teacher Resource (http://atutor.gpei.ca) Online

Department Developed Resources
Programming Manual (2012) PEI 34/c 112-12597
Dynamic Web Manual (2010) PEI 34/c 112-12598

Software
Operating System: WIN 7
Internet: FireFox 19.0.2
Dynamic Web: Visual Web Developer 2008
Graphics: Paintshop Pro 9
Programming: Visual Basic 2008

Course Outline Information
CMP621A Curriculum Guide PEI 1/t 112-12596

ITC401A – Information Technology Communication
Century 21 Keyboarding, Book 1 NEL 35/c 110-10015
Teacher’s Resource Kit NEL 1/t 110-10016
Teacher Edition, Semester 1 NEL 1/t 110-10017
Teacher Edition, Semester 2 NEL 1/t 110-10018

Software
MicroType 6 Site License
MS Office 2013 Provincial License

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**Additional Resource Materials**
Teacher’s Resource (http://atutor.gpei.ca)  
Word 2007 Lab Manual  
PowerPoint 2007 Lab Manual  
Excel 2007 Lab Manual  

**Course Outline Information**
ITC401A Curriculum Guide

**ITE801A – IT Essentials**
Please contact the English Programs Technology Specialist (902-438-4832) to discuss curriculum information, teacher training, and equipment requirements for this course.
English

English Core Courses

ENG421A – English
ENG421B – English (Pre-IB)

Main Texts
Sightlines 10 – Teacher Edition
Sightlines – Student Text
Resource lines
Julius Caesar
Julius Caesar – Teachers Resource
Gage Canadian Thesaurus
Gage Canadian Dictionary
Introducing Shakespeare

A Midsummer Night’s Dream by Shakespeare (Out of print)

Novels
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Aristole and Dante Discover the Secrets of the Universe by Benjamin Alire Sanez
Black Like Me by John Howard Griffin
Divergent by Veronica Roth
Don’t Turn Around by Michelle Gagnon
Nightjohn by Gary Paulsen
No and Me by Delphine De Vigan
Of Things Not Seen by Don Aker
Speak by Laurie Halse Anderson
The Absolute True Story of a Part-time Indian by Sherman Alexie
The Book Thief by Markus Zusak
The Giver by Lois Lowry
The House of Scorpion by Nancy Farmer
The Lord of the Flies by William Golding
The Old Man and The Sea by Hemingway
The Pearl by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
To Kill a Mockingbird by Harper Lee
tuesday’s With Morrie by Mitch Albom

Audiobooks
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Aristole and Dante Discover the Secrets of the Universe by Benjamin Alire Sanez
The Book Thief by Markus Zusak
The House of Scorpion by Nancy Farmer
tuesday’s With Morrie by Mitch Albom

Students may read independently selected texts.

Classroom Library Selections
These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

Beautiful Boy by David Sheff
Breaking Night by Liz Murray BOK 2/c 111-11675
Every Day by David Levithan BOK 2/c 112-12609
Girl in Translation by Jean Kwok BOK 2/c 111-11667
Half Brother by Kenneth Oppel BOK 2/c 111-11670
Hippie House by Katherine Holubitsky BOK 2/c 111-11679
I am Messenger by Markus Zusak BOK 2/c 112-12608
Indian Horse by Richard Wagamese BOK 2/c 111-11673
Into the Wild by Jon Krakauer BOK 2/c 110-10868

Little Princes: One Man’s Promise to Bring Home the Lost Children of Napal by Conor Grennan BOK 2/c 112-12605
Miss Peregrine’s Home of Peculiar Children by Ramson Riggs BOK 2/c 111-11698
Never Fall Down by Patricia McCormack BOK 2/c 112-12607
Night by Elie Wiesel BOK 2/c 111-11669
Outliers by Malcolm Gladwell BOK 2/c 112-12606
Sarah’s Key by Tatiana de Rosnay BOK 2/c 111-11671
Sister Wife by Shelley Hrdlitschka BOK 2/c 111-11668
The Art of Racing in the Rain by Garth Stein BOK 2/c 111-11672
The Beginning of Everything by Robin Schneider BOK 2/c 112-12623
The Curious Incident of the Dog in the Night-Time by Mark Haddon BOK 2/c 112-12604
The Fault in our Stars by John Green BOK 2/c 111-11674
The Poisonwood Bible by Barbara Kingsolover BOK 2/c 112-12601
Theories of Relativity by Barbara Haworth-Attard BOK 2/c 111-11678
Thousand Splendid Suns by Khaled Hosseini  BOK 2/c 112-12602

References
Book Love by Penny Kittle PEC 1/t 110-10921
Write Besides Them by Penny Kittle PEC 1/t 110-10922

Course Outline Information
Atlantic Canada English Language Arts Foundation Document PEI 1/t 101-1005
Grade 10 English Language Arts Curriculum Guide PEI 1/t 110-10067
Grade 10 English Language Arts Support Document PEI 1/t Contact Specialist

ENG431A – English

Main Texts
Inside Track 2 – Student Text OUP 1/p 110-10778
Inside Track 2 – Teacher Resource OUP 1/t 110-10779
Canadian Student Writer’s Guide NEL 18/t 110-10486
The Oxford Pocket School Dictionary OUP 10/t 110-10487
Teaching the Skills by Phenix PPL 1/t 110-10488

Novels and Long Fiction Recommended
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah BOK 2/c 110-10860
Autobiography of My Dead Brother by Walter Dean Myers BOK 5/c 110-10869
Black Like Me by John Howard Griffin PBC 5/c 110-10088
Chanda’s Secret by Allan Stratton BOK 5/c 110-10864
In The Woods by Robin Stevenson BOK 5/c 110-10868
Maze Runner by James Dashner BOK 5/c 110-10900
Monster by Walter Dean Myers BOK 5/c 110-10867
Nightjohn by Gary Paulsen ATL 6/c 110-10136
Of Things Not Seen by Don Aker
Shattered
Speak by Laurie Halse Anderson
Stitches by David Small
Stuck in Neutral by Terry Trueman
The Giver
The Hand of Robin Squires by Clark
The Pearl by John Steinbeck
The Scorch Trials by James Dashner
The Year Without Michael by Susan Pfeiffer
To Kill a Mockingbird by Harper Lee
Tweaked by Katherine Holubitsky

Audiobooks
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Autobiography of my Dead Brother by Walter Dean Myers
Chanda's Secret by Allan Stratton
Monster by Walter Dean Myers
Stuck in Neutral by Terry Trueman

Students may read independently selected texts.

