

**ALL COURSES ARE SUBJECT TO  
CHANGE PENDING ENROLMENT  
NUMBERS. INSUFFICIENT ENROLMENT,  
BECAUSE OF SPACE, SAFETY, OR  
OTHER FACTORS MAY RESULT IN A  
COURSE NOT BEING OFFERED.**

**IF THIS OCCURS, STUDENTS'  
ALTERNATE CHOICES WILL BE  
SUBSTITUTED. IF THERE ARE NO  
ALTERNATE CHOICES,  
SUBSTITUTIONS WILL BE ASSIGNED  
AT THE SCHOOL LEVEL.**

# TABLE OF CONTENTS

<b>General Information</b>	<b>Pages 3-5</b>
<b>Credits to Graduate</b>	<b>Pages 6-7</b>
<b>Honours with Distinction and Honours</b>	<b>Page 8-9</b>
<b>Course List</b>	<b>Pages 10-11</b>
<b>Academic Support</b>	<b>Page 12-13</b>
<b>Business (Additional Electives)</b>	<b>Page 14-15</b>
<b>Career Exploration Program</b>	<b>Pages 16-17</b>
<b>Co-Operative Education</b>	<b>Page 18</b>
<b>English</b>	<b>Pages 19-23</b>
<b>Extended Program Support</b>	<b>Page 24</b>
<b>Family Studies</b>	<b>Pages 25-29</b>
<b>Fine Arts</b>	<b>Pages 30-41</b>
<b>International Baccalaureate Program</b>	<b>Page 42-54</b>
<b>Languages</b>	<b>Pages 55-63</b>
<b>Life Skills</b>	<b>Page 64</b>
<b>Mathematics</b>	<b>Pages 65-70</b>
<b>Options and Opportunities Program</b>	<b>Page 71-72</b>
<b>Physical Education</b>	<b>Pages 73-76</b>
<b>Science</b>	<b>Pages 77-86</b>
<b>Social Literacy</b>	<b>Page 87</b>
<b>Social Studies</b>	<b>Pages 88-95</b>
<b>Technology Education</b>	<b>Pages 96-99</b>

# GENERAL INFORMATION

## MESSAGE TO STUDENTS

It is necessary to register for courses for the 2021-22 school year during the months of February and March. We expect that you will have discussed your course selection with your parents/guardians PRIOR to registration. For incoming grade 10s, following your online registration, you will receive printed confirmation of the courses you have selected for the next school year. All students will register for both semesters in February and March and will **NOT** have the option of re-registering for the second semester in January of next year.

**Please note: While care has been taken in the preparation of this guide to provide students and parents with accurate and relevant information, any need for clarification and/or interpretation is available through Student Services.**

## HIGH SCHOOL ATTENDANCE

Cobequid Educational Centre follows the *Student Attendance and Engagement Policy* determined by the **Nova Scotia Department of Education and Early Childhood Development** ([www.ednet.ns.ca/student-attendance-and-engagement-policy](http://www.ednet.ns.ca/student-attendance-and-engagement-policy)). Students are expected to attend school every day, arriving on time and ready to learn. Regular attendance is important and supports student success. Students who are frequently absent, or late, are at risk for loss of course credit as outlined in the policy. Attendance is a responsibility that is shared among students, parents/guardians, teachers, and school administration. Final decisions on attendance issues rest with the principal, Mr. Kaulbach.

## CHANGES IN COURSE SELECTION FOR 2021-2022 - Deadline is April 28, 2021

If students prepare carefully for course registration and receive the necessary information and guidance, course changes should be minimal. However, when it is in the best interest of the student, a course change may be possible in the following situations:

1. **“Drop-down” situations** – e.g. Math 10 to Math at Work 10. Such situations should have been avoided during regular registration periods. However, it is realized that misjudgments are sometimes made by students and some flexibility is necessary.
2. **Grade Eleven or Twelve Students Dropping a Class.** Grade eleven students may take seven or eight courses. Grade twelve students may carry six or more courses. If a grade twelve student taking seven or eight subjects wishes to drop a course, they must do so up to the one week period following the distribution of the mid-term report card. Students who fail to drop classes within this time period will have the course mark included on their transcript.
3. **Changing from one course to an entirely different course** – e.g. Law 12 to Biology 12. A change of this nature will be accommodated only if the student’s reason for requesting it is judged to be of sufficient necessity and at the discretion of the administration. Students are responsible for any work missed.
4. **Students transferring from another school.** Students who transfer to CEC from another school outside our Regional Centre part way through the term will normally be required to take the same courses as studied at the previous school. Problems may arise in some cases due to differences in course offerings. Such problems will be dealt with on an individual basis.
5. **Once the Course Change Deadline has passed (April 28, 2021)**, there will be NO CONSIDERATION given for further changes until distribution of mid-term reports. Based solely upon academic difficulties, students may request special permission to drop down to a lower level class in the same subject. Only **drop-downs** will be considered at this time and **ONLY** if there is room in a lower level class. **No course changes.**
6. **Course Changes in IB courses must be done in consultation with the IB counsellor or the IB Co-ordinator.**

## **PLANNING YOUR PROGRAM**

1. Prior to registration you should carefully consider your post high school goals and the educational requirements necessary to achieve them. Select the courses and level of difficulty that will enable you to obtain these objectives.
2. Plan your program as far into the future as possible. Some subjects such as Math, Physics, and French have prerequisites. If a course has a prerequisite, it is shown in the section on course descriptions.
3. Occasionally, we have found it necessary to cancel a proposed course due to insufficient enrolment. The school reserves the right to not offer a course as described in this booklet should unforeseen circumstances arise.
4. Students have the opportunity to take twenty-four courses during their three years of high school, but have the option of taking fewer than eight courses during their grade eleven and twelve years. It is your responsibility to plan a program that best satisfies your future plans. Counselors are available to assist you if their help is requested.
5. Care should be taken in the choice of subjects to ensure you meet the entrance requirements of the post-secondary institution or the career path of your choice. **If you are unsure of your course selection for next year, check with one of the counsellors prior to registration and before April 28, 2021.**

## **POST-SECONDARY ADMISSION REQUIREMENTS:**

Listed below are the **grade 12** courses normally required for several post-secondary programs. **It is important to check the specifics for each institution as they vary, especially outside Nova Scotia.**

### **University Entrance Requirements:**

#### **Bachelor of Arts**

-English 12 + 4 other academic grade 12 courses

#### **Bachelor of Music**

-English 12 +4 other academic grade 12 courses. Students applying to **Music** are also required to demonstrate proficiency as instrumental or vocal performers in an audition/interview. Basic rudiments of music theory may be required.

#### **Bachelor of Commerce/Bachelor of Business Administration**

-English 12, Mathematics 12 (in some cases Pre-Calculus 12) +3 other academic grade 12 courses

#### **Bachelor of Science**

-English 12, Pre-Calculus 12, 2 Sciences at the grade 12 level + 1 other academic grade 12 course (highly recommend Calculus 12)

#### **Bachelor of Engineering**

-English 12, Pre-Calculus 12, Chemistry 12, Physics 12 + 1 other academic grade 12 course (highly recommend Calculus, Computer Science 12, and Architectural Design 12) Calculus is required for Science and Engineering in many universities outside Atlantic Canada.

#### **Bachelor of Computer Science**

-English 12, Pre-Calculus + 3 other academic grade 12 courses (highly recommend Computer Science 12 and Calculus 12)

#### **Bachelor of Nursing**

-English 12, Math 12 (academic), Chemistry 12, Biology 12 + 1 other academic grade 12 course

### **Community College Entrance Requirements**

-Grade 12 or equivalent (some programs have specific subject requirements, particularly in mathematics and science)

### **Bachelor of Health Sciences (Diagnostic Cytology, Medical Ultrasound, Nuclear Medicine Technology, Radiological Technology, and Respiratory Therapy)**

-English 12, Math 12, and other science requirements as listed on university website.

*\*Some universities have different entrance requirements for IB diploma students. Again, please check university websites for full details.*

### **COURSE LOAD**

All grade 10 students must register for **eight** courses; grade 11 students must register for at least **six** courses; and grade 12 students must register for at least **three** courses. Fourth year students must register for enough courses to graduate. Returning grads need to register for at least 3 courses per semester.

**Grade 10** students must register for the following courses: English 10; one of Mathematics 10 or Math Pre-IB 10 (count as two credits), or Mathematic at Work 10 or Mathematics 10 Essentials; Science 10; a Fine Arts and a Phys. Ed course plus additional courses to a total of eight. **Because no more than seven grade ten courses may be counted towards graduation requirements (see Credits to Graduate), students should consider one grade 11 course in their grade 10 year, for example Physically Active Living 11.**

**PROMOTION:** Students are promoted in individual subjects by achieving a satisfactory level of performance. Students are assigned to a grade level based on the number of credits they have achieved.

### **ATHLETICS**

Nova Scotia School Athletic Federation (NSSAF) regulations require student athletes to be enrolled in a **minimum of three full courses each semester** to be deemed eligible to compete in school sports. Students enrolled in fewer than three courses are not considered full-time students and are ineligible for participation in NSSAF sanctioned athletics.

# CREDITS TO GRADUATE

**It is ultimately the responsibility of each student to make sure they take the necessary courses to meet graduation requirements. The following are minimum requirements for graduation and may not be sufficient for a student to meet entrance requirements for some post-secondary institutions or other career paths.**

**All students** require a minimum of 18 credits to graduate. No more than seven of the 18 credits (counted towards graduation requirements) may be grade 10 courses, and at least five must be grade 12 courses. The following are compulsory credits for graduation:

## ***Language, Communication and Expression***

- 3 English Language Arts, one at each grade level.
- 1 Fine Arts: Visual Arts, Drama, Art Dramatique, Music, Integrated Fine Arts, Dance, or Arts Entrepreneurship.

## ***Science, Mathematics and Technology***

- 3 Mathematics: one at each grade level.
- 2 Sciences: one from Science 10/Sciences 10; and one from: Biology/Biologie, Chemistry, Physics, or other approved Science course.
- 2 Others from Mathematics, Science/Sciences, or Technology, such as: Housing and Design 12, and any courses listed under math, science, or technology departments.

## ***Personal Development and Society***

- 1 Physical Education credit: Physically Active Living 11/Mode de Vie Actif 11, Dance 11/12, Physical Education 10/11/12, Yoga 11, Exercise Science 12, Phys Ed Leadership 12, Martial Arts 11.
- 1 Canadian History: Mikmaw Studies 11, African Canadian Studies 11, or Canadian History 11/Histoire du Canada 11.
- 1 Global Studies: Global Geography 12 or Global History 12/Histoire Planetaire 12.

Within the 18 course requirements for a graduation diploma, no student may receive credit for two courses in the same specific subject area at the same grade level. For example, successful completion of English 11 and English Communications 11 will only count as one credit.

