



High School **Program of Studies and Authorized Materials** 2025-2026



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Public School Education

In Prince Edward Island, the public school system embodies kindergarten through grade 12. For program planning purposes, four Key Stages categorize grades as follows:

- Key Stage 1 - Primary grades of K-3
- Key Stage 2 - Elementary grades of 4-6
- Key Stage 3 - Intermediate grades of 7-9
- Key Stage 4 - Senior high grades of 10-12

The provincial public education program is taught in schools organized within the Public Schools Branch and La Commission scolaire de langue française.

A full school program is available for both English language and French language education. The schools of La Commission scolaire de langue française operate in the French language. Second language courses are available in all schools, with instruction beginning no later than grade four. Early French immersion and late French immersion programs are available in some English Language Schools.

Additional information on public education is available on the Department of Education and Early Years website <https://www.princeedwardisland.ca/en/topic/education-and-lifelong-learning>

Philosophy of Public Education

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 public education system programs reflect a current view of the knowledge, skills, and attitudes and competencies of most worth to the individual and 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 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 use leisure time creatively;
- 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.

The provincial curriculum is of prime importance in addressing the goals. The curriculum may be defined as all of the experiences, formal and informal, which the student encounters under the school's guidance. This document, Program of Studies and List of Authorized Materials, outlines the formal school program.

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 concerning the curriculum outcomes.

English Programs

Mandate

The English Education, Programs and Services Division provides quality English language curriculum and support services to teachers and students. It provides leadership and coordination in the development of quality learning opportunities for all students.

There are more than 200 programs and courses in the public school curriculum. With such a large number of courses, course development and renewal are a continuous one. The procedures for conducting such work are described below.

Program and 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 competencies. 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, everyone involved in Prince Edward Island students' education must 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 leaders 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; and
- promoting a contextualized and constructivist approach to instruction and learning.

Teachers and Department leaders collaborate in evaluating and selecting appropriate student and teacher resources to support the curriculum with consideration for the following six actions:

1. The Department of Education and Early Years assesses the effectiveness of existing programs and school courses in consideration of the province's educational goals and students' needs. The following information is used as part of the assessment process:
 - a. reports from teachers;
 - b. submissions from school authorities;
 - c. submissions from community groups;
 - d. government studies and initiatives;
 - e. academic and professional literature in education; and
 - f. results of national and international assessments.
2. The decision to proceed, or not, with the development of a revision project is made by the Department based upon:
 - a. the result of the assessment;
 - b. the impact on other existing courses/programs;
 - c. recommendations from appropriate curriculum committees; and
 - d. fiscal considerations.
3. The curriculum development work is carried out by an ad hoc curriculum committee in conjunction with a Department of Education and Early Years leaders. Nominations to a committee are requested from education authorities, and, if appropriate, from educational partners, such as Holland College or the University of Prince Edward Island. The committee
 - a. assesses strengths and weaknesses of the present course or program;
 - b. determines, with reference to provincial education goals and any appropriate foundation documents, the outcomes for the new or revised course;
 - c. evaluates instructional materials;
 - d. outlines a course of studies; and
 - e. makes recommendations on pilot projects and in-service training for pilot teachers.

4. Based on recommendations from the ad hoc committee, the leader
 - a. submits a request to the Director for final approval;
 - b. consults with education authorities to identify pilot schools and teachers; and
 - c. ensures that pilot materials are ordered and that appropriate in-service training is carried out.
5. The Department of Education and Early Years monitors the progress of each pilot project and
 - a. recommends discontinuing the project, continuing the project, or proceeding to implement a new or revised course;
 - b. revises, as needed, the course of study to reflect any course changes; and
 - c. makes provision for in-service training and other supports that will ensure effective implementation.
6. The Department of Education and Early Years will prioritize the following areas of learning for program and course renewal;
 - a. essential graduation competencies
 - b. inquiry-based learning
 - c. project-based learning
 - d. experiential learning

Position Statements

Education for Reconciliation

The English and French Education, Programs and Services Divisions are committed to meeting the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action. Sections 62 and 63 deal with education, specifically

**"Education got us into this mess
and education will get us out of it."
~The Honorable Justice
Murray Sinclair**

the development of curriculum and the building of student capacity for intercultural understanding, empathy, and mutual respect. Education has played a role in the past regarding Indigenous Peoples and understand that education is the way forward.

While reconciliation may take on many meanings, the TRC defines it as "...establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour." Truth must come before reconciliation.

Teaching Education for Reconciliation within the provincial curriculum relates to what is taught in schools in the form of its various subject-area programs, but also to how it is taught. Meaningful reconciliation must engage students in learning about Canada's history of colonization, thinking creatively about the future, and providing them with opportunities to make a difference through active citizenship. As the Kindergarten to Grade 12 curriculum is renewed, the new curriculum must enable students to develop an understanding of - and respect for - the histories, contributions, and perspectives of Indigenous peoples in Prince Edward Island and Canada.

The English and French Education, Programs and Services Divisions would like to thank the Indigenous Education Advisory Committee for its guidance as we continue on our path to reconciliation. Their unique perspectives, voices and experiences are very much appreciated. The English Education, Programs and Services Division acknowledges that there are other perspectives and voices still to be heard and encourages teachers to seek out local knowledge keepers in their communities to further their understanding of Indigenous culture, knowledge and ways of knowing.

The English and French Education, Programs and Services Divisions recognize that many teachers will be learning alongside their students. Teachers are encouraged to seek opportunities to educate themselves on matters of Indigenous culture in order to teach from a place of empathy and knowledge and to become effective allies in reconciliation education. This learning can take the form of formal learning experiences such as professional development opportunities, courses focused on First Peoples' cultures, or other learning experiences such as engaging in professional discussions with colleagues or connecting with local First Nations communities or Indigenous organizations.

¹Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada, The Truth and Reconciliation Commission of Canada, 2015, p. 6

Education for Sustainable Development

The English and French Education, Programs and Services Divisions are committed to identifying and supporting entry points to the topics of sustainability in existing programs and explicitly including specific curriculum outcomes and achievement indicators in newly developed curricula.

Education for Sustainable Development (ESD) is critical to addressing the global challenges facing humanity today. ESD is transdisciplinary and holistic. ESD plays an important role in engaging learners in an understanding of the interconnectedness of social, economic, and environmental issues, and how their actions impact the world around them.



ESD is a way to empower learners to take individual and collective action towards sustainability. It equips learners with the “knowledge, skills, values, and agency to address interconnected global challenges” in the hopes of “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

²“What you need to know about education for sustainable development.” UNESCO, 14 March 2023, <https://www.unesco.org/en/education-sustainable-development/need-know>. Accessed 6 October 2023.

³“Sustainability | United Nations.” the United Nations, <https://www.un.org/en/academic-impact/sustainability>. Accessed 6 October 2023.

Fair Presentation of Cultural and Other Groups

The Department of Education and Early Years recognizes that fair comment respecting any group is to be assured in school. Furthermore, stereotypes are to be avoided, whether in association with gender or any other characteristic. Therefore, in the curriculum planning process, curriculum committees, curriculum specialists, and the coordinator are directed as follows:

- a. To evaluate aims, instructional materials, and courses of study to ensure fair and reasoned comment upon the characteristics or practices of any cultural group. Fair and reasoned comment is characterized by, for example, providing clear and reasonably complete explanations of characteristics and practices, distinguishing between facts and inferences or value judgements in discussions of characteristics and practices, and discouraging students from making hasty value judgments about characteristics and practices of specific cultures.
- b. To evaluate educational aims, instructional materials, and courses of study to ensure that people's generalizations are based upon reasonable evidence and that stereotypes are avoided.

The resource called *Evaluation and Selection of Learning Resources: A Guide* is used to evaluate instructional materials.

The following guidelines apply in evaluating instructional materials:

1. Texts and other instructional materials should portray a wide variety of occupations, activities, and interests as being equally suitable for diverse identities.
2. Human experiences presented in textbooks should include references to diverse identities.
3. Messages about society and an individual's place in it should imply the equality of diverse identities.
4. The resource can be accessed at www.gov.pe.ca/photos/original/ed_ESLR_08.pdf

Granting of Senior High Graduation Diploma and Transition Certificate in the English Language Education Program

MINISTER'S DIRECTIVE No. MD 2024-02

Pursuant to clause 3(1)(g) and subsection 4(1) of the *Education Act*, R.S.P.E.I. 1988, Cap. E-.02, I hereby issue the following Minister's Directive to establish rules for the granting of diplomas and provincial transition certificates in an English language education program, including an education program for French immersion students.

This Minister's Directive replaces Minister's Directive No. MD 2020-04.

Interpretation

1. In this Directive,

(a) "affiliated school" means an educational institution located outside of Canada that is authorized by the Minister to use curricula developed and approved by the Department;

(b) "credit" means:

- i. a weighted unit based on the number of defined hours of instruction in a course that is awarded to a student upon successful completion of the course with a pass mark of at least 50%;
- ii. an enrolled credit;
- iii. a local course credit; or
- iv. a passing credit.

(c) "English credit" means a credit for a course identified as an English course in the *Senior High Program of Studies and List of Authorized Materials*;

(d) "English language education program" means the education program approved by the Minister under clause 3(2)(b) of the *Education Act* for use in the English school system;

(e) "enrolled" means that a student attended a course for which the teacher assessed an assignment or assignments;

(f) "enrolled credit" means a credit that is awarded to a student for a course in which they were enrolled in the spring semester of the 2019-2020 school year;

(g) "local course credit" means a course approved by the Department that accommodates the special interests and abilities of students, innovative practices, and addresses local community interest;

(h) "mathematics credit" means a credit for a course identified as a mathematics course in the *Senior High Program of Studies and List of Authorized Materials*;

(i) "passing credit" means a credit awarded to a student in ENG471, ENG571 or ENG671A;

- (j) "physical education credit" means a credit for a course identified as a physical education course in the *Senior High Program of Studies and List of Authorized Materials*;
- (k) "science credit" means a credit for a course identified as a science course in the *Senior High Program of Studies and List of Authorized Materials*;
- (l) "*Senior High Program of Studies and List of Authorized Materials*" means the most recent version of the *Senior High Program of Studies and List of Authorized Materials*, published by the Department of Education and Early Years, as amended from time to time;
- (m) "social studies credit" means a credit for a course identified as a social studies course in the *Senior High Program of Studies and List of Authorized Materials*.

PART A- Eligibility

- 2. An individual is eligible to receive a Senior High Graduation Diploma if the individual has successfully completed the course credit requirements for a Senior High Graduation Diploma described in Part B of this Directive and
 - (a) is enrolled in a senior high school operated by the Public Schools Branch; or
 - (b) is enrolled in an affiliated school that, in the opinion of the Deputy Minister, offers courses that are substantially equivalent to courses offered by the Public Schools Branch.
- 3. This Directive does not apply to the eligibility of individuals to receive a Canadian Adult Education Credential (CAEC) High School Equivalency Certificate, General Educational Development (GED) High School Equivalency Certificate or a High School Graduation Certificate for Mature Students for the completion of senior high level courses as an adult learner who is not enrolled in a school operated by an education authority. Certification for the above programs is the responsibility of the Minister of Workforce, Advanced Learning and Population.

PART B -Academic Requirements for a Senior High Graduation Diploma – 20 Credit Pathway

- 4. (1) An individual who is enrolled in an English language education program has completed the course credit requirements to be granted a Senior High Graduation Diploma if the individual has successfully completed twenty (20) course credits comprised of
 - (a) at least 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); and
 - (b) at least eleven (11) course credits from the compulsory course credits described in subsection (3).
- (2) A course credit may be used to satisfy the course credit requirements described in both clause (1)(a) and clause (1)(b).
- (3) The compulsory course credit requirements referred to in clause (1)(b) include:
 - (a) Three (3) English credits, one (1) of which must be ENG 600 level;
 - (b) two (2) mathematics credits, one of which must be MAT 500 or 800 level;
 - (c) two (2) science credits;

- (d) two (2) social studies credits, one of which must include Canadian content as listed in the *Senior High School Program of Studies* or a social studies credit approved by the Director of the English Education, Programs and Services division of the Department as a compulsory course credit;
 - (e) one (1) physical education credit, which must be PED401A;
 - (f) one (1) career education and personal development credit, which must be CEO401A or CAR421F;
5. (1) An individual may apply in writing to the Director of the English Education, Programs and Services division of the Department for an exemption from the following compulsory course credit requirements referenced in section 4.
- (a) Physical education (PED401A);
 - (b) Career education and personal development (CEO401A or CAR421F).
- (2) 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 education authority or affiliated school to accommodate the individual's specific circumstances within the curriculum associated with the compulsory course credit requirement; and
 - (c) a written recommendation from the principal of the school or affiliated school, as the case may be, that the individual be exempted from the compulsory course credit requirement.
- (3) On receiving a completed application made in accordance with this section, the Director of English Education, Programs and Services division of the Department may exempt an individual from a compulsory course credit requirement if, in the Director's opinion,
- (a) the individual's personal health, religious or physical circumstances prevent the individual from fully participating in the compulsory course, and the health, religious or physical circumstances of the individual cannot be reasonably accommodated within the curriculum of the compulsory course; or
 - (c) the individual has transferred into the education 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.

PART C – Academic Requirements for a Senior High Graduation Diploma – Essential Skills Achievement Pathway

6. (1) In the Essential Skills Achievement Pathway–Post-Secondary Education (ESAP-PSE), an individual who is enrolled in an English language education program has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:
- (a) attained mastery level in the Foundational Learning Block;
 - (b) attained mastery level in one of the designated Post-Secondary Education Achievement Pathway Blocks; and
 - (c) demonstrated a minimum level-two complexity Capstone Project.
- (2) In the Essential Skills Achievement Pathway–Workplace Entry (ESAP-WE) program, an individual who is enrolled in an English language education program has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:
- (a) attained mastery level in the Foundational Learning Block;
 - (b) achieved mastery level in Workplace Readiness Block; and
 - (c) met the requirements of an experiential Work Placement (minimum 400 hours).

PART D -Academic Requirements for a Senior High Graduation Diploma – International Baccalaureate Diploma Program

7. An individual who successfully completes eight (8) credits from the Prince Edward Island Senior High Program of Studies and the International Baccalaureate Diploma Program will meet Provincial Graduation requirements and receive a Prince Edward Island Senior High Graduation Diploma.

PART E -Academic Requirements for a High School Transition Certificate

8. An individual who fulfills the requirements of transition planning at the high school level, as outlined in an individual Transition Action Plan in accordance with guidelines of the Prince Edward Island Department of Education and Early Years has successfully completed the course requirements to be granted a High School Transition Certificate.
9. This directive replaces Minister's Directive No. MD 2020-04, which is revoked.

This Minister's Directive is effective February 26, 2024.

Dated at the City of Charlottetown, this 26 day of February 2024.



Natalie Jameson
Minister of Education and Early Years

Assessment, Evaluation, Monitoring, and Reporting Student Achievement

MINISTER’S DIRECTIVE

No. MD 2025-08

Assessment, Evaluation, Monitoring and Reporting Student Achievement

Pursuant to subsection 4(1) of the Education Act, R.S.P.E.I. 1988, Cap. E-.02, I hereby issue the following Minister's Directive to establish expectations for the assessment, evaluation, monitoring and reporting of student achievement.

Interpretation

1. In this Directive,
 - a) “Classroom Assessment” is the gathering and consideration of information about what a student knows and is able to do in relation to defined outcomes and standards.
 - b) “assessments” are tasks, activities or tools used in the formative or summative assessment process.
 - c) “education authority” has the same meaning as “education authority” defined in the Education Act, as amended from time to time.
 - d) “Formative Assessment” (assessment for learning) is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining: i) where students are in their learning; ii) next steps for instruction.
 - e) “Summative Assessment” (assessment of learning) is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.
 - f) “Student Achievement” is a representation of what has been learned, both formally and informally, and takes into consideration student learning in relation to the prescribed curriculum outcomes and competencies (product), work habits and effort (process), and growth over time (progress).
 - g) “Formal Individual Educational Assessment” provides specialized information about a student’s learning that is intended to support Student Achievement.
 - h) “Individual Education Plan” or “IEP” is a written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of

instruction, assessment, evaluation, decision-making and reporting. The IEP outlines support services and educational program adaptations and modifications as applicable.

- i) “principal” has the same meaning as “principal” defined in the Education Act, as amended from time to time.
- j) “school” has the same meaning as “school” defined in the Education Act, as amended from time to time.
- k) “student” has the same meaning as “student” defined in the Education Act, as amended from time to time.
- l) “teacher” has the same meaning as “teacher” defined in the Education Act, as amended from time to time.
- m) “equitable opportunities” is providing assessment tasks that are responsive to individual student needs.

PART A - Classroom Assessment

2. While students are the most important users of all assessment information, the Minister of Education recognizes that Classroom Assessment has a variety of audiences (subject to requirements under the Education Act). For each of the following audiences, Classroom Assessment will serve the following primary purposes:
 - **Students:** To enhance the learning, motivation, and confidence of students, empowering them to develop skills and strategies as self-assessors who are responsible for their own learning.
 - **Teachers:** To identify individual student strengths and areas for growth in relation to the defined curriculum outcomes in order to inform next steps for instruction.
 - **Parents/guardians:** To provide information about their children’s strengths and areas for growth in relation to the defined curriculum outcomes, as well as information about how student progress and achievement can be supported.
 - **School Administrators:** To inform school goals and the allocation of resources.
3. Classroom Assessment will:
 - Align with curriculum and instruction.
 - Inform instructional decisions.
 - Include a balance of formative and summative purposes.
 - Include triangulated data—a variety of evidence collected from observations, conversations and student products.
 - Have a clear purpose which includes criteria for evaluation that is communicated to students in advance.
 - Provide equitable opportunities for students to demonstrate their achievement of the expected learning outcomes.

- Encourage student responsibility for completing assessments in a timely manner.
- Allow students opportunities to reflect on and revise evidence of learning through formative assessments.
- Ensure that summative assessments are administered with appropriate consideration for student timelines and learning integrity.

PART B - Classroom Assessment Procedures & Protocols

4. Students will be provided with opportunities to demonstrate their progress toward achievement of outcomes as follows:
 - a) Formative Assessments will be administered by the teacher and will provide opportunities for students to reflect on and revise evidence of learning.
 - b) Summative Assessments will be administered by the teacher and will have reasonable completion dates.
 - c) School-level policy and practices will emphasize and support student responsibility for completing assessments in a timely manner, as well as strategies to support students in managing their workload and meeting deadlines, including reminders, access to learning support resources, and opportunities for formative feedback prior to summative deadlines.
 - d) Students are responsible for completing assessment tasks, thereby demonstrating their knowledge of the learning outcomes being assessed.
 - e) In the event that a due date for a Summative Assessment is missed, the teacher or principal may extend the deadline. If a deadline is extended, students who do not adhere to the extended deadline will have missed the opportunity to demonstrate achievement towards the outcomes addressed in that assignment.
 - f) Education authorities provide in-person learning, and therefore assessments will be administered in person, except in cases of the student being enrolled in a provincially authorized virtual learning opportunity.

PART C - External Large-Scale Assessments

5. Schools and students will participate in regional, provincial, national and international external large-scale assessments as required by the Minister and education authorities.
6. Results from external large-scale assessments will not be used to determine student placement or grading, except as required by the Minister. Aggregated results will be used to identify system-level trends, inform curriculum development, and guide resource allocation.

PART D - Formal Individual Educational Assessments

7. Formal Individual Educational Assessments will be conducted in accordance with Ministerial Directives, and the standards and guidelines of the respective governing body, including that they will:
 - a) Only be conducted by qualified professionals identified by the education authorities.
 - b) Only be conducted after informed written consent is obtained from the applicable parents/guardians.
8. Schools will ensure the confidentiality of Formal Individual Educational Assessment results and that the results are created and maintained in compliance with all applicable legislation, including the Archives and Records Act, R.S.P.E.I. 1988 Cap. A-19.01, the requirements under sections 58 and 60 of the Education Act and the Freedom of Information and Protection of Privacy Act, R.S.P.E.I. 1988, Cap. F-15.01 with respect to student records. This includes secure record keeping, privacy and retention, technological safety and access to information.

PART E - School Communication of Student Achievement

9. Every school will maintain a schedule for communicating Student Achievement that is consistent with education authority expectations and the Education Act, including that:
 - a) Schools will use a variety of methods to communicate Student Achievement to students and parents/guardians throughout the school year.
 - b) Every teacher will be responsible for communicating Student Achievement (in accordance with the school schedule) and the education authority's guidelines.

PART F – Reporting Student Achievement

10. While report cards serve many functions, the primary purpose of report cards is to communicate current Student Achievement to the student and their parents/guardians.
11. Student Achievement will be based upon individual learning and will accurately reflect achievement of the outcomes as defined by the provincial curriculum and/or Individual Education Plan including that:
 - a) Individual student grades will be measured against defined provincial curriculum outcomes and standards, including competencies, rather than compared to other students.
 - b) Social skills and work habits (eg. social development, collaboration, effort, neatness) will be included only if they are identified as outcomes in the provincially approved curriculum or Individual Education Plan. In Grades K through 9, the report card will

provide a place for assessing work habits and social skills.

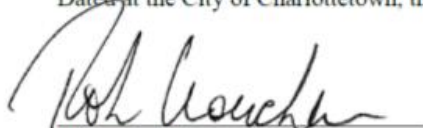
- c) Formative assessment data will inform instruction and provide feedback to contribute to summative success, but the final reported grade will emphasize summative demonstrations of learning.
- 12. On report cards, teachers will write individual comments that focus on student learning, highlighting strengths, areas for growth and next steps. Comments will be individualized, specific, and professional and should be easily understood by parents/guardians.
 - 13. Schools will use provincially authorized forms, structures and processes for reporting Student Achievement and documenting student progress. Teachers are responsible for accurately entering and updating this information as applicable.

PART G – Monitoring Student Achievement from Kindergarten through Grade Nine

- 14. Students will be monitored for consistent progress during the school year, including that:
 - a) Students who have not made consistent progress will be supported by the classroom teacher.
 - b) Where targeted resource interventions and intensive supports are provided, they will be documented by resource departments in schools.
 - c) Where students have not met end of year expectations, this will be appropriately documented through established practices.
 - d) At the beginning of a new school year, teachers will refer to relevant student documentation to determine next steps for student learning.

This Minister's Directive is effective the 2nd day of September, 2025.

Dated at the City of Charlottetown, this 2nd day of September, 2025.



Robin Croucher
Minister of Education and Early Years

The Senior High School Program

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

Therefore, the goal of Key Stage Four is to consolidate competencies through flexible programming and experiential opportunities. Students will have opportunities to prepare and transition to the workforce or post-secondary education within the high school program of studies.

Codes and Abbreviations

Abbreviations

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

<u>Title and Author</u>	<u>Publisher</u>	<u>Ratio</u>	<u>Item Number</u>
<i>Tuesdays With Morrie</i> by Mitch Alborn	BOK	1/c	110-10889

Please note:

1. The publisher abbreviations and the publishers they refer to are listed on the following pages.
2. 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 education authority
1/ws	- one per work station
cs/s	- one class set per school
cs/t	- one class set per teacher

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

Publisher Abbreviations

ACA	Editions d'Acadie	LSC	Lire S'amuser Creer
AQC	Aquilla Communications	MED	Medialiv (Now Dimedia)
ATL	Atlantic Book Ltd.	MER	Editions Du Meriden
BEAU	Editions Beauchemin	MHL	MacLean-Hunter
BOK	Bookmark	MHR	McGraw-Hill Ryerson
BRA	Brault & Bouthillier	MOD	Groupe Modulo
BRU	Brunswick Press	MOS	C V Mosby
CAH	CAHPER	MPE	Maritime Prov Ed Foundation
CBS	Crystal Spring Books	MTP	Metro Toronto Press
CDP	Carson-Dellosa	NEL	Nelson Education
CEC	Centre Educatif et Culturel	NGS	National Geographic Soc
CEN	Cengage	NIM	Nimbus Publishing
CEP	Centre Pedagogique	NYR	Nystrom
CRC	Canadian Red Cross	OGF	Ontario Gymnastic Fed
CTC	Critical Thinking Consortium	OMM	Ontario Milk Marketing Board
CUR	Curriculum Plus	OUP	Oxford University Press
DDI	Diffusion Dimedia Médialiv)	PEC	Pearson Education Canada
DFL	Diffulivre Inc.	PEI	Prince Edward Island
DIS	Distican	PLA	Les Editions des Plaines
DJA	Davis & Johnson Assoc.	POC	Pop-Club
DLC	Directional Learning Canada Ltd.	PPL	Poster Pals
DSP	Dominion Simplicity Patterns	PST	Michael Preston Associates
DUV	Duval Education (Use MOD)	QUQ	Quill & Quire
EDU	Groupe Educativres	RAG	Ragweed Press
EFW	E.F. Williams	RDC	Reader's Digest (Canada)
EIA	Editions Image de L'Art	RDM	Rand McNally
ERPI	Editions du Renouveau Pédagogique Inc.	REI	Reidmore Books
FID	Les Editions Fides	REN	
FRA	Les Editions Francaises Inc.	RES	The Resource Centre
FWH	Fitzhenry & Whiteside	REV	Revenue Canada
GNP	General Pub Co (& Irwin)	RNV	Editions Renouveau Ped.
GRA	Les Publications Graficor	SBF	School Book Fairs
GRO	Grolier (Now Nelson)	SCH	Scholastic Canada
GUE	Guerin Editeur	SCM	Scholars Choice
HCP	Harper/Collins	SER	Servidec
HER	PEI Heritage Foundation	SES	Spectrum Educ. Supplies
HERI	Les Editions Héritage Inc.	SIE	Science Inquiry Enterprises
HHM	HH Marshall	SOL	Le Soleil (Newspaper)
HMF	Houghton Mifflin	TBE	Toronto Board of Education
HMS	Harknett Music Services	TCM	TC Media Livres Inc.
HURT	Editions Hurtubise	TOP	Top Hat
IND	Indigo	TRA	Tralco Lingo Fun
LAK	Lakeshore	UTP	University of Toronto Press
JWS	John Wiley & Sons	WEP	West Publishing
LGF	Librairie Générale Française	WHF	WH Freeman
LGO	Librairie Générale Ourse	WIC	Williams and Crew
LIA	Librairie Acadenne	WLL	E F Williams (Now EFW)
LID	Lidec Inc.	WLM	Wintergreen Learning Materials

Canadian Content Courses

The following is a list of course names which are considered a part of the Canadian Content Graduation Requirement.