Classroom Library Selections
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Beautiful Boy by David Sheff
Breaking Night by Liz Murray
Conspiracy 365 - January by Gabrielle Lorde
Don’t Turn Around by Michelle Gagnon
Every Day by David Levithan
Half Brother by Kenneth Oppel
I Am Messenger by Markus Zusak
I Am Number Four by Pittacus Lore
Indian Horse by Richard Wagamese
Invisible by Pete Hautman
Just Deserts by Eric Walters
Night by Elie Wiesel
North of Beautiful by Justina Chen Headley
Sold by Patricia McCormack
The Absolutely True Story of a Part Time Indian by Sherman Alexie
The Art of Racing in the Rain by Garth Stein
The Beginning of Everything by Robin Schneider
The Blue Helmet by William Bell
The Fault in our Stars by John Green
The Rose that Grew from Concrete by Tupac Shakur
The Undergrounders by David Skuy
Theories of Relativity by Barbara Haworth-Attard

References
Book Love by Penny Kittle
Write Besides Them by Penny Kittle
**Course Outline Information**

Atlantic Canada English Language Arts Foundation Document  
Grade 10 English Language Arts Curriculum Guide  
Grade 10 English Language Arts Support Document

**ENG451A – English**

Subscription to Scope Magazine  
Language Matters Book D  
Language Matters Answer Key and Assessment Book D  
Teaching Spelling 2nd Edition

**Novels (Select 2 or 3)**

*The Boy Who Drank Too Much* by Shep Greene  
*Tex* by S.E. Hinton

**Novels, additional**

The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.

Complete Library Set Short Classics

*Read Aloud Novels*

It is recommended that teachers find ways to share these novels orally with students.

*Bloody Red Ochre* by Kevin Major  
*Who Killed My Daughter* by Lois Duncan  
*Angel Square* by Brian Doyle  
*Up to Low* by Brian Doyle  
*You Can Pick Me Up at Peggy's Cove* by Brian Doyle

*Many of these resources will be especially useful for resource room teachers.*

**Special Materials English 451A**

Additional sets of support novels

*Fastbacks* by Richard Laymon  
*Hopes and Dreams*  
*Bestellers* by Globe Fearon

**Course Outline Information**

Atlantic Canada English Language Arts Foundation Document  
Grade 10 English Language Arts Curriculum Guide  
Grade 10 English Language Arts Support Document

**ENG471A/B - English**

For resources and curriculum document, please contact the English Programs' Secondary English Language Arts Specialist (902-438-4146).

**ENG471C - English**

For resources and curriculum document, please contact the English Programs' Secondary English Language Arts Specialist (902-438-4146).
ENG521A – English

Main Texts
Echoes 11 – Student Text  
Canadian Students’ Guide to Language, Literature, and Media  
Echoes 11 – Teacher Resource  
Echoes 11 CD Rom  
Inside Poetry  
The Canadian Oxford High School Dictionary  
Gage Canadian Thesaurus  
Merchant of Venice by Shakespeare  
Much Ado About Nothing by Shakespeare  
Romeo and Juliet by Shakespeare  
The Gift of Reading by Bouchard & Sutton

Novels
All Quiet on the Western Front by Erich Maria Remarque  
Breaking Night by Liz Murray  
Girl in Translation by Jean Kwok  
Half Brother by Kenneth Oppel  
Hippie House by Katherine Holubitsky  
Huckleberry Finn (Bantam Classic Ed.)  
Indian Horse by Richard Wagamese  
In the Heat of the Night by John Dudley Ball  
Into the Wild by Jon Krakauer  
Miss Peregrine’s Home of Peculiar Children by Ramson Riggs  
Night by Elie Wiesel  
Sarah’s Key by Tatiana de Rosnay  
Sister Wife by Shelley Hrdlitschka  
The Art of Racing in the Rain by Garth Stein  
The Catcher in the Rye by Salinger  
The Fault in our Stars by John Green  
The Road by Cormac McCarthy  
Theories of Relativity by Barbara Haworth-Attard

Audiobooks
Breaking Night by Liz Murray  
Half Brother by Kenneth Oppel  
Into the Wild by Jon Krakauer  
The Art of Racing in the Rain by Garth Stein  
The Fault in our Stars by John Green

Students may read independently selected texts.

Classroom Library Selections
These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
Aristole and Dante Discover the Secrets of the Universe by Benjamin Alire Sanez
Beautiful Boy by David Sheff
Book Thief by Markus Zusak
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<td>Conor Grennan</td>
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<td>Never Fall Down</td>
<td>Patricia McCormack</td>
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<td>Laurie Halse Anderson</td>
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<td>The Absolutely True Story of the Part-Time Indian</td>
<td>Sherman Alexie</td>
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<td>Robin Schneider</td>
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<td>Barbara Kingsolver</td>
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<td>Sue Monk Kidd</td>
<td>BOK 2/c 110-10859</td>
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**References**

| Book Love | Penny Kittle | PEC 1/t 110-10921 |
| Write Besides Them | Penny Kittle | PEC 1/t 110-10922 |

**Course Outline Information**

| Atlantic Canada English Language Arts Foundation Document | PEI 1/t 101-1005 |
| Grade 11 English Language Arts Curriculum Guide | PEI 1/t 111-11701 |
| Grade 11 English Language Arts Support Document | PEI 1/t Contact Specialist |

**ENG531A – English**

**Main Texts**

| Passages 11 – Student Text | NEL 1/p 111-11377 |
| Passages 11 – Teacher Edition | NEL 1/t 111-11397 |
| Passages 11 Audio CD | NEL 1/s 111-11398 |
| Canadian Student Writer’s Guide | NEL 18/t 110-10486 |
| Gage Canadian Thesaurus | NEL 8/t 110-10128 |
| Gage Canadian Concise Dictionary | NEL 8/t 111-11396 |
| Orchestrating Academic Success (Inactive) | SHE 1/t 130-30078 INA |

**Novels**

| Breaking Night | Liz Murray | BOK 4/c 111-11675 |
| Conspiracy 365 - January | Gabrielle Lorde | BOK 6/c 111-11697 |
| Half Brother | Kenneth Oppel | BOK 2/c 111-11670 |
| Hold Fast | Kevin Major | NIM 111-11107 |
| Indian Horse | Richard Wagamese | BOK 2/c 111-11673 |
| In the Heat of the Night | John Dudley Ball | FWH 111-11093 |
| Invisible | Pete Hautman | BOK 6/c 111-11680 |
| Night | Elie Wiesel | BOK 6/c 111-11669 |
| Of Mice and Men | John Steinbeck | PBC 111-11108 |
| Sold | Patricia McCormack | BOK 4/c 111-11681 |
| The Art of Racing in the Rain | Garth Stein | BOK 6/c 111-11672 |
The Fault in our Stars by John Green  
BOK 6/c 111-11674
The Mad Trapper by Rudy Weib  
PEC 111-11106
The Rose that Grew from Concrete by Tupac Shakur  
BOK 4/c 111-11682
Theories of Relativity by Barbara Haworth-Attard  
BOK 6/c 111-11678

Audiobooks
Breaking Night by Liz Murray  
BOK 1/c 111-11663
Half Brother by Kenneth Oppel  
BOK 1/c 111-11662
The Art of Racing in the Rain by Garth Stein  
BOK 1/c 111-11666
The Fault in our Stars by John Green  
BOK 1/c 111-11665