**Note: Students transferring into CEC from independent schools, or from outside of Nova Scotia, will receive credit for courses taken at these institutions on an individual basis. Not every course offered at these schools necessarily qualifies as a valid Nova Scotia credit for graduation.**

## **Personal Development Credits**

Students who have successfully completed a course or program approved by the Department of Education and Early Childhood Development (DEECD) will be eligible for a personal development credit. This credit will be entered on a student's high school transcript and may count toward one of the five elective credits required for graduation. A Personal Development Credit will be awarded as a grade 10, 11, and 12 credit and depending on the time required to complete a course or program, may qualify as a half or full credit. Students, parents/guardians, providers and schools will find information on this pilot program on the DEECD's website: [pdc.ednet.ns.ca](http://pdc.ednet.ns.ca)

The DEECD will recognize personal development credits in three learning areas:

\*The Arts-successful completion of music, dance, visual and/or performing arts credentials that are not part of the high school curriculum.

\*Languages-proficiency in reading, writing, speaking and cultural awareness of languages other than current credits in the Public School Program (English, French, Gaelic, Mi’Kmaq, Spanish, German, or Latin).

\*Leadership-achievements in community leadership, entrepreneurship, sport leadership, environmental and agricultural stewardship courses or programs.

At this time, the personal development pilot program includes courses in Arts and Leadership.

### **Credit Courses**

Courses are identified by course title; grade level; credit type; and credit value. A credit is the recognition of the successful completion of a course of work that would normally be completed in a minimum of 110 hours of scheduled time.

### **Credit Types**

Each course is categorized as one of the following credit types:

**ADV - Advanced** - These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement. All International Baccalaureate courses are Advanced.

**ACAD - Academic** - These courses are designed for students who expect to enter college, university, or other post-secondary institutions.

**OPEN** - Although none of the open courses is designed to meet the specific entrance requirements of any post-secondary institution, individual courses may meet entrance requirements of some institutions.

**GRAD - Graduation** - These courses are designed for students who wish to obtain a graduation diploma with a view to proceeding to employment or some selected area of post-secondary study.

**IPP – Individual Program Plans** - Even with adaptations, a few students will struggle to reach provincial learning outcomes. In that case, the student’s planning team works together to develop an individual program plan. An IPP changes the intended outcomes and/or adds new outcomes for the student.

# **HONOURS WITH DISTINCTION AND HONOURS**

**Please Note: Honours and Honours with Distinction lists will only be produced at the end of the school year. The specific requirements for Honours and Honours with Distinction are published on the CEC website in September. Students wishing to qualify for Honours with Distinction should register for courses using the following guidelines:**

## **Honours with Distinction:**

A student qualifies for Honours with Distinction if:

1. The student has passed all courses in which they were enrolled for the current school year.
2. The student's aggregate (total of six best scores) is 540 or higher, provided:
  - a. The English mark for the current grade level is included in the aggregate.
  - b. All six marks used to calculate the aggregate are 80% or higher and taken this academic/school year.
  - c. All marks used in calculating the aggregate represent courses at the Academic / Advances / IB level. **No Open or Grad level courses may be used towards the aggregate.**

For the purposes of calculating aggregates, scores from Higher Level IB 12 courses and Mathematics 10 may be used twice.

## **Honours:**

A student qualifies for Honours if:

1. The student has passed all courses in which they were enrolled for the current school year.
2. The student's aggregate (total of six best scores) is 510 or higher, provided:
  - a. The English mark for the current grade level is included in the aggregate.
  - b. All six marks used to calculate the aggregate are 80% or higher and taken this academic/school year.

For the purposes of calculating aggregates, scores from Higher Level IB 12 courses and Mathematics 10 may be used twice.

### **THE GOVERNOR-GENERAL'S MEDAL**

The Governor-General's Medal shall be awarded to the graduating student who has attained the highest average. The average includes all grade 11 and 12 courses as listed on the student's official Transcript of Grades issued by the Ministry of Education. The average cannot be anticipated; it must be calculated based on final results after provincial examinations, where the Ministry of Education requires final exams.

### **THE QUEEN ELIZABETH II MEDAL**

The Queen Elizabeth II Medal shall be awarded to the graduating student who:

1. Has demonstrated a superior achievement in school studies in all three years of high school;
2. Has achieved an outstanding record in all aspects of school and community involvement;
3. Is graduating having satisfied the requirements for a Nova Scotia High School Graduation Diploma.

**Cobequid Educational Centre reserves the right to rank its students for medal/scholarship purposes only. Ranking shall be based on the courses taken during the Grade 11 year and first semester Grade 12 year. Only Grade 11 and 12 courses, which are designated ACAD, IB or ADV may be included. The ranking process will include consideration of the number of courses taken at the advanced and IB levels.**

# COURSE LIST

Program Area	Grade 10	Grade 11	Grade 12
<b>Academic Support and Learning Strategies</b>	Academic Support (non-credit) Learning Strategies 10	Academic Support (non-credit) Learning Strategies 11	Academic Support (non-credit) Learning Strategies 12
<b>Business (Additional Electives)</b>		Accounting 11	Accounting 12 Entrepreneurship 12 Tourism 12
<b>Career Exploration Program (CEP)</b>	Please see description of Program on page 16-17		
<b>Co-Operative Education</b>			Co-Operative Education 12
<b>English</b>	English 10 English CEC Pre-IB 10 English 10 Plus	English 11 English 11 Advanced English Communications 11 IB English 11	English 12 English 12 Advanced English 12-African Heritage English Communications 12 IB English 12 HL IB English 12 SL
<b>Extended Program Support</b>	Please see description of Program on page 24		
<b>Family Studies</b>	Food in Society/Food for Health Living 10	Child Studies 11	Canadian Families 12 Food Studies/Hospitality 12 *Housing and Design 12 Health and Human Services 12
<b>Fine Arts</b>	Art Dramatique 10 Immersion Art Dramatique 10 Integrated Drama 10 Music 10 Strings Music 10 Vocals Music 10 Band (Afterschool) Visual Art 10	Dance 11** Drama 11 IB Music 11 Integrated Fine Arts 11 Music 11 Strings Music 11 Vocals Music 11 Band (Afterschool) Visual Art 11	Arts Entrepreneurship 12 Audio Recording and Production 12* Dance 12** Drama 12 Music 12 Vocals Music 12 Band (Afterschool) Music 12 Strings Visual Art 12
<b>Languages</b>	Core French 10 Francais Immersion Pre-BI 10 French CEC Pre-IB 10 (Core) Integrated French 10 Integrated French 10 CEC Pre-IB	Core French 11 Francais Immersion 11 IB French 11 HL IB French 11 SL IB Spanish AB Initio 11SL Integrated French 11 Latin 11	Core French 12 Francais Immersion 12 IB French 12 HL IB French 12 SL IB Spanish AB Initio 12 SL Integrated French 12 Latin 12
<b>Life Skills</b>	Please see description of Program on page 64		
<b>*Mathematics</b>	Math 10 Math at Work 10 Math Essentials 10 Math CEC Pre-IB 10	IB Math: Analysis and Approaches 11 HL IB Math: Analysis and Approaches 11 SL IB Math: Applications and Interpretation 11 SL Math 11 Math at Work 11 Math Essentials 11 Pre-Calculus 11	Calculus 12 IB Math Analysis and Approaches 12H IB Math Analysis and Approaches 12SL IB Math: Applications and Interpretation 12 SL Math 12 Math at Work 12 Math Essentials 12 Pre-Calculus 12
<b>Options and Opportunities Program (O2)</b>	Please see description of Program on page 71-72		

<b>Physical Education</b>	Physical Education 10	Mode De Vie Actif 11 Physical Education 11 Physical Education Yoga 11 Physical Education Martial Arts 11 Physically Active Living 11 Physically Active Living 11 CEC Female	Exercise Science 12 Physical Education 12 Leadership Physical Education 12
<b>*Science</b>	Science 10 Science CEC Pre-IB 10 Sciences Imm CEC BI Prép 10	Advanced Biology 11 Advanced Chemistry 11 Advanced Physics 11 Agriculture/Agrifood 11 Biologie 11 Imm Biologie Avancée 11 Imm Biology 11 Chemistry 11 Human Biology 11 IB Biology 11 IB Chemistry 11 IB Physics 11 Oceans 11 Oceans 11 CEC Support Physics 11	Biologie 12 Imm Biologie Avancée 12 Imm Biology 12 Chemistry 12 Geology 12 IB Biology 12 HL IB Biology 12 SL IB Chemistry 12 HL IB Chemistry 12 SL IB Physics 12 HL Physics 12
<b>Social Studies</b>	Geography 10 Histoire CEC BI Prép 10 Immersion Histoire CEC BI Prép 10 Integrate History 10 History CEC Pre-IB 10	African Canadian Studies 11 Canadian History 11 Economics 11 Histoire Du Canada 11 IMM Historie Du Canada 11 INT IB Geography 11 IB History 11 IB Histoire 11 Mikmaw Studies 11	Comparative World Religions 12 Global Geography 12 Global History 12 Histoire Planétaire 12 Immersion Histoire Planétaire 12 Integrated IB Geography 12 HL IB Geography 12 SL IB History 12 HL IB Histoire 12 SL Law 12 Sociology 12
<b>*Technology</b>	Construction Technology 10 Exploring Technology 10 Skilled Trades 10	Communication Technology 11 Design 11 Electrotechnologies 11 Manufacturing Trades 11 Production Technology 11 Transportation Trade 11	Architectural Design 12 Computer Programming 12 Film and Video Production 12 Home Trades & Technology 12 Multimedia 12 Production Technology 12

**PLEASE NOTE:**

For an up-to-date list of courses, please refer to the Course Selection Guide from our school website;  
<http://www.cec.ccrce.ca>

\*Meets one of the “1 other from math, science, and/or technology” requirements for graduation.

\*\* These courses may be used to fulfill either the “fine arts” or “physical education” requirements for graduation.

Credit Types (ADV, ACAD, OPEN, GRAD) are listed on page 7.

# **ACADEMIC SUPPORT**

## **GRADE 10**

Academic Support (non-credit)

Learning Strategies 10

## **GRADE 11**

Academic Support (non-credit)

Learning Strategies 11

## **GRADE 12**

Academic Support (non-credit)

Learning Strategies 12

### **ACCSUP - ACADEMIC SUPPORT**

The Resource Centre, located in node 5, is designed for students needing extra assistance and/or enrichment in academic programs. This is a non-credit program. Our goal is to meet the educational needs of all students. Students who attend Resource Centre have been identified from previous school records and through recommendations from formal testing, previous school programs, and/or from the adaptations which have been in place.

Current CEC students requesting assistance in the Resource Centre must be recommended by the school's Teaching Support Team (TST), in collaboration with subject teachers and parents. Our Resource Centre contains many resources that are available to students and teachers.

### **LRNST10 - Learning Strategies 10 OPEN**

Learning Strategies 10 is a regular credit course designed to teach students the skills and strategies to become independent and lifelong learners. The goal for students is to gain a better understanding of themselves as learners and to demonstrate and apply appropriate learning strategies in all subject and curriculum areas. There are daily mini-lessons that include assignments and projects to help students practice and further develop skills and habits in the areas of Organization, Transitioning Literacy, Numeracy, Awareness of Self and Others. There is also time available for students to work independently on their other course work. Students requesting this course must be recommended by their school's Teaching Support Test (TST) in collaboration with subject teachers and parent/guardian.