- **CAS401A** – Canadian Studies
- **CIV421A** – Civics and Citizenship
- **GEO421A** – Geography of Canada
- **HIS621A** – Canadian History
- **HIS621B** – PEI History
- **LAW521A** – Introductory Law
- **LAW531A** – Introductory Law
- **POL621A** – Advanced Political Studies
- **HIS421G** – Canadian History/Histoire du Canada
- **LAW521F** – Canadian Law/Le droit



designates Canadian Content Courses

Flexible Learning Opportunities

The Prince Edward Island Department of Education and Early Years 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; and
- 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 and Early Years 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;
- enables students to 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;
- is designed to help prepare students for a post-secondary destination of their choice in a particular economic sector;
- is 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;
- enables students to provide evidence of achievement of the required components of the ADP (e.g., sector-recognized certifications) for prospective employers and post-secondary educational institutions;
- enables students to explore, identify, and refine career goals, and make informed decisions about their post-secondary options;
- enables students to 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;
- enables students to participate in pathway exploration experiences aligned with their field of interest;
- enables students to 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;
- enables students to enhance the above skills in the context of engaging, sector-specific learning environments; and
- enables students to access resources, equipment, and expertise that may not be available in their school.

Cooperative Education Courses (CWS501A/502A/601A/602A)

Cooperative Education is an experiential learning method that integrates classroom studies with productive work experiences in fields related to a student's academic or career goals. It provides experiences that combine theory and practice, helping students connect their coursework to real-world transitions through and beyond high school. Each cooperative education course involves collaboration among students, schools, and community partners, with specific responsibilities for all stakeholders. The course has two main components: a mandatory classroom segment and a placement segment. Before starting the placement, all students must meet learning outcomes for workplace readiness, health and safety, and actively develop their learning plans. These plans outline the goals for students, teachers, and employers, focusing on applying and extending knowledge, practicing and refining skills, and achieving placement expectations that reflect current workplace standards. Once on site, students must implement their learning plans, keep records of their work, and participate in weekly reflection activities. They will also return to class several times in the semester to discuss their learning with each other and their teacher.

Distance Education Courses

Distance education is a mode of instruction where students and teachers are separated by time, space, or both, and communication usually occurs through non-traditional means. A wide range of individualized and team instructional approaches and strategies are used in distance education, utilizing various technologies and media.

Distance education provides students with equitable access and a variety of programs, as approved by the PEI Department of Education and Early Years. This option is typically used when a high school does not have the capacity to offer a particular course. All distance education requests must be approved by the PEI Department of Education and Early Years.

External Credential Courses

External credential courses 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 Competencies, and must meet the standards defined in Minister's Directive MD 2016-05. External credentials cannot duplicate existing provincial curriculum. 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.

ANDREWS SPORTS INSTITUTE

- **ASI621T** Successful completion of all four components of the provider's approved programming

CANADIAN CADET ORGANIZATIONS

Air Cadets

- **CAI421T** Level 4 or Equivalent
- **CAI521T** Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- **CAI621T** Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

Army Cadets

- **CAR421T** Gold Star or Equivalent
- **CAR521T** Master Cadet or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- **CAR621T** Master Cadet or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

Sea Cadets

- **CSE421T** Level 4 or Equivalent
- **CSE521T** Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- **CSE621T** Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

COLLEGE OF PIPING

- **BGP621T** Great Highland Bagpipe Program
- **DRM621T** Highland Drumming Program
- **HGD621T** Highland Dance Program
- **STP621T** Island Step Dance Program

CONSERVATORY CANADA MUSIC

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

- **CCM421T** Grade 6 with Theory Grade 2 Co-requisite
- **CCM521T** Grade 7 with Theory Grade 3 Co-requisite
- **CCM621T** Grade 8 with Theory Grade 4 Co-requisite

Piano, Voice, Guitar Contemporary Idioms Stream

- **CON421T** Grade 6 with Theory Grade 2 Co-requisite
- **CON521T** Grade 7 with Theory Grade 3 Co-requisite
- **CON621T** Grade 8 with Theory Grade 4 Co-requisite

DANCE UMBRELLA

- **DAN621T** Contact Dance Umbrella for specific details

DOWN EAST DANCE ACADEMY (Full Time Competitive and Elite Programs)

- **DEC521T**
- **DEC621T**

DUKE OF EDINBURGH

- **DOE521T** Bronze and Silver Level or Silver Level Direct Entry
- **DOE621T** Gold Level or Gold Level Direct Entry

GIRL GUIDES CANADA: TRAILBLAZER GOLD AWARD

- **GGC621T**

InSTEM

- **STM621T** Successful completion of the provider's approved programming

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

SHAD Canada

- **SHD621T**

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
- **SSB621T** National Competitor – IT Software Solutions for Business
- **SJI621T** National Competitor – Job Interview
- **SOP621T** National Competitor – Outdoor Powered Equipment
- **SPH621T** National Competitor – Photography
- **SJS621T** National Competitor – Job Skills Demonstration

- **SPS621T** National Competitor – Prepared Speech
- **SRB621T** National Competitor – Robotics
- **SOP621T** National Competitor – Outdoor Powered Equipment
- **STV621T** National Competitor – TV/Video Production
- **SWL621T** National Competitor – Welding
- **SWS621T** National Competitor – Workplace Safety

SPORT PEI

- **SPT421T** Contact Sport PEI for specific details
- **SPT521T** Contact Sport PEI for specific details
- **SPT621T** Contact Sport PEI for specific details

STRENGTH Program

- **STR621T** By referral only

INSIGHT Program

- **INS621T** By referral only

Policy information and application forms for organizations and students are available on-line on the Department of Education and Early Years website

https://www.princeedwardisland.ca/sites/default/files/publications/eelc_external_credentials_policy.pdf

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 (but does not duplicate) 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:

<https://sites.google.com/cloud.edu.pe.ca/isc-curriculum-document-update/home>

Local Courses

The Department of Education and Early Years 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.

Schools that are interested in locally developed programs and courses can contact the Department for more information.

Summer School Courses

Each summer, the Department of Education and Early Years offers some high school courses. The courses offered vary from year to year, and depend on the availability of resources required and student demand. Summer school programming information is typically made available to schools in mid to late May.

Essential Skills Achievement Pathway

The Essential Skills Achievement Pathway (ESAP) graduation program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the nine federally identified Skills for Success.

Proficiency in these skills are demonstrated and evaluated through problem and project based learning in the essential skills classroom, standard high school courses, community experiential learning and workplace opportunities. The ESAP program prepares students for the current skills-based economy as well as future work, learning and life.

In this program, once students determine their career goal, they will select one of two post graduation pathways: Workplace Entry or Post Secondary Education. Students take a mix of Essential Skills courses and standard high school courses. Students apply through the school counsellor office. Students begin the program in the second semester of grade 10.

In the ESAP – Post-Secondary Education pathway (ESAP-PSE), an individual has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:

1. attained mastery level in the Foundational Learning Block;

2. attained mastery level in one of the designated Post-Secondary Education Achievement Pathway Blocks; and
3. demonstrated a minimum level-two complexity Capstone Project.

In the ESAP – Workplace Entry pathway (ESAP-WE), an individual has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:

1. attained mastery level in the Foundational Learning Block;
2. achieved mastery level in Workplace Readiness Block; and
3. met the requirements of an experiential Work Placement (minimum 400 hours).



Application Process

Prior to registering for the Essential Skills Achievement Pathway program, students must fill out an application form in the fall of their grade ten year and complete an interview. Application forms are available from the ESAP teacher, main office, or guidance counsellor.

EFL 700J - ESAP Foundational Learning

Students complete a foundational learning block which consists of personalized opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the nine federally identified Skills for Success. Proficiency in these skills are demonstrated and evaluated through problem and project-based learning.

EPS800J - ESAP Post-Secondary/Apprenticeship Pathway

Students select a specific career pathway they are planning to pursue after high school. Students will explore outcomes directly related to their field of interest to prepare them to be successful in their post-secondary endeavor. There will be opportunities for experiential learning in the workplace to gain a better understanding of the duties required in the chosen field.

Prerequisite: successful completion of EFL 700J

EWR800J - ESAP Workplace Entry Pathway

The Workplace Entry Pathway is designed for those students who plan to engage in on-the-job training and do not plan to attend post-secondary education directly out of high school. Students demonstrate proficiency in workplace readiness objectives that are based on the federally identified Essential Skills which will prepare them for future work, learning and life. There will be opportunities for experiential learning in the workplace to gain a better understanding of the duties required by the chosen field.

Prerequisite: successful completion of EFL 700J

ECP800J - ESAP PS/Apprenticeship-Capstone Project

Students will complete a Capstone Project which is designed to solve a real-world problem. Students will demonstrate their growth from the Foundational Learning objectives and the CAMET Essential Graduation Competencies while addressing an issue in the world, their school, a nearby school, their community or their home.

Prerequisite: successful completion of EPS800J or EWR800J

EWP800J - ESAP Workplace Entry-Work Placement

Students will complete a 400-hour work placement in a field of their choice. Throughout their placement, their outcomes will directly relate to their field of interest. This will prepare the student for the current skills-based economy as well as future work, learning and life.

Prerequisite: successful completion of EPS800J or EWR800J

Protocol for Returning to the Standard Graduation Pathway

Based on the student's performance and preferences, a student may decide to return to the standard graduation pathway. Ideally, this decision should be made by June during the Foundational Learning block.

Students can receive credit for the portion of the ESAP program completed. Credit allocation will be determined by the ESAP team at the school, using the information in the chart below.

Grade 10 Semester 2 (2 blocks)		Grade 11 Semester 1 (2 blocks)	
Foundational Learning Outcomes to Credit Ratio			
Outcomes completed: 110 - 219	Outcomes completed: 220 - 329	Outcomes completed: 330 - 437	Outcomes completed: 438
1 credit (EFL701J)	2 credits (EFL702J)	3 credits (EFL703J)	4 credits (EFL704J)

Please Note: students who exit are not required to complete CEO provided they have demonstrated proficiency in the mapped outcomes from the Foundational Learning block.

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

MINISTER'S DIRECTIVE No. MD 2016-05

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

Interpretation

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

Home Education Programs

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

Private School Programs and Courses

5. An education authority may grant credit to a student for an educational activity provided by a private school in Prince Edward Island. The credit granted shall be for the equivalent course offered by the education authority if the educational activity is comparable in content and learning outcomes to the course offered by the education authority.
6. An education authority may grant credit for an educational activity provided by a private school located in a jurisdiction other than Prince Edward Island, provided that the student completed the activity while resident in the jurisdiction where the private school is located. The credit granted for the educational activity shall be for the equivalent course offered by the education authority if the educational activity
 - (a) is comparable in content and learning outcomes to the course offered by the education authority; and
 - (b) is recognized by the government of the jurisdiction where the private school is located as being equivalent to a course offered within the jurisdiction's public education system.
7. An education authority may grant credit to a student for an educational activity provided by a private school that is not equivalent to a course offered by the education authority.

Programs and Courses authorized by the Minister

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

Programs and Courses approved by other Provincial and Territorial Governments

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

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

Distance Education Courses

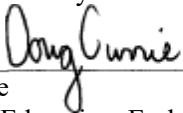
12. An education authority may grant credit to a student for an educational activity provided through a distance education course or a correspondence course, during or outside of normal school hours, if
 - (a) the course is approved by the Department;
 - (b) the student's participation in the course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

External Credentials

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

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

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



Doug Currie
Minister of Education, Early Learning and Culture

Course Coding System

Course Coding System — Grades 10 to 12

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

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

Subject Description	Grade	Category	Credit Value	Program Identifier The seventh character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding.
(3 characters) MAT	(1 character) 5	(1 character) 2	(1 character) 1	(1 character) A
e.g., MAT = mathematics HIS = history	4 = Grade 10 5 = Grade 11 6 = Grade 12 7 = Grade 10 or 11 8 = Grade 11 or 12 9 = Grade 10, 11, or 12	0 = Open 1 = Enriched or Advanced 2 = Academic 3 = General 5 = Practical 6 = Modified 7 = Intervention	0 = no credit (for Grades 7-9) 1 = one credit 2 = two credits 3 = three credits 4 = four credits 5 = one half credit	A to E, K = English Language Course F to I = French Immersion Course M to R = French Language Courses J = Essential Skills Achievement Pathway Courses S = Advanced Placement Courses T = External Credit W to Z = Local Program Course

Senior High Program of Studies

English Programs – Course Descriptions

ARTS

Visual Arts Courses

ART401A - Visual Arts

This introductory course provides a study of basic art techniques such as drawing, painting, sculpture, and printmaking. There is a strong emphasis on the elements of art, principles of design, basic colour theory, and drawing skill development. Students will learn to have an understanding of their artmaking within the historical context of art from prehistoric and Indigenous cultures to Greek and Roman times. As well, students will learn to critically respond to visual images they create and critically view. 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 sculpting/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through the application of skills, spatial understanding, and a working knowledge of the elements of art and principles of design. Students will learn critical viewing skills using the appropriate vocabulary to examine and apply their knowledge of the art and artists of Indigenous culture and the Renaissance to the Impressionist time period 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 persuasive argument skills. They will examine art and artists of the modern and contemporary art movements of various cultures, 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)

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 persuasive argument skills. They will examine art and artists of the modern and contemporary art movements in various cultures, 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; and
- 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

DRA701A - Dramatic Arts

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 analyze, 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

Dramatic Arts (DRA801A) 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 persuasive argument skills. They will examine dramatic genres, time periods, cultures, 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)

DRA621A - Dramatic Arts

Dramatic Arts (DRA621A) 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 analyze theatre production, script writing, and acting. Students will critically view dramatic works using persuasive argument skills. They will examine dramatic genres, time periods, cultures, 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.

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

The PEI senior high music curriculum aims to engage students in a creative learner-centred process to cultivate musical literacy, independent musicianship, the enjoyment of music and life long learning. Foundational learnings in earlier grade levels are revisited and further developed at the senior high level. Students will experience, demonstrate and identify their understanding of the unique characteristics of the musical language through active music making using voice, body and/or instruments. Such active inquiry-based learning experiences enables the student to further refine the skills, understandings and responses relative to their music making as an individual and/or within an ensemble. This music making process allows an opportunity for exploration of self and others, thus encouraging an environment fostering social emotional awareness and diversity, equity and inclusion.

Instrumental Music Performance

MUS421A – Instrumental Music

Instrumental Music (Music 421A) is a performance-based course for students with an interest in instrumental music. It will refine musical concepts, skills, and knowledge from the Grade 9 instrumental music program. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large instrumental ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing. This course is a prerequisite for Music 521A.

Prerequisite: Grade 9 Instrumental Music or permission from the teacher based on skill and knowledge.

MUS521A – Instrumental Music

Instrumental Music (Music 521A) is a performance-based course for students with an interest in instrumental music. It will refine musical concepts, skills, and knowledge from MUS421A. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large instrumental ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing. This course is a prerequisite for Music 621A.

Prerequisite: Music 421A or permission from the teacher based on skill and knowledge.

MUS621A – Instrumental Music

Instrumental Music (Music 621A) is a performance-based course for students with an interest in instrumental music. It will refine musical concepts, skills, and knowledge from MUS521A. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large instrumental ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for instrumental music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisite: Music 521A or permission from the teacher based on skill and knowledge.

Vocal Music Performance

MUS421B – Vocal Music

Vocal Music (MUS421B) is a performance-based music course designed for the student who has an interest in singing and choral music. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual, small ensemble and/or choral ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for vocal music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisites: Grade 9 vocal music or permission from the teacher based on skill and knowledge.

MUS521B – Vocal Music

Vocal Music (MUS521B) is a performance-based music course designed for the student who has an interest in singing and choral music. It will refine-musical concepts, skills, and knowledge from MUS421B. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual, small ensemble and/or choral ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for vocal music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisites: Music 412B or permission from the teacher based on skill and knowledge.

MUS621B – Vocal Music

Vocal Music (MUS621B) is a performance-based music course designed for the student who has an interest in singing and choral music. It will refine musical concepts, skills, and knowledge from MUS521B. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual, small ensemble and/or choral ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for vocal music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisites: Music 521B or permission from the teacher based on skill and knowledge.

Popular Music Performance

MUS421D – Popular Music Performance

Popular Music Performance (MUS421D) provides students the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have designed while also learning the skills needed within a professional music scene. Musical concepts, skills and knowledge will be learned through the popular music performance curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisites: Intermediate StoMP (Styles of Musical Performance) or permission from the teacher based on skill and knowledge

MUS521D – Popular Music Performance

Popular Music Performance (MUS521D) provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have designed while also learning the skills needed within a professional music scene. In MUS521D, there is a strong focus on building upon the essential musical skills and knowledge from 421D, and utilizing these in a variety of ways to both advance the student's personal musical goals and broaden their skill set in other genres and performance situations.

Prerequisites: MUS421A/B/D or permission from the teacher based on skill and knowledge

MUS621D – Popular Music Performance

Popular Music Performance (MUS621D) provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have designed while also learning the skills needed within a professional music scene. Students will develop an artist's statement and action plan to begin working through the creative process. As students' progress from MUS521D into MUS621D, their depth of learning continues to grow, with increased focus on specific musical goals that will help establish who they are as an artist. Students are encouraged to make connections with other like-minded musicians/mentors in the community.

Prerequisites: MUS521A/B/D or permission from the teacher based on skill and knowledge

MUH801A - History of Popular Music (formally History of Rock and Roll)

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students will examine the genres, styles, cultural contexts and connections of music in relation to their lives and the global world. Students will explore the ways music can be experienced and its significant role within society. Through active listening and inquiry musical learning, students will develop knowledge of the elements of music to gain understanding of the language of music.

Please note: MUH801A History of Popular Music is considered as a Social Studies credit for graduation. This course is also listed in the Social Studies section.

BUSINESS EDUCATION

ACC621A – Accounting Principles

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

The Department of Education and Early Years 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; and
- Sport and Leisure Management.

ACC801A – Bookkeeping (formerly Accounting)

Bookkeeping (ACC801A) is a course that focuses on the tasks of the bookkeeper for a small business. Students will learn how to record, organize and manage daily financial transactions, and track all accounts, journals and ledgers within a business. Topics covered in this course include the use of ledgers, journals, special and subsidiary journals, trial balances, sales tax, correcting entries, entries needed for acquiring merchandise and non-merchandise, sales and purchases, discounts, returns, bank reconciliation, working with cash, payroll and more.

Please Note: Students can receive credit for both ACC801A and ACC621A.

BUS701A – The World of Business

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

ENT521A – Entrepreneurship

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

Topics will include:

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

Learning resources can include guest speakers from the local community, information on current and historical entrepreneurs and their businesses to be used as case studies, and JA programs that support company building and entrepreneurship. Learning activities will involve group and individual projects.

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

LED621A – Leadership (Formally PED621 – Physical Education Leadership)

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

CAREER EDUCATION

CEO401A – Career Exploration & Opportunities

Career Exploration 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 learning method that integrates classroom studies with productive work experiences in fields related to a student's academic or career goals. It provides experiences that combine theory and practice, helping students connect their coursework to real-world transitions through and beyond high school. Each cooperative education course involves collaboration among students, schools, and community partners, with specific responsibilities for all stakeholders. The course has two main components: a mandatory classroom segment and a placement segment. Before starting the placement, all students must meet learning outcomes for workplace readiness and health and safety, and actively develop their learning plans. These plans outline the goals for students, teachers, and employers, focusing on applying and extending knowledge, practicing and refining skills, and achieving placement expectations that reflect current workplace standards. Once on site, students must implement their learning plans, keep records of their work, and participate in weekly reflection activities. They will also return to class several times in the semester to discuss their learning with each other and their teacher.

Course Codes

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

Credit Guidelines

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

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.

AUT801A – Basic Powertrain

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

AUT801B – Brake Systems

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

AUT801C – Electrical Systems

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

AUT801D – Steering Systems

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

AUT801E – Suspension Systems

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

Carpentry

CAR701A – Introduction to Carpentry Technology

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

CAR701A provides students the opportunity to develop technical skills with tools, equipment, and safe work practices within a Carpentry setting. Students will be challenged to apply math concepts to solve technical problems and develop their literacy skills through design and drawing techniques. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

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

CAR801A – Framing Systems Level I

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

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

CAR801B – Framing Systems Level II

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

CAR801C – Carpentry Skills Level I

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

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

CAR801D – Carpentry Skills Level II

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

CAR801E – Carpentry Apprenticeship

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

skills while becoming more articulate in their knowledge related to the carpentry trade.

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

Culinary

CUL801A – Culinary Skills A

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

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

Prerequisite: FDS421A

CUL801B – Culinary Skills B

CUL801B is a career and technical education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include stocks, soups and sauces, baked goods, fruits and vegetables, fish, poultry and meats, cultural influences, and preparation and execution of meal services.

CUL801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education in this subject area.

Prerequisite: FDS421A

Design Technology

DES701A – Design Technology

Every manufactured product and building starts with a design concept and technical drawings. Design Technology will introduce the student to the technical design and problem solving process, practicing basic design principles, and analyzing 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.

Foods and Nutrition

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.

Certification in Food Handler's Safety is now offered within Foods 421. Upon successful completion of the course, students will receive a certificate recognized in the food service industry on PEI. This credential has been approved in collaboration with the Department of Health and Wellness and the Department of Education and Early Years. The certificate is valid for 5 years from the date of completion. This course is designed to meet the National Guidelines of food safety; PEI Department of Health and Wellness, and the curriculum outcomes for Foods 421, Department of Education and Early Years.

Foods 421 is a recommended prerequisite course for all Culinary Skills courses.

Robotics

ROB801A – Robotics

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

Prerequisite: Applied Science (SCI701A) or permission from the teacher (based on level of skill and knowledge)

Welding

WEL701A – Shielded Metal Arc Welding (SMAW) Level I

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

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

WEL801A – Shielded Metal Arc Welding (SMAW) Level II

Welders always strive to achieve a high standard of quality in their work. During this course, students will learn about the various types of weld joints and to select the proper electrodes for various SMAW tasks.

Students will learn to diagnose and correct problems that arise when using SMAW equipment, identify and safely use power tools common to the trade, and develop the theoretical and practical skills required to perform high quality SMAW welds in all positions.

WEL801B – Gas Metal Arc Welding (GMAW) Level I

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

This course is a prerequisite for WEL801C GMAW Level II.

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 positions. This will include maintaining and adjusting equipment, power sources, and consumables to ensure quality welds.

WEL801D – Flux Core Arc Welding (FCAW)

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

WEL801E – Gas Tungsten Arc Welding (GTAW)

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

CAREER AND TECHNICAL EDUCATION

EXPLORATORY COURSES

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

CTE701A – Career and Technical Education

CTE801A – Career and Technical Education

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

COMMUNICATION AND INFORMATION TECHNOLOGY

CMM801A – Creative Multimedia

Creative Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be activity-based, and taught from a design point-of-view. Creations will be presented in a portfolio format. Modules include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing, and Web Authoring.

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

CMP521A – Introductory Computer Studies

The CMP521A provides students exposure to four big ideas of computer science: data analysis, prototyping, computer literacy, and programming skill development. The intended focus of study is the introduction of principles, methodologies and skills that will provide a successful foundation toward the understanding of how computer science can enable students to better understand the world they live, Through the application of a wide range of disciplines students will strive to complete meaningful work that builds resilience, confidence and competency within the discipline of computer science.

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

CMP621A – Computer Studies

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

Good mathematical skills and completion of CMP521 are recommended for students enrolling in this course, however this course is NOT a prerequisite.

ADC701A – Applied Digital Communication

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

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.

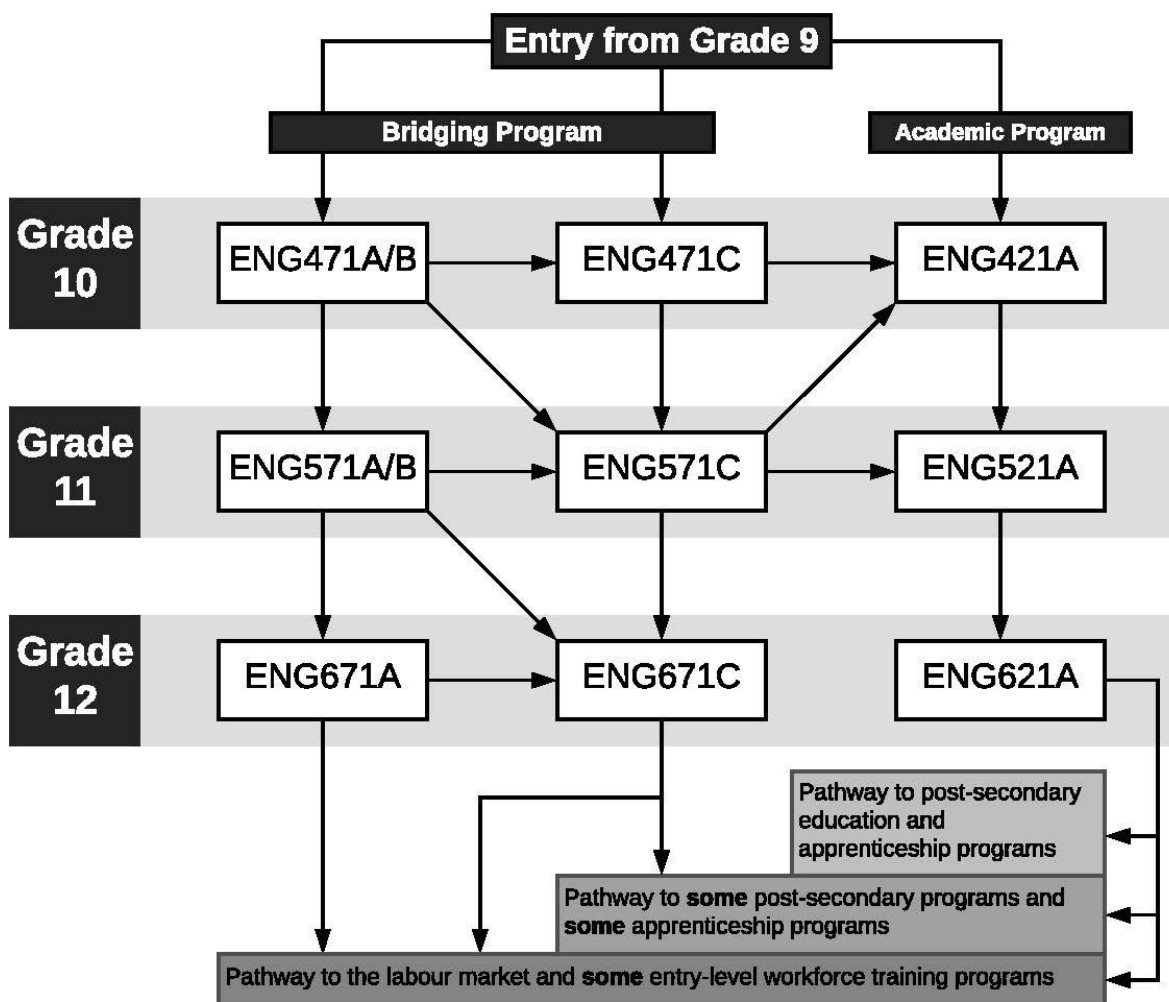
IT Essentials is a required course for the Focus on Information Technology (FIT) certificate program. Advanced standing based on the successful completion of ITE801A, IT Essentials, will be granted to students who apply to the following Holland College programs: Computer Networking Technology or Computer Information Systems.