Classroom Library Selections
These titles come from other courses’ Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah  
BOK 2/c 110-10860
Autobiography of My Dead Brother by Walter Dean Myers  
BOK 2/c 110-10869
Beautiful Boy by David Sheff  
BOK 2/c 112-12610
Chanda’s Secret by Allan Stratton  
BOK 2/c 110-10864
Don’t Turn Around by Michelle Gagnon  
BOK 2/c 110-10898
Every Day by David Levithan  
BOK 2/c 112-12609
I Am Messenger by Markus Zusak  
BOK 2/c 112-12608
I Am Number Four by Pittacus Lore  
BOK 2/c 112-12612
In The Woods by Robin Stevenson  
BOK 2/c 110-10868
Just Deserts by Eric Walters  
BOK 2/c 112-12611
Maze Runner by James Dashner  
BOK 2/c 110-10900
Monster by Walter Dean Myers  
BOK 2/c 110-10867
North of Beautiful by Justina Chen Headley  
BOK 2/c 112-12613
Speak by Laurie Halse Anderson  
BOK 2/c 110-10897
Stitches by David Small  
BOK 2/c 110-10866
Stuck in Neutral by Terry Trueman  
BOK 2/c 110-10865
The Absolutely True Story of a Part Time Indian by Sherman Alexie  
BOK 2/c 110-10861
The Beginning of Everything by Robin Schneider  
BOK 2/c 112-12623
The Scorch Trials by James Dashner  
BOK 5/c 110-10901
The Undergrounders by David Skuy  
BOK 2/c 112-12614
Tweaked by Katherine Holubitsky  
BOK 5/c 110-10884

References
Book Love by Penny Kittle  
PEC 1/t 110-10921
Write Besides Them by Penny Kittle  
PEC 1/t 110-10922

Course Outline Information
Atlantic Canada English Language Arts Foundation Document  
PEI 1/t 101-1005
Grade 11 English Language Arts Curriculum Guide  
PEI 1/t 111-11701
Grade 11 English Language Arts Support Document  
PEI 1/t Contact Specialist

ENG551A – English
Main Texts
Language Matters Book E  
OUP 1/p 111-11510
Language Matters Answer Key and Assessment Book E  
OUP 1/t 111-11511
Boldprints Grade 10 TG Package  
OUP 1/t 110-10716

2016-2017 Senior High Program of Studies and List of Authorized Materials
Boldprints Grade 11 TG Package  NEL  1/t  111-11512
Boldprints Grade 12 TG Package  OUP  1/t  112-12450
Subscription to Scope Magazine (See note 1)  SCH  1/p  110-10101
Teaching Spelling, 2nd Edition  NEL  1/t  110-10104

**Novel**
*Taming of the Star Runner* by S.E. Hinton  ATL  111-11096

**Novels, Additional**
The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.

**Course Outline Information**
Atlantic Canada English Language Arts Foundation Document  PEI  1/t  101-1005
Grade 11 English Language Arts Curriculum Guide  PEI  1/t  111-11701
Grade 11 English Language Arts Support Document  PEI  1/t  Contact Specialist

**ENG621A – English**

**Main Texts**
Echoes 12 – Student Text  OUP  1/p  112-12336
Canadian Students’ Guide to Language, Literature, and Media  OUP  1/p  111-11367
Echoes 12 – Teacher Edition  OUP  1/t  112-12357
Echoes 12 CD Rom  OUP  1/s  112-12377
Elements of Essays  NEL  1/p  112-12449
Gage Canadian Concise Dictionary  NEL  1/8p  111-11396
Gage Canadian Thesaurus  NEL  1/8p  110-10128
Evaluation and Practice Support Package for Canadian Students’ Guide to Language, Literature, and Media  OUP  1/t  112-12358
*Macbeth* HBJ edition by Shakespeare  NEL  1/p  112-12031
*Macbeth* – Teacher Edition  NEL  1/t  112-12032
Or
*Hamlet* HBJ Edition by Shakespeare  NEL  1/p  112-12033
*Hamlet* – Teacher Edition  NEL  1/t  112-12034
Or
*Twelfth Night* by Shakespeare  OUP  1 cs/s 112-12448

**Drama** (one of the following three is recommended)
*The Birthday Party* by Pinter  ATL  1/p  112-12035
*Murder in the Cathedral* by Eliot (Educ. Ed.)  OUP  1/p  112-12036
*Death of a Salesman* by Miller, edited by Weales  PBC  1/p  112-12037

**Novels**
1984 by George Orwell  PBC  112-12039
*Animal Farm* by George Orwell  PBC  112-12040
*A Separate Peace* by John Knowles  BOK  112-12041
*Beautiful Boy* by David Sheff  BOK  4/c  112-12610
*Brave New World* by Aldous Huxley  ATL  112-12038
*Code Name Verity* by Elizabeth Wein  BOK  4/c  112-12603
*Every Day* by David Levithan  BOK  6/c  112-12609
*I Am Messenger* by Markus Zusak  BOK  6/c  112-12608
**Little Princes**: One Man’s Promise to Bring Home the Lost Children of Nepal  
by Conor Grennan  
**Never Fall Down** by Patricia McCormack  
**Outliers** by Malcom Gladwell  
**The Beginning of Everything** by Robin Schneider  
**The Curious Incident of the Dog in the Night-Time** by Mark Haddon  
**The Great Gatsby** by F. Scott Fitzgerald  
**The Mountain and the Valley** by Ernest Buckler  
**The Poisonwood Bible** by Barbara Kingsolver  
**Outliers** by Malcom Gladwell  
**Twisted** by Laurie Halse Anderson  
**Wild Geese** by Martha Ostenso

**Audiobooks**  
**Beautiful Boy** by David Sheff  
**Every Day** by David Levithan  
**Outliers** by Malcom Gladwell  
**The Code Name Verity** by Elizebeth Wein  
**Thousand Splendid Suns** by Khaled Hosseini

**Students may read independently selected texts.**

**Classroom Library Selections**  
These titles come from other courses Book Clubs. Students are encouraged to read novels all semester, and depending on ability level and interest, they may enjoy reading many of these selections.

- **A Long Way Gone: Memoirs of a Boy Soldier** by Ishmael Beah
- **Aristole and Dante Discover the Secrets of the Universe** by Benjamin Alire Sanez
- **Book Thief** by Markus Zusak
- **Breaking Night** by Liz Murray
- **Divergent** by Veronica Roth
- **Don’t Turn Around** by Michelle Gagnon
- **Girl in Translation** by Jean Kwok
- **Half Brother** by Kenneth Oppel
- **Hippie House** by Katherine Holubitsky
- **Indian Horse** by Richard Wagamese
- **Into the Wild** by Jon Krakauer
- **Night** by Elie Wiesel
- **No and Me** by Delphine De Vigan
- **Maus Volume 1: A Survivor’s Tale: My Father Bleeds History** by Art Speiglman
- **Miss Peregrine’s Home of Peculiar Children** by Ramson Riggs
- **Sarah’s Key** by Tatiana de Rosnay
- **Sister Wife** by Shelley Hrdlitschka
- **Speak** by Laurie Halse Anderson
- **The Absolute True Story of a Part-time Indian** by Sherman Alexie
- **The Art of Racing in the Rain** by Garth Stein
- **The Fault in our Stars** by John Green
- **The House of Scorpion** by Nancy Farmer
- **The Road** by Cormac McCarthy
- **The Secret Life of Bees** by Sue Monk Kidd
- **Theories of Relativity** by Barbara Haworth-Attard
- **tuesday’s With Morrie** by Mitch Albom
**References**

- *Book Love* by Penny Kittle
  PEC 1/t 110-10921
- *Write Besides Them* by Penny Kittle
  PEC 1/t 110-10922