### **LNST11 - Learning Strategies 11 OPEN**

The learning outcomes of Learning Strategies 10 are further developed.

### **LRNST12 - Learning Strategies 12 OPEN**

The learning outcomes of Learning Strategies 11 are further developed.

# **BUSINESS (ADDITIONAL ELECTIVES)**

## **GRADE 10**

## **GRADE 11**

Accounting 11

## **GRADE 12**

Accounting 12

Entrepreneurship 12

Tourism 12

### **ACA11 - Accounting 11 ACAD**

Often referred to as the language of business, the high school accounting courses will help students develop an understanding of accounting principles and concepts encountered in both business and personal activities. It will help develop a sound foundation for additional study, and help students become acquainted with the principles, applications, and importance of data processing in accounting procedures.

### **ACC12 - Accounting 12 ACAD**

#### **Required prerequisite: Accounting 11**

Accounting 12 is a blend of accounting principles and procedures using accounting software to analyze and interpret business applications. Students gain in-depth knowledge of accounting procedures and techniques used to solve business problems and make financial decisions. This course is intended to provide the student with entry-level skills in the accounting profession and/or to develop a foundation for post-secondary study.

### **ENT12 - Entrepreneurship 12 ACAD**

Entrepreneurship 12 can be described as a “cutting-edge” course that introduces entrepreneurship as a viable career option that is open to a wide range of people. The course provides exposure to several different areas of the business world, including business start up, marketing, finances, decision-making, and business management. This course focuses on active, experiential learning, and on developing the attitudes, skills and knowledge required to meet the many opportunities and challenges of the business world. Students are exposed to a wide variety of projects throughout the course in which they can have control over how they perform each task or in what area of interest they want to work. Students can create their own opportunities and enjoy more control over their destinies. Students are encouraged to be creative, innovative, take risks, be resilient, use their street-smarts, and use their personal areas of strength to help accomplish their project goals.

Students apply what they have learned to start up, operate, and manage their own school-based businesses. Afterwards, students give a group presentation on their areas of business success and a financial summary for their businesses. Will you make a profit in the end?

### **TOUR12 - Tourism 12 ACAD**

This course will be helpful for students considering a career or post-secondary studies in tourism. Students will acquire knowledge and develop skills found in the workplace. The focus of the course pertains to the tourism industry in Nova Scotia. Modules include: The Tourism Industry; the Tourism Professional; the Tourist; Transportation and Recreation; and Accommodations and Food/Beverage. There is a major individual project on an international destination of the student's choice.

# CAREER EXPLORATION PROGRAM

This three-year secondary school program allows students to earn a Nova Scotia High School Diploma while also acquiring occupational skills in small class settings, and on-the-job training. The 4 week mandatory work placement component, completed each year, provides three co-op credits towards graduation. The CEP curriculum is ideal for students who benefit from hands-on learning and who may wish to take a trade in college, or apprentice after graduating.

Students who are 16 by the first week of work placement in grade 10 will participate in this component; however, those students under 16 will remain in school for the duration of the work placement. Students must participate in all aspects of the program, both academic and the co-op work placement, in order to remain in good standing within the program.

**There is an application process due April 16, 2021, and a follow-up interview prior to admission to this program.** The following is a list of shop options:

**Food Service:** Food Technology 10/Food Preparation Service 10; Food Science 12, Dining Guest Service 11, CO-OP12.  
**Retail:** Retail Sales 11; CO-OP 11.  
**Property Services:** Building System Technology 11, 12; Building System Maintenance 11,(Skilled Trades 10, Transportation Trade 11, Manufacturing Trade 11, Auto Maintenance 11), CO-OP11, CO-OP12.

Grade 10 Shops: Food Service or Property Service

Grade 11 Shops: Retail Sales

Grade 12 Shops: Food Service or Property Service

Students completing this program will graduate with a Nova Scotia High School diploma.

Within the three years of the program, students will have an opportunity to acquire their WHMIS and First Aid training, and Food Handlers Certificate. After completing this three year program, students will have a workable resume that will allow them to enter the world of work, or apply and take a community college program. If you would like more information, please call the school at 896-5700.

**CEP COURSES WITH SHOP OPTIONS**

<b><u>Grade 10 Year</u></b>	<b><u>Grade 11 Year</u></b>	<b><u>Grade 12 Year</u></b>
English 10 Plus	English Communications 11	English Communications 12
Math Essentials 10 Math at Work 10	Math Essentials 11 Math at Work 11	Math Essentials 12 Math at Work 12
Community Based Learning 10	Physical Education 11	Global Geography 12
Physically Active Living 11	Oceans 11	Health and Human Services 12
Science 10	Mikmaw Studies 11	
Music 10		
<p align="center"><b>AND</b></p> Dining Guest Services 11 Food Technology 10/Food Preparation Services 10 Dining Guest Services CO-OP11	<p align="center"><b>AND</b></p> Retail Sales 11 CO-OP 11 Transportation Trade11, Manufacturing Trades 11	<p align="center"><b>AND</b></p> Building System Technology 12 Building System Maintenance 12 Auto Maintenance 11 CO-OP 12 CO-OP 12
<b>OR</b>		<b>OR</b>
Skilled Trades 10 Building System Technology 11 CO-OP 11		Food Science 12 Dining Guest Service 12 CO-OP 12

# **CO-OPERATIVE EDUCATION**

## **COOPAC12 - Co-Operative Education 12 ACAD**

**The Co-Operative Education course is a career-oriented course** designed to integrate classroom theory with practical workplace experience. Co-operative Education enables the student to explore a career area, gain valuable knowledge and experience, and develop/enhance necessary employment skills and attitudes while earning a high school credit recognized by many post-secondary institutions.

Students are required to complete a minimum of both 25 hours in school and 100 hours of community based on-site training. The CO-OP teacher will assist students in finding an appropriate work placement. Co-Operative Education is open to students 16 years of age or older and who, in the opinion of the Co-op teacher, are socially mature and ready for the independent nature of this program. **Students who wish to register are to pass in an application to Student Services by March 29<sup>th</sup>, 2021.**

# **ENGLISH**

## **GRADE 10**

English 10

English 10 Plus

English CEC Pre-IB 10

## **GRADE 11**

English 11

English 11 Advanced

English Communication 11

IB English 11

## **GRADE 12**

English 12

English 12 – African Heritage

English 12 Advanced

English Communication 12

IB English 12 SL

IB English 12HL

The objectives of all English courses are to help students improve their ability:

- (1) to use language in thinking, listening, speaking, reading, and writing.
- (2) to value and enjoy literature.
- (3) to view critically films, television, and other media.

*International/Immigrant students requiring English as a Second or Additional Language, can register for an alternative English course, available with an Administrative recommendation.*

### **ENG10 - English 10 ACAD**

English 10 offers learners an opportunity to consolidate their learning from their junior high years before they specialize in grade 11. The English 10 classroom offers abundant opportunities for students to read widely, to write frequently, to explore a wide range of print and visual texts, to work independently as well as collaboratively in small groups, and to design learning tasks that are of particular interest to them. As well, speaking and listening will be an important component of the course. Formal and informal oral presentations to the class will provide opportunities for students to develop their oral language. In designing learning experiences, teachers focus on process and create experiences for students to develop their English Language Arts skills. All students will write the NSEECD Grade 10 provincial exam.

### **EN10P - ENG10 - English 10 Plus ACAD**

English 10 Plus is one of two options for the first of three compulsory high school language arts credits designed to enhance and refine students' language skills, including speaking, listening, writing, reading, viewing and dramatizing. This option offers students a year-long English course (two credits) to explore current issues and topics that are relevant to their lives in order to improve communication skills and further develop their critical thinking. Language skills and social and emotional development will be refined through the study of a variety of literary genres, including short stories, novels, poetry, and drama. All grade 10 students must complete English 10 or English 10 Plus before being offered a choice of English courses in grades 11 and 12. A formal, Provincial examination will take place at the end of the course.

### **ENG10PRE – English CEC Pre-IB 10 ACAD**

English CEC Pre-IB 10 will follow the English 10 curriculum; however, it is intended for students who may be interested in enrolling in the IB Program in subsequent years. The outcomes will be achieved through the use of challenging, sophisticated texts from a variety of eras and cultures. Students will develop skills transferable to other aspects of the IB Program. The challenging course moves at a fairly rapid pace. English 10 Pre-IB includes the close study of novels, short works of fiction, plays, poetry, and non-fiction. Students will be expected to read widely, write extensively, think independently, present orally, and work independently as well as collaboratively in small groups. The course encourages intellectual growth and the development of critical thinking skills needed for IB English. All students will write the NSEECD Grade 10 provincial exam.

### **ECM11 - English Communications 11 GRAD**

English Communications (ECM) courses at both 11 and 12 grade levels are intended for students who are not university-bound but who may choose to go to a post-secondary school such as Nova Scotia Community College. The course is intended for students who may need additional support in their development as readers, writers, and language users. English Communications courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. These courses are based on the interests and abilities of the students and provide support to meet their individual and diverse learning needs. The focus is on developing language skills necessary for the workplace. Students will work in small group and whole class settings that help develop their speaking and listening skills. They will read widely in their interest areas and create both written and visual texts to improve their reading and writing skills. There is flexibility within the ECM program to allow students to move to academic courses when it is deemed appropriate. Students who select ECM11 must also select the Support level when choosing a Canadian content course.

### **ENG11 - English 11 ACAD**

#### **Prerequisite English 10**

English 11 is intended for students whose goals might include post-secondary study. While this course emphasizes literary texts, students are provided opportunities to select their own texts for independent study and small-group inquiry. In designing learning experiences, teachers consider ways students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Learning experiences should enable students to: study and analyze sophisticated texts and issues, be critical thinkers, write essays to demonstrate the ability to discuss and support an idea and use oral language to communicate in a variety of situations. The course also provides opportunities to explore other written forms and to develop the skills necessary for English 12 Academic. Students who select ENG11 must also select the Academic level when choosing a Canadian content course.

### **ENG11ADV – Advanced English 11 ADV**

**Recommended Prerequisite: A mark of 80% in English 10 or English CEC Pre-IB 10, recommendation of the Grade 10 teacher.**

Advanced English 11 is an intensive program of study reflecting higher expectations for evaluation than English 11. This is a demanding course which includes both contemporary and non contemporary literature. The reading load is extensive and time consuming and requires self-motivation and a passion for language. There will be an emphasis on the development of abstract thinking, critical analysis, awareness of personal and cultural paradigms, and the sophisticated articulation of these skills. Students will have opportunities to write imaginatively and to develop their oral skills through frequent class presentations and discussions. There is an expectation that all major writing assignments reflect precision, research, sophisticated reflection, and analysis.