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

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

ENGLISH LANGUAGE ARTS

The high school English Language Arts program provides flexibility and support to students as they work towards their goals for life after high school. Students will develop skills within the three strands of the English Language Arts Program: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. It is important to note that students are widely encouraged to take **academic** programming. If a student needs support in reaching their literacy goals, they may receive support in the **Bridging Program**.



Note:

- ENG671C - English is equivalent to the former ENG631A - English with respect to post-secondary entry requirements.
- Pathways are noted as examples; requirements for specific post-secondary programs or institutions should be considered when choosing and selecting courses.

Note the grades 10-12 English Language Arts Bridging Program (English 471A/B, 471C, 571A/B, 571C, 671A, 671C) replaces the former general (English 431A, 531A and 631A) and practical (English 451A, 551A, and 651A) programming. Students who earn C level courses should have the literacy skills to be successful in the academic program. As a result, students may decide to transition from C level courses to academic (English 421A, 521A, and 621A) at any point in their high school years. The A/B program provides students the time and support to strengthen their literacy skills. Students may transition to C programming and then eventually to academic during their high school years. Students and teachers will co-construct pathways to graduation.

With the exception of English 671C, all other Bridging Program courses are Pass/Fail. Students demonstrate growth on a continuum within the Specific Curriculum Outcomes and their achievement is captured in a portfolio of learning. English 671C is assessed with a percentage grade and is equivalent to English 631A with respect to post-secondary requirements. English 671C students will be assigned a grade at the end of the semester based on their academic achievement in relation to the Specific Curriculum Outcomes. English 421A, 421B, 521A and 621A reflect the academic program. These courses will continue to be assessed with a percentage grade. Students should always refer to specific post-secondary institution requirements while planning their pathway to graduation.

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 support students as they prepare for the variety of pathways they may take after high school. This course will include a variety of resources to engage students in meaningful activities that will support their development in the ten specific curriculum outcomes.

ENG421A is a prerequisite for ENG521A

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 support students as they prepare for the variety of pathways they may take after high school. This course will include 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 Program.

ENG471A/B – English (Bridging Program)

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will examine the purpose, structure and characteristics of text, and will also refine writing skills to construct a variety of texts. Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also examine oral texts.

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Successful students may choose to take a second 471 course or proceed to English 571. Students are encouraged to work towards English 671 C by graduation.

ENG471C – English (Bridging Program)

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will evaluate purpose, structure and characteristics of text and will also refine writing skills to construct increasingly complex texts (narrative, expository, persuasive, and visual/multimedia). Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also evaluate a speaker's verbal and nonverbal language.

Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Successful students will demonstrate achievement of essential literacy skills. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 571C.

Please note: there are no prerequisites for English 471C.

ENG521A – English

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

ENG521A is a prerequisite for ENG621A

ENG571A/B – English (Bridging Program)

This course is designed to support students working towards essential literacy skills. Students will continue to improve before, during and after reading strategies to evaluate increasingly complex texts. Students will write in a variety of forms while improving written communication. Students will also experience a range of learning opportunities in research and oral communication. Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may choose to take a second 571 course or they may transition to English 671A or 671C.

ENG571C – English (Bridging Program)

This course is designed to support students in refining their literacy skills. Students will apply before, during and after reading strategies to evaluate increasingly complex texts. Students will also be expected to independently apply research skills and critique how identity and culture are portrayed in texts. Students will develop oral communication in formal and informal settings and write for a variety of purposes and audiences. Students will demonstrate their writing skills in a variety of genres and forms (narrative, expository, persuasive, poetry, research and visual/multimedia).

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 671C.

ENG621A – English

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

English 671A – English (Bridging Program)

This course is for students working towards essential literacy skills. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies.

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. While it is not required, students are encouraged to take English 671C prior to graduation.

English 671C – English (Bridging Program)

This course is, for most students, the last high school English Language Arts prior to entering the workforce or college studies. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Successful students will demonstrate essential literacy skills and have the academic background to take on some college programs. While other Bridging Program courses are evaluated only with a continuum of learning, students in English 671C will also receive a percentage grade.

English Electives

COM801A – Communications

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

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

MED531A – Media

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

WRT421A – Writing

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

Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters, and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

WRT521A – Creative Writing

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

Other regular features of the course include reading, peer and teacher conferencing, and journal writing.

As they reflect on and discuss their own and others' writing, students will have the opportunity to develop and practice the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work.

The purpose of WRT521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

ENGLISH AS AN ADDITIONAL LANGUAGE

The English as an Additional Language (EAL) programming aims to provide students with the English language skills required for life and study in Canada. At the same time, they learn to navigate the Canadian culture and school system. The English as an additional language courses are designed for multilingual students who already speak at least one other language and are learning English as an additional language. They provide students with the opportunity to develop the English language skills necessary for success in personal, academic, and professional life in Canada.

The course continuum is designed to recognize what students can do with the English language. Students are initially placed in courses based on an assessment of their current English language proficiency. Credits in the pathway are awarded based on student demonstration of completion of course outcomes. Due to the individualized rate of language acquisition and continuous ongoing assessment, students may progress through the pathway at varying rates.

EAL771A – Foundational Level

EAL771A is a foundational English literacy skills course designed for students who are relatively new to the English language and have significant gaps in their first language literacy learning. This course focuses on developing students' functional English language competency and basic literacy skills. Students begin to acquire the English code while developing an awareness of Canadian and PEI cultural patterns. These building blocks form a fundamental path for later-to-literacy students acquiring an additional language to facilitate their successful transition into PEI schools and the overall PEI society.

The EAL 771A course is part of the literacy continuum offered by the EAL and English Language Arts curricula. Students who have successfully met the outcomes in EAL771A will be highly recommended to continue through the EAL pathway. Students may be enrolled in EAL 771A and another EAL course in the same semester.

EAL702A – Early Beginner Level

EAL 702A is an early-beginner course designed for students who are relatively new to the English language and Canadian school system. The course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this early-beginner level course is to allow students to build basic and functional English language skills while exploring aspects of life in Canada.

Students who successfully complete this course will continue into EAL702B.

EAL701B – Mid/High Beginner Level

EAL 702B is a mid/high-beginner course designed for students who have had some exposure to the English language but need to continue building general communicative language. The course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this mid/high-beginner level course is to allow students to expand their interpersonal English language skills while exploring aspects of life in Canada.

Students who successfully complete this course will continue into EAL701C.

EAL701C – Intermediate Level

EAL 701C is an intermediate course designed for students who have a base of English communicative skills but need to expand their ability to use English in more complicated situations. The course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this intermediate level course is to allow students to expand their interpersonal and academic English language skills while exploring aspects of life in Canada.

Students who successfully complete this course will be recommended to continue into EAL701D.

EAL701D –Intermediate/Advanced Level

EAL 701D is an intermediate-advanced course designed for students who have solid English communicative skills but want to expand their ability to use English in more complex and academic situations. This course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this intermediate-advanced-level course is to allow students to expand their academic English language skills while critically exploring aspects of life in Canada.

Students who successfully complete this course may be recommended to continue into the English language arts pathways.

Additional EAL Offerings for Summer School

EAL701A - Early Beginner Level (Summer School Offering Only)

EAL 701A is a condensed 110 credit hour version of the EAL 702A course. It utilizes the same outcomes as EAL702A but is limited in the time afforded for practice.

Students who successfully complete this course will continue into either EAL701B (summer school only) or EAL702B.

Please Note: Students cannot receive credit for both EAL701A and EAL702A.

EAL701B - Mid/High Beginner Level (Summer School Offering Only)

EAL 701B is a condensed 110 credit hour version of the EAL 702B course. It utilizes the same outcomes as EAL702B but is limited in the time afforded for practice.

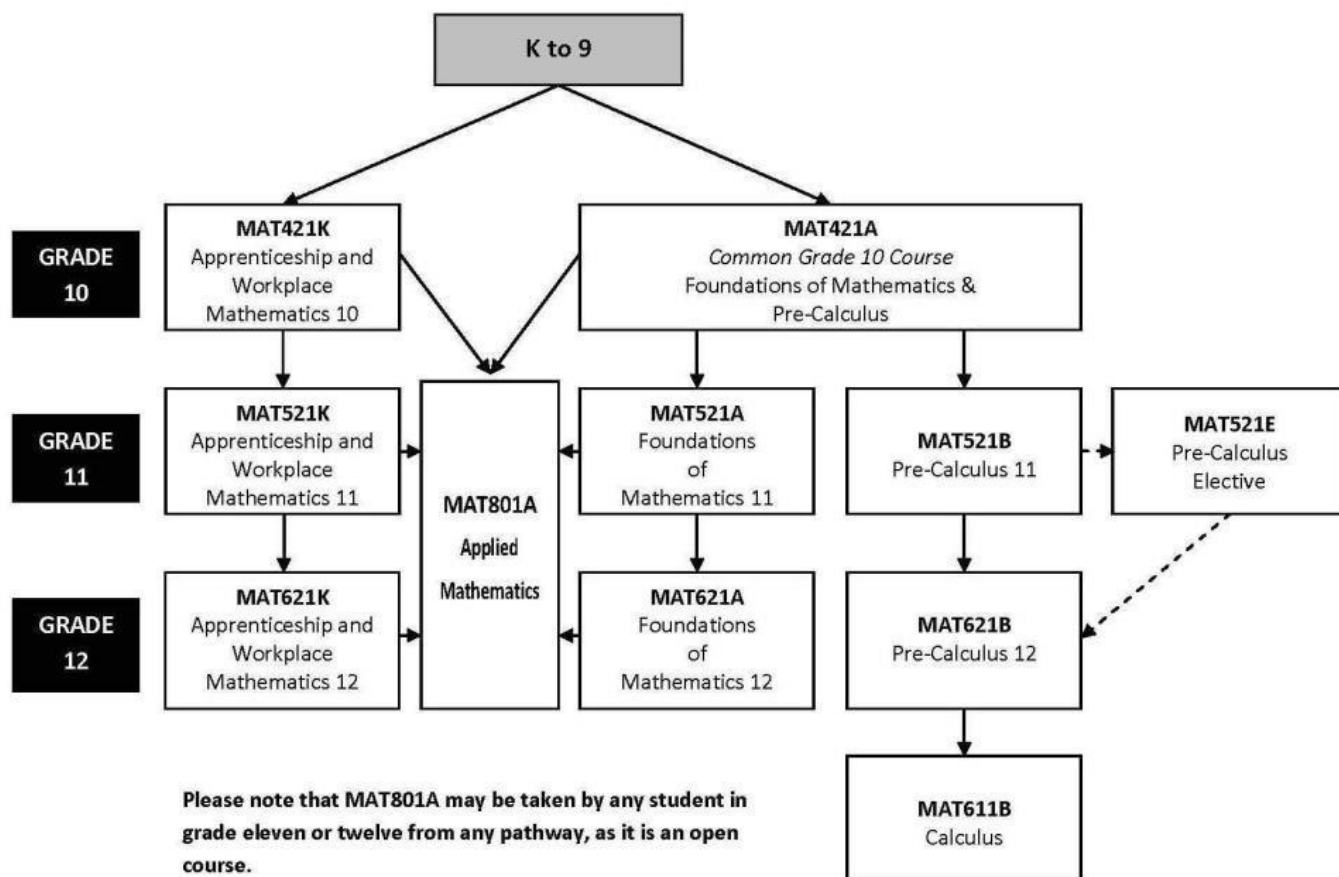
Students who successfully complete this course will continue into EAL701C.

Please Note: Students cannot receive credit for both EAL701B and EAL702B.

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 workforce. 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 workforce. 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 workforce. Topics include algebra, geometry, trigonometry, measurement, number, financial mathematics, 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

This is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT421K, combined with the grade eleven course, Math 521K, 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 (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). The topics covered are logical reasoning, angles

and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning.

MAT421A is a prerequisite for this course.

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 (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). The topics covered are trigonometry, quadratic functions and equations, radical and rational expressions and equations, absolute value functions and equations, reciprocal functions, systems of equations, inequalities, and sequences and series.

MAT421A is a prerequisite for this course. As well, it is recommended that students have a strong background in MAT421A, especially in the areas of radicals and factoring of polynomials.

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.

MAT521K – Apprenticeship and Workplace Mathematics 11

This course 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 (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as financial mathematics; logical reasoning; probability; combinatorics; functions; and polynomial, exponential, logarithmic, and trigonometric functions.

MAT521A or MAT521B is a prerequisite for this course.

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 (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as transformations, trigonometry, polynomial, exponential, logarithmic, trigonometric, and rational functions, function operations, and combinatorics.

MAT521B is a prerequisite for this course.

MAT621K – Apprenticeship and Workplace Mathematics 12

This course 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.

MAT521K or MAT521A is a prerequisite for this course.

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, 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 & HEALTH EDUCATION

LED621A – Leadership (Formally PED621 – Physical Education Leadership)

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

PED401A – Physical Education (Wellness)

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

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

PED801A – Physical Education (Physical Literacy)

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

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

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

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

RESOURCE

RES401A – Resource

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

The goals of this course include:

- developing skills in communication, time management, organization, research, and study skills;
- exploring the relevance and potential career options resulting from the skills listed above;
- developing an awareness by the student of his/her personal learning style and academic strength;
- identifying and remediating learning difficulties and strengthening areas of academic concern;
- allowing students to experience success.

Course Entrance Criteria

No student may select to take a resource credit. Students must be referred/recommended by the school services team, the students' teachers, and school administrators.

Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.

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

Credit Information

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

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

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

RES501A/601A – Resource

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

SCIENCE

AGR621A – Animal Science

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

The major topics include:

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

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

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

AGR801A – Animal Science

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

The major topics include:

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

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

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

AGS621A – Agriscience

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture.

The major topics include:

- An Overview of Agriscience;
- Crop Production;
- Green Spacing;
- Plant Biology;
- Soil and Water Management.

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

Biology 521A provides an opportunity for students to develop scientific literacy through a holistic examination of how human systems work independently and interdependently to maintain homeostasis - an optimum equilibrium state of function. Topics/Systems studied in this course include:

- Macromolecules;
- Cell Transport;
- Cellular Respiration/Photosynthesis
- Circulatory System;
- Respiratory System;
- Digestive System;
- Excretory System;
- Immune System;
- Nervous System;
- Endocrine System; and
- Diseases/Disorders.

These topics, along with procedural knowledge, provide the content and skill framework that will engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies.

BIO621A – Biology

Biology 621A provides an opportunity for students to develop scientific literacy by taking a journey through the study of cell division, reproduction, development, and genetics. Students then explore evolution and evolutionary mechanisms, culminating with an understanding of biodiversity. Topics studied in this course include:

- Mitosis and Meiosis
- Reproduction and Development
- Heredity
- Molecular Genetics
- Evolution
- Biodiversity

These topics, along with procedural knowledge, provide the content and skill framework that will engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies.

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; | • Endocrine System; | • Nutrition; |
| • Circulatory System; | • Genetics; | • Reproductive System; |
| • Digestive System; | • Homeostasis; | • Respiratory System; |
| • Embryonic Development; | • Muscular System; | • Skeletal System. |
| • Excretory System; | • Nervous 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.

CHM521A – Chemistry

CHM521A provides an opportunity for students to develop scientific literacy through the study of the following topics:

- Structure and Properties of Chemicals and Chemical Bonds;
- Stoichiometry;
- Organic Chemistry; and
- The Nature of Science as it relates to Atomic Theory.

These topics, along with procedural knowledge, provide the content and skill framework used to engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies. Chemistry 521A forms the foundation required for the future study of chemistry.

CHM621A – Chemistry

CHM621A provides an opportunity for students to develop scientific literacy through the study of the following topics:

- Thermochemistry;
- Solutions, Kinetics and Equilibrium;
- Acids and Bases; and
- Electrochemistry.

These topics, along with procedural knowledge, provide the content and skill framework used to engage students with the processes of scientific literacy, (inquiry, problem solving, decision making), and continued development of the essential graduation competencies. Chemistry 621A is a university preparatory course that builds on the foundational learnings developed in Chemistry 521A.

Prerequisite: CHM521A

ENV621A – Environmental Science

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

Some topics will include:

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

Some course content is flexible to allow teachers and students to take advantage of selecting local topics or areas of special interest. A portion of the course is dedicated to project-based learning where critical thinking, problem- solving, and decision-making skills will be developed in the process of examining and analysing environmental issues. With guidance and teacher-directed models, students will learn to follow a scientific inquiry process within their own investigations of environmental issues.

Prerequisite: SCI421A

OCN621A – Oceanography

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

PHY521A – Physics

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum.

The units of study include:

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

PHY621A – Physics

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

The units of study include:

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

Prerequisite: PHY521A

SCI401A – Science

SCI401A provides an opportunity for students to develop scientific literacy as defined by the four identified foundations: Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives. Content remains an integral part of this course, viewed as the context through which science is learned, helping connect concepts to real-world applications.

The content knowledge topics identified as context for Science 401 include:

- Cells and Infectious Disease (life science);
- Climate Change and Energy Transformation (earth and space science);
- Everyday Chemical Reactions (physical science); and
- Motion (physical science).

SCI421A – Science

Science 421A is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: **Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives**. Content remains an integral part of this course but is viewed as the context through which “science” is learned.

The three topics identified as context for Science 421 include:

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

SCI421B – Science (Pre-IB)

Science 421A is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: **Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives**. Content remains an integral part of this course but is viewed as the context through which “science” is learned.

The three topics identified as context for Science 421 include:

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

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 provides an opportunity for students to develop scientific literacy through the use of technology and a robotics design and construction context. It contains a balance of theory, design, and experimental activities. Topics studied in this course include:

- Robot Subsystems;
- Radio Controlled Robot Design and Assembly;
- Speed (rotational, translational), Torque and Gear Ratios;
- Mechanical Systems (traction, manipulator, rotating joints, linkages); and
- Research Project (STEAM product development and application).

In a collaborative environment, this course will provide opportunities for those students interested in careers related to applied technology, engineering, and the skilled trades.

SOCIAL SCIENCES AND HUMANITIES

CLO521A – Clothing

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

FAM421A – Family Life Education

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

FAM621A – Family Life

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

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 PEI Best Service Excellence Certificate or similar.

HSG621A – Housing

This course is a study of all aspects of housing as it affects the consumer. Major concepts include factors influencing space needs and choices of housing (stages of family cycle, economic and social situation), types of architectural forms and styles (forms, multiple housing, styles), financial aspects of housing (buy, rent, build/renovate, sources of money, terms connected with buying, insurance), choosing a site (problems of location, rural versus urban, zoning, lot, size, shape/location, exposure, taxes, landscaping), structure of the housing, factors to consider in a floor plan/layout, interiors (principles/elements of design), selection and arrangement of furniture (periods and styles, traditional, contemporary, arrangement), development of architecture, and careers in housing.

SOCIAL STUDIES

CAS401A – Canadian Studies

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

CIV421A – Civics and Citizenship

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

ECO621A – 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 and Early Years 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, climate, and human activity. Because of the inherent interplay between people and place, current issues are an integral part of the Global Studies course although the emphasis is on physical geography concepts. The course is organized into three units: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World. A Global Classroom Initiative component of the course provides a unique PEI-Kenya link supporting the cultural unit of the course.

GEO531A – World Geography

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

GEO621A – Global Issues

This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of “global issue” and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest.

With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building.

Final research products will be evaluated for quality of content as well as process.

GEO631A – Global Issues

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

HIS421A – Ancient and Medieval History

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

HIS521A – 20th Century World History

History 521A is a contemporary study of the 20th Century with emphasis on conflict and the lessons learned from significant world events. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The focus will be on the impact of historical events and legacies of the early modern world on present-day society. A chronological survey of topics will include the Industrial Age and Imperialism, World War One and World War Two, The Cold War, the counterculture of the 1960's, conflict in the Middle East, the emergence of global superpowers, and changing global patterns in the 21st Century. There will be a significant focus of instruction and assessment on outcomes relative to the world wars and the Cold War era. Students of HIS 521A will demonstrate their capacity to interpret evidence, assess and defend positions, conduct inquiry related to our course topics.

HIS621A – Canadian History

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

HIS621B – PEI History

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

LAW521A – Introductory Law

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

Law, and other areas of interest.

LAW531A – Introductory Law

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

MUH801A - History of Popular Music (formally History of Rock and Roll)

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students will examine the genres, styles, cultural contexts and connections of music in relation to their lives and the global world. Students will explore the ways music can be experienced and its significant role within society. Through active listening and inquiry musical learning, students will develop knowledge of the elements of music to gain understanding of the language of music.

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 – Course Descriptions

CORE FRENCH

The Senior High Core French Program is taught using a literacy approach, and also reflects the influence of the Neurolinguistic Approach to second language teaching and the Common European Framework of Reference for Languages. Students are actively involved in communicative tasks targeting the development of all four communication skills – listening, speaking, reading, and writing – which allow for meaningful, authentic communication to occur in French. These language skills are part of a continuum of communication abilities and developed through an action-oriented approach.

Since French is 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 purposeful, action-oriented tasks set in a variety of authentic contexts, which mirror those faced by students in their daily lives.

At the end of Grade 12, students who have successfully completed FR621A have the opportunity to write the DELF exam (Diplôme d'études en langue française), an internationally recognized certification that assesses students' four communication competencies in French (speaking, listening, reading, and writing). Students may elect to be evaluated at either the A2, B1 or B2 level. The results obtained on the DELF exam have no impact on a student's final mark in their high school French courses. However, obtaining certification through the DELF has the potential to open many possibilities for the student and it is therefore highly encouraged.

FRE421A – French

FR421A is composed of function-driven, action-oriented language activities that are engaging, relevant, and individualized. Students learn communicative language skills within contexts linked to real-life experiences and French is the working language of the classroom. For each unit studied, the student will be responsible for choosing a project or task to demonstrate their learning, and all work in that unit will contribute to the achievement of that goal. Evaluation of oral production and comprehension, reading comprehension and written production is on a continuum based on the Common European Framework of Reference.

FRE521A – French

FRE521A is a continuation of, and follows the learning continuum introduced in, FR421A. The program is based on a literacy approach, and also reflects the influence of the action-oriented approach presented in the Common European Framework of Reference for Languages. The program focuses on the development of all four communication skills – listening, speaking, reading, and writing – in French, with particular emphasis on spoken interaction. As well, the program contributes significantly to the general education of the learner. The program is organized around modules that reflect the interests and experiences of senior high students. Throughout each module, students are actively involved in a variety of activities and tasks that are authentic and pertinent to the learner and to the world beyond the classroom.

Prerequisite: FRE421A or permission from course teacher

FRE521G – French Communication and Culture

The content and skill requirements of this course are met through participation in the PEI-Québec Exchange program. Building on foundational communication skills which are solidified in FRE421F, or basic communication skills acquired in FRE421A, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar contexts through an immersion experience. The context of the exchange provides an additional challenge with an unfamiliar, authentic francophone environment. It also provides meaningful opportunities for students to develop 21st century transdisciplinary skills and experience intense personal development. In order to register for this course, students must apply to the exchange program in accordance with associated deadlines and requirements, and if selected, must agree to terms of participation. Interested students should consult a teacher/counselor for course planning purposes. For more information, please contact the program coordinator.

Prerequisite: FRE421F (immersion students only), FRE421A (core French students only)

FRE621A – French

FRE621A is a continuation of the FRE521A program but with different authentic social situations which are designed to move the student towards a B1, or independent user, level of the Common European Framework of Reference. Each theme includes written and audio texts as well as a bank of exploratory exercises that are authentic and relevant to the learner and allows for the use of the four language skills: listening, reading, speaking and writing.

Prerequisite: FRE521A or permission from course teacher

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, six social studies courses, one career course, one science course, and one math course are available and offered at the discretion of individual schools or through distance education.

The major objectives of the French immersion program are:

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

Program Description

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

A French immersion certificate is offered by the Department students who have successfully completed the program requirements at the end of Grade 12. In order to receive the certificate, they require 6 French credits within the graduation parameters. There are two language courses available in grade 11, FRE521F and FRE521G; students may take either or both. Either course may be used as a pre-requisite for FRE621F. Both courses may be used toward the 6 credits required for the French Immersion Certificate.

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

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

French Language Arts

The French language arts courses in Grades 10, 11, and 12 aim to foster the development of advanced language capacities, allowing students to communicate (understand, produce and interact) in various circumstances and for various purposes. Students entering grade 10 French immersion language arts already have a functional skill level; the 4 language courses at the senior high level aim to refine these skills. Language is taught in an integrated manner, and skills and strategies are presented and practiced within meaningful contexts that acknowledge diversity. The general objective of these sequential courses is to ensure students have the linguistic capability to communicate with ease and precision in French, with native or near-native speakers, in environments where the operational language is French.

FRE421F – French Immersion Language Arts

This integrated course encourages continued development of language skills, which directly support an increased level of ease and confidence in communication over time, through meaningful practice. Oral and written texts of various genres are studied. Students hone their interaction skills, communicating with increasing complexity and precision.