**Course Outline Information**

- Atlantic Canada English Language Arts Foundation Document  PEI 1/t 101-1005
- Grade 12 English Language Arts Curriculum Guide  PEI 1/t 112-12628
- Grade 12 English Language Arts Support Document  PEI 1/t Contact Specialist

**ENG631A – English**

**Main Texts**

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<td><em>When Kids Can’t Read</em> by Kylene Beers</td>
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**Read Alouds:**

* *Wizard of Earthsea* by Ursula K. Le Guin*
  PBC 1/t 112-12414
* *The War of the Worlds* by H.G. Wells*
  BOK 1/t 112-12413
* *No Man’s Land* by Kevin Major*
  ATL 1/t 112-12415

*These read-aloud titles are housed at the McNeill Centre located at Three Oaks Senior High School and at St. Jean’s Resource Centre. There are two complete sets of each title at these sites.*

**Novels**

| *Alive* by Piers Paul Read | ATL 6/c 112-12052 |
| *Animal Farm* by George Orwell | PBC 6/c 112-12040 |
| *Beautiful Boy* by David Sheff | BOK 6/c 112-12610 |
| *Don’t Turn Around* by Michelle Gagnon | BOK 6/c 110-10898 |
| *Every Day* by David Levithan | BOK 6/c 112-12609 |
| *I Am Messenger* by Markus Zusak | BOK 6/c 112-12608 |
| *I Am Number Four* by Pittacus Lore | BOK 6/c 112-12612 |
| *Just Deserts* by Eric Walters | BOK 6/c 112-12611 |
| *North of Beautiful* by Justina Chen Headley | BOK 4/c 112-12613 |
| *Maus Volume 1: A Survivor’s Tale: My Father Bleeds History* by Art Speiglman | BOK 6/c 112-12622 |
| *The Absolutely True Story of a Part Time Indian* by Sherman Alexie | BOK 6/c 110-10861 |
| *The Beginning of Everything* by Robin Schneider | BOK 6/c 112-12623 |
| *The Undergrounders* by David Skuy | BOK 6/c 112-12614 |
| *Twisted* by Laurie Halse Anderson | BOK 6/c 112-12624 |

**Audiobooks**

| *Beautiful Boy* by David Sheff | BOK 1/c 112-12618 |
| *Every Day* by David Levithan | BOK 1/c 112-12619 |
Classroom Library Selections
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Breaking Night by Liz Murray  
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Conspiracy 365 - January by Gabrielle Lorde  
Half Brother by Kenneth Oppel  
In The Woods by Robin Stevenson  
Indian Horse by Richard Wagamese  
Invisible by Pete Hautman  
Maze Runner by James Dashner  
Monster by Walter Dean Myers  
Night by Elie Wiesel  
Sold by Patricia McCormack  
Speak by Laurie Halse Anderson  
Stitches by David Small  
Stuck in Neutral by Terry Trueman  
The Art of Racing in the Rain by Garth Stein  
The Blue Helmet by William Bell  
The Fault in our Stars by John Green  
The Rose that Grew from Concrete by Tupac Shakur  
The Scorch Trials by James Dashner  
Theories of Relativity by Barbara Haworth-Attard  
Tweaked by Katherine Holubitsky

References
Book Love by Penny Kittle  
Write Besides Them by Penny Kittle

Course Outline Information
Atlantic Canada English Language Arts Foundation Document  
Grade 12 English Language Arts Curriculum Guide  
Grade 12 English Language Arts Support Document

ENG651A – English
Language Matters Book F  
Language Matters Answer Key and Assessment Book F  
Break Away  
Break Away Teacher Resource  
Break Away Student Practice Sets  
Break Away Student Practice Sets with Answer Key  
Teaching Spelling 2nd Edition  
Subscription to Scope Magazine

Novels
Dare by Marilyn Halverson  
Dear Bruce Springsteen by Kevin Major
Course Outline Information
Atlantic Canada English Language Arts Foundation Document  PEI  1/t 101-1005
Grade 12 English Language Arts Curriculum Guide  PEI  1/t 112-12628
Grade 12 English Language Arts Support Document  PEI  1/t Contact Specialist

Novels, additional
The additional sets of support novels listed in the Instructional Material for ENG451A have been provided to each school and are the responsibility of the school to maintain. These novels may be used in ENG451A, ENG551A, or ENG651A.

English Electives

COM801A – Communications
Communications 801 – Student Text  PEI  1/p 111-11437
Communications 801 – Student Activity Book  PEI  1/p 111-11438
Communications 801 – Teachers Guidelines  PEI  1/t 111-11439
Basics of Speech Annotated – Teacher Edition Workbook  MHR  1/t 111-11402
Transitions  NEL  1/t 112-12275
Transitions – Teacher Guide  NEL  1/t 112-12276
Insights: Relationships and Responsibilities  NEL  1/t 112-12277
Insights: Relationships and Responsibilities – Teacher Guide (Inactive)  NEL  1/t 112-12278 INA
Insights: Identifying and Learning – Teacher Guide  NEL  1/t 112-12280
Don’t Sweat the Small Stuff  ATL  1/t 112-12318
Don’t Sweat the Small Stuff Workbook  ATL  1/t 112-12319
If Life is a Game These Are the Rules  ATL  1/t 111-11403
Cup of Chicken Soup for the Soul  ATL  1/t 112-12321
Seven Habits of Highly Effective Teens  ATL  1/t 111-11447
Oxford School Dictionary  OUP  4/t 111-11404
Thesaurus of Current English  OUP  1/t 111-11405

Novels
Requirement 1 – Read Aloud – Select from the following list:
Wrestling Sturbridge  ATL  1/t 112-12303
The Boy in the Burning House  ATL  1/t 112-12282

Students may read independently selected novels to fulfill the reading requirements of this course.

LSK551A – Life Skills English
Becoming a Driver  PEC  1/p 110-10103
Newspaper Workshop by Decker  PEC  1/t 111-11129
Newspaper Workshop – Teacher Guide  PEC  1/t 111-11130
**MED531A – Media**

Optional Resources

  NTC 1/t 111-11113
- Channel Your T. V. Viewing – Teacher Resource  
  CUA 1/t 111-11121
- Scanning Television & Guides (4 videos)  
  NEL 1/s 111-11114
  NEL 1/t 111-11115
- Mass Media and Popular Culture – Resource Binder  
  NEL 1/t 111-11116

**Additional Notes for Media**

A copy of the videotape series *Inside the Box* has been sent to each teacher of this course. This series examines several types of programming for television. This material is meant to be used as supplementary material for the course. Please preview these tapes before presenting them to the students as some of the material is controversial.

**WRT421A – Writing**

Canadian High School Writer’s Guide  
PEC 10/c Contact Specialist

Write Traits Advanced Notebook, Level 1  
NEL 1/t Contact Specialist

**References**

*Write Besides Them* by Penny Kittle  
PEC 1/t 110-10922

**Course Outline Information**

WRT421A Curriculum Guide  
PEI 1/t 110-10846

**WRT521A – Creative Writing**

Act of Writing Conrad, 7th Edition (Out of Print)  
MHR 1/p 111-11045 OP

The Bare Essentials, Form A, 6th Edition (Out of Print)  
NEL cs/s 111-11542 OP

**References**

*Write Besides Them* by Penny Kittle  
PEC 1/t 110-10922

**Course Outline Information**

WRT521A Curriculum Guide  
PEI 1/t 111-11645

= Creativity/Innovation Course
English as an Additional Language

**EAL701A – English as an Additional Language (Beginning/Introductory Level)**
Please contact English Programs’ Coordinator (902-438-4807) to discuss curriculum and resources for this course.