### **ECM12 - English Communications 12 GRAD**

English Communications (ECM) courses at both 11 and 12 grade levels are intended for students who are not university-bound but who may choose to go to a post-secondary school such as Nova Scotia Community College. The course is intended for students who may need additional support in their development as readers, writers, and language users. English Communications courses are intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. These courses are based on the interests and abilities of the students and provide support to meet their individual and diverse learning needs. The focus is on developing language skills necessary for the workplace. Students will work in small group and whole class settings that help develop their speaking and listening skills. They will read widely in their interest areas and create both written and visual texts to improve their reading and writing skills. **Students who select ECM12 must select GGS12 Support.**

### **ENG12 - English 12 ACAD**

#### **Prerequisite: English 11 ACAD**

Students who are successful with English 12 should have the skills to be successful at university. This course is a continuation of the types of reading and writing done in English 11, with an increased emphasis on exploring social, political, ethical and cultural issues in the wider community. Common texts will be used; however, students are provided opportunities to select their own texts for independent study and small-group inquiry. In designing learning experiences, teachers consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Learning experiences should enable students to: study and analyze sophisticated texts and issues, be critical thinkers, write essays to demonstrate the ability to discuss and support an idea and use oral language to communicate in a variety of situations. The course also provides opportunities to explore other written forms and to develop the skills and confidence to speak and listen with a variety of audiences. **Students who select ENG 12 must select Academic Global Studies (ie GGS12 or HGS12 Academic).**

### **ENGAH12 - English 12: African Heritage ACAD**

#### **Prerequisite: English 11 Academic**

Students who are successful with English 12: African Heritage should have the skills to be successful at university. English 12: African Heritage is intended for students who are interested in experiencing the English 12 Academic curriculum with a focus on African Heritage. The course will meet English 12 outcomes through an Afrocentric lens. Common texts, as well as independent choice, will be used including: short fiction, novels, poetry, spoken word and various elements of African oral traditions. Learning experiences should enable students to: study and analyze sophisticated texts and issues, be critical thinkers, write essays to demonstrate the ability to discuss and support an idea and use oral language to communicate in a variety of situations. The course also provides opportunities to explore other written forms and to develop the skills and confidence to speak and listen with a variety of audiences.

### **ENG12ADV – Advanced English 12 ADV**

**Recommended Prerequisite: English 11 ADV or a mark of 80% or higher in English 11.**

Advanced English 12 is intended for self-motivated students who are interested and passionate about English, and whose goals include post-secondary study. It is an intensive course reflecting higher expectations for evaluation than English 12. Advanced English 12 is designed to enable students to articulate sophisticated ideas with clarity, coherence, precision, and fluency in written and oral communication; to engage in a rigorous approach to literacy analysis; to encourage a personal appreciation of literature; to develop an understanding of literacy techniques and their effects; and to broaden the range of student exposure to literacy genres, styles, and context. As an extension of Advanced English 11, this course continues the enhancement of intellectual growth, critical thinking, literary analysis, and the ability of students to effectively communicate ideas.

***IB English (see the IB section of the guide)***

***\*\*Registration in ALL IB courses must have the approval of the IB Co-ordinator***

### **IBENG11 - IB English 11**

In the first year of the IB English program, students will study a range of genres, including short stories, novels, poetry and plays. These works comprise two of the four parts of the total program. In addition to school based assessments such as analytical essays, creative writing, tests and commentaries, students will begin work on IB external assessments. **THIS MUST BE TAKEN TOGETHER WITH IB MATH 11 (any level).**

### **IBENG12SL - IB English 12 Standard Level (SL)**

In the standard level English, students will study a Shakespearean play, poetry and novels. Based on their studies, they will work on internal IB assessments. As well, they will write two exam papers, an essay and a commentary, in May of the second year. These are assessed externally.

Students who choose standard level IB English 12 will have at least 150 hours of English instruction over the two years of the program.

### **IBENG12HL - IB English 12 Higher Level (HL)**

In the higher level English, students will study a Shakespearean play, poetry, novels and an autobiography. They will work on internal IB assessments. As well, they will write two exam papers, an essay and a commentary, in May of the second year. These are assessed externally.

Students who choose higher level IB English 12 will have at least 240 hours of English instruction over the two years of the program.

# **EXTENDED PROGRAM SUPPORT**

This three year high school program is for students who require Individual Program Plans in the following core courses: English, Canadian History, Math, and Science. Students in grade 10 also take Applied Technology 10IPP and Life/Work Transition 10IPP. In consultation with school staff and parents, exceptions may apply when making course selections. Students' schedules also include 2 to 4 elective courses. Upon completion of Extended Program Support program, students earn a Nova Scotia High School Diploma.

The Extended Program Support program is ideal for students who benefit from a smaller class size, Educational Assistant support in core IPP courses, and who require alternative settings, such as a quiet supervised workspace. Within the three year program, students will have the opportunity to complete at least one work placement in the community. Each IPP course in the Extended Program has topics that are used to support the instruction and assessment pertaining to each student's Individual Program Plan. Students will be expected to travel to and from classrooms throughout the building independently or with minimal support. All courses are semestered.

**Extended Program Support Courses**

<b>Grade 10 Year</b>	<b>Grade 11 Year</b>	<b>Grade 12 Year</b>
English 10 IPP	English 11 IPP	English 12 IPP
Math 10 IPP	Math 11 IPP	Math 12 IPP
Science 10 IPP	Science 11 IPP	Science 12 IPP
Global Geography 12 IPP	Canadian History 11 IPP	Career Development 12 IPP
Applied Technology 10 IPP	Applied Technology 11 IPP*	Applied Technology 12 IPP*
Elective Course	Career Development 11IPP*	Elective Course
Elective Course	Elective Course	Elective Course
Elective Course	Elective Course	Elective Course

\*can be substituted with another Elective course

# **FAMILY STUDIES**

## **GRADE 10**

Food in Society/Food for Healthy Living 10

## **GRADE 11**

Child Studies 11

## **GRADE 12**

Canadian Families 12

Food Studies/Hospitality 12

Health and Human Services 12

Housing and Design 12

**FDHLLV10/FDSY10–Food for Healthy Living 10/ Food in Society 10 OPEN**

<p><b>What is Food for Healthy Living 10?</b></p> <p>The Food for Healthy Living course is based around the fact that energy, growth and health are affected by healthy food choices. Topics include, but are not limited to, exploring the main nutrients, Canada's Food Guide, menu planning, and grocery shopping guidelines.</p>	<p><b>What will I learn in Food for Healthy Living 10?</b></p> <p>To be clear, this is NOT a cooking course, we do not cook every class. You will be in the kitchen once every eight days (once/cycle). In addition to learning basic cooking skills, you will also learn time management, working with others, and professionalism.</p> <p>The majority of the course involves you learning about food and nutrition related information including, the nutrients in food, Canada’s Food Guide to Healthy Eating, saving money at the grocery store, and menu planning.</p> <p>There is a major project called the “Meal at Home Project” which involves you planning, grocery shopping, preparing, and serving two dishes for 2-3 guests at home. You will need to provide evidence through pictures/video and evaluations will be completed by yourself and the guests.</p>
<p><b>How will I learn and be assessed in Food for Healthy Living 10?</b></p> <p>The majority of course content will be assessed through in-class activities, assignments, projects and tests.</p> <p>For the cooking labs, you will be assessed on working together, following directions, safety/sanitation and completing tasks. Since this is not a cooking course, the process is more important than the final product.</p>	<p><b>How will Food for Healthy Living 10 benefit me in the future?</b></p> <p>This course will help you build useful life skills that you can use, not only now, but also once you become an adult and are living independently. Knowing how to choose foods that will benefit your health and how to save money while planning meals and buying food are valuable skills that you can use throughout your whole life.</p>

<p><b>What is Food in Society 10?</b></p> <p>The Food in Society section of this course is designed to help you explore how culture impacts food choices and cuisine on a global level. You will also examine global food issues affecting individuals, families, communities locally and around the world. Food labs are included to enhance exploration of culturally diverse foods.</p>	<p><b>What will I learn in Food in Society 10?</b></p> <p>To be clear, this is NOT a cooking course, we do not cook every class. You will be in the kitchen once every eight days (once/cycle). In addition to learning basic cooking skills, you will also learn time management, working with others, and professionalism.</p> <p>The rest of the course involves learning how food plays a major role in cultural experiences and how this may differ around the world, as well as, the impact of food insecurity on a global and local level.</p>
--	---

	You will also complete an end of semester major project where you will learn about the influences of food on the culture of a country of your choosing.
<p><b>How will I learn and be assessed in Food in Society 10?</b></p> <p>The majority of course content will be assessed through in-class activities, assignments, projects and tests.</p> <p>For the cooking labs, you will be assessed on working together, following directions, safety/sanitation and completing tasks. Since this is not a cooking course, the process is more important than the final product.</p>	<p><b>How will Food in Society 10 benefit me in the future?</b></p> <p>Living in a culturally diverse country such as Canada, this course will help you appreciate how food plays a key role in our society. Learning about how other families, of different cultures from your own, express themselves, and their culture through food, will help you become more educated and tolerant of others.</p>

**CHLD ST 11 - Child Studies 11 OPEN**

<p><b>What is Child Studies 11?</b></p> <p>Child Studies 11 is a grade 11 course focusing on reproduction, 9 months of pregnancy, labour and delivery, and then child growth and development from birth to toddler years.</p>	<p><b>What will I learn in Child Studies 11?</b></p> <p>You will learn about pregnancy and all its stages, labour and delivery, as well as baby's growth and development for the first few years of life. You will have to take a computerized life-like baby home and care for it for a weekend. We will also have a real daycare at the end of the semester where students can have some hands-on experience with real children while showcasing what they have learned throughout the semester.</p>
<p><b>How will I learn and be assessed in Child Studies?</b></p> <p>This is a PROJECT-based course. There is no exam. There are several MAJOR projects throughout the semester as well as some due at the end of the semester. You will also have tests, quizzes, reflections, class discussions as well as one on one discussions with the teacher.</p>	<p><b>How will Child Studies 11 benefit me in the future?</b></p> <p>This course is great for anyone planning to become a parent, step-parent or for anyone who plans to have a career working with/or around children.</p>

**CANADIAN FAMILIES 12 OPEN**

Canadian Families 12 is a course that is designed to help students explore, research, and reflect on the challenges faced by Canadian families and look at society’s response to those challenges. Units of study include: the foundation of families, transition to independence, expanding families, families in later life, and an independent project.

**FDHOSP12 - Food Studies/Hospitality 12 OPEN**

<p><b>What is Food Studies &amp; Hospitality 12?</b></p> <p>It is an introductory curriculum designed to explore food studies through a hospitality perspective. Students will have the opportunity to learn about basic food preparation skills both for personal development and for entry level employment possibilities. Students will have a chance to acquire the Food Handlers - Level 1 Certificate. Topics include, but are not limited to, food/kitchen safety, kitchen literacy/numeracy, kitchen organization, food &amp; beverage service, basic cooking principles, menu planning and food trends.</p>	<p><b>What will I learn in Food Studies &amp; Hospitality 12?</b></p> <p>To be clear, this is NOT a cooking course, we do not cook every class. You will be in the kitchen once every eight days (once/cycle). In addition to learning basic cooking skills, you will also learn time management, working with others, and professionalism. The majority of the course involves you learning the skills needed to work in a commercial kitchen environment. Anyone interested in the hospitality industry will get a taste of customer service etiquette. There is a major project involving the creation of a skeleton plan to open your own restaurant.</p>
<p><b>How will I learn and be assessed in Food Studies &amp; Hospitality 12?</b></p> <p>The majority of course content will be assessed through in-class activities, assignments, projects and tests. For the cooking labs, you will be assessed on working together, following directions, safety/sanitation and completing tasks. Since this is not a cooking course, the process is more important than the final product.</p>	<p><b>How will Food Studies &amp; Hospitality 12 benefit me in the future?</b></p> <p>This course will help you build useful life skills that you can use, not only now, but also once you become an adult and are living independently. Those interested in the culinary/hospitality field, will benefit from learning about topics specific to working in the food service industry.</p>

**HSDS 12 - Housing and Design 12 ACAD**

**HSDS12 will meet one of the “1 other from math, science, and/or technology” requirements for graduation.**

Housing and Design 12 will be taught through project-based learning and community connections. The course is designed to be practical and interactive. Course assessment will include an opportunity for students to create a project highlighting their skills in technology, innovation, and design. Throughout the curriculum students will be expected to develop their knowledge of related career opportunities and artistic expression through housing applications. Units of study include: The Housing and Design Portfolio, Career Options, Living Spaces: Choices and Decisions, Innovations in Housing Ecosystems, Components of Housing Design and Layout, and Interior Design.