Prerequisite: Grade 9 French Immersion Language Arts course (early, late or middle immersion).

FRE521F – French Immersion Language Arts

Building on foundational communication skills which were solidified in FRE421F, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar subjects. Students incorporate pertinent details to defend ideas and are able to compare and contrast elements pertaining to abstract elements. Spontaneous communication is increasingly fluid and students are able to advance a conversation through effective use of language functions.

Prerequisite: FRE421F

FRE521G – French Communication and Culture

The content and skill requirements of this course are met through participation in the PEI-Québec Exchange program. Building on foundational communication skills which are solidified in FRE421F or basic communication skills acquired in FRE421A, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar contexts through an immersion experience. The context of the exchange provides an additional challenge with an unfamiliar, authentic francophone environment. It also provides meaningful opportunities for students to develop 21st century transdisciplinary skills and experience intense personal development. In order to register for this course, students must apply to the exchange program in accordance with associated deadlines and requirements, and if selected, must agree to terms of participation. Interested students should consult a teacher/counselor for course planning purposes. For more information, please contact the program coordinator.

Prerequisite: FRE421F (immersion students only), FRE421A (core French students only)

FRE621F – French Immersion Language Arts

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

*Prerequisite: FRE521F **OR** FRE521G*

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 six options from which schools may presently choose.

Courses such as Canadian History, Economics, the Individual in Society and Law give students an understanding of not only the workings of Canadian society but also brings them to explore their roles and responsibilities as citizens. Two other options are also available: Exploring Civilizations and Global issues 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/Civilisations comparées

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

ECO621F – Economics/L'économie

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

GEO621F – Global Issues/Les enjeux mondiaux

This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of “global issue” and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest.

With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an

active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building.

Final research products will be evaluated for quality of content as well as process.

HIS421G – Canadian History/Histoire du Canada

This course has been developed around the fundamental concept of citizenship. Its aim is to engage students in the process of historical thinking and exploration. As students find themselves encouraged or led 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 better understand contemporary Canada.

LAW521F – Canadian Law/Le droit

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

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

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

The course embraces four major themes:

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

Optional Themes

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

OTHER FRENCH IMMERSION COURSES

CAR421F – Career Education/Éducation à la carrière

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

The course provides relevant and experiential learning opportunities, helping students relate their learning in school to the demands of the working world and the expectations of society. It also provides opportunities for students to develop skills, attitudes, and behaviors 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:

- Properties of matter
- Transformations of matter
- Organization of matter
- Diversity of life
- Characteristics of Earth
- Geological and geophysical phenomena
- Astronomical phenomena

PSY521F – Psychology/Psychologie

Introduction to Psychology

The Psychology Grade 12 program covers topics dealing with the different facets of psychology. The themes studied are:

- foundations of psychology
- developmental psychology
- biopsychology
- abnormal psychology

The program ends with the presentation of a research project in order to demonstrate the understanding of the concepts learned. Thus, for each of the themes, a high level of cognitive competence must be achieved, i.e. ANALYSIS. The Psychology Grade 12 course will allow students to understand the mental activities and behaviors of human beings according to the environment in which they evolve and according to their biological characteristics. In addition, students will have the opportunity to develop skills that are transferable to their post-secondary studies.

List of Authorized Materials

English Programs

Arts

Visual Arts Courses

ART401A – Visual Arts

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

ART401A Curriculum Guide	PEI	1/t	110-10785
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ART501A – Visual Arts

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

ART501A Curriculum Guide	PEI	1/t	111-11573
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ART601A – Visual Arts

Art Fundamentals Theory and Practice	TX	MHR	1/c	112-12496OP
Living in Art	TX	MHR	1/c	112-12497OP

ART601A/621A Curriculum Guide	PEI	1/t	112-12537
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ART621A – Visual Arts

Art Fundamentals Theory and Practice	TX	MHR	1/c	112-12496
Living in Art	TX	MHR	1/c	112-12497

ART601A/621A Curriculum Guide	PEI	1/t	112-12537	
Project Based Learning Handbook, 2nd edition	TE	PEI	1/t	112-12524

Dramatic Arts Courses

DRA801A – Dramatic Arts

Stage and School Teacher Resource Binder	TE	MHR	1/t	110-10107
DRA801A Curriculum Guide		PEI	1/t	111-11572

Music Courses

MUS421A – Music

MUS521A – Music

MUS621A – Music

Intermediate/Senior High Instrumental Curriculum Guide		PEI	1/t	107-7913
Encyclopedia of Music in Canada, 2nd Edition		UTP	1/t	110-10371
Teaching Music through Performance in Band, Volume 2		LMM	1/t	110-10825
Teaching Music through Performance in Band, Volume 3		LMM	1/t	111-11585
Teaching Music through Performance in Band, Volume 4		LMM	1/t	110-10707
Bray et al - For Young Musicians, Book 2		LMM	35/s	110-10370

Recordings as necessary

Software Resources

Breezin' Through Theory	Site License
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Playing Resources

Fussell - Ensemble Drill	LMM	35/s	116-16041
I Recommend ALTO SAXOPHONE	LMM	35/s	110-10650
I Recommend BARITONE, BASS CLEF	LMM	35/s	110-10657
I Recommend BARITONE, TREBLE CLEF	LMM	35/s	110-10656
I Recommend BARITONE SAXOPHONE	LMM	35/s	110-10652
I Recommend BASS CLARINET	LMM	35/s	110-10648
I Recommend BASSOON	LMM	35/s	110-10649
I Recommend CLARINET	LMM	35/s	110-10647
I Recommend CONDUCTOR'S SCORE	LMM	1/t	110-10660
I Recommend FLUTE	LMM	35/s	110-10645
I Recommend FRENCH HORN	LMM	35/s	110-10653
I Recommend OBOE	LMM	35/s	110-10646
I Recommend PERCUSSION	LMM	35/s	110-10659
I Recommend TENOR SAXOPHONE	LMM	35/s	110-10651
I Recommend TROMBONE	LMM	35/s	110-10655
I Recommend TRUMPET	LMM	35/s	110-10654
I Recommend TUBA	LMM	35/s	110-10658
McLeod-Staska Rhythm Etudes ALTO SAX – ED HORN	LMM	35/s	116-16004
McLeod-Staska Rhythm Etudes BAR. BC – BASSOON	LMM	35/s	116-16011
McLeod-Staska Rhythm Etudes BAR. TC – BASS CLAR.	LMM	35/s	116-16010

McLeod-Staska Rhythm Etudes BARITONE SAX	LMM	35/s	116-16006
McLeod-Staska Rhythm Etudes CLARINET	LMM	35/s	116-16003
McLeod-Staska Rhythm Etudes CONDUCTOR	LMM	1/t	116-16001
McLeod-Staska Rhythm Etudes CORNET	LMM	35/s	116-16007
McLeod-Staska Rhythm Etudes FLUTE-OBOE	LMM	35/s	116-16002
McLeod-Staska Rhythm Etudes HORN IN F	LMM	35/s	116-16008
McLeod-Staska Rhythm Etudes PERCUSSION - BELLS	LMM	35/s	116-16013
McLeod-Staska Rhythm Etudes TENOR SAX	LMM	35/s	116-16005
McLeod-Staska Rhythm Etudes TROMBONE	LMM	35/s	116-16009
McLeod-Staska Rhythm Etudes TUBA	LMM	35/s	116-16012
Smith – Treasury of Scales ALTO SAX 1	LMM	35/s	116-16023
Smith – Treasury of Scales ALTO SAX 2	LMM	35/s	116-16024
Smith – Treasury of Scales ALTO SAX	LMM	35/s	116-16020
Smith – Treasury of Scales BARITONE BC	LMM	35/s	116-16037
Smith – Treasury of Scales BARITONE SAX	LMM	35/s	116-16026
Smith – Treasury of Scales BASS CLARINET	LMM	35/s	116-16021
Smith – Treasury of Scales BASSOON	LMM	35/s	116-16022
Smith – Treasury of Scales CLARINET 1	LMM	35/s	116-16017
Smith – Treasury of Scales CLARINET 2	LMM	35/s	116-16018
Smith – Treasury of Scales CLARINET 3	LMM	35/s	116-16019
Smith – Treasury of Scales Conductor	LMM	1/t	116-16014
Smith – Treasury of Scales CORNET 1	LMM	35/s	116-16027
Smith – Treasury of Scales CORNET 2	LMM	35/s	116-16028
Smith – Treasury of Scales CORNET 3	LMM	35/s	116-16029
Smith – Treasury of Scales DRUMS	LMM	35/s	116-16040
Smith – Treasury of Scales ELECTRIC BASS GUITAR	LMM	35/s	116-16039 OP
Smith – Treasury of Scales FLUTE	LMM	35/s	116-16015
Smith – Treasury of Scales HORN IN F - 1	LMM	35/s	116-16030
Smith – Treasury of Scales HORN IN F - 2	LMM	35/s	116-16031
Smith – Treasury of Scales HORN IN F - 3	LMM	35/s	116-16032
Smith – Treasury of Scales HORN IN F - 4	LMM	35/s	116-16033
Smith – Treasury of Scales OBOE	LMM	35/s	116-16016
Smith – Treasury of Scales TENOR SAX	LMM	35/s	116-16025
Smith – Treasury of Scales TROMBONE 1	LMM	35/s	116-16034
Smith – Treasury of Scales TROMBONE 2	LMM	35/s	116-16035
Smith – Treasury of Scales TROMBONE 3	LMM	35/s	116-16036
Smith – Treasury of Scales TUBA	LMM	35/s	116-16038

The following may be provided, in the ratio of 1 score, 1 cassette, and 20 parts per school:

Canadian Brass Quintets – Beginning CASSETTE	LMM	35/s	119-19002OP
Canadian Brass Quintets – Beginning CONDUCTOR	LMM	1/t	119-19001
Canadian Brass Quintets – Beginning HORN	LMM	35/s	119-19005
Canadian Brass Quintets – Beginning TROMBONE	LMM	35/s	119-19006
Canadian Brass Quintets – Beginning TRUMPET 1	LMM	35/s	119-19003
Canadian Brass Quintets – Beginning TRUMPET 2	LMM	35/s	119-19004
Canadian Brass Quintets – Beginning TUBA	LMM	35/s	119-19007
Canadian Brass Quintets – Easy CASSETTE	HMS	35/s	119-19009OP

History Resources				
Experiencing Music	TX	HMS	cs/s	107-7424OP
Experiencing Music WK		HMS	1/t	107-7425OP
Experiencing Music - Cassettes		LMM	1/s	107-7426OP

Sheet Music – Materials ordered from Long and McQuade Grades 10-12

Compatible Quartets for Winds

Flute/Oboe QuartetTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Bb Instruments QuartetTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Clarinet, Trumpet, Euphonium T.C., Tenor Sax		
Eb Instruments Quartet AltoTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
or Baritone Saxophone		
Horn in F QuartetTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Bass Clef Quartet Trombone /Tuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Euphonium B.C. / Bassoon		
Tuba Quartet Tuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s

Compatible Trios for Winds

Flute/Oboe TrioTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Bb Instruments TrioTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Alto Sax Trio or Bari SaxTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Horn in F Trio Tuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Bass Clef TrioTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Tuba Trio Tuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Compatible Duets for WindsTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Flute Duet OboeTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Clarinet Duet Trumpet / TenorTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Sax		
Alto Sax Duet Bari SaxTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Horn in F DuetTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Trombone Duet BassoonTuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s
Tuba Duet- Larry Clarke, Carl Fisher, LLC	LMM	1/s

Festival Solos, Book 2

Flute Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Oboe Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Clarinet Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Bass Clarinet Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Alto Sax Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Tenor Sax Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Baritone Sax Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Horn in F Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Trumpet Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Trombone Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Baritone TC Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Baritone BC Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s

Tuba Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Percussion Book & Online Audio- Mary Elledge & Bruce Pearson	LMM	1/s
Piano Accompaniment- Mary Elledge & Bruce Pearson	LMM	1/s

Excellence in Chamber Music

Flute Ensemble Collection- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Oboe Ensemble Collection- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Clarinet Ensemble Collection and bass clarinet - Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Alto Sax Ensemble Collection or bari sax- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Tenor Sax Ensemble Collection- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Trumpet Ensemble Collection or baritone T.C- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Horn in F Ensemble Collection - Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Bass Clef Ensemble Collection- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Bassoon / Trombone / Baritone B.C.- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Tuba Ensemble Collection- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Bass Guitar Ensemble- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Collection Electric Bass- Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s
Percussion Ensemble Collection - Br - Bruce Pearson and Ryan Nowlin, Neil A Kjos	LMM	1/s

Grade 10

Lyrical		
Air for Band – F. Erikson (3)	LMM	110-10519
Ammerland – J. DeHaan		Contact Leader
Balladair – F. Erikson (2 ½)	LMM	110-10603
Deir in De – W. Barker (2 ½)	LMM	110-10601
Down by the Salley Gardens – Arr. M. Sweeney		Contact Leader
Forever Close the Memories – R. Saucedo		Contact Leader
Hymn for Band – H. Stuart		Contact Leader
In the Bleak Midwinter – G. Holst (2 ½)	LMM	110-10520
In Their Honor – Carl Strommer (3)	LMM	110-10606
Linden Lea. – V. Williams (3)	LMM	110-10602
On a Hymn Song of Phillip Bliss – D. Holsinger (3)	LMM	110-10518
Rain - B. Balmage		Contact Leader
Shenandoah – F. Tichelli (3)	LMM	110-10517
She's Like the Swallow – J. Duff (2 ½)	LMM	110-10521
Sure on this Shinning Night – S. Barber/Saucedo		Contact Leader
The Rowan Tree - Standridge		Contact Leader

March		
Children's March – P. Grainger /Wagner (3)	LMM	110-10523
Cougar Mountain March – S. Hodges		Contact Leader
Crest of Nobility – R. Sheldon 8		Contact Leader
El Capitan – Sousa /Bullock (3)	LMM	110-10608
March for Freedom – S. Hodges (2 ½)	LMM	110-10522
March Militaire – Schubert/Harnsby		Contact Leader
Medal of Valor – S. Hodges		Contact Leader
Montana – Van der Roost		Contact Leader
Contemporary		
Acclamations – Huckleby		Contact Leader
Ancient Air & Dances – Del Borgo		Contact Leader
A Tribute to Grainger – Ragsdale		Contact Leader
Dinosaurs – Long and McQuadekvich		Contact Leader
Lion of Knidos – Victor Lopez		Contact Leader
Mazama – J. Chattaway (3 ½)	LMM	110-10610
Of Dark Lords & Ancient Kings – Barrett		Contact Leader
Old Churches – Colgrass		Contact Leader
Tricycle – A. Boysen Jr		Contact Leader
Other		
Ascent – Hazo		Contact Leader
Brandon Bay (2 ½) – Ed Huckleby	LMM	110-10614
By Loch & Mountain – RW. Smith		Contact Leader
Creed – W. Himes (2 ½)	LMM	110-10618
Encanto - RW. Smith		Contact Leader
Fanfare, Ode, Festival – B. Margolis (2 ½)	LMM	110-10527
Festive Occasion - D. Coakly		Contact Leader
Flourish for Wind Band – V. Williams (3)	LMM	110-10524
Handelian Song – Van Beringen – (3)	LMM	110-10616
Hymn and Fantasia – Del Borgo (3)	LMM	110-10613 OP
In the Forrest of the King – P. LaPlante		Contact Leader
Light Eternal - Swearingen		Contact Leader
Mystery on Mena Mountain – Giroux Ass. West (4)	LMM	110-10617
Nathan Hale Trilogy – J. Higgins (2 ½)	LMM	110-10528
Prairie Song - P. LaPlante		Contact Leader
Prelude and Fugue in Bb – Bach /B. Muehlmann (3)	LMM	110-10525
Rhysomedre - V. Williams/Beeler		Contact Leader
Soldiers Procession – B. Margolis (2 ½)	LMM	110-10619
Symphonia 6 – T.Broege (3)	LMM	110-10620
The Great Locomotive Chase – R. W. Smith (3)	LMM	110-10615
Three Fold Miniatures – A. Jutras		Contact Leader
...and the antelope play – Carnahan		Contact Leader
History Resources		
Festive Prelude – Bach/Margolis		Contact Leader
Jesu, Joy of Men – Bach/Reed		Contact Leader
Music for the Royal Fireworks – Handel/Pearson		Contact Leader

Grade 11 and 12

Lyrical

Alleluia – Thompson/Long and McQuidekley		Contact Leader
Amazing Grace – F. Tichelli (4)	LMM	110-10530
Ave Berum Corpus – Mozart /Beuhlman (4)	LMM	111-11450
Come Sweet Death – J.S. Bach /Reed (3 ½)	LMM	110-10532
Contre Qui Rose - M. Lauridsen		Contact Leader
Hennepin County Dawn – S. Hazo		Contact Leader
In Perfect Silence, I Often Gaze at the Stars – R. Saucedo		Contact Leader
In the Gentle Rain – Robert Smith (4)	LMM	111-11453
Loch Lommond - F. Tichelli		Contact Leader
Lyric Essay – Donald Coakley (3)	LMM	111-11451
Nimrod – E. Elgar /A. Reed (3 ½)	LMM	110-10539
Salvation is Created – F. Erikson (3 ½)	LMM	110-10533 OP
Seal Lullaby – E. Whitacre		
Sheltering Sky – John MacKey		
Sleep – E. Whitacre		Contact Leader

March

Amparito Roca – J. Texidor (4 ½)	LMM	110-10542
Army of the Nile – K. Alford (4 ½)	LMM	110-10543
Colonel Bogey – K. Alford (4 ½)	LMM	110-10546
Con Brio March – Ralph Ford		Contact Leader
Dunedin – K. Alford (4)	LMM	110-10551
Fiat Lux - Howard Cable		Contact Leader
Little English Girl – D. Delle Cese (4)	LMM	111-11456
March of the Belgian Parachutists - Leemans		Contact Leader
Moorside March – G. Holst (4 ½)	LMM	111-11454
Sea Songs – R. V. Williams (4 ½)	LMM	110-10547
Standard of St. George – K. Alford (4)	LMM	110-10548
The Trombone King – Kin arr. Paynter		Contact Leader
Triumphant Fanfare – R. Saucedo		Contact Leader

Contemporary

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

Two Isish Sketches – Black		Contact Leader
Other		
1st Suite in Eb – Holst (5 ½)	LMM	110-10561
2nd Suite in F – Holst	LMM	111-11473
A Canadian Folk Rhapsody – D. Coakley		Contact Leader
A Little Concert Suite – A. Reed (4)	LMM	111-11469
Ayres of Agincourt – Meye (3 ½)	LMM	111-11471
Brook Green Suite – Holst/Curnow		Contact Leader
Cajun Folk Songs – F. Tichelli (3 ½)	LMM	110-10562
Chant and Jubilo – W. Francis McBeth (4 ½)	LMM	111-11467
Chorale and Shaker II – John Zdechlik (4)	LMM	110-10564
Concert Variations – Claude T. Smith (4)	LMM	110-10558
English Folksong Suite – V. Williams (5)	LMM	111-11466
From Chaos to the Birth of the Dancing Star – Allan Bell		Contact Leader
Gaelic Rhapsody – Del Borgo		Contact Leader
Hannaford Overturre – Irvine		Contact Leader
Moravian Dance - Weller		Contact Leader
Overture for Winds – C. Carter (4)	LMM	111-11465
Pacifica - R. Long and McQuiadekley		Contact Leader
Psalm & Celebration – B. Pearson		Contact Leader
Toccata for Band – F. Erikson (4)	LMM	111-11464
Variations on a Korean Folk Song – J. Barnes Chance (5)	LMM	111-11474
Voices of the Sky - S. Hazo		Contact Leader
Windjammer - R. Long and McQuiadekley		Contact Leader
Historical		
Andante Con Moto - Schubert/Bulla		Contact Leader
Armida Oberture - Hayden/Boules		Contact Leader
Symphony No 15 Finale - Mozart/Daehn		Contact Leader

*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.

Strings Instructional Material (for schools offering string programs)

Software Resource

Breezin' Through Theory	Site License
Applebaum-Orchestral Bowing Etudes – Bass	HMS OP
Applebaum-Orchestral Bowing Etudes – Cello	HMS OP
Applebaum-Orchestral Bowing Etudes – Viola	HMS OP
Applebaum-Orchestral Bowing Etudes – Violin	HMS OP
Bornoff – Finger Pattern – Bass	HMS OP
Bornoff – Finger Pattern – Cello	HMS OP
Bornoff – Finger Pattern – Viola	HMS OP
Bornoff – Finger Pattern – Violin	HMS OP

Bornoff – Fun For Fiddle Fingers Bass	HMS OP	
Bornoff – Fun For Fiddle Fingers Cello	HMS OP	
Bornoff – Fun For Fiddle Fingers Viola	HMS OP	
Bornoff – Fun For Fiddle Fingers Violin	HMS	118-18005 OP
Essential-Elements for Strings – Bass	LMM 1cs/t	118-18040
Essential-Elements for Strings – Cello	LMM 1cs/t	118-18039
Essential-Elements for Strings – Score	LMM 1cs/t	118-18036
Essential-Elements for Strings – Viola	LMM 1cs/t	118-18038
Essential-Elements for Strings – Violin	LMM 1cs/t	118-18037
Frost-All For Strings – Book 1 Conductor	LMM 1/t	118-18021
Frost-All For Strings – Book 1 – Bass	LMM 1cs/t	118-18025
Frost-All For Strings – Book 1 – Cello	LMM 1cs/t	118-18024
Frost-All For Strings – Book 1 – Viola	LMM 1cs/t	118-18023
Frost-All For Strings – Book 1 – Violin	LMM 1cs/t	118-18022
Frost-All For Strings – Book 2 - Violin	LMM 1cs/t	118-18027
Frost-All For Strings – Book 2 – Bass	LMM 1cs/t	118-18030
Frost-All For Strings – Book 2 – Cello	LMM 1cs/t	118-18029
Frost-All For Strings – Book 2 – Conductor	LMM 1/t	118-18026
Frost-All For Strings – Book 2 – Viola	LMM 1cs/t	118-18028
Frost-All For Strings – Book 3 Conductor	LMM 1/t	118-18031
Frost-All For Strings – Book 3 – Bass	LMM 1cs/t	118-18035
Frost-All For Strings – Book 3 – Cello	LMM 1cs/t	118-18034
Frost-All For Strings – Book 3 – Viola	LMM 1cs/t	118-18033
Frost-All For Strings – Book 3 – Violin	LMM 1cs/t	118-18032
Mueller-Rusch-String Method 1 – Bass	LMM 1cs/t	118-18012
Mueller-Rusch-String Method 1 – Cello	LMM 1cs/t	118-18011
Mueller-Rusch-String Method 1 – Viola	LMM 1cs/t	118-18010
Mueller-Rusch-String Method 1 – Violin	LMM 1cs/t	118-18009
Mueller-Rusch-String Method 2 – Bass	LMM 1cs/t	118-18016
Mueller-Rusch-String Method 2 – Cello	LMM 1cs/t	118-18015
Mueller-Rusch-String Method 2 – Viola	LMM 1cs/t	118-18014
Mueller-Rusch-String Method 2 – Violin	LMM 1cs/t	118-18013
Mueller-Rusch-String Method 3 – Bass	LMM 1cs/t	118-18020
Mueller-Rusch-String Method 3 – Cello	LMM 1cs/t	118-18019
Mueller-Rusch-String Method 3 – Viola	LMM 1cs/t	118-18018
Mueller-Rusch-String Method 3 – Violin	LMM 1cs/t	118-18017

MUS421B – Music

MUS521B – Music

MUS621B – Music

Senior High Chorale Music – Grade 10, 11, and 12

Software Resources

Breezin' Through Theory	Site License
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Grade 10

I'se The B' - Trad. Arr. S. Porterfield, Lorenz Publishing, 3 part mixed	LMM	110-10643
Kyrie - Dave & Jean Perry, Warner Bro. Publishing, SAB	LMM	110-10641

Peace I Leave With You - WA Mozart/arr. Donald, Alfred Publishing, SAB	LMM		110-10640
River Run - Carl Strommen, Alfred Publishing, SAB	LMM		110-10642
Sing With Joy - Donald Moore, Warner Bro. Publishing, SAB	LMM		110-10639
Siyahamba - Traditional/arr. Donald Moore, Warner Bro. Publishing, 3 part mixed	LMM		110-10638
Grade 11 and 12			
Angels Watchin' Over Me - Greg Gilpin, Shawnee Press, SSAB	LMM		111-11483
A Song in Every Heart - Ruth Elaine Schram, Brilee Music Publishing, 3 part mixed	LMM		111-11487
Danny Boy - Traditional/arr. Mark Hayes, Alfred Publishing, SAB	LMM		111-11484
Take Five - Arr. Kirby Shaw, Warner Brothers, 3 part mixed	LMM		111-11485
Homeward Bound - M. Keen Arr. Jay Althouse, Alfred Publishing, SATB	LMM		111-11492
Mountain Dance - Roger Emerson Hal Leonard Publishing, SAB	LMM		111-11490
She's Like the Swallow - Traditional Arr. William Lock, Shawnee Press, SATB	LMM		111-11491
Sing Alleluia! - Jay Althouse, Lorenz Publishing, 3 part mixed	LMM		111-11488
Spirit Eternal - Carl Strommen, Carl Fischer Lic., SATB	LMM		111-11486 OP
There Will Be A New Day – Greg Gilpin, Carl Fisher Publishing, SATB	LMM		111-11482
Thistle and Rose - P. White, Lorenz Publishing, 3 part mixed	LMM		111-11489
MUH801A – History of Popular Music			
Canadian Heritage Collection, Popular Culture	VLC	1/t	111-11534 OP
Rockin' Out	PEC	1/t	111-11531 OP
Rock and Roll, Its History and Stylistic Development, 6th Edition	PEC	1/P	110-10740
Instructor's Manual for Stuessy and Lipscomb's Rock and Roll, Its History and Stylistic Development, 5th Edition (Inactive)	PEC	1/t	111-11536
Intermediate/Senior High Instrumental Music Curriculum Guide	PEI	1/t	107-7913
MUH801A Curriculum Guide	PEI	1/t	111-11685

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

Online Teacher Resource learn.edu.pe.ca

Software
Microsoft Excel
Google Sheets

ACC801A – Bookkeeping

Introduction to Bookkeeping	PEI	1/p	112-12679
Introduction to Bookkeeping Workbook	PEI	1/p	112-12680

Online Teacher Resources learn.edu.pe.ca

Software
Microsoft Excel
Google Sheets

ACC801A Curriculum Guide	PEI	1/t	111-11501
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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
The World of Business – Teacher’s Manual, 5th Edition	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			learn.edu.pe.ca

Additional on-line resources are available learn.edu.pe.ca

ENT521A – Entrepreneurship

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

ENT521A Curriculum Guide (Draft)	PEI	1/t	
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Career Education

CEO401A – Career Explorations & Opportunities

Software

myBlueprint (Provincial License)

learn.edu.pe.ca

Enriched Academy (Provincial License)

learn.edu.pe.ca

SHIFT – Workplace Sexual Harassment

learn.edu.pe.ca

Guide

CEO401A Curriculum Guide

PEI

1/t

110-10831

Additional on-line resources are available

learn.edu.pe.ca

CWS501A and CWS502A/B – Cooperative Education

CWS601A and CWS602A/B – Cooperative Education

Software

myBlueprint (Provincial License)

learn.edu.pe.ca

CWS502A/602A Curriculum Guide

PEI

1/t

111-11549

PHP501A – Peer Helping

PHP601A – Peer Helping

The Peer Helper Pocketbook

RPI

1/p

111-11361 OP

PHP501A/601A Curriculum Guide

PEI

1/t

learn.edu.pe.ca

Additional on-line resources are available

learn.edu.pe.ca

Career and Technical Education

Automotive

Online Resources (CDX Learning Platform)

<https://www.cdxlearning.com/>

Online Resources - Mechanical Repair (AllData)

<https://my.alldata.com/ip>

AUT701A – Introduction to Auto Service

AUT701A Curriculum Guide

PEI 1/t 110-10955

AUT801A – Basic Powertrain

AUT801A Curriculum Guide

PEI 1/t 111-11728

AUT801B – Brake Systems

AUT801B Curriculum Guide

PEI 1/t 111-11729

AUT801C – Electrical Systems

AUT801C Curriculum Guide

PEI 1/t 111-11730

AUT801D – Steering Systems

AUT801D Curriculum Guide

PEI 1/t 111-10732

AUT801E – Suspension Systems

AUT801E Curriculum Guide

PEI 1/t 111-11731

For information regarding resources, please contact the Career and Technical Education Leader.