**EAL701B – English as an Additional Language (Beginning/Introductory Level)**
Please contact English Programs’ Coordinator (902-438-4807) to discuss curriculum and resources for this course.

**EAL701C – English as an Additional Language (Intermediate Level)**
Please contact English Programs’ Coordinator (902-438-4807) to discuss curriculum and resources for this course.

**EAL701D – English as an Additional Language (High/Intermediate/Advanced Level)**
Please contact English Programs’ Coordinator (902-438-4807) to discuss curriculum and resources for this course.
Mathematics

MAT421A – Foundations of Mathematics and Pre-Calculus 10
MAT421B – Foundations of Mathematics and Pre-Calculus 10 (Pre-IB)

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Course Outline Information
MAT421A Curriculum Guide

PEI 1/t 110-10491

MAT421K – Apprenticeship and Workplace Mathematics 10

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Course Outline Information
MAT421K Curriculum Guide

PEI 1/t 110-10597

MAT451A – Practical Mathematics 10

Course Outline Information
Senior High Mathematics 451A, 551A, 651A Outline

PEI 1/t 110-10369

MAT521A – Foundations of Mathematics 11

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Course Outline Information
MAT521A Curriculum Guide

PEI 1/t 111-11371

MAT521B – Pre-Calculus 11

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Course Outline Information
MAT521B Curriculum Guide

PEI 1/t 111-11372
MAT521E – Pre-Calculus Elective
Geometry – Student Text MHR 1/p 111-11622
Geometry – Teacher’s Resource MHR 1/t 111-11624
Mathematics of Data Management – Student Text (Out of Print) MHR 1/p 111-11623 OP
Mathematics of Data Management – Teacher Resource MHR 1/t 111-11625

Course Outline Information
MAT521E Curriculum Guide PEI 1/t 111-11654

MAT521K – Apprenticeship and Workplace Mathematics 11
Math at Work 11 – Student Text MHR 1/p 111-11652
Math at Work 11 – Teacher Resource MHR 1/t 111-11653

Course Outline Information
MAT521K Curriculum Guide PEI 1/t 111-11654

MAT551A – Practical Mathematics 11

Course Outline Information
Senior High Mathematics 451A, 551A, 651A Outline PEI 1/t 110-10369

MAT611B – Calculus
Calculus – Student Edition PEC 1/p 112-12566
Calculus – Teacher Edition PEC 1/t 112-12567
Calculus AP E-Text PEC 1/s 112-12587
Test Generator CD PEC 1/s 112-12568
Solutions Manual PEC 1/s 112-12569
Video Lectures PEC 1/s 112-12585
IE Calculus NEL 1/s 112-12590
Exam View Calculus NEL 1/s 112-12591

Course Outline Information
MAT611B Curriculum Guide PEI 1/t 112-12599

MAT621A – Foundations of Mathematics 12
Foundations of Mathematics 12 – Student Text NEL 1/p 112-12573
3-in-1 Teacher Resource & IWB Add-On Pack NEL 1/t 112-12574
eSolutions Manual NEL 1/s 112-12575
Computerized Assessment Bank NEL 1/s 112-12576

Course Outline Information
MAT621A Curriculum Guide PEI 1/t 112-12593
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| **MAT621K – Apprenticeship and Workplace Mathematics 12** | Math at Work 12 | MHR | 1/p 112-12588 |
|                                                        | Math at Work 12 – Teacher Resource | MHR | 1/t 112-12589 |
| **Course Outline Information**                       | MAT621K Curriculum Guide   | PEI       | 1/t 112-12595 |

| **MAT651A – Practical Mathematics 12**             | Senior High Mathematics Outline 451A, 551A, 651A Outline | PEI       | 1/t 110-10369 |

| **MAT801A – Applied Mathematics**                  | Applied Mathematics 801A – Student Resource | PEI       | 1/p 111-11535 |
|                                                    | Applied Mathematics 801A – Teacher Resource (CD-ROM) | PEI       | 1/t 111-11543 |
| **Course Outline Information**                     | MAT801A Curriculum Guide   | PEI       | 1/t 111-11583 |
Physical Education

**PED401A – Physical Education (Wellness)**
Teaching Personal and Social Responsibility Through Physical Activity,
3rd Edition, Don Hellison  
Teaching Stress Management: Activities for Children and Young Adults,
Nanette E. Tummers  
Professional and Student Portfolios for Physical Education, Vincent Melograno  
Service for Learning Health, Physical Education, and Recreation,
Cheryl A. Stevens  
Teaching Sports Concepts and Skills: A Tactical Games Approach for
Ages 7 to 18, 3rd Edition, Stephen Mitchell, Judith Oslin, Linda Griffin  
Mental Health: High School Curriculum Guide  
PHE Canada – FMS – An Educators Guide  
PHE Canada – FMS – Alternative Activities and Pursuits

**Course Outline Information**
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)  
PED401A Curriculum Guide  
PED401A Support Document

**PED621A – Physical Education (Leadership)**
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)

*High school physical education curriculum is currently being developed.*

**PED801A – Physical Education (Physical Literacy)**
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)

*High school physical education curriculum is currently being developed.*

**Note for all Physical Education Courses**
A copy of the Prince Edward Island Physical Education Safety Guidelines document should be available in the gymnasium area. The intent of these guidelines is to focus the teacher’s attention on safe instructional practices for all physical activity in order to minimize the inherent element of risk. The guidelines are mandatory.
Science

AGR621A – Animal Science
NEL 1/t Contact Specialist

Course Outline Information
AGR801A/621A Curriculum Guide  
PEI 1/t 112-12627
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587

AGR801A – Animal Science
NEL 1/t Contact Specialist

Course Outline Information
AGR801A/621A Curriculum Guide  
PEI 1/t 112-12627
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587

AGS621A – Agriscience
NEL 1/t Contact Specialist

Course Outline Information
AGS801A/621A Curriculum Guide  
PEI 1/t 112-12381
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587

AGS801A – Agriscience
NEL 1/t Contact Specialist

Course Outline Information
AGS801A/621A Curriculum Guide  
PEI 1/t 112-12381
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587

BIO521A – Biology
Biology – Text (Out of Print)  
MHR 1/p 111-11519 OP
Biology – Teacher Resource and CD-Rom (Out of Print)  
MHR 1/t 111-11520 OP
Biology Transparency Set, 7th Edition (Out of Print)  
MHR 1/t 111-11529 OP
Biology 11/12 Video,3D Science Animations (Out of Print)  
MHR 1/s 111-11522 OP
Biology 11 – Computerized Assessment Bank CD-ROM (Out of Print)  
NEL 1/s 111-11521 OP
Biology 12 – Computerized Assessment Bank CD-ROM  
NEL 1/s 112-12474

Course Outline Information
Biology 521A Curriculum Guide  
PEI 1/t 111-11545
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587
BIO621A – Biology