**HLHMSR12 - HEALTH & HUMAN SERVICES 12 OPEN**

<p><b>What is Health &amp; Human Services 12?</b></p> <p>This is an introductory course that could be of interest to those students who might be considering post secondary education/employment in health fields or human services. Topics include, but are not limited to, overview of the helping field, volunteerism &amp; career connections, health &amp; human service systems, and personal &amp; professional skills of helpers.</p>	<p><b>What will I learn in Health &amp; Human Services 12?</b></p> <p>The majority of the course involves learning content and skills that relate to working in the health and/or human service field. An emphasis on “helping others” and being kind is common throughout the course. The course ends with a unit on mental health and the importance of self-care which is encouraged amongst all health &amp; human service workers. As permitted, guest speakers, from various careers in the field, visit the class to share information about their job. There is an ongoing assignment called “Helping Others Project”, which involves various activities where the class interacts with other groups to promote kindness and sharing (ex. Life Skills classes, Colchester Food Bank, Townsview Estates long term care residents...)</p>
<p><b>How will I learn and be assessed in Health &amp; Human Services 12?</b></p> <p>The majority of course content will be assessed through in-class activities, assignments, projects and tests.</p>	<p><b>How will Health &amp; Human Services 12 benefit me in the future?</b></p> <p>This course will help you build personal skills that will enrich your life and others. These include empathy, communication skills, knowing your values, and being kind through helping people. Those interested in a career of helping others, will benefit from learning about topics specific to working in the health &amp; human services field.</p>

# **FINE ARTS**

## **GRADE 10**

Art Dramatique 10 Immersion

Art Dramatique 10 Integrated

Drama 10

Music 10 Band(After School)

Music 10 Strings

Music 10 Vocals

Visual Arts 10

## **GRADE 11**

Dance 11

Drama 11

IB Music 11

Integrated Fine Arts 11

Music 11 Band (After School)

Music 11 Strings

Music 11 Vocals

Visual Arts 11

## **GRADE 12**

Arts Entrepreneurship 12

Audio Recording and Production 12

Dance 12

Drama 12

Music 12 Band (After School)

Music 12 Strings

Music 12 Vocals

Visual Arts 12

Nova Scotia Education and Early Childhood Development requires all students to complete at least one credit in fine arts for high school completion. Typically this is done in a student’s grade 10 year in a course at the grade 10 level (except for Dance 11).

**It is not expected that students entering any of the entry-level fine arts courses have any prior experience in that discipline.** Course work begins with foundation skills in each program, but allows for students with prior skills to advance at a pace suitable to their skill level.

While each discipline in the arts develops foundation skills specific to that field of study, all of the entry level fine arts courses are designed to develop core social, creative, and communication skills which are important for students entering any future career or area of study. Those skills include: group problem solving, kinesthetic and verbal communication, the ability to effectively give and take positive and constructive criticism, self-confidence, respect for the ideas of others, interdependence, abstract thinking, finding creative solutions, editing and refining ideas, and self-discipline.

**CERTIFICATE IN FINE ARTS PROGRAM**

Students who are interested in a career or secondary education in the cultural industries (music and recording industry, graphic design, film and stage, fashion design, etc.) are strongly encouraged to consider completing a Certificate in Fine Arts at CEC. In order to be eligible for the program students must complete at least 5 courses in Fine Arts.

The courses listed below satisfy the Fine Arts requirement for high school completion unless otherwise specified.

**ART**

The aims of the Art curriculum include the development of: visual perception and awareness, skill and confidence in artistic endeavours, skill in using art materials, creative problem solving abilities in the visual arts, and an understanding of art, including the ability to analyze and interpret art history. (Please note the recommended prerequisites for the grade 11 and 12 levels of these courses, as each course builds on the one before.)

**VISART 10 - Visual Arts 10 ACAD**

<p><b>What is Visual Arts 10?</b></p> <p>Visual Arts 10 is a creativity-based course that provides students with the tools for personal expression. This course aims to assist students in exploring their personal identities and creative personas through a range of mediums and methods within set parameters.</p>	<p><b>What will I learn in Visual Arts 10?</b></p> <p>Visual Arts 10 is about developing an awareness of the role of art in our world. In this course you will learn how to work well and create with others, how to manage time, create and interpret signs and symbols, assess your own progress and practice refinement of your work. Working within the set parameters of each assignment as a developmental tool, you will learn how to problem solve to create a desired outcome. Personal reflection, collaborative learning and exploration will strengthen each student’s confidence and creativity. Throughout the course you will learn the basics of observational drawing, collage, portraiture, space and perspective</p>
--	---

	drawing, art history and critical analysis, elements of art and principles of design.
<p><b>How will I learn and be assessed in Visual Arts 10?</b></p> <p>This is a fun, studio-based course throughout which students will maintain a sketchbook as a means of documenting learning and progress. Suitable for all skill levels, each student will develop skills and refine techniques to complete projects both individually and collaboratively. You will be assessed on your efforts in creating work as part of a classroom community, sharing what you create and reflecting on your progress relative to the outcomes and learning targets of the course and for each assignment.</p>	<p><b>How will Visual Arts 10 benefit me in the future?</b></p> <p>Visual Arts 10 is a great course for building a skill set for visual personal expression and for developing art appreciation. You will learn new ways of seeing and interpreting information in your physical surroundings, develop a vocabulary and techniques for visual expression, and increase your awareness of the importance of art. Problem solving within set parameters is a highly transferable skill. Also, while working on your sketchbook you will see the benefits of developing a consistent art practice. Students will start to develop their personal style and begin to recognize their own visual voice.</p>

### **VISART 11 - Visual Arts 11 ACAD**

#### **Prerequisite: Visual Arts 10 and Permission of Teacher**

Visual Arts 11 continues with drawing, design, and history, with an emphasis on Canadian art. At this level the student is introduced to a variety of media including acrylic, pastel, conté, and watercolour. Colour theory and composition are emphasized throughout the course, as well as peer critiques. There are higher expectations for the grade eleven students and they should prepare to be challenged.

### **VISART 12 - Visual Arts 12 ACAD**

#### **Prerequisite: Visual Arts 11 and Permission of Teacher**

The Visual Arts 12 course builds upon skills and knowledge from the previous two years with an emphasis on imagination and creativity. A very fast-paced workload and an independent project worth 40% of the overall grade will require excellent time management skills. Grade twelve students will be responsible for the running of a CEC art show to be held at the end of the semester. The creation of a portfolio for college application will be encouraged and aided. Students at this level should be self-motivated and serious in their desire to perform well.

**ARTFN11IN - Integrated Fine Arts 11 ACAD**

<p><b>What is Integrated Fine Arts?</b></p> <p>Integrated Fine Arts 11 is an Indigenous/Mi'kmaq Art course. You will learn basic art skills like shading, blending, as well as realistic drawing. You will see various types of artwork from different Indigenous individuals (birchbark, quill boxes, wooden flowers, as well as painting, drawing etc.)</p>	<p><b>What will I learn in Integrated Fine Arts?</b></p> <p>You will learn about Mi'kmaq/Indigenous art/artists, customs, traditions and injustices through music, dance, and visual arts/crafts. You will watch movies, documentaries, on various topics and then be given the freedom of how to encompass what you learned in your own individual choice (powerpoint presentation, research paper, poem, interview, 3-D art, mache, painting, drawing, song, dance, etc) There is a lot of flexibility for each individual student to show what they have learned.</p>
<p><b>How will I learn and be assessed in Integrated Fine Arts?</b></p> <p>This is a PROJECT-based course. There is no exam. You will be expected to complete various assignments, group projects as well as various independent projects throughout the semester. You will also be expected to SHARE your projects with the class through Talking Circles. Assessments will be in the form of Talking Circle presentations using rubrics.</p>	<p><b>How will Integrated Fine Arts benefit me in the future?</b></p> <p>You will learn about Indigenous art, history and injustices throughout the course of Canadian history. You will be educated on issues concerning Indigenous Canadians past and present. You will also discover things about yourself and how you fit into this diverse world.</p>

**DANCE**

**DAN 11 Dance 11 ACAD**

<p><b>What is Dance 11?</b></p> <p>Dance 11 is designed for all students, with or without previous formal dance training. It is a fun class that builds confidence while learning about aspects of movement in general.</p>	<p><b>What will I learn in Dance 11?</b></p> <p>Students will learn basic jazz technique and will learn how to put together a dance for an audience. Students will study how Dance is important in non-performance ways as well. They will also learn about dances from around the world.</p>
---	---

**How will I learn and be assessed in Dance 11?**

Students will be involved in a variety of large and small groups. Participation is very important. Students will take part in activities ranging from learning basic choreography to using different props while moving. They will work in small groups to create and then present a dance in front of a small audience at the end of the semester. This performance is held in the evening and is a mandatory part of the course.

**How will Dance benefit me in the future?**

Not only will students learn basic dance movements and how to put together a simple dance, students will also develop and practice presentation skills. This course may be used to fulfill either the fine arts or physical education requirement for graduation.

**DAN 12 Dance 12 ACAD****Prerequisite: Dance 11**

This course is designed to build on a student's previous dance education. Dance 12 will provide students with increased opportunities for specialization in technique, choreography and performance. Students will increase their knowledge and develop skills in all aspects of dance preparation, stagecraft and production. Students will create/choreograph/perform a minimum of four dance studies, i.e., a solo, a duet, a trio, and a study involving a group of dancers. Students will research dance historically, as well as interpret others' choreography using dance annotation. The student must take part in all class dance sequences for public performances. This is a practical approach to creating, making and refining dance individually and with others. Dance 12 will provide students with the knowledge and skills that will allow them to pursue further studies in dance. Successful applicants must have completed Dance 11 and want to dance! **This course may be used to fulfill either the fine arts or physical education requirement for graduation.**

**DRAMA**

The Drama Curriculum is structured to progress from a focus on 'process' at the grade 10 level to 'product' by grade 12. Early work is designed to develop personal skills, attitudes and behaviours that lend themselves to most career paths. By the later grades, emphasis is on developing skills specific to careers in the performing arts and production work for outside audiences.