Carpentry

CAR701A – Introduction to Carpentry Technology

CAR701A Curriculum Guide

PEI 1/t 110-10957

CAR801A – Framing Systems Level I

CAR801A Curriculum Guide

PEI 1/t 111-11726

CAR801B – Framing Systems Level II

CAR801B Curriculum Guide

PEI 1/t 111-11726

CAR801C – Carpentry Skills Level I

CAR801C Curriculum Guide

PEI 1/t 111-11725

CAR801D – Carpentry Skills Level II

CAR801D Curriculum Guide

PEI 1/t 111-11725

CAR801E – Carpentry Apprenticeship

CAR801E Curriculum Guide

PEI 1/t 111-11727

The High School Carpentry courses use the Individual Learning Modules (ILM's), based on Alberta's apprenticeship course outlines. These ILM's are intended to provide apprentices with standardized learning materials that are current and meet industry standards. To request printed copies of the ILM booklets listed below, contact the PEI CTE Curriculum Leader.

Common ILM Course Modules	ILM#	Version	Pages
Safety Legislation, Regulations and Industry Policy in the Trades	020101a	21.0	64
Construction Site Safety	020201a	21.0	16
Climbing, Lifting, Rigging and hoisting	020101b	21.0	64
Hazardous Materials and fire Protection	020101c	22.0	48
Construction Equipment Safety	020101d	22.0	40
Fasteners, Adhesives and Sealants	020101h	22.0	48
Cutters, Bits and Abrasives	020102d	22.0	48
Drawing Basics	020104a	21.0	56
Orthographic Drawings -Part A	020104bA	21.0	48
Orthographic Drawings -Part B	020104bB	21.0	40
Pictorial Drawing and Sketching	020104c	22.0	56
Drawing Standards	020104d	22.0	52
Drawing Interpretation Principles -Part A	020104eA	23.0	48
Drawing Interpretation Principles -Part B	020104eB	22.0	52
Drawing Interpretation Principles -Part C	020104eC	22.0	60
Drawing Interpretation Principles -Part D	020104eD	22.0	48
Drawing Interpretation Principles -Part E	020104eE	22.0	44
Math Concepts -Part A	020104fA	22.0	44
Math Concepts -Part B	020104fB	21.0	40
Math Concepts -Part C	020104fC	21.0	48
Math Concepts -Part D	020104fD	21.0	56
Math Concepts -Part E	020104fE	22.0	44
Estimate Foundation Forms and Concrete Material Requirements	020104g	21.0	56
Estimate Floor Systems Material Requirements	020104h	22.0	64
701A Introduction to Carpentry Technology			
Hand Tools	020102a	21.0	64
Portable Power Tools	020102b	22.0	48
Stationary Power Tools	020102c	21.0	48
801A / B Framing Systems Level 1 / 2			
Pneumatic and Fuel Powered Tools	020102f	22.0	52
Preliminary Building Procedures	020103a	22.0	60
Building Loads and Forces	020103b	21.0	48
Floor Frame Support	020103f	21.0	56
Floor Frames	020103g	22.0	56
Wall Framing Systems -Part A	020201bA	21.0	32
Wall Framing Systems -Part B	020201bB	22.0	64

Ceiling Framing	020201c	21.0	28
Building Envelope	020201d	22.0	40
801C /D Carpentry Skills Level 1 / 2			
Solid Wood Products & Wood Joinery	020101f	22.0	60
Manufactured Construction Products	020101g	22.0	60
Roof Framing Systems -Part A	020202aA	21.0	32
Roof Framing Systems -Part B	020202aB	22.0	56
Roof Framing Systems -Part C	020202aC	21.0	32
Residential Roof Coverings	020203c	22.0	52
801E Carpentry Apprenticeship			
Apprenticeship Training Program	020101e	21.0	44
Interpretation of Building Codes and Standards	020205c	22.0	56
Introduction to Concrete	020101i	22.0	28
Foundation Supports	020103c	21.0	52
Concrete Flatwork	020103d	22.0	32
Foundation Systems -Part A	020103eA	22.0	52
Foundation Systems -Part B	020103eB	22.0	56

Culinary

CUL801A – Culinary Skills A

Culinary Essentials (3rd Edition)

MHR 1/s 111-11608

Cook's Science of Good Cooking

PEI 1/t 110-10949

CUL801A Curriculum Guide

CUL801B – Culinary Skills B

Culinary Essentials (3rd Edition)

MHR 1/s 111-11608

The Cook's Illustrated Cookbook

PEI 1/t 110-10950

CUL801B Curriculum Guide

For information regarding curriculum and resources, please contact the Career and Technical Education Leader.

Design Technology

DES701A – Design Technology

Mechanical Drawing – Student Edition

MHR 1/p Contact Leader

Mechanical Drawing Workbook

MHR 3/c Contact Leader

Instructor's Resource Guide

TM MHR 1/t Contact Leader

Elements and Principles Posters

SES 1/t 110-10810

Elements and Principles Design DVD

SES 1/t 110-10811

For information regarding curriculum and resources, please contact the Career and Technical Education Leader.

Robotics

ROB801A – Robotics

ROB801A Curriculum Guide

PEI 1/t 111-

For information regarding curriculum and resources, please contact the Science Leader.

Welding

Online Resources (Canadian Welding Board's D2L Brightspace platform)

Admin site

<https://core.cwb institute.org/>

Student & Instruction Link for Online Learning

<https://online.cwb institute.org/>

WEL701A – Shielded Metal Arc Welding (SMAW) Level I

WEL701A Curriculum Guide

PEI 1/t 110-10954

WEL801A – Shielded Metal Arc Welding (SMAW) Level II

WEL801A Curriculum Guide

PEI 1/t 111-11724

WEL801B – Gas Metal Arc Welding (GMAW) Level I

WEL801B Curriculum Guide

PEI 1/t 111-11723

WEL801C – Gas Metal Arc Welding (GMAW) Level II

WEL801C Curriculum Guide

PEI 1/t 111-11723

WEL801D – Flux Core Arc Welding (FCAW)

WEL801D Curriculum Guide

PEI 1/t 111-11721

WEL801E – Gas Tungsten Arc Welding (GTAW)

WEL801E Curriculum Guide

PEI 1/t 111-11722

For information regarding curriculum and resources, please contact the Career and Technical Education Leader.

Communication and Information Technology

CMM801A – Creative Multimedia

Online

Student Website (<http://www.edu.pe.ca/multimedia>)

Teacher Resource (<http://atutor.gpei.ca>)

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 Design ISBN 0-321-19385-7 1/t

R Williams – Non Designers Type ISBN 0-201-35367-9 1/t

R Williams – Non Designers Web ISBN 0-321-71038-2 1/t

R Williams – Non Designers Web ISBN 0-321-71038-2 1/t

R Williams – Non Designers DVD Design ISBN 0-321-13628-4 1/t

R Williams – Non Designers Scan & Print ISBN 0-201-35394-6 1/t

Zettl – Video Basics 4 ISBN 0-534-61245-8 1/t

Software

Audio Editing: Audacity Version 1.24

Open Source

Video Graphics, Animation & Web Editing: Adobe CC Suite 2017

Site License

Stop Motion Animation: Stop Motion Pro 2/c

Royalty Free Audio Clips: Presentation Audio (5 CD set) 1/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 Workstations # site dependent

Please contact the K-12 Learning Technology & Innovation Leader for hardware resources.

CMM801A Curriculum Guide (Draft)
CMP521A – Introductory to Computer Studies
 Teacher Resource

Online

<http://learn.edu.pe.ca>

Online

Python for Everybody - Exploring Data in Python
 Starting out with Python – 4th Edition
 Automate the Boring Stuff with Python

	3/t	Contact Leader
PEC	1/t	Contact Leader
	1/t	Contact Leader

Software

Operating System: WIN 7

Python 3.7.5

Arduino (IDE) 1.8.5

Python Online (<https://repl.it/languages>)

Hardware

Arduino Uno R3 Starter Kit

Please contact the K-12 Learning Technology & Innovation Leader.

CMP521A Curriculum Guide

PEI	1/t	110-10341
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Please contact the K-12 Learning Technology & Innovation Leader to discuss curriculum information, teacher training, and equipment requirements for this course.

CMP621A – Computer Studies

Online

Teacher Resource (<http://atutor.gpei.ca>)

Programming Manual (2012)

PEI	34/c	112-12597
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Dynamic Web Manual (2010)

PEI	34/c	112-12598
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Software

Operating System: WIN 7

Internet: FireFox 45.6

Dynamic Web: Visual Web Developer 2008

Site License

Graphics: Paintshop Pro 9

Site License

Programming: Visual Basic 2008

Site License

CMP621A Curriculum Guide

PEI	1/t	112-12596
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ADC701A – Applied Digital Communication

Software

Typing.com (online)

User Based License

MS Office 2013

Provincial License

Google Suite (Applications)

Provincial License

Teacher's Resource (learn.edu.pe.ca)

Online

Please contact the K-12 Learning Technology & Innovation Leader to discuss curriculum information, teacher training, and online software requirements for this course.

ITE801A – IT Essentials

Please contact the K-12 Learning Technology & Innovation Leader to discuss curriculum information, teacher training, and equipment requirements for this course.

English Language Arts

English Core Courses

ENG421A – English

ENG421B – English (Pre-IB)

Teacher Resources

Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
ENG421A/B Curriculum Guide	PEI	1/t	110-10067
ENG421A/B Support Document	PEI	1/t	learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005

Whole Class Anthologies and Modules

Sightlines 10 Teacher Edition	PEC	l/t	110-10148 OP
Sightlines Student Text	PEC	1/p	110-10145 OP
Resourcelines	PEC	1cs/t	110-10146
Introducing Shakespeare	NEL	1cs/s	110-10127
Live Ink (Pearson)			
Live Lines Module Kit	PEC	1/c	110-10908 OP
Live Lines Student Book	PEC	1/p	110-10909
Live Lines Teacher's Handbook	PEC	1/t	110-10910
What's Your Problem? Module Kit	PEC	1/c	110-10911 OP
What's Your Problem? Student Book	PEC	1/p	110-10912
What's Your Problem? Teacher's Handbook	PEC	1/t	110-10913
Looking For Me? Module Kit	PEC	1/c	110-10914
Looking For Me? Student Book	PEC	1/p	110-10915
Looking For Me? Teacher's Handbook	PEC	1/t	110-10916
iLiT Custom Student Resource	MHR	1/p	110-10917
iLiT Custom Teacher Resource	MHR	1/t	110-10918 OP
Gage Canadian Thesaurus	NEL	1/5p	110-10128
Gage Canadian Dictionary	NEL	1/5p	110-10092

Whole Class Novels and Dramas

A Midsummer Night's Dream by Shakespeare	OUP	1/p	110-10711
Giver by Lois, Lowry	ATL	6/c	110-10135
Julius Caesar – Teacher's Resource	NEL	1/2t	110-10130
Julius Caesar	NEL	1cs/2c	110-10129
Lord of the Flies, The by William Golding	PBC	1/p	110-10084
Nightjohn by Gary Paulsen	ATL	6/c	110-10136
Of Things Not Seen by Don Aker	BOK	6/c	110-10131 OP
Old Man and The Sea, Hemingway	ATL	1/p	110-10083
Pearl, The by John Steinbeck	ATL	1/p	110-10082
To Kill a Mockingbird by Harper Lee	ATL	6/c	110-10086

Book Club Selections

Book club titles are a part of the regular classroom library. Students may select to read book club titles for independent reading. Book club titles are available in larger quantities to allow multiple students to read the same title and work together to construct meaning in a group setting. Student choice when participating in book clubs is strongly encouraged.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Absolutely True Diary of a Part-Time Indian, The by Sherman Alexie	BOK	6/c	110-10861
Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz	BOK	6/c	110-10919
Book Thief, The by Markus Zusak	BOK	6/c	110-10858
Divergent by Veronica Roth	BOK	5/c	110-10899
Don't Turn Around by Michelle Gagnon	BOK	5/c	110-10898
House of the Scorpion, The by Nancy Farmer	BOK	6/c	110-10862
Long Way Gone: Memoirs of a Boy Soldier, A by Ishmael Beah	BOK	6/c	110-10860
Marrow Thieves, The by Cherie Dimaline	BOK	4/c	111-11745
Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi, The by Neal Bascomb	BOK	4/c	110-10933
Nix Minus One by Jill MacLean	BOK	4/c	111-11748
No and Me by Delphine de Vigan	BOK	6/c	110-10863
Secret Life of Bees, The by Sue Monk Kidd	BOK	6/c	110-10859
Sky is Everywhere, The by Jandy Nelson	BOK	4/c	110-10931
Speak by Laurie Halse Anderson	BOK	5/c	110-10897
Tuesdays With Morrie by Mitch Albom	BOK	5/c	110-10883

Classroom Library Selections

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Agony of Bun O'Keefe, The by Heather Smith	BOK	2/c	111-11738
All American Boys by Jason Reynolds and Brendan Kiely	BOK	2/c	110-10948
All the Light We Cannot See by Anthony Doerr	BOK	2/c	111-11739
Alone by Christophe Chaboute	BOK	2/c	111-11796
Art of Racing in the Rain, The by Garth Stein	BOK	2/c	111-11672
Beautiful Boy by David Sheff	BOK	2/c	112-12610
Beginning of Everything, The by Robyn Schneider	BOK	2/c	112-12623
Benefits of Being an Octopus, The by Ann Braden	BOK	2/c	111-11797
Between Shades of Gray by Ruta Sepetys	BOK	2/c	111-11713
Book of Negroes, The by Lawrence Hill	BOK	2/c	112-12636
Boy 21 by Matthew Quick	BOK	2/c	110-10947
Breaking Night by Liz Murray	BOK	2/c	111-11675
Challenger Deep by Neal Shusterman	BOK	2/c	110-10941

Code Name Verity by Elizabeth Wein	BOK	2/c	112-12603 OP
Cousins, The by Karen M. McManus	BOK	2/c	111-11798
Curious Incident of the Dog in the Night-Time, The by Mark Haddon	BOK	2/c	112-12604
Dog's Purpose, A by W. Bruce Cameron	BOK	2/c	110-10946
Escapist, The by Gabriel Filippi	BOK	2/c	110-10945
Every Day by David Levithan	BOK	2/c	112-12609
Fault in our Stars, The by John Green	BOK	2/c	111-11674
Girl in Translation by Jean Kwok	BOK	2/c	111-11667
Golden Boy, The by Grant Matheson	BOK	2/c	111-11740
Golden Son, The by Shilpi Somaya Gowda	BOK	2/c	112-12635
Goodbye Days by Jeff Zentner	BOK	2/c	111-11741
Half Brother by Kenneth Oppel	BOK	2/c	111-11670
Hate U Give, The by Angie Thomas	BOK	2/c	111-11742
Hawk: Occupation: Skateboarder by Tony Hawk	BOK	2/c	111-11799
Hey Kiddo by Jarrett J. Krosoczka	BOK	2/c	111-11800
Hippie House, The by Katherine Holubitsky	BOK	2/c	111-11679 OP
House in the Cerulean Sea, The by TJ Klune	BOK	2/c	111-11858
I Am the Messenger by Markus Zusak	BOK	2/c	112-12608
I Must Betray You by Ruta Sepetys	BOK	2/c	110-10100
Impossible Knife of Memory, The Laurie Halse Anderson	BOK	2/c	111-11743
Indian Horse by Richard Wagamese	BOK	2/c	111-11673
Into the Wild by Jon Krakauer	BOK	2/c	110-10868
Iron Heart by Brian Boyle	BOK	2/c	110-10944
Life of Pi Yann Martel	BOK	2/c	112-12637
Little Princes: One Man's Promise to Bring home the Lost Children of Nepal by Conor Grennan	BOK	2/c	112-12605
Long Way Down by Jason Reynolds	BOK	2/c	109-9663
Marrow Thieves, The by Cherie Dimaline	BOK	2/c	111-11745
Miss Peregrine's Home of Peculiar Children by Ramson Riggs	BOK	2/c	111-11698
Monk of Mokha, The by Dave Eggers	BOK	2/c	111-11746
Monster Calls, A by Patrick Ness	BOK	2/c	110-10943
Moon of the Crusted Snow by Waubgeshig Rice	BOK	2/c	111-11802
Never Fall Down by Patricia McCormick	BOK	2/c	112-12607
Night by Elie Wiesel	BOK	2/c	111-11669
Nightingale, The by Kristin Hannah	BOK	2/c	111-11747
Nix Minus One by Jill MacLean	BOK	2/c	111-11748
No Days Off by Max Domi	BOK	2/c	111-11803
One of Us is Lying by Karen M. McManus	BOK	2/c	111-11749
Outliers by Malcolm Gladwell	BOK	2/c	112-12606
Paper Girls of Paris, The by Jordyn Taylor	BOK	2/c	111-11856
Poisonwood Bible, The by Barbara Kingsolver	BOK	2/c	112-12601
Precious Cargo by Craig Davidson	BOK	2/c	111-11750
Ready Player One by Ernest Cline	BOK	2/c	111-11751
Sarah's Key by Tatiana de Rosnay	BOK	2/c	111-11671
Saturday Night Ghost Club, The by Craig Davidson	BOK	2/c	111-11752
Serpent King, The by Jeff Zentner	BOK	2/c	110-10939
Sister Wife by Shelley Hrdlitschka	BOK	2/c	111-11668
Speak (Graphic Novel) by Laurie Halse Anderson	BOK	2/c	111-11754
Station Eleven by Emily St. John Mandel	BOK	2/c	110-10940

Stranger in the Woods, The by Michael Finkel and Mark Bramhall	BOK	2/c	111-11755
Tattooist of Auschwitz, The by Heather Morris	BOK	2/c	111-11756
Theories of Relativity by Barbara Haworth-Attard	BOK	2/c	111-11678
They Both Die at the End by Adam Silvera	BOK	2/c	111-11804
This Place: 150 Years Retold by Kateri Akiwenzie-Damm et. al.	BOK	2/c	111-11805
Thousand Splendid Suns, A by Khaled Hosseini	BOK	2/c	112-12602
V for Vendetta by Alan Moore	BOK	2/c	111-11757
Washington Black by Esi Edugyan	BOK	2/c	111-11758
We Were Liars by E. Lockhart	BOK	2/c	110-10938
Welcome to Night Vale by Joseph Fink	BOK	2/c	110-10942

ENG 471 A/B - English (Bridging Program)

ENG 471 C - English (Bridging Program)

Teacher Resources

Book Love by Penny Kittle	PEC	1/t	110-10921
Write Besides Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080

ENG471A/B Curriculum Guide	PEI	1/t	110-10059
ENG471A/B Support Document	PEI	1/t	learn.edu.pe.ca
ENG471C Curriculum Guide	PEI	1/t	110-10078
ENG471C Support Document	PEI	1/t	learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005

Ontario Comprehension Assessment (OCA) Student Success Kit	PEC	1/s	111-11813
Ontario Comprehension Assessment (OCA) Grade 7	PEC	1/s	111-11814
Ontario Comprehension Assessment (OCA) Grade 9	PEC	1/s	111-11815
Ontario Comprehension Assessment (OCA) Grade 10	PEC	1/s	111-11816

Whole Class Anthologies and Modules

Inside Track 2 Student Text	OUP	1/p	110-10778 OP
Inside Track 2 Teacher Resource	OUP	1/t	110-10779
Live Ink (Pearson)			
Don't Label Me Module Kit	PEC	1/c	OP
Don't Label Me Student Book	PEC	1/p	OP
Don't label Me Teacher's Handbook	PEC	1/t	OP
Zeros to Heroes Module Kit	PEC	1/c	OP
Zeros to Heroes Student Book	PEC	1/p	OP
Zeros to Heroes teacher's Handbook	PEC	1/t	OP
Out Loud module Kit	PEC	1/c	OP
Out Loud Student Book	PEC	1/p	OP
Out Loud Teacher's Handbook	PEC	1/t	OP
Get Real Module Kit	PEC	1/c	OP
Get Real Student Book	PEC	1/p	OP
Get Real Teacher's Handbook	PEC	1/t	OP
Subscription to Scope Magazine (Hard Copy version)	SCH	1/p	110-10101
Subscription to Scope Magazine (Online version)	SCH	1/t	111-11807
Teaching the Skills by Phoenix	PPL	1/t	110-10489

Canadian Student Writer's Guide	NEL	18/t	110-10486
The Oxford Pocket School Dictionary	OUP	10/t	110-10487
The Oxford pocket School Thesaurus	OUP	10/t	110-10488

Whole Class Novels and Dramas

Shattered	BOK	1/p	110-10844
The Boy Who Drank Too Much by Shep Greene	BOK	1/p	110-10068
Tex by S.E. Hinton	BOK	1/p	110-10069

Book Club Selections

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Autobiography of My Dead Brother by Walter Dean Myers	BOK	5/c	110-10869
Chanda's Secrets by Allan Stratton	BOK	5/c	110-10864
Dogs, The by Allan Stratton	BOK	4/c	110-10932
In the Woods by Robin Stevenson	BOK	5/c	110-10868
Long Way Gone: Memoirs of a Boy Soldier, A by Ishmael Beah	BOK	4/c	110-10860
Maze Runner, The by James Dashner	BOK	5/c	110-10900
Monster by Walter Dean Myers	BOK	5/c	110-10867
Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi, The by Neal Bascomb	BOK	4/c	110-10933
Scorch Trials, The by James Dashner	ATL	5/c	110-10901
Speak by Laurie Halse Anderson	BOK	5/c	110-10897
Stitches by David Small	BOK	5/c	110-10866
Stuck in Neutral by Terry Trueman	BOK	5/c	110-10865
Tweaked by Katherine Holubitsky	BOK	5/c	110-10884 OP

Classroom Library Selections

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Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Absolutely True Diary of a Part-Time Indian, The by Sherman Alexie	BOK	2/c	110-10861
After the Shot Drops by Randy Ribay	BOK	2/c	111-10093
Agony of Bun O'Keefe, The by Heather Smith	BOK	2/c	111-11738
All American Boys by Jason Reynolds and Brendan Kiely	BOK	2/c	110-10948
Allies by Alan Gratz	BOK	2/c	111-11808
Alone by Christophe Chaboute	BOK	2/c	111-11796
Art of Racing in the Rain, The by Garth Stein	BOK	2/c	111-11672