Biology – Text

MHR 1/p 111-11519

Biology – Teacher Resource and CD-ROM

MHR 1/t 111-11520

Biology Transparency Set, 7th Edition: Raven

MHR 1/t 111-11529

Biology 11/12 Video, 3D Science Animation

MHR 1/s 111-11522

Biology 11 – Computerized Assessment Bank CD-ROM

NEL 1/s 111-11530

Biology 12 – Computerized Assessment Bank CD-ROM

NEL 1/s 112-12474

Course Outline Information

Biology 621A Curriculum Guide

PEI 1/t 112-12477

Foundation for the Atlantic Canada Science Curriculum

PEI 1/t 101-1489

Science Safety Resource Manual

PEI 1/t 101-1587

BIO801A – Human Biology

Biology: An Everyday Experience

MHR 1/p 112-12267

Biology: An Everyday Experience – Teacher Wraparound Edition

MHR 1/t 112-12268

Biology: An Everyday Experience – Study Guide

MHR 1/t 112-12463

Biology: An Everyday Experience – Re-teaching

MHR 1/t 112-12464

Biology: An Everyday Experience – Evaluation

MHR 1/t 112-12465

Biology: An Everyday Experience – Transparency Package

MHR 1/t 112-12466

Health: Making Life Choices

MHR 1/t 112-12460

Discovery School Human Biology Essentials Package

FIS 1/s 112-12462

The Miracle of Life Video

WGBH 1/s 112-12476

Course Outline Information

Biology 801A Curriculum Guide

PEI 1/t 112-12478

Foundation for the Atlantic Canada Science Curriculum

PEI 1/t 101-1489

Science Safety Resource Manual

PEI 1/t 101-1587

CHM521A – Chemistry

Chemistry – Student Text

MHR 1/p 111-11498

Chemistry – Teacher Resource (CD-ROM) (Out of Print)

MHR 1/t 111-11499 OP

Chemistry – Computerized Assessment Bank CD-ROM

MHR 1/s 111-11525

Course Outline Information

Chemistry 521A Curriculum Guide (APEF)

PEI 1/t 111-11517

Foundation for the Atlantic Canada Science Curriculum

PEI 1/t 101-1489

Science Safety Resource Manual

PEI 1/t 101-1587

CHM621A – Chemistry

Chemistry – Student Text

MHR 1/p 111-11498

Chemistry – Teacher Resource (CD-ROM)

MHR 1/t 111-11499

Chemistry – Computerized Assessment Bank CD-ROM

MHR 1/s 111-11525

Course Outline Information

Chemistry 621A Curriculum Guide (APEF)

PEI 1/t 112-12470

Foundation for the Atlantic Canada Science Curriculum

PEI 1/t 101-1489

Science Safety Resource Manual

PEI 1/t 101-1587
**ENV621A – Environmental Science**

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**OCN621A – Oceanography**

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**PHY621A – Physics**

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**SCI421A – Science**

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**Course Outline Information**

- **SCI421A Curriculum Guide** |
- **Foundation for the Atlantic Canada Science Curriculum** |
- **Science Safety Resource Manual**
**SCI431A – Science**
Science 10 Concepts and Connections, 2002 Edition  
NEL 1/p 110-10484
Science 10 Concepts and Connections – Teacher Resource  
NEL 1/t 110-10495
Science 10 Concepts and Connections – Workbook  
NEL 1/t 110-10485

*Course Outline Information*
SCI431A Curriculum Guide  
PEI 1/t 110-10598
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587

**SCI701A – Applied Science**

*Course Outline Information*
SCI701A Curriculum Guide  
PEI 1/t 110-10813
Foundation for the Atlantic Canada Science Curriculum  
PEI 1/t 101-1489
Science Safety Resource Manual  
PEI 1/t 101-1587
### Social Sciences and Humanities

**CLO521A – Clothing**
Contact the curriculum specialist at the Department of Education, Early Learning and Culture for Clothing resources.

**FAM421A – Family Life Education**
FAM421A Curriculum Guide  
PEI 1/t 110-10801

**FAM621A – Family Life**
FAM621A Curriculum Guide  
PEI 1/t 112-12498

**FDS421A – Foods and Nutrition**
Cullinary Essentials - Student Edition  
MHR 1/p 110-10622

**HOS801A – Hospitality and Tourism**
HOS801A Curriculum Guide  
PEI 1/t 110-10705

**HSG621A – Housing**
Housing Decisions  
NEL 1/p 112-12175
Homes for Today and Tomorrow, 5th Edition  
MHR 1/p 112-12173
Homes for Today and Tomorrow, Teacher Resource Binder (Out of Print)  
MHR 1/t 112-12174 OP
**Social Studies**

**CAS401A – Canadian Studies**
- Canadian Geography: A Sense of Place
- Canadian Geography: A Sense of Place – Teacher Resource
- Women Changing Canada
- Aboriginal People: Building for the Future
- World Affairs: Defining Canada’s Role
- Nystrom Atlas of Canada and the World
- Women Changing Canada: Student Activity Workbook
- Aboriginal People: Student Activity Workbook
- World Affairs: Student Activity Workbook

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**ECO621A – Introductory Economics**
- Understanding Economics: A contemporary Perspective, 6th Edition
- Economics for Canadians
- Understanding Economics – Teacher Resource

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**GEO421A – Geography of Canada**
- Making Connections: Canada’s Geography, 2nd Edition
- Encounter Canada: Land People Environment
- Nystrom Atlas of Canada and the World

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**GEO521A – Global Studies**
- Glencoe – World Geography, 2005
- Global Classroom Initiative Module
- Pearson School Atlas

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GEO531A – World Geography
World Studies: Foundations of Geography
World Studies: Foundations of Geography – Teacher Resource
World Studies: Asia and the Pacific
World Studies: Asia and the Pacific – Teacher Resource
World Studies: Africa
World Studies: Africa – Teacher Resource
World Studies: Europe and Russia
World Studies: Europe and Russia – Teacher Resource
World Studies: Latin America
World Studies: Latin America – Teacher Resource
World Studies: US and Canada
World Studies: US and Canada – Teacher Resource
Pearson School Atlas

Course Outline Information
GEO531A Curriculum Guide

GEO621A – Global Issues
Global Connections: Canadian and World Issues, 2009
Global Connections: Canadian and World Issues, 2009 – Teacher Resource
Global Classroom Initiative Module
Pearson School Atlas

Course Outline Information
GEO621A Curriculum Guide
GEO621A - Student Guide to the Inquiry Process

GEO631A – Global Issues
Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects
Making Connections: Engaging Students in Language, Literacy, and Global Issues (Out of Print)
Pearson School Atlas

Course Outline Information
GEO631A Curriculum Guide
GEO631A - Student Guide to the Inquiry Process

HIS421A – Ancient and Medieval History
HIS421B – Ancient and Medieval History (Pre-IB)
Glenco World History, 2010
Glenco World History, 2010 – Teacher Edition plus DVD

Course Outline Information
HIS421A Curriculum Guide

= Creativity/Innovation Course
HIS521A – Modern World History
Glenco World History, 2010  MHR 1/p 110-10874

Course Outline Information
HIS521A Curriculum Guide – Under Review

HIS621A – Canadian History
Canada's History – Voices and Visions  NSS 1/p 112-12348
Canada's History – Voices and Visions – Teacher Resource  NSS 1/t 112-12349