**ARTDRA10IN - En francais: ART DRAMATIQUE 10 INT ACAD****ARTDRA10IM - En francais: ART DRAMATIQUE 10 IMM ACAD**

Arts Dramatique 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. It provides a foundation for future course work in drama and theatre. 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 such as: movement and mime, dramatization, choral speech, group drama, and monologue. The course's foundation component focuses on building student confidence and trust through a variety of theatre games and short projects. All work is conducted in French.

## DRA 10 Drama 10 ACAD

<p><b>What is Drama 10?</b></p> <p>Drama 10 is an introductory course in <i>developmental drama</i> where students use games, improvisation, movement, voice and acting to build important social, career and academic skills. It is called “developmental” because the goal is to develop <i>your</i> abilities, rather than study major theatre projects. It is also the foundation course for later studies in drama and theatre.</p>	<p><b>What will I learn in Drama 10?</b></p> <p>Drama 10 is about building personal abilities, not memorizing or performing scripted plays. In this course you will learn how to work well and create with others, how to manage time, interpret body language and voice, assess your own progress and resolve personal conflicts.</p> <p>Along the way, you will learn the basics of acting, writing and stagecraft.</p>
<p><b>How will I learn and be assessed in Drama 10?</b></p> <p>First of all, performance for an outside audience is NOT required. Instead, following a gradual, low-stress foundation process, you will become more comfortable taking risks as you collaborate with others. Using drama games, improvisations, and short skits, students have fun while strengthening their confidence and creativity. You will be assessed on your efforts in creating work, sharing what you create and reflecting on your progress relative to the outcomes and learning targets of the course.</p>	<p><b>How will Drama 10 benefit me in the future?</b></p> <p>Drama 10 is a great course for building confidence, especially when presenting in front of others, and for learning how to realistically assess yourself to set personal goals. While working with others you will learn to navigate trust relationships, create effectively in groups and improve your communication skills. There is also opportunity to develop leadership skills, learn how to give and take constructive criticism and to build your acting techniques!</p>

## DRA 11 Drama 11 ACAD

<p><b>What is Drama 11?</b></p> <p>Drama 11 builds on the skills you learned in Drama 10, with the focus gradually shifting toward larger acting projects. Along the way you will have the opportunity to use improvisation, write plays, develop acting skills and learn to use theatrical technology. The focus remains on group-based drama projects, with a final performance for an invited audience.</p>	<p><b>What will I learn in Drama 11?</b></p> <p>Like Drama 10, Drama 11 begins with foundation activities and games to help build trust and develop improvisation and collaborative skills. In Drama 11, voice and acting technique becomes more important and in addition to learning traditional stage acting, a variety of theatre styles will be explored (mask, mime, forum theatre, etc.). Part of the course will be taught in the AV room where you will have the opportunity to work with lights, sound equipment, sets, etc.</p>
--	--

<p><b>How will I learn and be assessed in Drama 11?</b>  As in Drama 10, projects typically have three stages of assessment: development, presentation and reflection. In Drama 11 more weight is given to the quality of the production work. There are also key stage projects and a final stage performance.</p>	<p><b>How will Drama 11 benefit me in the future?</b>  For those considering a career in performing arts (either on or off-stage), Drama 11 is an excellent opportunity to develop skills and have important foundation experiences. But even if you don't see yourself in a career in theatre, you will still gain valuable experience collaborating with others, improving time management, gaining self-confidence, and learning how to engage audiences.</p>
---	--

**DRA 12 Drama 12: Theatre Arts ACAD**

**Prerequisite: Drama 11**

This course is designed as a pre-professional experience for those students interested in all areas of theatrical production. Students will study theatre theory and technique as they stage a number of dramatic performances for external audiences. Class study will involve developing and leading dramatic activities that connect foundational drama work, improvisation, text creation, movement, speech and scripted material. Projects may involve working with elementary students on story theatre presentations, dramaturgical work with a script, directing other students in a high school presentation, or contributing to a new script production. Career explorations in acting, stagecraft and technical production will be explored. Successful applicants should have completed Drama 11 or Drama 10/Dance 11 or equivalent.

**ARTENT12- Arts Entrepreneurship 12 ACAD**

***Prerequisite: At least one Fine Arts course previously completed (excluding Drama 10) or permission from the Fine Arts Department. This course fulfills a credit for the Certificate in Fine Arts.***

This course is exploratory in nature, focused on project-based and portfolio learning. It also emphasizes inquiry and helps develop 21st century skills such as critical thinking, innovation, creativity and risk-taking. Students will be provided opportunities to apply knowledge and skills fostered by arts courses, such as music and visual art, by exploring their own creative potential in the context of the creative economy. Students will deepen their understanding of Nova Scotia's vibrant cultural sector and its contribution to the economy and the quality of life in our communities. Cultural entrepreneurs will play increasingly significant roles in the health and wealth of our province. **This course will only be offered every two years starting in 2022-2023.**

## MUSIC

Nova Scotia Education and Early Childhood Development allows Music students to receive credit for **ONE MUSIC COURSE ONLY PER GRADE LEVEL**. While students are welcome to take more than one music course per grade level, only one may be counted toward the final number of courses completed for graduation.

### **MUSIC10B - Music 10 Band ACAD**

<p><b>What is Music 10 Band ?</b></p> <p>Because students taking this Music 10B are typically interested in being in the CEC band program, this course will be offered outside of the normal school day and runs both semesters (approx. 1.75hrs, two times per week) in conjunction with the band’s regular rehearsal and performance schedule. Students who are in the extracurricular band program at CEC will be eligible to receive a Music Band credit at their grade level.</p>	<p><b>What will I learn in Music 10 Band?</b></p> <p>This course will emphasize the creation and performance of music at a level consistent with previous experience. This course will further develop the fundamentals: instrumental playing, music theory, history, sight reading, ear training and solo and ensemble playing. Students will develop musical literacy skills by using the creative and critical analysis processes in performance and a range of reflective and analytical activities.</p>
<p><b>How will I learn and be assessed in Music 10 Band?</b></p> <p>The music program is designed to make success a real possibility for all students interested in Music education. Students are assessed through performances, rehearsal participation, and various online assignments.</p>	<p><b>How will Music 10 Band benefit me in the future?</b></p> <p>Learning an instrument can be a life-long source of fun and fulfillment. It is a great way to be creative and to express yourself in a healthy way. Learning to be a musician also reinforces the relationship between effort and success. Students of music usually gain confidence in themselves, learn to work well with others and gain greater appreciation for the importance of music in our world as both an art and as a career. Music 10 Band provides the foundation for further studies in band music at the grade 11 and 12 levels.</p>

**MUSIC11B - Music 11 Band ACAD (MUSIC 10B required)**

This course will emphasize the creation and performance of music at a level consistent with previous experience. This course will further develop the fundamentals: instrumental playing, music theory, history, sight reading, ear training and solo and ensemble playing. Students will develop musical literacy skills by using the creative and critical analysis processes in performance and a range of reflective and analytical activities. Students will respond to, reflect on, and analyse various genres and periods of music. **Because students who take Music 11B are typically in the school’s band program, this course will be offered outside of the normal school day and run both semesters (approx. 1.75hrs, two times per week) in conjunction with the band’s regular rehearsal and performance schedule. Students who are in the extracurricular band program at CEC will be eligible to receive a Music Band credit at their grade level.** Music 11B will be offered afterschool outside the school timetable.

**MUSIC12B - Music 12 Band ACAD (Music 11B recommended)**

This course will emphasize the creation and performance of music at a level consistent with previous experience. This course will further develop the fundamentals: instrumental playing, music theory, history, sight reading, ear training and solo and ensemble playing. Students will develop musical literacy skills by using the creative and critical analysis processes in performance and a range of reflective and analytical activities. Students will respond to, reflect on, and analyse various genres and periods of music. **Because students who take Music 12B are typically in the school’s band program, this course will be offered outside of the normal school day and run both semesters (approx. 1.75hrs, two times per week) in conjunction with the band’s regular rehearsal and performance schedule.** Students who are in the extracurricular band program at CEC will be eligible to receive a Music Band credit at their grade level.

**MUSIC10S – Music 10 Strings ACAD**

<p><b>What is Music 10 Strings ?</b></p> <p>Music 10 Instrumental Strings is an introductory course in music where you will learn the basics of music theory, technique and ensemble playing through the use of the electric, bass, and acoustic guitars, banjo or mandolin. It is <u>not</u> required or expected that you have any prior experience in music to take this course.</p>	<p><b>What will I learn in Music 10 Strings?</b></p> <p>In this course you will learn: chords and scales (major, minor, blues and pentatonic), how music is written, a knowledge of fretboard, basic music reading, ear training, ensemble playing, transposing, left and right hand techniques, songwriting and performance techniques. Experiences in this course will give you the opportunities to explore a range of musical styles and genres that appeal to your own interests.</p>
<p><b>How will I learn and be assessed in Music 10 Strings?</b></p> <p>There are no requirements for outside performance in this class, but you will share works in progress with your classmates. There is some written work, including reflections on your progress and important topics in music history, quizzes, ensemble work and demonstration of instrumental skills. Following a foundation unit, you will be assessed on your progress from your entry-level skills. While everyone will learn the foundations of understanding music, students with</p>	<p><b>How will Music 10 Strings benefit me in the future?</b></p> <p>Learning an instrument can be a life-long source of fun and enjoyment. It is a great way to be creative and to express yourself in a healthy way. Learning an instrument also reinforces the relationship between effort and success. Students of music usually gain confidence in themselves, learn to work well with others and gain greater appreciation for the importance of music in our world as both an important part of culture and as a career. Music 10 Strings provides the foundation</p>

prior experience will be challenged at a level suited to their ability.	for further studies in Music Strings at the grade 11 and 12 levels.
---	---

**MUSIC11S – Music 11 Strings ACAD**

**Prerequisite: Music 10S and permission of teacher**

<p><b>What is Music 11S?</b>  Music 11S uses the knowledge and skills acquired Music 10S to expand your playing abilities. As much as possible, you will pursue musical styles and songs that are of interest to you as you incorporate new technical skills and expand your understanding of how music is constructed and created. The course is for players of guitar, bass, banjo, and ukulele.</p>	<p><b>What will I learn in Music 11S?</b>  The course begins by reviewing previous skills, then quickly becomes tailored to your playing needs and goals. Along the way you may pursue practical work in such areas as: improvisation, advanced chording, finger-style picking, learning other instruments, modal playing, ornamentation, stylistic elements, etc. You may also explore facets of music theory such as: standard notation, advanced chord theory, ethnic scales, structured improvisation, and composition. There will be an emphasis on collaborating and sharing of more polished pieces of guitar work.</p>
<p><b>How will I learn and be assessed in Music 11S?</b>  The focus in Music 11S is on both independent and ensemble playing. Regular practice is expected and students are expected to demonstrate mastery of skills before moving on to more complex work. There are four assessment components in Music 11S: Practical (demonstrating skills), presentation (sharing circles, recording), theory, and reflection.</p>	<p><b>How will Music 11S benefit me in the future?</b>  Aside from becoming a better musician, Music 11S reinforces important life skills such as: time management, developing competence through structured practice, collaboration, confidence, self-reflection and goal setting.</p>