Beautiful Boy by David Sheff	BOK	2/c	112-12610
Beginning of Everything, The by Robyn Schneider	BOK	2/c	112-12623
Benefits of Being an Octopus, The by Ann Braden	BOK	2/c	111-11797
Blue Helmet, The by William Bell	BOK	2/c	111-11699
Boy 21 by Matthew Quick	BOK	2/c	110-10947
Breaking Night by Liz Murray	BOK	2/c	111-11675
Code of Honor by Alan Gratz	BOK	2/c	111-11812
Conspiracy 365 – January by Gabrielle Lord	BOK	2/c	111-11697 OP
Cousins, The by Karen M. McManus	BOK	2/c	111-11798
Dog's Purpose, A by W. Bruce Cameron	BOK	2/c	110-10946
Don't Turn Around by Michelle Gagnon	BOK	2/c	110-10898
Escapist, The by Gabriel Filippi	BOK	2/c	110-10945
Every Day by David Levithan	BOK	2/c	112-12609
Fault in our Stars, The by John Green	BOK	2/c	111-11674
Golden Boy, The by Grant Matheson	BOK	2/c	111-11740
Gone to the Woods: Surviving a Lost Childhood by Gary Paulsen	BOK	2/c	111-11859
Goodbye Days by Jeff Zentner	BOK	2/c	111-11741
Half Brother by Kenneth Oppel	BOK	2/c	111-11670
Hate U Give, The by Angie Thomas	BOK	2/c	111-11742
Hawk: Occupation: Skateboarder by Tony Hawk	BOK	2/c	111-11799
Hey Kiddo by Jarrett J. Krosoczka	BOK	2/c	111-11800
I Am the Messenger by Markus Zusak	BOK	2/c	112-12608
I Am Number Four by Pittacus Lore	BOK	2/c	112-12612
I Am the Weapon by Allen Zadoff	BOK	2/c	111-11801
Impossible Knife of Memory, The by Laurie Halse Anderson	BOK	2/c	111-11743
Indian Horse by Richard Wagamese	BOK	2/c	111-11673
Invisible by Pete Hautman	BOK	2/c	111-11680
Iron Heart by Brian Boyle	BOK	2/c	110-10944
Just Deserts by Eric Walters	BOK	2/c	112-12611
Long Way Down by Jason Reynolds	BOK	2/c	109-9663
Monster Calls, A by Patrick Ness	BOK	2/c	110-10943
Moon of the Crusted Snow by Waubgeshig Rice	BOK	2/c	111-11802
Night by Elie Wiesel	BOK	2/c	111-11669
Nix Minus One by Jill MacLean	BOK	2/c	111-11748
No Days Off by Max Domi	BOK	2/c	111-11803
North of Beautiful by Justina Chen Headley	BOK	2/c	112-12613
One of Us is Lying by Karen M. McManus	BOK	2/c	111-11749
Ready Player One by Ernest Cline	BOK	2/c	111-11751
Rose that Grew from Concrete, The by Tupac Shakur	BOK	2/c	111-11682
Sold by Patricia McCormick	BOK	2/c	111-11681
Speak (Graphic Novel) by Laurie Halse Anderson	BOK	2/c	111-11754
Stranger in the Woods, The by Michael Finkel and Mark Bramhall	BOK	2/c	111-11755
Theories of Relativity by Barbara Haworth-Attard	BOK	2/c	111-11678
They Both Die at the End by Adam Silvera	BOK	2/c	111-11804
This Place: 150 Years Retold by Kateri Akiwenzie-Damm et. al.	BOK	2/c	111-11805
Tomorrow, When the War Began by John Marsden	BOK	2/c	111-11809
Undergrounders by David Skuy	BOK	2/c	112-12614
War Stories by Gordon Korman	BOK	2/c	111-11810

Orca Soundings Collection (ENG471A/B)

B Negative	BOK	1/c	110-10025
Back	BOK	1/c	110-10983
Bang	BOK	1/c	110-10960
Battle of the Bands	BOK	1/c	110-10984
Big Guy	BOK	1/c	110-10961
Blue Moon	BOK	1/c	110-10026
Breaking Point	BOK	1/c	110-10027
Bull's Eye	BOK	1/c	110-10985
Bull Rider	BOK	1/c	110-10962 OP
Cellular	BOK	1/c	110-10963
Charmed	BOK	1/c	110-10986
Chill	BOK	1/c	110-10028
Comeback	BOK	1/c	110-10029
Coming Clean	BOK	1/c	110-10030
Crush	BOK	1/c	110-10964
Damage	BOK	1/c	110-10031
Darwin Expedition, The	BOK	1/c	110-10032
Dead Run	BOK	1/c	110-10033
Deadly	BOK	1/c	110-10041
Death Wind	BOK	1/c	110-10965
Exit Point	BOK	1/c	110-10988
Exposure	BOK	1/c	110-10966
Fallout	BOK	1/c	110-10035
Fastback Beach	BOK	1/c	110-10989
First Time	BOK	1/c	110-10967
Grind	BOK	1/c	110-10990 OP
Hannah's Touch	BOK	1/c	110-10036
Hemingway Tradition	BOK	1/c	110-10991
Hit Squad	BOK	1/c	110-10968
Home Invasion	BOK	1/c	110-10038
House Party	BOK	1/c	110-10992
I.D.	BOK	1/c	110-10039
Impact	BOK	1/c	110-10993
In the Woods	BOK	1/c	110-10994
Infiltration			
Jacked	BOK	1/c	110-10995 OP
Juice			
Kicked Out	BOK	1/c	110-10969
Knifepoint	BOK	1/c	110-10970
Last Ride	BOK	1/c	110-10996
Lockdown	BOK	1/c	110-10971
Masked			
Middle Row			
Night Terrors			
No More Pranks			
No Problem Sounding			
One More Step	BOK	1/c	110-10972
Outback			

Overdrive			
Picture This	BOK	1/c	110-10973
Rat			
Reaction	BOK	1/c	110-10997
Refuge Cove	BOK	1/c	110-10998
Responsible	BOK	1/c	110-10974
Riley Park	BOK	1/c	110-10975
Riot Act			
Rock Star			
Running the Risk	BOK	1/c	110-10999
Saving Grace	BOK	1/c	110-10976
Scum	BOK	1/c	110-10021
Sea Change	BOK	1/c	110-10977
Shallow Grave			
Something Girl			
Snitch	BOK	1/c	110-10978
Spiral			
Sticks and Stones			
Stuffed			
Tagged			
Tell	BOK	1/c	110-10979
Thunderbowl			
Tough Trails	BOK	1/c	110-10980
Trouble with Liberty	BOK	1/c	110-10981
Truth			
Wave Warrior			
Who Owns Kelly Paddik?	BOK	1/c	110-10022
Yellow Line	BOK	1/c	110-10023 OP
Zee's Way			

ENG521A – English

Teacher Resources

Book Love by Penny Kittle	PEC	1/t	110-0921
Write Besides Them by Penny Kittle	PEC	1/t	110-0922
The Gift of Reading by Bouchard & Sutton	ORB	1/t	111-11363

ENG521A Curriculum Guide	PEI	1/t	111-1701
ENG521A Support Document	PEI	1/t	learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005

Whole Class Anthologies and Modules

Echoes 11 Student Text	OUP	1/p	111-11350
Echoes 11 Teacher Resource	OUP	1/t	111-11368
Echoes 11 CD Rom	OUP	1/s	111-11446
Inside Poetry	NEL	1/p	111-11081
iLiT Views and Viewpoints Custom Student Resource	MHR	1/p	111-11703
iLiT Views and Viewpoints Custom Teacher Resource	MHR	1/t	111-11704

The Canadian Oxford High School Dictionary	OUP	1/5p	111-11365
Gage Canadian Thesaurus	NEL	1/10p	110-10128
Canadian Students' Guide to Language, Literature, and Media	OUP	1/p	111-11367 OP

Whole Class Novels and Dramas

Merchant of Venice by Shakespeare	NEL	1/p	111-11088
Much Ado About Nothing by Shakespeare	OUP	1cs/s	111-11505
Romeo and Juliet by Shakespeare	NEL	1/p	111-11086
Romeo and Juliet by Shakespeare – Teacher Edition.	NEL	1/t	111-11087
All Quiet on the Western Front by Erich Maria Remarque	ATL	1/p	111-11094
Huckleberry Finn (Bantam Classic Ed.)	ATL	1/p	111-11090
The Catcher in the Rye by Salinger			

Book Club Selections

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Ain't Burned all the Bright by Jason Reynolds	BOK	1/c	111-11857
Art of Racing in the Rain, The by Garth Stein	BOK	6/c	111-11672
Between Shades of Gray Ruta Sepetys	BOK	4/c	111-11713
Breaking Night by Liz Murray	BOK	4/c	111-11675
Fault in our Stars, The by John Green	BOK	6/c	111-11674
Girl in Translation by Jean Kwok	BOK	2/c	111-11667
Half Brother by Kenneth Oppel	BOK	6/c	111-11670
Hippie House, The by Katherine Holubitsky	BOK	4/c	111-11679
Impossible Knife of Memory, The by Laurie Halse Anderson	BOK	4/c	111-11743
Indian Horse by Richard Wagamese	BOK	4/c	111-11673
Into the Wild by Jon Krakauer	BOK	4/c	111-11676
Miss Peregrine's Home of Peculiar Children by Ramson Riggs	BOK	6/c	111-11698
Night by Elie Wiesel	BOK	6/c	111-11669
Road, The by Cormac McCarthy	BOK	4/c	111-11677
Sarah's Key by Tatiana de Rosnay	BOK	4/c	111-11671
Sister Wife by Shelley Hrdlitschka	BOK	4/c	111-11668
Theories of Relativity by Barbara Haworth-Attard	BOK	6/c	111-11678

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Absolutely True Diary of a Part-Time Indian, The by Sherman Alexie	BOK	2/c	110-10861
Agony of Bun O'Keefe, The by Heather Smith	BOK	2/c	111-11738
All American Boys by Jason Reynolds and Brendan Keily	BOK	2/c	110-10948
All the Light We Cannot See by Anthony Doerr	BOK	2/c	111-11739
Alone by Christophe Chaboute	BOK	2/c	111-11796
Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz	BOK	2/c	110-10919
Beautiful Boy by David Sheff	BOK	2/c	112-12610
Beginning of Everything, The by Robyn Schneider	BOK	2/c	112-12623
Benefits of Being an Octopus, The by Ann Braden	BOK	2/c	111-11797
Book of Negroes, The by Lawrence Hill	BOK	2/c	112-12636
Book Thief by Markus Zusak	BOK	2/c	110-10858
Boy 21 by Matthew Quick	BOK	2/c	110-10947
Challenger Deep by Neal Shusterman	BOK	2/c	110-10941
Code Name Verity by Elizabeth Wein	BOK	2/c	112-12603
Cousins, The by Karen M. McManus	BOK	2/c	111-11798
Curious Incident of the Dog in the Night-Time, The by Mark Haddon	BOK	2/c	112-12604
Divergent by Veronica Roth	BOK	2/c	110-10899
Dog's Purpose, A by W. Bruce Cameron	BOK	2/c	110-10946
Don't Turn Around by Michelle Gagnon	BOK	2/c	110-10898
Escapist, The by Gabriel Filippi	BOK	2/c	110-10945
Every Day by David Levithan	BOK	2/c	112-12609
Golden Boy, The by Grant Matheson	BOK	2/c	111-11740
Golden Son, The by Shilpi Somaya Gowda	BOK	2/c	112-12635
Goodbye Days by Jeff Zentner	BOK	2/c	111-11741
Hate U Give, The by Angie Thomas	BOK	2/c	111-11742
Hawk: Occupation: Skateboarder by Tony Hawk	BOK	2/c	111-11799
Hey Kiddo by Jarrett J. Krosoczka	BOK	2/c	111-11800
Homes: A Refugee Story by Abu Bakr Al-Rabeeah and Winnie Yeung	BOK	2/c	111-11845
House in the Cerulean Sea, The by TJ Klune	BOK	2/c	111-11858
House of the Scorpion, The by Nancy Farmer	BOK	2/c	110-10862
I Am The Messenger by Markus Zusak	BOK	2/c	112-12608
Iron Heart by Brian Boyle	BOK	2/c	110-10944
Life of Pi by Yann Martel	BOK	2/c	112-2637
Little Princes: One Man's Promise to Bring Home the Lost Children of Nepal by Conor Grennan	BOK	2/c	112-12605
Long Way Down by Jason Reynolds	BOK	2/c	109-9663
Long Way Gone: Memoirs of a Boy Soldier, A by Ishmael Beah	BOK	2/c	110-10860
Marrow Thieves, The by Cherie Dimaline	BOK	2/c	111-11745
Monk of Mokha, The by Dave Eggers	BOK	2/c	111-11746
Monster Calls, A by Patrick Ness	BOK	2/c	110-0943
Moon of the Crusted Snow by Waubgeshig Rice	BOK	2/c	111-11802
Moonrise by Sarah Crossan	BOK	2/c	111-11844
Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi, The by Neal Bascomb	BOK	2/c	110-10933
Never Fall Down by Patricia McCormick	BOK	2/c	112-12607
Nightingale, The by Kristin Hannah	BOK	2/c	111-11747
No and Me by Delphine de Vigan	BOK	2/c	110-10863
No Days Off by Max Domi	BOK	2/c	111-11803

One of Us is Lying by Karen M. McManus	BOK	2/c	111-11749
Outliers by Malcolm Gladwell	BOK	2/c	112-12606
Paper Girls of Paris, The by Jordyn Taylor	BOK	2/c	111-11856
Poisonwood Bible, The by Barbara Kingsolver	BOK	2/c	112-12601
Precious Cargo by Craig Davidson	BOK	2/c	111-11750
Ready Player One by Ernest Cline	BOK	2/c	111-11751
Saturday Night Ghost Club, The by Craig Davidson	BOK	2/c	111-11752
Secret Life of Bees, The by Sue Monk Kidd	BOK	2/c	110-10859
Serpent King, The by Jeff Zentner	BOK	2/c	110-10939
Sky is Everywhere, The by Jandy Nelson	BOK	2/c	110-10931
Speak by Laurie Halse Anderson	BOK	2/c	110-10897
Speak (Graphic Novel) by Laurie Halse Anderson	BOK	2/c	111-11754
Station Eleven by Emily St. John Mandel	BOK	2/c	110-10940
Stranger in the Woods, The by Micheal Finkel and Mark Bramhall	BOK	2/c	111-11755
Tattooist of Auschwitz, The by Heather Morris	BOK	2/c	111-11756
They Both Die at the End by Adam Silvera	BOK	2/c	111-11804
This Place: 150 Years Retold by Kateri Akiwenzie-Damm et. al.	BOK	2/c	111-11805
Thousand Splendid Suns, A by Khaled Hosseini	BOK	2/c	112-2602
tuesdays with Morrie by Mitch Alborn	BOK	2/c	110-0883
V for Vendetta by Alan Moore	BOK	2/c	111-11757
Washington Black by Esi Edugyan	BOK	2/c	111-11758
We Were Liars by E. Lockhart	BOK	2/c	110-0938
Welcome to Night Vale by Joseph Fink	BOK	2/c	110-0942

ENG571 A/B - English (Bridging Program)

ENG571 C- English (Bridging Program)

Teacher Resources

Book Love by Penny Kittle	PEC	1/t	110-10921
Write Besides Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It Cris Tovani	PEM	1/s	110-10080

ENG571A/B/C Curriculum Guide	PEI	1/t	111-11806
ENG571A/B/C Support Document	PEI	1/t	learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005

Ontario Comprehension Assessment (OCA) Student Success Kit	PEC	1/s	111-11813
Ontario Comprehension Assessment (OCA) Grade 7	PEC	1/s	111-11814
Ontario Comprehension Assessment (OCA) Grade 9	PEC	1/s	111-11815
Ontario Comprehension Assessment (OCA) Grade 10	PEC	1/s	111-11816

Whole Class Anthologies and Modules

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
iLit Beyond the Page Student Resource	MHR	1/p	111-11717
iLit Beyond the Page Teacher Resource	MHR	1/t	112-12649
Subscription to Scope Magazine (Hard Copy version)	SCH	1/p	110-10101

Subscription to Scope Magazine (Online version)	SCH	1/t	111-11807
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 INA
Orchestrating Academic Success (Inactive)	SHE	1/t	130-30078 INA

Whole Class Novels and Dramas

In the Heat of the Night by John Dudley Ball	FWH	1/p	111-11093
Of Mice and Men by John Steinbeck	PBC	1/p	111-11108

Book Club Selections

Book club titles are a part of the regular classroom library. Students may select to read book club titles for independent reading. Book club titles are available in larger quantities to allow multiple students to read the same title and work together to construct meaning in a group setting. Student choice when participating in book clubs is strongly encouraged.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Art of Racing in the Rain, The by Garth Stein	BOK	6/c	111-11672
Blue Helmet, The by William Bell	BOK	6/c	111-11699
Breaking Night by Liz Murray	BOK	4/c	111-11675
Conspiracy 365 - January by Gabrielle Lord	BOK	6/c	111-11697 OP
Fault in our Stars, The by John Green	BOK	6/c	111-11674
Half Brother by Kenneth Oppel	BOK	4/c	111-11670
Impossible Knife of Memory, The by Laurie Halse Anderson	BOK	4/c	111-11743
Indian Horse by Richard Wagamese	BOK	4/c	111-11673
Invisible by Pete Hautman	BOK	6/c	111-11680
Night by Elie Wiesel	BOK	6/c	111-11669
Rose that Grew from Concrete, The by Tupac Shakur	BOK	4/c	111-11682
Sold by Patricia McCormack	BOK	4/c	111-11681
Theories of Relativity by Barbara Haworth-Attard	BOK	6/c	111-11678

Classroom Library Selections

Classroom library titles have been selected to meet the needs and interests of students. Students are encouraged to read freely from titles available to them in the classroom library. Student choice in reading is strongly encouraged in order to increase engagement.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Absolutely True Diary of a Part Time Indian, The by Sherman Alexie	BOK	2/c	110-10861
Agony of Bun O'Keefe, The by Heather Smith	BOK	2/c	111-11738
All American Boys by Jason Reynolds and Brendan Kiely	BOK	2/c	110-10948
Allies by Alan Gratz	BOK	2/c	111-11808
Alone by Christophe Chaboute	BOK	2/c	111-11796
Autobiography of My Dead Brother by Walter Dean Myers	BOK	2/c	110-10869
Beautiful Boy by David Sheff	BOK	2/c	112-12610

Beginning of Everything, The by Robyn Schneider	BOK	2/c	112-12623
Benefits of Being an Octopus, The by Ann Braden	BOK	2/c	111-11797
Boy 21 by Matthew Quick	BOK	2/c	110-10946
Chanda's Secrets by Allan Stratton	BOK	2/c	110-10864
Code of Honor by Alan Gratz	BOK	2/c	111-11812
Cousins, The by Karen M. McManus	BOK	2/c	111-11798
Dog's Purpose, A by W. Bruce Cameron	BOK	2/c	110-10946
Dogs, The by Allan Stratton	BOK	2/c	110-10932
Don't Turn Around by Michelle Gagnon	BOK	2/c	110-10898
Escapist, The by Gabriel Filippi	BOK	2/c	110-10945
Every Day by David Levithan	BOK	2/c	112-12609
Golden Boy, The by Grant Matheson	BOK	2/c	111-11740
Gone to the Woods: Surviving a Lost Childhood by Gary Paulsen	BOK	2/c	111-11859
Goodbye Days by Jeff Zentner	BOK	2/c	111-11741
Hate U Give, The by Angie Thomas	BOK	2/c	111-11742
Hawk: Occupation: Skateboarder by Tony Hawk	BOK	2/c	111-11799
Hey Kiddo by Jarrett J. Krosoczka	BOK	2/c	111-11800
Homes: A Refugee Story by Abu Bakr Al-Rabeeah and Winnie Yeung	BOK	2/c	111-11845
I Am the Messenger by Markus Zusak	BOK	2/c	112-12608
I Am Number Four by Pittacus Lore	BOK	2/c	112-12612
I Am the Weapon by Allen Zadoff	BOK	2/c	111-11801
In the Woods by Robin Stevenson	BOK	2/c	110-10868
Iron Heart by Brian Boyle	BOK	2/c	110-10944
Just Deserts by Eric Walters	BOK	2/c	112-12611
Long Way Down by Jason Reynolds	BOK	2/c	109-9663
Long Way Gone: Memoirs of a Boy Soldier, A by Ishmael Beah	BOK	2/c	110-10860
Maze Runner, The by James Dashner	BOK	2/c	110-10900
Monster by Walter Dean Myers	BOK	2/c	110-10867
Monster Calls, A by Patrick Ness	BOK	2/c	110-10943
Moon of the Crusted Snow by Waubgeshig Rice	BOK	2/c	111-11802
Moonrise by Sarah Crossan	BOK	2/c	111-11844
Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi, The by Neal Bascomb	BOK	2/c	110-10933
Nix Minus One by Jill MacLean	BOK	2/c	111-11748
No Days Off by Max Domi	BOK	2/c	111-11803
North of Beautiful by Justina Chen Headley	BOK	2/c	112-12613
One of Us is Lying by Karen M. McManus	BOK	2/c	111-11749
Ready Player One by Ernest Cline	BOK	2/c	111-11751
Scorch Trials, The by James Dashner	BOK	2/c	110-10901
Speak by Laurie Halse Anderson	BOK	2/c	110-10897
Speak (Graphic Novel) by Laurie Halse Anderson	BOK	2/c	111-11754
Stitches by David Small	BOK	2/c	110-10866
Stranger in the Woods, The by Michael Finkel and Mark Bramhall	BOK	2/c	111-11755
Stuck in Neutral by Terry Trueman	BOK	2/c	110-10865
They Both Die at the End by Adam Silvera	BOK	2/c	111-11804
This Place: 150 Years Retold by Kateri Akiwenzie-Damm et. al.	BOK	2/c	111-11805
Tomorrow, When the War Began by John Marsden	BOK	2/c	111-11809
Tweaked by Katherine Holubitsky	BOK	2/c	110-10884
Undergrounders by David Skuy	BOK	2/c	112-12614 OP

V for Vendetta by Alan Moore	BOK	2/c	111-11757
War Stories by Gordon Korman	BOK	2/c	111-11810
Orca Soundings Collection (ENG571A/B)			
B Negative	BOK	1/c	110-10025
Back	BOK	1/c	110-10983
Bang	BOK	1/c	110-10960
Battle of the Bands	BOK	1/c	110-10984
Big Guy	BOK	1/c	110-10961
Blue Moon	BOK	1/c	110-10026
Breaking Point	BOK	1/c	110-10027
Bull's Eye	BOK	1/c	110-10985
Bull Rider	BOK	1/c	110-10962
Cellular	BOK	1/c	110-10963
Charmed	BOK	1/c	110-10986
Chill	BOK	1/c	110-10028
Comeback	BOK	1/c	110-10029
Coming Clean	BOK	1/c	110-10030
Crush	BOK	1/c	110-10964
Damage	BOK	1/c	110-10031
Darwin Expedition, The	BOK	1/c	110-10032
Dead Run	BOK	1/c	110-10033
Deadly	BOK	1/c	110-10041
Death Wind	BOK	1/c	110-10965
Exit Point	BOK	1/c	110-10988
Exposure	BOK	1/c	110-10966
Fallout	BOK	1/c	110-10035
Fastback Beach	BOK	1/c	110-10989
First Time	BOK	1/c	110-10967
Grind	BOK	1/c	110-10990 OP
Hannah's Touch	BOK	1/c	110-10036
Hemingway Tradition	BOK	1/c	110-10991
Hit Squad	BOK	1/c	110-10968
Home Invasion	BOK	1/c	110-10038
House Party	BOK	1/c	110-10992
I.D.	BOK	1/c	110-10039
Impact	BOK	1/c	110-10993
In the Woods	BOK	1/c	110-10994
Infiltration			
Jacked	BOK	1/c	110-10995
Juice			
Kicked Out	BOK	1/c	110-10969
Knifepoint	BOK	1/c	110-10970
Last Ride	BOK	1/c	110-10996
Lockdown	BOK	1/c	110-10971
Masked			
Middle Row			
Night Terrors			
No More Pranks			

No Problem Sounding			
One More Step	BOK	1/c	110-10972
Outback			
Overdrive			
Picture This	BOK	1/c	110-10973
Rat			
Reaction	BOK	1/c	110-10997
Refuge Cove	BOK	1/c	110-10998
Responsible	BOK	1/c	110-10974
Riley Park	BOK	1/c	110-10975
Riot Act			
Rock Star			
Running the Risk	BOK	1/c	110-10999
Saving Grace	BOK	1/c	110-10976
Scum	BOK	1/c	110-10021
Sea Change	BOK	1/c	110-10977
Shallow Grave			
Something Girl			
Snitch	BOK	1/c	110-10978
Spiral			
Sticks and Stones			
Stuffed			
Tagged			
Tell	BOK	1/c	110-10979
Thunderbowl			
Tough Trails	BOK	1/c	110-10980
Trouble with Liberty	BOK	1/c	110-10981
Truth			
Wave Warrior			
Who Owns Kelly Paddik?	BOK	1/c	110-10022
Yellow Line	BOK	1/c	110-10023
Zee's Way			

ENG621A – English

Teacher Resources

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

ENG621A Curriculum Guide	PEI	1/t	112-12628
ENG621A Support Document	PEI	1/t	learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005

Whole Class Anthologies and Modules

Echoes 12 Student Text	OUP	1/p	112-12336
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
iLiT Quest Custom Student Resource	MHR	1/p	112-12641

iLit Quest Custom Teacher Resource	MHR	1/p	112-12642
Gage Canadian Concise Dictionary	NEL	1/8p	111-11396 INA
Gage Canadian Thesaurus	NEL	8/t	110-10128
Evaluation and Practice Support Package for Canadian Students' Guide to Language, Literature, and Media	OUP	1/t	112-12358
Canadian Students' Guide to Language, Literature, and Media	OUP	1/p	111-11367 OP

Whole Class Novels and Dramas

Macbeth HBJ edition by Shakespeare	NEL	1/p	112-12031
Macbeth Teacher Edition	NEL	1/t	112-12032
Hamlet HBJ Edition by Shakespeare	NEL	1/p	112-12033
Hamlet Teacher Edition	NEL	1/t	112-12034
Twelfth Night by Shakespeare	OUP	1cs/s	112-12448
The Birthday Party by Pinter	ATL	1/p	112-12035
Murder in the Cathedral by Eliot (Educ. Ed.)	OUP	1/p	112-12036 OP
Death of a Salesman by Miller, edited by Weales	PBC	1/p	112-12037
1984 by George Orwell	PBC		112-12039
A Separate Peace by John Knowles	BOK		112-12041
Animal Farm by George Orwell	PBC		112-12040
The Great Gatsby by F. Scott Fitzgerald	PBL	1/p	112-12047
The mountain and the Valley by Ernest Buckler	PBL	1/p	112-12042
Wild Geese by Martha Ostenso	BOK		112-12028
The Secret Path by Gord Downie and Jeff Lemire	BOK	1/p	112-126746

Book Club Selections

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Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Beautiful Boy by David Sheff	BOK	4/c	112-12610
Beginning of Everything, The by Robyn Schneider	BOK	6/c	112-12623
Book of Negroes, The by Lawrence Hill	BOK	4/c	112-12636
Code Name Verity by Elizabeth Wein	BOK	4/c	112-12603
Curious Incident of the Dog in the Night Time, The by Mark Haddon	BOK	6/c	112-12604
Every Day by David Levithan	BOK	6/c	112-12609
Golden Son, The by Shilpi Somaya Gowda	BOK	4/c	112-12635
I Am the 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	BOK	4/c	112-12605
Never Fall Down by Patricia McCormick	BOK	6/c	112-12607
Outliers by Malcolm Gladwell	BOK	4/c	112-12606
Poisonwood Bible, The by Barbara Kingsolver	BOK	4/c	112-12601
Thousand Splendid Suns, A by Khaled Hosseini	BOK	6/c	112-12602
Twisted by Laurie Halse Anderson	BOK	6/c	112-12624
We are Not Free by Traci Chee	BOK	4/c	112-12676