Course Outline Information
HIS621A Curriculum Guide  PEI 1/t 112-12475

HIS621B – PEI History
A “Nutshell” History of Prince Edward Island – consumable  Contact Specialist
Classroom (wall) map of Prince Edward Island – in school  Contact Specialist
Island Life – An Historical Inquiry - Student Resource  PEI 1/p 112-12557
Set of three historical maps of PEI – reproductions in school  Contact Specialist
Student Guide to the Inquiry Process – consumable  Contact Specialist

Course Outline Information
HIS621B Curriculum Guide  PEI 1/t 112-12562

LAW521A – Introductory Law
Law in Action – Understanding Canadian Law, 2003  PEC 1/p 111-11507
Law in Action – Understanding Canadian Law, 2003 – Teacher Resource  PEC 1/t 111-11508

Course Outline Information
LAW521A Curriculum Guide  PEI 1/t 111-11312

LAW531A – Introductory Law
Law in Action – Understanding Canadian Law, 2003  PEC 1/p 111-11507
Law in Action – Understanding Canadian Law, 2003 – Teacher Resource  PEC 1/t 111-11508

Course Outline Information
LAW531A Curriculum Guide  PEI 1/t 111-11311

POL621A – Advanced Political Studies
How Parliament Works  BOP 1/p  Contact Specialist

Course Outline Information
POL621A Curriculum Guide – Under Review  PEI 1/t 112-12235
SOC451A – Social Studies
Course Outline Information
Course guide available

SOC851A – Social Studies
Living in North America by James Crewe et all (Out of Print)
Living in North America by James Crewe et all – Teacher Resource (Out of Print)

Course Outline Information
Course guide available
## French Programs

### Core French

**FRE421A – French**

*Ça marche 3!*

**Nous, les Canadiens**

- Starter Kit (includes teacher’s guide, 30 texts, CD, video)
- Guide de l’enseignant
- Livret de l’élève (if class has more than 30 students)
- Mon carnet (consumable)
- CD (contact specialist)
- vidéo (contact specialist)

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**Mes trésors, mes souvenirs**

- Starter Kit (includes teacher’s guide, 30 texts, CD, video)
- Guide de l’enseignant
- Livret de l’élève (if class has more than 30 students)
- Mon carnet (consumable)
- CD
- vidéo

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**Communi-Quête 2**

*Faisons une différence*

- Starter Kit (includes teacher’s guide, 30 texts, CD, video)
- Guide de l’enseignant
- Livret de l’élève (if class has more than 30 students)
- Cashier (consumable)
- CD (contact specialist)
- Language/Strategy Cards

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**Î-P-É**

- Permis de conduire, guide de l’enseignant
- Permis de conduire, cahier d’activités (consumable)
- Programme d’études et guide d’enseignement: 10ᵉ, 11ᵉ, 12ᵉ année, version finale

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**Matériel du référence 10ᵉ, 11ᵉ et 12ᵉ année**

- Avec Brio: Guide Pratique de communication (Out of Print)
- Exploitation des films en classe
- Les Franfolies: jeux et activités (consumable)
- L’emploi du français en classe de français de base
- L’évaluation formative des apprentissages en français langue seconde – niveau avancé

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FRE521A – French

Communi-Quête 3

Bombes météo
Starter Kit (includes teacher’s guide, 30 texts, CD, video) OUP 1/t Contact Specialist
Guide de l’enseignant OUP 1/t Contact Specialist
Livret de l’élève (if class has more than 30 students) OUP 1/p 111-11538
Cahier (consumable) OUP 1/p 111-11539
CD OUP 1/t Contact Specialist
vidéo OUP 1/t Contact Specialist

Ça marche! 3

Films à l’affiche
Starter Kit (includes teacher’s guide, 30 texts, CD, video) PEC 1/t Contact Specialist
Guide de l’enseignant PEC 1/t Contact Specialist
Livret de l’élève (if class has more than 30 students) PEC 1/p 111-11576
Mon carnet (consumable) PEC 1/p 111-11574
CD PEC 1/t Contact Specialist
video PEC 1/t Contact Specialist

En direct 2, texte de l’élève NEL 1/p 109-9162
En direct 2, guide et ressource de l’enseignant(e) NEL 1/t 109-9163
En direct 2, cassettes NEL 1/t 109-9165
En direct 2, acetates en couleur (Out of Print) NEL 1/t 109-9166 OP

Connaissance de soi, cahier d’activités (consumable) PEI 1/p 111-11200
Connaissance de soi, guide du professeur PEI 1/t 111-11201
Planification d’un voyage, cahier d’activités (consumable) PEI 1/p 111-11202
Planification d’un voyage, guide du professeur PEI 1/t 111-11203
Planification d’un voyage et Vers une carrière, cassette audio PEI 1/t 111-11207

Le théâtre, cahier d’activités (consumable) PEI 1/p 111-11204
Le théâtre, guide du professeur PEI 1/t 111-11205
Le théâtre, cassette video PEI 1/t 111-11206

Programme d’étude et guide d’enseignement 10e, 11e, 12e année, version finale PEI 1/t 110-10293

Matériel de référence 10e, 11e et 12e année

Avec Brio: Guide Pratique de communication (Out of Print) PEC 1/t 107-7295 OP
Exploitation des films en classe PEI 1/t 107-7911
Les Franfolies: jeux et activités pour la classe de français PEI 1/t 107-7831
L’emploi du français de base PEI 1/t 107-7830
L’évaluation formative des apprentissages en français langue seconde - niveau avancé CAS 1/t Contact Specialist
FRE621A – French
En direct 2, texte de l’élève
En direct 2, guide et ressource de l’enseignant(e)
En direct 2, cassettes
En direct 2, acetates en couleur (Out of Print)
En direct 3, Et puis après... texte de l’élève
En direct 3, Et puis après... guide et ressource de l’enseignant(e)
En direct 3, Et puis après... cassettes (Out of Print)
Racisme et discrimination, cahier d’activités (consumable)
Racisme et discrimination, guide du professeur
Programme d’étude et guide d’enseignement 10e, 11e, 12e année, version finale

Matériel de référence 10e, 11e et 12e année
Avec Brio: Guide Pratique de communication
Exploitation des films en classe
Les Franfolies: jeux et activités pour la classe de français
L’emploi du français en classe de français de base
L’évaluation formative des apprentissages en français langue seconde – niveau avancé

NEL 1/p  109-9162
NEL 1/t  109-9163
NEL 1/t  109-9165
NEL 1/t  109-9166 OP
NEL 1/p  112-12142
NEL 1/p  112-12143
NEL 1/t  112-12144
NEL 1/t  112-12145 OP
PEI 1/p  112-12171
PEI 1/t  112-12172
PEI 1/t  110-10293
PEC 1/t  107-7295 OP
PEI 1/t  107-7911
PEI 1/t  107-7831
PEI 1/t  107-7830
CAS 1/t  Contact Specialist
French Immersion