**MUSIC12S – Music 12 Strings ACAD**

**Prerequisite: Music 11S**

Music 12 Instrumental Strings is an advanced study course in guitar theory and technique for experienced guitarists looking to advance their knowledge and skills in a range of styles. The musical concepts that are covered in Music 12S are cumulative, thus a strong background in the skills taught in Music 11S is recommended. The major components of the course are: performance, theory and technique. The performance component will require students to perform outside of class hours. **Students must have their own instrument.**

### **MUSIC10V - Music 10 Vocal ACAD**

<p><b>What is Music 10 Vocals?</b></p> <p>Music 10 Vocals is an introductory course in vocal music where you will learn the basics of music theory, vocal technique, ensemble and solo singing. It is <u>not</u> required or expected that you have any prior voice experience in music to take this course.</p>	<p><b>What will I learn in Music 10 Vocals?</b></p> <p>Music 10V will provide many opportunities for you to perform in a larger ensemble as a soloist. You will also learn to interpret rhythm, melody, and harmony; develop critical listening skills; value the history of music through choral literature; and develop self-expression through composing, improvising, and interpreting choral music.</p>
<p><b>How will I learn and be assessed in Music 10 Vocals?</b></p> <p>There are no requirements for outside performance in this class, but you will share works in progress with your classmates. There is some written work, including reflections on your progress and important topics in music history, quizzes, ensemble and solo work. There will be opportunity for you to explore your own interests and musical styles. You will be assessed on presentational work, reflective writing and demonstration of the skills you will be learning.</p>	<p><b>How will Music 10 Vocals benefit me in the future?</b></p> <p>Music can be a life-long source of fun and enjoyment. It is a great way to be creative and to express yourself in a healthy way. Learning to be a musician also reinforces the relationship between effort and success. Students of music usually gain confidence in themselves, learn to work well with others and gain greater appreciation for the importance of music in our world as both an important part of culture and as a career. Music 10 Vocals provides the foundation for further studies in vocal music at the grade 11 and 12 levels.</p>

### **MUSIC11V - Music 11Vocal ACAD**

Music 11 Vocal is designed for students with or without previous vocal experience. The focus of the class will be learning to sing in a large vocal ensemble as well as individually, and students will be exposed to a wide variety of musical styles. It is partially performance-oriented, with many opportunities for students to perform in class. Students will learn to interpret rhythm, melody, and harmony, develop critical listening skills, value the history of music through vocal literature and develop self-expression through improvising and interpreting vocal music. Students will set personal goals for their singing, and work towards them throughout the semester, making the course more self-directed and appropriate for all levels of vocal and musical development.

### **MUSIC12V - Music 12 Vocal ACAD**

Music 12 Vocal is designed for students with or without previous vocal experience. The focus of the class will be learning to sing in a large vocal ensemble as well as individually, and students will be exposed to a wide variety of musical styles. It is partially performance-oriented, with many opportunities for students to perform in class. Students will learn to interpret rhythm, melody, and harmony; develop critical listening skills; value the history of music through vocal literature; and develop self-expression through improvising and interpreting vocal music. Students will set personal goals for their singing, and work towards them throughout the semester, making the course more self-directed and appropriate for all levels of vocal and musical development.

### **ARP12- Audio Recording and Production 12 ACAD**

Audio Recording and Production 12 provides students with opportunities to explore their interests in music, technology and popular culture. Technology and creative decision making is an integral part of the recording process. Students will develop essential skills in creating digital recordings and live sound production work through “hands on” application and classroom theory. This course will help students prepare for careers in music, film and video, live sound production and digital media. Students interested in this course should have a background in technology and a strong interest in music. **This course fulfills one of the Math/Science/Technology requirements for high school graduation.**

### **IB FINE ARTS**

**\*\*Registration in ALL IB courses must have the approval of the IB Co-ordinator**

### **IBMUSIC11- IB Music 11 ADV**

IB Music 11 is designed for students with varied backgrounds in music performance. The goal of the IB music program is to allow students to artistically develop their knowledge, abilities and understanding of music through performance and composition. Students will be given the opportunity to explore many diverse styles of music heard around the world, and examine the evolution of music from both Western and non-Western cultures. Students will gain an understanding of music history, music theory, proper music terminology, and apply it to a variety of musical contexts.

# **INTERNATIONAL BACCALAUREATE PROGRAM**

Cobequid Educational Centre is authorized by the International Baccalaureate Organization (IBO) to offer the International Baccalaureate (IB) Diploma to our students. The IB Diploma Program is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19 and is completed in grades 11 and 12. It leads to a qualification (the IB diploma) that is widely recognized by the world's leading universities. The curriculum contains six subject groups together with the DP core. The program is suited to any academically ambitious high school student who seeks to attend university or college. Students in the program must have above average reading skills and overall academic ability, as well as a good work ethic.

## **CEC Diploma Preparation (Pre-IB) Program**

Students intending to enroll in the IB diploma or advanced courses in grade 11 are strongly recommended to take the CEC Diploma Preparation (Pre-IB) Program in grade 10. English and French Immersion diploma preparation programs are offered. Grade 10 courses in the Diploma Preparation Program follow the Nova Scotia curriculum. However, subject material will be covered at a faster pace and in some cases, in more depth while building many other skills such as essay writing, effective oral communication, research and lab work. These skills are necessary for any student planning on entering the IB diploma or an advanced stream of courses at CEC. During their grade 10 year, students will be able to decide if entering the IB diploma is in their best interests. If they choose to not complete the IB diploma, they will still be on-track to fulfill requirements for a Nova Scotia diploma. The two strands of the Diploma Preparation Program are listed below.

### **English Program**

English CEC Pre-IB 10  
Math CEC Pre-IB 10 (2 credits)  
Core or Integrated French CEC Pre-IB 10  
History CEC Pre-IB 10 (Ancient history)  
  
Science CEC Pre-IB 10  
Advanced Biology 11  
Elective (Physical Education or a Fine Arts course)

### **French Immersion Program**

English CEC Pre-IB 10  
Math CEC Pre-IB 10 (2 credits)  
Immersion French CEC Pre-IB 10  
Immersion/Integrated History  
CEC Pre-IB10 (Ancient history)  
Immersion Science CEC Pre-IB 10  
Immersion Advanced Biology 11  
Immersion Elective (Physical  
Education or a Fine Arts course)

**Students entering Grade 10 and wanting to enroll in Pre-IB courses must select a minimum of TWO Pre-IB courses, however enrolment in the whole program is recommended. Students who choose some CEC Pre-IB courses, but not all, may be limited by scheduling conflicts.**

## **DIPLOMA PROGRAM (DP)**

In order to be granted an IB Diploma, students must complete six courses over the two years, including a first language (English), a second language (French or Spanish), individuals and societies (Geography or History), experimental sciences (Biology or Chemistry or Physics), mathematics (Mathematics: analysis and approaches or Mathematics: applications and interpretations) and fine arts (Music). A second course from experimental sciences, individuals and societies, or second languages may be substituted for the fine arts course. Three of these courses will be taken at Higher Level (HL) (240 hours of instruction per course) and three will be taken at Standard Level (SL) (150 hours of instruction per course).

In addition, students must take the core which consists of: Theory of Knowledge (TOK) course, complete an extended essay (EE) and participate in a program of Creativity-Activity-Service (CAS). There is a dedicated IB Coordinator at CEC. The coordinator is knowledgeable about the whole program and is available to discuss the Diploma Program with any student or guardian. For students in the program, the coordinator is the first line of contact when experiencing any difficulties or needing some advice. They are also the person to contact if wanting to make any changes to course load.

### **THEORY OF KNOWLEDGE (TOK)**

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. There are two assessment tasks in the TOK course: an essay and an exhibition. The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session.

### **CREATIVITY, ACTIVITY AND SERVICE (CAS)**

CAS is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning. CAS is organized around the three strands of **creativity**, **activity**, and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interests, skills, values and background. Students will be required to complete a CAS journal as evidence of this journey. This journal is an asset to students when applying for universities and scholarships.

### **EXTENDED ESSAY**

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Program subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. On average, it will take students 40 hours to prepare and write the extended essay. Studies have been done that link this task with a greater likelihood to engage comfortably in research at the undergraduate level.

### **ASSESSMENT**

The IB Diploma Program has earned an international reputation for rigorous, independent assessment standards. The assessment of IB courses includes a combination of internally assessed coursework and standardized examinations assessed by external examiners worldwide. Samples of coursework assessed internally by CEC teachers will be sent to independent outside experts, to ensure that international standards are met. Any adaptations permitted in IB courses will be determined according to IB policy and require documentation.

## **CREDITS**

An IB diploma student would take IB courses in grades 11 and 12, instead of courses from the Nova Scotia curriculum (PSP). Students who successfully complete the IB diploma are exempt from the Nova Scotia graduation requirements and will also receive a Nova Scotia High School graduation diploma. **However, if a student leaves the IB program for any reason and at any time, they must then complete the Nova Scotia graduation requirements.**

**IMPORTANT NOTE: A student will only receive an IB credit on a report card or transcript if they have completed the full IB course (normally 2 years in length with the exception of a test out subject such as IB Histoire SL) and have written all IB required assessments.** Credits for any partially completed IB course (1 semester of work) will be translated to an appropriate PSP course according to the NS DEECD and Early Childhood Development (NSDEECD) Policy. For example, a student who successfully completes IB English 11 and then does not continue in IB English 12 (SL or HL) may receive an Advanced English 11 credit on their transcript. IB credits cannot be granted at the grade 11 level as per NSDEECD's Soft Landing Policy.

\* Some of the above descriptions have been taken directly from IBO.org.

CEC offers IB Diploma grade 11 and 12 students the following IB table of course options:

IB Subject Group	Courses Offered at CEC
1: Language A1	English SL and HL Self-Study Literature*
2: Second Language B	French SL and HL Spanish ab initio
3: Individuals and Societies	Geography SL and HL History SL and HL Histoire SL
4: Experimental Sciences	Biology SL and HL Chemistry SL and HL Physics HL
5: Mathematics	Mathematics: analysis and approaches SL and HL Mathematics: applications and interpretation SL
6: The Arts and IB Electives	Music SL Or an additional course from group 3 or 4

**CEC will only be able to offer some courses if the enrolment is sufficient.**

\*Students whose first language is not English may have an option to take a self-study literature course in their mother tongue instead of a Language B.

The Mathematics: applications and interpretation SL course is quite accessible and is intended for humanities and social science students. Mathematics: analysis and approaches SL is an introductory calculus course.

For IB students wishing to also complete the requirements for the **French Immersion Diploma**, the following should be noted: Completion of IB French at the Higher Level will count as three of the nine credits required and completion of IB Histoire SL will count as two credits. Also, if the Extended Essay

is completed in French, it will count as one of the nine credits. **Students who complete French HL and Histoire SL will be eligible to receive a bilingual IB diploma.**

## **COURSE STUDENTS**

CEC students may choose to take individual IB courses, if there is room in those classes. Full diploma students will be placed in the IB courses first. If the teacher and IB Coordinator then determine that there is room available, course students will then be placed in those courses if scheduling allows. IB Mathematics 11 and IB English 11 must be taken together due to scheduling.