Classroom Library Selections

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Absolutely True Diary of a Part-Time Indian, The by Sherman Alexie	BOK	2/c	110-10861
Agony of Bun O'Keefe, The by Heather Smith	BOK	2/c	111-11738
Ain't Burned all the Bright by Jason Reynolds	BOK	1/c	111-11857
All American Boys by Jason Reynolds and Brendan Kiely	BOK	2/c	110-10948
All the Light We Cannot See by Anthony Doerr	BOK	2/c	111-11739
Alone by Christophe Chaboute	BOK	2/c	111-11796
Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz	BOK	2/c	110-10919
Art of Racing in the Rain, The by Garth Stein	BOK	2/c	111-11672
Benefits of Being an Octopus, The by Ann Braden	BOK	2/c	111-11797
Between Shades of Gray by Ruta Sepetys	BOK	2/c	111-11713
Book Thief by Markus Zusak	BOK	2/c	110-10858
Boy 21 by Matthew Quick	BOK	2/c	110-10946
Breaking Night by Liz Murray	BOK	2/c	111-11675
Challenger Deep by Neal Shusterman	BOK	2/c	110-10941
Cousins, The by Karen M. McManus	BOK	2/c	111-11798
Crossroads by Kaleb Dahlgren	BOK	2/c	112-12666
Divergent by Veronica Roth	BOK	2/c	110-10899
Dog's Purpose, A by W. Bruce Cameron	BOK	2/c	110-10946
Don't Turn Around by Michelle Gagnon	BOK	2/c	110-10898
Escapist, The by Gabriel Filippi	BOK	2/c	110-10945
Fault in our Stars, The by John Green	BOK	2/c	111-11674
Girl in Translation by Jean Kwok	BOK	2/c	111-11667
Girls I've Been, The by Tess Sharpe	BOK	2/c	112-12677
Golden Boy, The by Grant Matheson	BOK	2/c	111-11740
Goodbye Days by Jeff Zentner	BOK	2/c	111-11741
Half Brother by Kenneth Oppel	BOK	2/c	111-11670
Hate U Give, The by Angie Thomas	BOK	2/c	111-11742
Hawk: Occupation: Skateboarder by Tony Hawk	BOK	2/c	111-11799
Hey Kiddo by Jarrett J. Krosoczka	BOK	2/c	111-11800
Hippie House, The by Katherine Holubitsky	BOK	2/c	111-11679
House of the Scorpion, The by Nancy Farmer	BOK	2/c	110-10862
Impossible Knife of Memory, The by Laurie Halse Anderson	BOK	2/c	111-11743
Indian Horse by Richard Wagamese	BOK	2/c	111-11673
Into the Wild by Jon Krakauer	BOK	2/c	110-10868
Iron Heart by Brian Boyle	BOK	2/c	110-10944
Life of Pi by Yann Martel	BOK	2/c	112-12637
Long Way Down by Jason Reynolds	BOK	2/c	109-9663
Long Way Gone: Memoirs of a Boy Soldier, A by Ishmael Beah	BOK	2/c	110-10860

Marrow Thieves, The by Cherie Dimaline	BOK	2/c	111-11745
Maus Volume 1: A Survivor's Tale: My Father Bleeds History by Art Spiegelman	BOK	2/c	112-12622
Miss Peregrine's Home of Peculiar Children by Ramson Riggs	BOK	2/c	111-11698
Monk of Mokha, The by Dave Eggers	BOK	2/c	111-11746
Monster Calls, A by Patrick Ness	BOK	2/c	110-10943
Moon of the Crusted Snow by Waubgeshig Rice	BOK	2/c	111-11802
Nazi Hunters: How a Team of Spies and Survivors Captured The World's Most Notorious Nazi, The By Neal Bascomb	BOK	2/c	110-10933
Night by Elie Wiesel	BOK	2/c	111-11669
Nightingale, The by Kristin Hannah	BOK	2/c	111-11747
No and Me by Delphine de Vigan	BOK	2/c	110-10863
No Days Off by Max Domi	BOK	2/c	111-11803
One of Us is Lying by Karen M. McManus	BOK	2/c	111-11749
Precious Cargo by Craig Davidson	BOK	2/c	111-11750
Ready Player One by Ernest Cline	BOK	2/c	111-11751
Road, The by Cormac McCarthy	BOK	2/c	111-11677
Sarah's Key by Tatiana de Rosnay	BOK	2/c	111-11671
Saturday Night Ghost Club, The by Craig Davidson	BOK	2/c	111-11752
Secret Life of Bees, The by Sue Monk Kidd	BOK	2/c	110-10859
Serpent King, The by Jeff Zentner	BOK	2/c	110-10939
Seven Fallen Feathers by Tanya Talaga	BOK	2/c	111-11753
Sister Wife by Shelley Hrdlitschka	BOK	2/c	111-11668
Sky is Everywhere, The by Jandy Nelson	BOK	2/c	110-10931
Speak by Laurie Halse Anderson	BOK	2/c	110-10897
Speak (Graphic Novel) by Laurie Halse Anderson	BOK	2/c	111-11754
Station Eleven by Emily St. John Mandel	BOK	2/c	110-10940
Stranger in the Woods, The by Michael Finkel and Mark Bramhall	BOK	2/c	111-11755
Tattooist of Auschwitz, The by Heather Morris	BOK	2/c	111-11756
Theories of Relativity by Barbara Haworth-Attard	BOK	2/c	111-11678
They Both Die at the End by Adam Silvera	BOK	2/c	111-11804
This Place: 150 Years Retold by Kateri Akiwenzie-Damm et. al.	BOK	2/c	111-11805
tuesdays With Morrie by Mitch Albom	BOK	2/c	110-10883
V for Vendetta by Alan Moore	BOK	2/c	111-11757
Washington Black by Esi Edugyan	BOK	2/c	111-11758
We Were Liars by E. Lockhart	BOK	2/c	110-10938
Welcome to Night Vale by Joseph Fink	BOK	2/c	110-10942

ENG671A/C – English (Bridging Program)

Teacher Resources

Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080
When Kids Can't Read by Kyrene Beers	PEC	1/t	112-12382

ENG671A/C Curriculum Guide	PEI	1/t	112-12658
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ENG671A/C Support Document	PEI	1/t	learn.edu.pe.ca
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Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Ontario Comprehension Assessment (OCA) Student Success Kit	PEC	1/s	111-11813
Ontario Comprehension Assessment (OCA) Grade 7	PEC	1/s	111-11814
Ontario Comprehension Assessment (OCA) Grade 9	PEC	1/s	111-11815
Ontario Comprehension Assessment (OCA) Grade 10	PEC	1/s	111-11816

Whole Class Anthologies and Modules

Passages 12 Student Text	NEL	1/p	112-12359
Passages 12 Teacher Edition	NEL	1/t	112-12378
Passages 12 CD	NEL	1/s	112-12379
The Least You Should Know About English Canadian Edition Form A	NEL	1/p	112-12380
iLiT Vistas Custom Collection Student Text	MHR	1/p	112-12650
iLiT Vistas Custom Collection Teacher Resource	MHR	1/t	112-12648
Subscription to Scope Magazine (Hard Copy version)	SCH	1/p	110-10101
Subscription to Scope Magazine (Online version)	SCH	1/t	111-11807
Subscription to Upfront Magazine (Hard Copy version)	SCH	1/p	112-12656
Gage Canadian Thesaurus	NEL	8/t	110-10128
Gage Canadian Concise Dictionary	NEL	8/t	111-11396
Gage Canadian Student Writer's Guide	NEL	18/t	110-10486

Whole Class Novels and Dramas

Alive by Piers Paul Read	ATL	6/c	112-12052
Animal Farm by George Orwell	PBC	6/c	112-12040
The Crucible by Miller	PBC	1/p	112-12383
The Secret Path by Gord Downie and Jeff Lemire	BOK	1/p	112-126746

Book Club Selections

Book club titles are a part of the regular classroom library. Students may select to read book club titles for independent reading. Book club titles are available in larger quantities to allow multiple students to read the same title and work together to construct meaning in a group setting. Student choice when participating in book clubs is strongly encouraged.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Absolutely True Diary of a Part-Time Indian, The by Sherman Alexie	BOK	6/c	110-10861
Allies by Alan Gratz	BOK	2/c	111-11808
Beautiful Boy by David Sheff	BOK	6/c	112-12610
Beginning of Everything, The by Robyn Schneider	BOK	6/c	112-12623
Don't Turn Around by Michelle Gagnon	BOK	6/c	110-10898
Every Day by David Levithan	BOK	6/c	112-12609
I Am The 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
Maus Volume 1: A Survivor's Tale: My Father Bleeds History by Art Spiegelman	BOK	6/c	112-12622

North of Beautiful by Justina Chen Headley	BOK	4/c	112-12613
Twisted by Laurie Halse Anderson	BOK	6/c	112-12624
Undergrounders by David Skuy	BOK	6/c	112-12614

Classroom Library Selections

Classroom library titles have been selected to meet the needs and interests of students. Students are encouraged to read freely from titles available to them in the classroom library. Student choice in reading is strongly encouraged in order to increase engagement.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Agony of Bun O'Keefe by Heather Smith	BOK	2/c	111-11738
Ain't Burned all the Bright by Jason Reynolds	BOK	1/c	111-11857
All American Boys by Jason Reynolds and Brendan Kiely	BOK	2/c	110-10948
Alone by Christophe Chaboute	BOK	2/c	111-11796
Art of Racing in the Rain, The by Garth Stein	BOK	2/c	111-11672
Autobiography of my Dead Brother by Walter Dean Myers	BOK	2/c	110-10869
Benefits of Being an Octopus, The by Ann Braden	BOK	2/c	111-11797
Blue Helmet, The by William Bell	BOK	2/c	111-11699
Boy 21 by Matthew Quick	BOK	2/c	110-10946
Breaking Night by Liz Murray	BOK	2/c	111-11675
Chanda's Secrets by Allan Stratton	BOK	2/c	110-10864
Code of Honor by Alan Gratz	BOK	2/c	111-11812
Conspiracy 365 - January by Gabrielle Lord	BOK	2/c	111-11697
Cousins, The by Karen M. McManus	BOK	2/c	111-11798
Dog's Purpose, A by W. Bruce Cameron	BOK	2/c	110-10946
Dogs, The by Allan Stratton	BOK	2/c	110-10943
Escapist, The by Gabriel Filippi	BOK	2/c	110-10945
Fault in our Stars, The by John Green	BOK	2/c	111-11674
Girls I've Been, The by Tess Sharpe	BOK	2/c	112-12677
Golden Boy, The by Grant Matheson	BOK	2/c	111-11740
Goodbye Days by Jeff Zentner	BOK	2/c	111-11741
Half Brother by Kenneth Oppel	BOK	2/c	111-11670
Hate U Give, The by Angie Thomas	BOK	2/c	111-11742
Hawk: Occupation: Skateboarder by Tony Hawk	BOK	2/c	111-11799
Hey Kiddo by Jarrett J. Krosoczka	BOK	2/c	111-11800
I Am the Weapon by Allen Zadoff	BOK	2/c	111-11801
Impossible Knife of Memory, The by Laurie Halse Anderson	BOK	2/c	111-11743
In the Woods by Robin Stevenson	BOK	2/c	110-10868
Indian Horse by Richard Wagamese	BOK	2/c	111-11673
Invisible by Pete Hautman	BOK	2/c	111-11680
Iron Heart by Brian Boyle	BOK	2/c	110-10944
Long Way Down by Jason Reynolds	BOK	2/c	109-9663
Long Way Gone: Memoirs of a Boy Soldier, A by Ishmael Beah	BOK	2/c	110-10860

Maze Runner by James Dashner	BOK	2/c	110-10900
Monster by Walter Dean Myers	BOK	2/c	110-10867
Monster Calls, A by Patrick Ness	BOK	2/c	110-10943
Moon of the Crusted Snow by Waubgeshig Rice	BOK	2/c	111-11802
Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi, The by Neal Bascomb	BOK	2/c	110-10933
Night by Elie Wiesel	BOK	2/c	111-11669
Nix Minus One by Jill MacLean	BOK	2/c	111-11748
No Days Off by Max Domi	BOK	2/c	111-11803
One of Us is Lying by Karen M. McManus	BOK	2/c	111-11749
Ready Player One by Ernest Cline	BOK	2/c	111-11751
Rose that Grew from Concrete, The by Tupac Shakur	BOK	2/c	111-11682
Saturday Night Ghost Club, The by Craig Davidson	BOK	2/c	111-11752
Scorch Trials, The by James Dashner	BOK	2/c	110-10901
Sold by Patricia McCormick	BOK	2/c	111-11681
Speak by Laurie Halse Anderson	BOK	2/c	110-10897
Speak (Graphic Novel) by Laurie Halse Anderson	BOK	2/c	111-11754
Stitches by David Small	BOK	2/c	110-10866
Stranger in the Woods, The by Michael Finkel and Mark Bramhall	BOK	2/c	111-11755
Stuck in Neutral by Terry Trueman	BOK	2/c	110-10865
Tattooist of Auschwitz, The by Heather Morris	BOK	2/c	111-11756
Theories of Relativity by Barbara Haworth-Attard	BOK	2/c	111-11678
They Both Die at the End by Adam Silvera	BOK	2/c	111-11804
This Place: 150 Years Retold by Kateri Akiwenzie-Damm et. al.	BOK	2/c	111-11805
Tomorrow, When the War Began by John Marsden	BOK	2/c	111-11809
Tweaked by Katherine Holubitsky	BOK	2/c	110-10884
V for Vendetta by Alan Moore	BOK	2/c	111-11757
War Stories by Gordon Korman	BOK	2/c	111-11810

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 – Teacher Resource Book, 3rd Edition	MHR	1/t	111-11400
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	NEL	1/t	112-12278
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 OP
Newspaper Workshop by Decker	PEC	1/t	111-11129 OP
Newspaper Workshop – Teacher Guide	PEC	1/t	111-11130 OP

MED531A – Media

Understanding Mass Media 5th Edition – Teacher Resource	NTC	1/t	111-11113 OP
Channel Your T. V. Viewing – Teacher Resource	CUA	1/t	111-11121 OP
Scanning Television & Guides (4 videos)	NEL	1/s	111-11114
Mass Media and Popular Culture – Teacher Resource	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	111-11481 INA
Write Traits Advanced Notebook, Level 1	NEL	1/t	111-11565 INA
Write Besides Them by Penny Kittle	PEC	1/t	110-10922

WRT421A Curriculum Guide	PEI	1/t	110-10846
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WRT521A – Creative Writing

Act of Writing Conrad, 7th Edition	MHR	1/p	111-11045 OP
The Bare Essentials, Form A, 6th Edition	NEL	Cs/s	111-11542
Write Besides Them by Penny Kittle	PEC	1/t	110-10922

WRT521A Curriculum Guide	PEI	1/t	111-11645
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English as an Additional Language

A variety of print and digital resources are available to support the English as an Additional Language courses. For information regarding additional teacher and course resources, please contact the EAL Leader.

Titles available for class, group, and independent reading selections are listed below.

Whole Class Reading

Whole class titles are available in larger quantities to support guided reading in larger groups or the whole class.

EAL 702B

<i>Against All Odds</i> by Paul Kropp	1/s	OP
<i>Avalanche</i> by Paul Kropp	1/s	OP
<i>Our Plane is Down</i> by Doug Paton	1/s	OP

EAL 701C

<i>Fatty Legs</i> by Christy Jordan-Fenton	BOK	1/s	108-8592
<i>Holes</i> by Louis Sachar	BOK	1/s	110-40012

EAL 701D

<i>Bifocal</i> by Deborah Ellis and Eric Walters	BOK	4/c	109-9609
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Small Group Reading Selections

Small group titles are a part of the regular classroom library. Students may select to read small group titles for independent reading. Small group titles are available in larger quantities to allow multiple students to read the same title and work together to construct meaning in a group setting.

EAL 702A

<i>The Crash</i> by Paul Kropp	6/c	OP
<i>The Rapids</i> by Paul Kropp	6/c	OP

EAL 702B

<i>Shooting the Rapids</i> by Paul Kropp	6/c	OP
<i>Caught in the Blizzard</i> by Paul Kropp	6/c	OP

EAL 701C

<i>Other Words for Home</i> by Jasmine Warga	BOK	6/c	111-10093
<i>Listen Slowly</i> by Thanhha Lai	BOK	6/c	110-40006
<i>Mosque</i> by David Macaulay	BOK	6/c	110-40007
<i>Shooting the Rapids</i> by Paul Kropp		6/c	OP
<i>A Stranger at Home</i> by Christy Jordan-Fenton & Margaret Pokiak-Fenton	BOK	6/c	110-40009

Classroom Library Reading Selections

Classroom library titles have been selected to meet the needs and interests of students. Students are encouraged to read freely from titles available to them in the classroom library. Student choice in reading is strongly encouraged in order to increase engagement.

EAL 702A

For information regarding additional resources, please contact the EAL Leader

EAL 702B

<i>Anne of Green Gables (Classic Starts)</i> by Lucy Maud Montgomery, adapted by Kathleen Olmstead	BOK	2/c	110-40004
<i>Between Shades of Gray</i> by Ruta Sepetys	BOK	2/c	111-11713
<i>I Survived the Sinking of the Titanic, 1912</i> by Lauren Tarshis	BOK	2/c	110-40010
<i>I Survived the Japanese Tsunami</i> by Lauren Tarshis	BOK	2/c	107-70021
<i>New Kid</i> by Jerry Craft	BOK	2/c	107-70027
<i>Nimona</i> by Noelle Stevenson	BOK	2/c	109-9694
<i>No Days Off: My Life with Type 1 Diabetes</i> by Max Domi	BOK	2/c	111-11803
<i>Pashmina</i> by Nidhi Chanani	BOK	2/c	107-70034
<i>The Moor Stones</i> by Fiona Mackenzie	BOK	2/c	110-40005
<i>Wired</i> by Sigmund Brouwer	BOK	2/c	108-8490

EAL 701C

<i>After the Shot Drops</i> by Randy Ribay	BOK	2/c	111-10093
<i>Amal Unbound</i> by Aisha Saeed	BOK	2/c	107-70000
<i>Amazing Muslims Who Changed the World</i> by Burhana Islam	BOK	2/c	110-40008
<i>Anne of Green Gables: A Graphic Novel</i> by Mariah Marsden	BOK	2/c	108-8588
<i>Becoming Muhammad Ali</i> by James Patterson and Kwame Alexander	BOK	2/c	107-70087
<i>Benefits of Being an Octopus, The</i> by Ann Braden	BOK	2/c	111-11797
<i>Breadwinner, The</i> by Deborah Ellis	BOK	2/c	108-8593
<i>Carey Price: How a First Nations Kid became a Superstar</i> by Catherine Rondina	BOK	2/c	109-9674
<i>Climate Change</i> by HRH The Prince of Wales	BOK	2/c	110-40011
<i>Nimona</i> by Noelle Stevenson	BOK	2/c	109-9694
<i>One of Us is Lying</i> by Karen M. McManus	BOK	2/c	111-11749
<i>Prisoner B-3087</i> by Alan Gratz	BOK	2/c	109-9631
<i>PS. I Like You</i> by Kasie West	BOK	2/c	109-9672
<i>When the Stars are Scattered</i> by Victoria Jamieson and Omar Mohamed	BOK	2/c	108-8619

EAL 701D

<i>After the Shot Drops</i> by Randy Ribay	BOK	2/c	111-10093
<i>Allies</i> by Alan Gratz	BOK	2/c	111-11808
<i>Boy 21</i> by Matthew Quick	BOK	2/c	110-10946
<i>City of Ember, The</i> by Jeanne DuPrau	BOK	2/c	108-8527
<i>Fault in our Stars, The</i> by John Green	BOK	2/c	111-11674
<i>Girl in Translation</i> by Jean Kwok	BOK	2/c	111-11667
<i>Hate U Give, The</i> by Angie Thomas	BOK	2/c	111-11742
<i>Homes: A Refugee Story</i> by Abu Bakr Al-Rabeeah and Winnie Yeung	BOK	2/c	111-11845
<i>I am Malala</i> by Malala Yousatzai	BOK	2/c	109-9622
<i>Kira Kira</i> by Cynthia Kadohata	BOK	2/c	109-9623
<i>Listen Slowly</i> by Thanhà Lạ	BOK	2/c	110-40006

<i>Moon of the Crusted Snow</i> by Waubgeshig Rice	BOK	2/c	111-11802
<i>Mosque</i> by David Macaulay	BOK	2/c	110-40007
<i>Nightingale, The</i> by Kristin Hannah	BOK	2/c	111-11747
<i>One of Us is Lying</i> by Karen M. McManus	BOK	2/c	111-11749
<i>Thousand Splendid Suns, A</i> by Khaled Hosseini	BOK	2/c	112-2602
<i>Very Large Expanse of Sea, A</i> by Tahereh Mafi	BOK	2/c	109-9670

Essential Skills Achievement Pathway

Essential Skills Achievement Pathway

Empower by John Spencer and A.J. Juliani	IND	1/t
Mathematics for Apprenticeship and Workplace 10	NEL	1/c
Mathematics for Apprenticeship and Workplace 10 - Solutions	NEL	1/t
Workplace Skills - Applied Mathematics Student Workbook	MHR	1/c
Workplace Skills - Reading for Information Student Workbook	MHR	1/c
You're Hired and Certified by David Pocock	IND	1/c

There is funding support which is pre-approved by the Department of Education and Early Years which authorizes experiential learning experiences. Please contact the school principal or the Youth Transition Manager for more details.

Flexible Learning Opportunities

Academy Diploma Programs

A handbook for Educators

PEI 1/t 111-11714

Independent Study Courses

ISC 521A/621A Curriculum Guide

PEI 1/t 111-11715

Mathematics

MAT421A – Foundations of Mathematics and Pre-Calculus 10

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

Foundations and Pre-Calculus Mathematics 10 – Student Text	PEC	1/p	110-10818
Foundations and Pre-Calculus Mathematics 10 - Student Text pdf	PEC	learn.edu.pe.ca	
Foundations and Pre-Calculus Mathematics 10 – TR/CD/DVD	PEC	1/t	110-10819
Workbook Line Masters with CD	PEC	1/s	110-10822
Exam View Test Generator	PEC	1/s	110-10820
Solutions CD	PEC	1/s	110-10821
Graphing Calculator	Contact	Curriculum Leader	
MAT421A Curriculum Guide	PEI	1/t	110-10491

MAT421K – Apprenticeship and Workplace Mathematics 10

Math at Work 10 – Student Text	MHR	1/p	110-10835
Math at Work 10 – Student Text pdf	MHR	learn.edu.pe.ca	
Math at Work 10 – Teacher Resource	MHR	1/t	110-10836
MAT421K Curriculum Guide	PEI	1/t	110-10597

MAT451A – Practical Mathematics 10

Basic Mathematics 3rd Ed - Student Text	PEC	1/s	110-10514 OP
Basic Mathematics 3rd Ed - Teacher Ed	PEC	1/t	110-10516 OP
Senior High Mathematics 451A, 551A, 651A Outline	PEI	1/t	110-10369

MAT521A – Foundations of Mathematics 11

Foundations of Mathematics 11 – Student Text	NEL	1/p	111-11626
Foundations of Mathematics 11 – Student Text pdf	NEL	learn.edu.pe.ca	
Foundations of Mathematics 11 – Teacher Manual	NEL	1/t	111-11627
3-in-1 Teacher Resource & IWB Add-On Pack	NEL	1/t	111-11646
Foundations of Mathematics 11 eSolutions Manual	NEL	1/s	111-11647
Computerized Assessment Bank	NEL	1/s	111-11629
MAT521A Curriculum Guide	PEI	1/t	111-11371

MAT521B – Pre-Calculus 11

Pre-Calculus 11 – Student Text	MHR	1/p	111-11630
Pre-Calculus 11 – Student Text pdf	MHR	learn.edu.pe.ca	
Pre-Calculus 11 – Teacher Resource	MHR	1/t	111-11631
Pre-Calculus 11 – Test Bank	MHR	1/s	111-11638
Pre-Calculus 11 – Solutions	MHR	1/s	111-11659
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	MHR	1/p	111-11623

Mathematics of Data Management –Teacher Resource	MHR	1/t	111-11625
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 – Student Text pdf	MHR	learn.edu.pe.ca	
Math at Work 11 – Teacher Resource	MHR	1/t	111-11653
MAT521K Curriculum Guide	PEI	1/t	111-11493
MAT551A – Practical Mathematics 11			
Math in Life, 3rd Edition – Student Text	NEL	1/s	110-10361 OP
Math in Life, 3rd Edition – Teacher Resource File	NEL	1/t	110-10360 OP
Senior High Mathematics 451A, 551A, 651A Outline	PEI	1/t	110-10369
MAT611B – Calculus			
Calculus – Student Edition	PEC	1/p	112-12566 OP
Calculus – Teacher Edition	PEC	1/t	112-12567 OP
Calculus AP E-Text	PEC	1/s	112-12587 OP
Test Generator CD	PEC	1/s	112-12568 OP
Solutions Manual	PEC	1/s	112-12569 OP
Video Lectures	PEC	1/s	112-12585 OP
Calculus	CEN	1/s	122-12590
Exam View Calculus	NEL	1/s	112-12591 OP
MAT611B Curriculum Guide	PEI	1/t	112-12599
MAT621A – Foundations of Mathematics 12			
Foundations of Mathematics 12 – Student Text	NEL	1/p	112-12573
Foundations of Mathematics 12 – Student Text pdf	NEL	learn.edu.pe.ca	
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
MAT621A Curriculum Guide	PEI	1/t	112-12593
MAT621B – Pre-Calculus 12			
Pre-Calculus 12 – Student Text	MHR	1/p	112-12570
Pre-Calculus 12 – Student Text pdf	MHR	learn.edu.pe.ca	
Pre-Calculus 12 – Teacher Resource	MHR	1/t	112-12571
Pre-Calculus 12 – Test Bank	MHR	1/s	112-12572
Pre-Calculus 12 – Solutions	MHR	1/s	112-12584
MAT621B Curriculum Guide	PEI	1/t	112-12594
MAT621K – Apprenticeship and Workplace Mathematics 12			
Math at Work 12 – Student Text	MHR	1/p	112-12588
Math at Work 12 – Student Text pdf	MHR	learn.edu.pe.ca	

Math at Work 12 – Teacher Resource	MHR	1/t	112-12589
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 – Student Resource pdf	PEI	learn.edu.pe.ca	
Applied Mathematics 801A – Teacher Resource (CD-ROM)	PEI	1/t	111-11543
MAT801A Curriculum Guide	PEI	1/t	111-11583

Physical Education

PED401A – Physical Education (Wellness)

ACT Curriculum Resources and Training		1/t	learn.edu.pe.ca
Teaching Personal and Social Responsibility Through Physical Activity, 3rd Edition, Don Hellison	HUK	1/s	100-220
Teaching Stress Management: Activities for Children and Young Adults, Nanette E. Tummers	HUK	1/s	
Professional and Student Portfolios for Physical Education, Vincent Melograno	HUK	1/s	110-10876
Service for Learning Health, Physical Education, and Recreation, Cheryl A. Stevens	PHE	1/s	110-10878
Teaching Sports Concepts and Skills: A Tactical Games Approach for Ages 7 to 18, 3rd Edition, Stephen Mitchell, Judith Oslin, Linda Griffin	HUK	1/s	110-10879
Mental Health: High School Curriculum Guide		1/s	learn.edu.pe.ca
PHE Canada – FMS – An Educators Guide	PHE	1/s	110-10881
PHE Canada – FMS – Alternative Activities and Pursuits	PHE	1/s	110-10880
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)	PEI	1/s	100-492
PED401A Curriculum Guide	PEI	1/t	110-10902
PED401A Support Document	PEI	1/t	110-10903

PED621A – Physical Education (Leadership)

Leadership 621 Curriculum Guide

PED801A – Physical Education (Physical Literacy)

PED801A Curriculum Guide	PEI	1/t	111-11702
GoPro Camera - Hero 4 Silver			
64 GB Memory Card			
Rechargeable Battery Pack			
HDMI Cable			

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 education and activity in order to minimize the inherent element of risk. The guidelines are mandatory.