French Language Arts

**General Resources for Grades 10, 11, 12**

- 40 activités d’improvisation
- Chester
- Exploitation des films en classe
- Histoire à quatre voix
- La belle lisse poire du prince de Motordu
- La poésie, du jeu, des sons, des images
- La trousse Franç’arts
- Le Bescherelle
- Le chandail de hockey
- Le métaguide
- Le nuage bleu
- Le petit Larousse illustré
- Le prince de Motordu
- Les franfolies
- Ma trousse d’écriture 9-12
- Senior high writing portfolio
- Stratégies pour écrire un texte d’opinion

**Course Outline Information and related documents for Grades 10, 11, 12**

- Programme d’études en français – immersion
- Corpus (Out of Print)
- La grammaire de base – Student text (Out of Print)
- La grammaire de base – Guide d’enseignement
- La grammaire 100% - Student (Out of Print)
- Réussir le DELF A2
- Réussir le DELF B1
- Réussir le DELF B2

**FRE421F – French Immersion**

**Literature Resources**

- La ligne de trappe
- Le don
- Le Royaume de Kensuké
- Les classiques de Frédéric Back DVD (Radio Canada)
- L’anneau du guépard
- L’homme qui plantait des arbres
- Rouge poison
- Trafic
- Viens-t’en Jeff

**Literacy support material for children’s literature project**

(Other titles maybe in the kit as substitutes)

- Contact Specialist

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Grosse colère
Il ne faut pas habiller les animaux
Il était une fois un bois, un arbre, un gnome
Journal d’un sapin de Noël
Juliette, la rate romantique
Koulkoul et Molokoloch
La belle lise poire du prince de Mortordu
La carte de Hockey
Le chevalier qui avait peur du noir
Le déjeuner des loups
Le monstre poilu
Le range magique
Le roi des bons
Les nuits de Rose
Les petits riens qui font du bien
Les trois brigands
Léon et les bonnes manières
Maman bobo
Marius
Mon doudou sur mon trône
Moun
Nuage bleu
Petit-Bond en hiver
Petit lapin Hoplà
Quand les monsters se montrent
Rafara
Une histoire sombre, très sombre

FRE521F – French Immersion
Course Outline Information
Programme d’études en français-immersion 1/e
Conteur de Pipes
Le métaguide
Textes
La grammaire de base – student text
La grammaire 100% - student text (Out of Print)
La grammaire 100% - cahier d'exercices 1 (non-consumable)
La princesse dans un sac
Le prince des marais
Réussir le DELF A2
Réussir le DELF B1
Réussir le DELF B2

Literature Resources
Astérix chez les Bretons
Comme un cheval sauvage
En toute liberté (Out of Print)
La neige en deuil
La vie est une bande dessinée
Les vélos n’ont pas d’état d’âme
Zone
### Literacy support material for graphic novel writing project
*other titles maybe in the kit as substitutes*

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### FRE621F – French Immersion

**Course Outline Information**

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<td>Le métaguide</td>
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**Literature Resources**

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Le chant des grenouilles (Out of Print)  ACA 1/p  112-12159 OP
L'étranger                             LGF 1/p  112-12161

**Literacy support material for short story project**

*other titles maybe in the kit as substitutes*

- Boule de Suif et autres nouvelles
- Charles Perrault – contes
- Contes et légendes de la mythologie
- Crimes parfaits
- Grandes heures de la terre et du vent
- Histoires fantastiques du temps jadis
- Histoires fantastiques
- La dame de Pique
- La Vénus d’Île et autres nouvelles fantastiques
- Le livre de sable
- Les enfants en guerre
- L’homme au parapluie
- Neuf contes et nouvelles
- Nouvelles fantastiques italiennes
- Nouvelles histories extraordinaires
- Nouvelles orientales et désorientées
- Trois contes

**French Language Social Studies**

*CIV621F – Exploring Civilisations/Civilisations comparées*

- L’héritage des civilisations
- L’héritage des civilisations – Teacher Resource
- Le métaguide

**Course Outline Information**

- Programe d’études

- Atlas des pays du monde
- Le fabuleux voyage d’Ibn Battuta
- Les religions du monde: Perspectives canadiennes
- L’art à la loupe
- Planisphère Brault et Boutillier
- Set of 10 reproductions de l’Image de l’art
- Vivre comme les Indiens d’Amérique
- Vivre comme les Celtes
- Vivre comme les Égyptiens
- Vivre comme les Grecs
- Vivre comme les hommes préhistoriques
- Vivre comme les Incas
- Vivre comme les Indiens d’Inde
- Vivre comme les Inuits
- Vivre comme les Japonais
- Vivre comme les Mésopotamiens
- Vivre comme les peuples du passé
- Vivre comme les peuples d’Amérique

Contact Specialist
Vivre comme les Romains
Vivre comme les Vikings
World Music: Africa, Europe and the Middle East Vol. 1 (CD)

ECO621F – Economics/L’économie
Programme d’études, Économie 621
Économie contemporaine
Économie contemporaine – Teacher Resource

GEO621F – Global Issues/Les enjeux mondiaux
Programme d’études, GEO621F
Mondes - Student Text
Mondes - Guide de l’enseignant

HIS421G – Understanding Canada/Comprendre le Canada
HIS421J – Understanding Canada/Comprendre le Canada (Pre-IB)
Programme d’études, HIS 421G/J
Atlas d’histoire du Canada
Cent ans du Canada, 2e Ed. (Out of Print)
Collection of albums for critical thinking projects
Collection of novels for reading projects
Le Canada et la grande guerre de 1914-1918
Le Canada et le monde au XXe siècle (Out of Print)
Les Canadiens et la Seconde guerre mondiale
Les droits de l’homme Librio
Les relations Canada-Américaines (Out of Print)
Paroles de Poilus Librio
Planisphère – Brault et Boutillier
Un long dimanche de fiançailles Folio

This course is in the process of being renewed and new main resources are already in the schools. Contact curriculum specialist for more information.

LAW521F – Canadian Law/Le droit
Le Droit – Programme d’études
Le Droit - text
Comprendre le droit canadien
Comprendre le droit canadien – Teacher Resource
Le métaguide

Reference Materials
All about law, 4th Edition. – text
Les Droits de la personne – texte
Projets en loi

Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist
Contact Specialist

SOC621F – The Individual in Society/L’Individu en société
Individu en société – programme d’études
2 albums: La promesse (avec exploitation)
Famille, droit et société (Out of Print)
Famille – Canada (Out of Print)
Idéologies et régimes politiques comparés (Out of Print)
La société humaine, défis et changements (Out of Print)
Le métaguide
Les grandes religions (Out of Print)
Les grands courants de la pensée contemporaine (Out of Print)
Les relations internationals (Out of Print)
Moi, j’attends… (avec exploitation)
Notre monde actuel – maître (Out of Print)
Tendances sociales canadiennes (Stats Can)

Reference Materials
Sociologie générale – Tome 1: L’action sociale
Sociologie générale – Tome 2: L’organisation (Out of Print)
Dictionnaire de sociologie (Out of Print)
DVD L’enfant sauvage

Other French Immersion Courses
CAR421F – Career Education/Éducation à la carrière
Programme d’études, Éducation à la carrière
Trousse: Être pour vrai (Out of Print)
Cartable “La Zone”
Horizons 2000+ (Out of Print)
Les Jeunes et l’argent by Gary Robbior

Software
myBlueprint (Provincial License)