There is funding support which is pre-approved by the Department of Education and Early Years which authorizes alternative environment learning experiences. Please contact the Physical Education Leader for more details.

Science

AGR621A – Animal Science

Animal Science – Biology & Technology, 3rd Edition – Text	NEL	1/t	111-11720
Animal Science - Biology & Technology, 3rd Edition, ClassMaster CD-ROM	NEL	1/t	learn.edu.pe.ca
AGR801A/621A Curriculum Guide	PEI	1/t	112-12627
Science Safety Resource Manual	PEI	1/t	101-1587

AGR801A – Animal Science

Animal Science – Biology & Technology, 3rd Edition – Text	NEL	1/t	111-11720
Animal Science - Biology & Technology, 3rd Edition, ClassMaster CD-ROM	NEL	1/t	learn.edu.pe.ca
AGR801A/621A Curriculum Guide	PEI	1/t	112-12627
Science Safety Resource Manual	PEI	1/t	101-1587

AGS621A – Agriscience

Agriscience – Fundamentals and Applications, 6th Edition - text	NEL	1/p	111-11648
Agriscience - Fundamentals and Applications, 5th Edition, ClassMaster CD-ROM	NEL	1/t	learn.edu.pe.ca
AGS801A/621A Curriculum Guide	PEI	1/t	112-12381
Science Safety Resource Manual	PEI	1/t	101-1587

AGS801A – Agriscience

Agriscience – Fundamentals and Applications, 6th Edition - text	NEL	1/p	111-11648
Agriscience - Fundamentals and Applications, 5th Edition, ClassMaster CD-ROM	NEL	1/t	learn.edu.pe.ca
AGS801A/621A Curriculum Guide	PEI	1/t	112-12381
Science Safety Resource Manual	PEI	1/t	101-1587

BIO521A – Biology

Biology – Student Text	NEL	1cs/t	111-11788
Biology – Online Student Center	NEL	1/p	learn.edu.pe.ca
Biology – Teacher’s Resource	NEL	1/t	111-11789
Biology – Online Teacher Center	NEL	1/t	learn.edu.pe.ca
Biology 11 – Computerized Assessment Bank CD-ROM	NEL	1/s	111-11530
Biology 12 – Computerized Assessment Bank CD-ROM	NEL	1/s	112-12474
Biology –Teacher’s Resource CD-ROM	MHR	1/t	learn.edu.pe.ca
Biology 521A Curriculum Guide	PEI	1/t	111-11545
Science Safety Resource Manual	PEI	1/t	101-1587

BIO621A – Biology

Biology – Student Text	NEL	1cs/t	111-11788
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Biology – Online Student Center	NEL	1/p	learn.edu.pe.ca
Biology – Teacher’s Resource	NEL	1/t	111-11789
Biology – Online Teacher Center	NEL	1/t	learn.edu.pe.ca
Biology 11 – Computerized Assessment Bank CD-ROM	NEL	1/s	111-11530
Biology 12 – Computerized Assessment Bank CD-ROM	NEL	1/s	112-12474
Biology – Teacher’s Resource CD-ROM	MHR	1/t	learn.edu.pe.ca
 Biology 521A Curriculum Guide	PEI	1/t	111-11545
Science Safety Resource Manual	PEI	1/t	101-1587
 BIO801A – Human Biology			
Biology: An Everyday Experience	MHR	1/p	112-12267 OP
Biology: An Everyday Experience – Teacher Wraparound Edition	MHR	1/t	112-12268 OP
Biology: An Everyday Experience – Study Guide	MHR	1/t	112-12463 OP
Biology: An Everyday Experience – Re-teaching	MHR	1/t	112-12464 OP
Biology: An Everyday Experience – Evaluation	MHR	1/t	112-12465 OP
Biology: An Everyday Experience – Transparency Package	MHR	1/t	112-12466 OP
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
 Biology 801A Curriculum Guide	PEI	1/t	112-12478
Science Safety Resource Manual	PEI	1/t	101-1587
 CHM521A – Chemistry			
Chemistry - Student Text	NEL	1/p	111-11735
Chemistry – Chemistry Online Student Center	NEL	1/p	learn.edu.pe.ca
Chemistry – Teacher’s Resource	NEL	1/t	111-11736
Chemistry – Chemistry Online Teacher’s Center	NEL	1/t	learn.edu.pe.ca
Chemistry – Computerized Assessment Bank CD-ROM	MHR	1/s	learn.edu.pe.ca
Chemistry – Teacher’s Resource CD-ROM	MHR	1/t	learn.edu.pe.ca
 Chemistry 521A Curriculum Guide	PEI	1/t	111-11517
Science Safety Resource Manual	PEI	1/t	101-1587
 CHM621A – Chemistry			
Chemistry – Student Text	NEL	1/p	111-11735
Chemistry – Chemistry Online Student Center	NEL	1/p	learn.edu.pe.ca
Chemistry – Teacher’s Resource	NEL	1/t	111-11736
Chemistry – Chemistry Online Teacher’s Center	NEL	1/t	learn.edu.pe.ca
Chemistry – Computerized Assessment Bank CD-ROM	MHR	1/s	learn.edu.pe.ca
Chemistry - Teacher’s Resource CD-ROM	MHR	1/t	learn.edu.pe.ca
 Chemistry 621A Curriculum Guide	PEI	1/t	112-12470
Science Safety Resource Manual	PEI	1/t	101-1587
 ENV621A – Environmental Science			
Living in the Environment, 4th Canadian Edition – Student Text	CEN	1/p	112-12525
Cengage Instructor’s Center	CEN	1/t	learn.edu.pe.ca

- Teacher Resources
- Assessment Resources
- Multimedia Resources
- Additional Resources & Companion Site

ENV621A Curriculum Guide	PEI	1/t	112-12563
Science Safety Resource Manual	PEI	1/t	101-1587

OCN621A – Oceanography

Oceanography, 9th Edition	CEN	1/p	Contact Leader
Oceanography: An invitation to Marine Science 9e	CEN	1/s	112-12646
Cengage Instructor's Center	CEN	1/t	learn.edu.pe.ca

- Teacher Resources
- Assessment Resources
- Multimedia Resources
- Additional Resources & Companion Site

OCN621A Curriculum Guide	PEI	1/t	112-12461
Science Safety Resource Manual	PEI	1/t	101-1587

PHY521A – Physics

Physics – Text	MHR	1/p	111-11533
Physics – Teacher Resource (CD-ROM)	MHR	1/t	learn.edu.pe.ca

PHY521A Curriculum Guide	PEI	1/t	111-11578
Science Safety Resource Manual	PEI	1/t	101-1587

PHY621A – Physics

Physics – Student Text	MHR	1/p	111-11533
Physics – Teacher Resource (CD-ROM)	MHR	1/t	learn.edu.pe.ca

PHY621A Curriculum Guide	PEI	1/t	112-12500
Science Safety Resource Manual	PEI	1/t	101-1587

SCI401A – Science

SCI401A Curriculum Guide	PEI	1/t	110-10598
Science Safety Resource Manual	PEI	1/t	101-1587
Edwin Engage Science (Online)	NEL	1/t	110-10046
Teacher's Support Resources	PEI		learn.edu.pe.ca

SCI421A – Science

TEACH and Science Surprise: Exploring the Nature of Science	PEI	1cs/t	learn.edu.pe.ca
ISSUE21: PANDEMIC	SCH	1cs/t	110-10952 OP
Teacher's Support Resources	PEI		learn.edu.pe.ca

SCI421A Curriculum Guide	PEI	1/t	110-10578
Science Safety Resource Manual	PEI	1/t	101-1587

SCI421B – Science (Pre-IB)

TEACH and Science Surprise: Exploring the Nature of Science	PEI	1cs/t	learn.edu.pe.ca
ISSUE21: PANDEMIC	SCH	1cs/t	110-10952 OP
Teacher's Support Resources	PEI		learn.edu.pe.ca

SCI421A Curriculum Guide	PEI	1/t	110-10578
Science Safety Resource Manual	PEI	1/t	101-1587

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

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

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

SCI431A Curriculum Guide	PEI	1/t	110-10598
Foundation for the Atlantic Canada Science Curriculum	PEI	1/t	101-1489

SCI701A – Applied Science

SCI701A Curriculum Guide	PEI	1/t	110-10813
VEX Curriculum Modules	PEI	1/p	learn.edu.pe.ca
Science Safety Resource Manual	PEI	1/t	101-1587

Social Sciences and Humanities

CLO521A – Clothing

Contact the curriculum leader at the Department of Education and Early Years for Clothing resources.

FAM421A – Family Life Education

Contact Curriculum Leader

FAM621A – Family Life

Contact Curriculum Leader

FDS421A – Foods and Nutrition

Cook's Science of Good Cooking		1/t	110-10949
The Cook's Illustrated Cookbook		1/t	110-10950 OP
Guide to Good Food (2008 Edition)	OUP	1/s	110-10792 OP
Food for Today (1st CANADIAN EDITION)	0070877610	1/s	110-10636 OP
FDS421A Curriculum Guide	PEI	1/t	
Food Handlers Safety Course Certificates		1/p	learn.edu.pe.ca
GloGerm Handwashing Resource		1/c	Contact Leader

HOS801A – Hospitality and Tourism

HOS801A Curriculum Guide	PEI	1/t	110-10705
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HSG621A – Housing

Housing Decisions	NEL	1/p	112-12175 OP
Homes for Today and Tomorrow, 5th Edition	MHR	1/p	112-12173 OP
Homes for Today and Tomorrow, Teacher Resource Binder	MHR	1/t	112-12174

Social Studies

CAS401A – Canadian Studies

Canadian Geography: A Sense of Place	MHR	1/p	110-10743 OP
Canadian Geography: A Sense of Place – Teacher Resource	MHR	1/t	110-10742 OP
Women Changing Canada	OUP	1/p	110-10414 OP
Aboriginal People: Building for the Future	OUP	1/p	110-10416 OP
World Affairs: Defining Canada's Role	OUP	1/p	110-10418 OP
Nystrom Atlas of Canada and the World	NYR	1/2p	110-10756 OP
Woman Changing Canada: Student Activity Workbook	OUP	1/t	110-10415 OP
Aboriginal People: Student Activity Workbook	OUP	1/t	110-10417 OP
World Affairs: Student Activity Workbook	OUP	1/t	110-10419 OP

CAS401A Curriculum Guide	PEI	1/t	110-10759
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CIV421A – Civics and Citizenship

Civics in Action	NEL	1/p	110-10096
Civics and Citizenship Teacher's Resource	OUP	1/T	110-10149

ECO621A – Introductory Economics

Understanding Economics: A Contemporary Perspective, 6th Edition	MHR	1/p	112-12600 OP
Economics for Canadians	CBP	1/p	112-12581
Understanding Economics – Teacher Resource	MHR	1/t	112-12582
ECO621A Curriculum Guide	PEI	1/t	112-12252
ECO621A – Student Guide to the Inquiry Process	PEI	1/p	Contact Leader
Additional on-line resources are available			Contact Leader

GEO421A – Geography of Canada

Making Connections: Canada's Geography, 2nd Edition – Teacher Resource	PEC	1/t	110-10809 OP
Encounter Canada: Land People Environment	OUP	1/t	110-10852
Nystrom Atlas of Canada and the World	NYR	1/2p	110-10756
GEO421A Curriculum Guide	PEI	1/t	110-10405

GEO521A – Global Studies

Glencoe – World Geography, 2005	MHR	1/p	111-11526 OP
Glencoe – World Geography, 2005 – Teacher Resource	MHR	1/t	111-11528 OP
Pearson School Atlas	PEC	1/2p	111-11537
GEO521A Curriculum Guide	PEI	1/t	111-11642

GEO531A – World Geography

World Studies: Foundations of Geography	PEC	1/p	111-11594
World Studies: Foundations of Geography – Teacher Resource	PEC	1/t	111-11595

World Studies: Asia and the Pacific	PEC	8/c	111-11596
World Studies: Asia and the Pacific – Teacher Resource	PEC	1/t	111-11597
World Studies: Africa	PEC	8/c	111-11598
World Studies: Africa – Teacher Resource	PEC	1/t	111-11599
World Studies: Europe and Russia	PEC	8/c	111-11600
World Studies: Europe and Russia – Teacher Resource	PEC	1/t	111-11601
World Studies: Latin America	PEC	8/c	111-11602
World Studies: Latin America – Teacher Resource	PEC	1/t	111-11603
World Studies: US and Canada	PEC	8/c	111-11604
World Studies: US and Canada – Teacher Resource	PEC	1/t	111-11605
Pearson School Atlas	PEC	1/2p	111-11537
 GEO531A Curriculum Guide	 PEI	 1/t	 111-11643
GEO621A – Global Issues			
Global Connections: Canadian and World Issues, 2009	PEC	1/p	112-12468 OP
Global Connections: Canadian and World Issues, 2009 – Teacher Resource	PEC	1/t	112-12469
Global Classroom Initiative Module Pearson School Atlas	PEC	1/2p	111-11537
 GEO621A Curriculum Guide	 PEI	 1/t	 112-12484
GEO621A - Student Guide to the Inquiry Process	PEI	1/p	Contact Leader
GEO631A – Global Issues			
Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects	FTF	1/t	112-12533
Making Connections: Engaging Students in Language, Literacy, and Global Issues	FTF	1/p	112-12532
Making Connections: Engaging Students in Language, Literacy, Global Issues – Teacher Resource	FTF	1/t	112-12531
Pearson School Atlas	PEC	1/2p	111-11537
 GEO631A Curriculum Guide	 PEI	 1/t	 112-12561
GEO631A - Student Guide to the Inquiry Process	PEI	1/p	Contact Leader
HIS421A – Ancient and Medieval History			
Glencoe World History, 2010	MHR	1/p	110-10874 OP
Glencoe World History, 2010 – Teacher Edition	MHR	1/t	110-10873 OP
HIS421B – Ancient and Medieval History (Pre-IB)			
Glencoe World History, 2010	MHR	1/p	110-10874 OP
Glencoe World History, 2010 – Teacher Edition	MHR	1/t	110-10873 OP
HIS521A – Modern World History			
Glencoe World History, 2010	MHR	1/p	110-10874 OP
Glencoe World History, 2010 – Teacher Edition	MHR	1/t	110-10873 OP
HIS621A – Canadian History			
Canada’s History – Voices and Visions	NSS	1/p	112-12348 OP

Canada's History – Voices and Visions – Teacher Resource	NSS	1/t	112-12349 OP
HIS621A Curriculum Guide	PEI	1/t	112-12475
HIS621B – PEI History			
Island Life – An Historical Inquiry - Student Resource	PEI	1/p	112-12557 OP
HIS621B Curriculum Guide	PEI	1/t	112-12562
LAW521A – Introductory Law			
Law in Action – Understanding Canadian Law, 2 nd Ed., 2009	PEC	1/p	111-11507
LAW521A Curriculum Guide	PEI	1/t	111-11312
LAW531A – Introductory Law			
Law in Action – Understanding Canadian Law, 2 nd Ed., 2009	PEC	1/p	111-11507
LAW531A Curriculum Guide	PEI	1/t	111-11311
MUH801A – History of Popular Music			
Canadian Heritage Collection, Popular Culture	VLC	1/t	111-11534 OP
Rockin' Out	PEC	1/t	111-11531 OP
Rock and Roll, Its History and Stylistic Development, 6th Edition	PEC	1/P	110-10740 OP
Instructor's Manual for Stuessy and Lipscomb's Rock and Roll, Its History and Stylistic Development, 5th Edition (Inactive)	PEC	1/t	111-11536 OP
MUH801A Curriculum Guide	PEI	1/t	111-11685 OP
POL621A – Advanced Political Studies			
Ideologies	MHR	1/p	978-0075527770 OP

French Programs

Core French

FRE421A – French

Points de Connexion: Guide de l'enseignant	1/t	Contact Leader
Points de Connexion: Livre d'élève	1/p	110-10097

Matériel de référence 10^e

La roue 9 (to be used as review at the beginning of the year)	1/p	109-9650
La Communication Orale - Une compétence à développer	1/t	109-9652
Le continuum en communication spontanée	1/t	109-9655
Ma roue de cheminement personnelle	1/t	109-9653

FRE521A – French

Jusqu'au bout! Vers le A2: Teacher license	1/t	Contact Leader
Jusqu'au bout! Vers le A2: Student license	1/p	Contact Leader

Matériel de référence 11^e et 12^e année

La Communication Orale - Une compétence à développer	1/t	109-9652
Le continuum en communication spontanée	1/t	109-9655
Ma roue de cheminement personnelle	1/t	109-9653

FRE621A – French

Jusqu'au bout! Vers le B1: Teacher license	1/t	Contact Leader
Jusqu'au bout! Vers le B1: Student license	1/p	Contact Leader

Matériel de référence 12^e année

La Communication Orale - Une compétence à développer	1/t	109-9652
Le continuum en communication spontanée	1/t	109-9655
Ma roue de cheminement personnelle	1/t	109-9653

French Immersion

French Language Arts

General Resources for Grades 10, 11, 12

Le métaguide	TCM	1/t	107-7698
Stratégies pour écrire un texte d'opinion	TCM	1/t	107-7775
Histoire à quatre voix	REN	1/t	110-10850
Le nuage bleu	REN	1/t	110-10851
Le chandail de hockey	REN	1/t	112-12565
Propager le plaisir de lire chez les élèves	CHE	1/t	Contact Leader
Matériel de lecture indépendante - Titres variés			Contact Leader
Référentiel de programmes	CLE		Contact Leader

FRE421F – French Immersion

Programme d'études en français – 10 ^e année	PEI	1/t	learn.edu.pe.ca
Passeport vers la littératie 9 - Manuel de l'élève	CHE	1/s	110-10001
Passeport vers la littératie 9 - Guide pédagogique	CHE	1/t	110-10002
Passeport vers la littératie 9 - CD audio	CHE	1/t	110-10003
Préparation à l'examen du DELF Scolaire & Junior B1	HAC	1/t	Contact Leader
La plus grosse poutine du monde	BAY	1/s	Contact Leader

FRE521F – French Immersion

Programme d'études en français – immersion 11 ^e	PEI	1/t	learn.edu.pe.ca
Passeport vers la littératie 10 - Manuel de l'élève*	CHE	1/s	111-11784
Passeport vers la littératie 10 - Guide pédagogique*	CHE	1/t	111-11785
Passeport vers la littératie 10 - CD audio*	CHE	1/t	111-11786

*Uniquement les modules 4 & 5 sont autorisés pour la FRE521F année. Modules 1, 2 et 3 sont réservés au cours FRE621F.

ABC DELF B2	CLE	1/t	Contact Leader
Chroniques post-apocalyptiques d'une enfant sage	BAY	1/s	Contact Leader
Les rois mongols	ÉQA	1/s	Contact Leader
Les rois mongols (DVD)		1/t	Contact Leader

FRE621F – French Immersion

Programme d'études en français – immersion 12 ^e	PEI	1/t	learn.edu.pe.ca
Passeport vers la littératie 10 - Manuel de l'élève*	CHE	1/s	111-11784
Passeport vers la littératie 10 - Guide pédagogique*	CHE	1/t	111-11785
Passeport vers la littératie 10 - CD audio*	CHE	1/t	111-11786

*Uniquement les modules 1, 2 & 3 sont autorisés pour la FRE621F année. Modules 4 et 5 sont réservés au cours FRE521F.

Préparation à l'examen du DELF Scolaire & Junior B2	HAC	1/t	Contact Leader
Oscar et la dame rose	ALM	1/s	Contact Leader
Une fois de trop			Contact Leader

French Language Social Studies

CIV621F – Exploring Civilisations/Civilisations comparées

Programmes d'études – Civilisations comparées		1/t	learn.edu.pe.ca
L'héritage des civilisations	TCM	1/p	112-12654
L'héritage des civilisations – Teacher Resource	TCM	1/t	112-12639
Le méta-guide	TCM	1/t	107-7698
Les religions – Québec Amérique		1/t	Contact Leader
Fabuleux Mythes et Légendes – Sélection Reader's Digest		1/t	Contact Leader
Planisphère Brault et Bouthillier (carte murale)		1/t	Contact Leader

ECO621F – Economics/L'économie

Programme d'études – Économie 621	PEI	1/t	learn.edu.pe.ca
Économie contemporaine	TCM	1/p	112-12491
Économie contemporaine – Teacher Resource	TCM	1/t	Contact Leader

GEO621F – Global Issues/Les enjeux mondiaux

Programme d'études – GEO621F	PEI	1/t	learn.edu.pe.ca
Mondes – Guide de l'élève	TCM	1/p	112-12583
Mondes – Guide de l'enseignant	TCM	1/t	112-12592
Projets d'action sociale – Fédération canadienne des ens.		1/t	Contact Leader

HIS421G – Understanding Canada/Comprendre le Canada

HIS421J – Understanding Canada/Comprendre le Canada (Pre-IB) Programme d'études

HIS 421G/J

Programme d'études – Histoire du Canada (2018)		1/t	learn.edu.pe.ca
Façonner le Canada – Éditions les Plaines	PLA	1/p	110-10904
Clichés d'histoire: Événements importants de l'histoire du Canada	CTC	1/5p	110-10959
Les Canadiens et la Seconde Guerre mondiale		1/t	Contact Leader
Paroles de Poilus Libro		1/t	110-10736
Collection de romans		1/c	Contact Leader
Collection d'albums pour développer la pensée critique		1/c	Contact Leader
Planisphère – Brault et Bouthillier (carte murale)		1/t	Contact Leader

LAW521F – Canadian Law/Le droit

Programme d'études – Le Droit (2022)	PEI	1/t	learn.edu.pe.ca
Le droit canadien: Fondements et applications	TCM	1/p	111-11737 OP
DVD – La Charte des droits et libertés		1/t	Contact Leader
DVD – La Voie de la Justice		1/t	Contact Leader
Code Criminel 2022		1/t	Contact Leader
Common Law de A à Z		1/t	110-10095

SOC621F – The Individual in Society/L'Individu en société

Sociologie – Programme d'études		1/t	learn.edu.pe.ca
Sociologie – Explorations, concepts et applications (CEC)		1/2p	111-11790
Sociologie – La culture (CEC)		1/5p	111-11791

Sociologie – Les inégalités sociales (CEC)	1/5p	111-11792
Individu et Société – 6 ^e édition (Chenelière)	1/t	111-11793
La sociologie pour les nuls – First Edition	1/t	111-11794
Rouge l’histoire d’un crayon (album) Éditions Scholastic	1/t	112-12657
Projets d’action sociale – Fédération canadienne des ens.	1/t	Contact Leader

Other French Immersion Courses

CAR421F – Career Education/Éducation à la carrière

Programme d’études, Éducation à la carrière			Contact Leader
Trousse: Être pour vrai (Out of Print)	NTX	1/c	Contact Leader
Cartable “La Zone”			Contact Leader
Horizons 2000+ (Out of Print)	NTX	5/c	Contact Leader
Les Jeunes et l’argent by Gary RoBBlor		1/p	Contact Leader
Software			
myBlueprint (Provincial License)			Contact Leader

MAT421M - Foundations of mathematics & pre-calculus/Fondements mathématiques et pré-calcul 10

Programme d’études	TCM	1/t	Contact Leader
Mathématiques 10: fondements et pré-calcul (manuel de l’élève)	TCM	1/p	Contact Leader
Mathématiques 10: fondements et pré-calcul (guide d’enseignement)	TCM	1/t	Contact Leader
Mathématiques 10: banque d’évaluation informatisée	TCM	1/t	Contact Leader

SCI421M- Science 10/Sciences 10

Programme d’études	TCM	1/t	Contact Leader
Observatoire nouvelle génération ST, 4e secondaire - élève	TCM	1/p	Contact Leader
Observatoire nouvelle génération ST, 4e secondaire - enseignant	TCM	1/t	Contact Leader
Synérgie 4 ^e			

PSY621F – Psychology/Psychologie

Initiation à la psychologie, 4 ^e édition	112-12675	Contact Leader
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