## **CEC Pre-IB COURSES**

### **ENG10PRE – English CEC Pre-IB 10 ACAD**

English CEC Pre-IB 10 will follow the English 10 curriculum; however, it is intended for students who may be interested in enrolling in the IB Program in subsequent years. The outcomes will be achieved through the use of challenging, sophisticated texts from a variety of eras and cultures. Students will develop skills transferable to other aspects of the IB Program. The challenging course moves at a fairly rapid pace. English 10 Pre-IB includes the close study of novels, short works of fiction, plays, poetry, and non-fiction. Students will be expected to read widely, write extensively, think independently, present orally, and work independently as well as collaboratively in small groups. The course encourages intellectual growth and the development of critical thinking skills needed for IB English. All students will write the NSEECD Grade 10 provincial exam.

### **MTH10PRIB Mathematics CEC Pre-IB 10 ACAD. 2 credits**

**Prerequisite: Successful completion of Mathematics 9 with a recommended grade of at least 80%. Taught for two semesters, this course counts as two credits – *one* graduation math credit and *one* math/science/technology credit.**

**Recommended for students who wish to enroll in Pre-Calculus or IB Math courses**

Students will explore measurement, surface area and volume, trigonometry, exponents and radicals, polynomials, linear relations, systems of equations, and financial mathematics. Students will advance their algebra and geometry skills, and participate in the Canadian Mathematics Competition. **Students will write a provincial NSEECD exam at the end of the course.**

### **FREPREIB10 –French CEC Pre-IB 10 (Core) ACAD**

#### ***Grade 9 Core French required***

This Core French Pre-IB 10 course is intended for students who may be interested in enrolling in the IB program in Grade 11. This course moves at a fairly rapid pace. The students expand their knowledge of the French language within the context of the French-speaking world and its cultures. There is an emphasis on reading and writing skills that will be needed for success in the IB program. Active student participation in the learning process is a required component for success.

### **FRE10IN –Integrated French 10 CEC Pre-IB ACAD**

#### ***Grades 7-9 integrated program, or CEC Language Department prior approval required***

In the Integrated French 10 CEC Pre-IB course, students expand their knowledge of the French language within the context of the French-speaking world and its cultures. There is an emphasis on reading and writing skills that will be needed for success in the IB program and beyond. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition. **Please ensure you submit a Special Section Form online.**

**FRA10PREBI-Francais Immersion CEC PREBI10 ACAD**

***Grade 9 French Immersion required or CEC Language Department prior approval required***

This immersion course emphasizes using French for a variety of reasons. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a wide variety of texts, such as conversations, interviews, documentaries, articles, poems, short stories, and novels. Reading and literature include articles, poems, mythology, short stories, and novels. Students are engaged in written activities through which they can present information, write letters, and express their feelings about different events and situations. The course also explores other forms of viewing and representing. The nature of this course also serves students planning to follow the IB program. French is used exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Student involvement and greater independence in the learning process is essential for success.

**HIS10PRE – History CEC Pre-IB 10 ACAD**

Research, writing and critical thinking are emphasized. Completion of a research paper is compulsory at this level. Students who do not complete the paper will be eligible for a History 10 credit not a CEC Pre-IB credit. This course is recommended for university bound students with strong marks in social studies and English at the junior high level. The content of the CEC Pre-IB level is similar to History 10 but some sections will be treated in more depth.

**En français – HSBIP10INT – Histoire CEC BLPrep 10 INT ACAD**

This course focuses on ancient history and allows students to develop an understanding of the concept of civilization by examining the origins of civilization and comparing some civilizations that have contributed to our modern world. The course has five broad chronological divisions: pre-history, the birth of civilizations (including Mesopotamia and Egypt), Greece, Rome, the Middle Ages, and (if time permits) China. Each of these divisions can be considered from a number of points of view, including geography, archeology, society, language, religion, and politics. Students will be expected to engage in research, discussions, presentations, and critical thinking. A formal research paper is compulsory. The content and the skills taught in this course also prepare students for the IB Social Studies courses. All work is conducted in French.

**En français – HSBIP10IM – Histoire CEC BI Prep 10 IMM ACAD**

This course focuses on ancient history and allows students to develop an understanding of the concept of civilization by examining the origins of civilization and comparing some civilizations that have contributed to our modern world. The course has five broad chronological divisions: pre-history, the birth of civilizations (including Mesopotamia and Egypt), Greece, Rome, the Middle Ages, and (if time permits) China. Each of these divisions can be considered from a number of points of view, including geography, archeology, society, language, religion, and politics. Students will be expected to engage in research, discussions, presentations, and critical thinking. A formal research paper is compulsory. The content and the skills taught in this course also prepare students for the IB Social Studies courses. All work is conducted in French.

### **SCI10PRE - Science CEC Pre-IB 10 ACAD**

**Recommended prerequisite is concurrent enrolment in Math CEC Pre-IB 10.**

This course is **highly recommended** for students planning to take the IB Diploma Program to be offered in grades 11 and 12. It is also excellent preparation for students with mathematical aptitude and an interest in taking chemistry and/or physics in grade 11 and 12. In addition to helping students meet the outcomes of Science 10, Science 10 pre-IB will present an extended curriculum to better prepare the students for IB science courses. Students in Science 10 pre-IB will be expected to engage in study and learning at a high level of complexity. Topics covered in the chemistry component of the course will include bonding, chemical reactions, and acids and bases. Topics covered in the physics component of the course will include kinematics, mechanics, and deriving formulae from graphs. Proper problem solving techniques will be taught in all components of the course.

### **En français SCBIP10IM – Sciences Immersion CEC BI Prép 10 ACAD**

**Recommended prerequisite is concurrent enrolment in Math CEC Pre-IB 10.**

The aim of the Science 10 course is to heighten students' awareness and understanding of the relationships among science, technology, and society and to prepare students for further study in science fields. The course is designed to provide students with the tools necessary to become scientifically and technologically literate. This course is also **recommended** for students planning to take the IB Diploma Program to be offered in grades 11 and 12. It is also excellent preparation for students with mathematical aptitude and an interest in taking chemistry and/or physics in grade 11 and 12. Students in Science CEC Pre-IB 10 will be expected to engage in study and learning at a high level of complexity. Science CEC Pre-IB 10 will cover topics in ecology and meteorology though the main focus of the course will be topics in chemistry and physics. Topics covered in the chemistry component of the course will include bonding, chemical reactions, and acids and bases. Topics covered in the physics component of the course will include kinematics, mechanics, and deriving formulae from graphs. Proper problem solving techniques will be taught in all components of the course. All subject matter is taught in French.

### **BIOL11AD – Advanced Biology 11 ADV**

This is an entry level Biology course for students considering IB Biology Year 1. It is also a standalone credit in Biology at an advanced grade 11 level. This course is designed to give the student an introduction to basic skills required for the study of Biology: microscopy, model building, slide preparation and dissection, among others. It is a lab based approach to a survey of major topics in Biology: Cells and their Physiology, Classification, the Unicellular Kingdoms, Plants, Animals and Human Anatomy and Physiology. Students are expected to be able to work independently, and with a partner in a lab setting. Students should be able to cope with an accelerated pace, and a higher level of required readings and pre-lab preparation. This course is an asset to students considering careers in Science-based fields of study.

### **En français BIOAVA11IM- Biologie Avancée 11 Imm ADV**

This is an entry level Biology course for students considering IB Biology Year 1. It is also a standalone credit in Biology at an advanced grade 11 level. This course is designed to give the student an introduction to basic skills required for the study of Biology: microscopy, model building, slide preparation and dissection, among others. It is a lab-based approach to a survey of major topics in Biology: Cells and their physiology, Classification, the Unicellular Kingdoms, Plants, Animals and Human Anatomy and Physiology. Students are expected to be able to work independently, and with a partner in a lab setting. Students should be able to cope with an accelerated pace, and a higher level of required readings and pre-lab preparation. This course is an asset to students considering careers in Science-based fields of study. All work is conducted in French.

## **IB DIPLOMA PROGRAM COURSES**

***Registration in ALL IB courses must have the approval of the IB Coordinator.***

### **IBENG11 - IB English 11**

In the first year of the IB English program, students will study a range of genres, including short stories, novels, poetry and plays. These works comprise two of the four parts of the total program. In addition to school based assessments such as analytical essays, creative writing, tests and commentaries, students will begin work on IB external assessments. **This must be paired with IB Mathematics 11 (any level).**

### **IBENG12SL - IB English 12 Standard Level (SL)**

In the standard level English, students will study a Shakespearean play, poetry and novels. Based on their studies, they will work on internal IB assessments. As well, they will write two exam papers, an essay and a commentary, in May of the second year. These are assessed externally.

Students who choose standard level IB English 12 will have at least 150 hours of English instruction over the two years of the program.

### **IBENG12HL - IB English 12 Higher Level (HL)**

In the higher level English, students will study a Shakespearean play, poetry, novels and an autobiography. They will work on internal IB assessments. As well, they will write two exam papers, an essay and a commentary, in May of the second year. These are assessed externally.

Students who choose higher level IB English 12 will have at least 240 hours of English instruction over the two years of the program.

### **IBER 11/IBERSL12 IB French11 (IB French SL 12) ADV [Full-year course]**

***This level of course is recommended and designed for students who have completed the Grade 10 CEC Pre IB Core or Integrated French 10 CEC Pre-IB course. It is not for the students who have completed the grade 10 Pre IB Immersion course or for students who have come from the École Acadienne. Open to Full IB students only.***

This is a one-year early exit IB French course which covers Grade 11 and Grade 12 French. It is a communicative course that aims to develop a high degree of fluency and comprehension in speaking, writing, reading and listening. Students will be required to create written and oral productions for a variety of authentic situations, to use appropriate register and syntax and to demonstrate cultural awareness. Students will also be required to glean information from a wide variety of authentic documents and to use this information as the basis of formal essays and reports, interviews and impromptu discussions. Reading, oral comprehension and cultural awareness will be developed through an examination of French literature, film and music. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded based upon internal and external assessments in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

### **IBFR11 - IB French 11HL ADV**

***This level of course is recommended and designed for the students who have completed the grade 10 Pre IB Immersion course or CEC Language Department prior approval.***

This is the first year of a two-part course. It is a communicative course that aims to develop a high degree of fluency and comprehension in speaking, writing, reading and listening. Taught at a higher level than its standard counterpart, this course endeavours first to reinforce all skills acquired to date, then to extend those skills through analytical and critical thinking applications. Students will be required to create written and oral productions for a variety of authentic situations, to use appropriate register and syntax and to demonstrate cultural awareness. Students will also be required to glean information from a wide variety of authentic documents and to use this information as the basis of formal essays and reports, interviews and impromptu discussions. Reading, oral comprehension, and cultural awareness will be developed through an examination for French literature, film and music. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded based upon internal and external assessment in May of the second year.

### **IBFRHL12 – IB French HL 12 ADV (Full year course)**

***This level of course is recommended and designed for students who have completed IB FR 11 (HL).***

In this course, which continues the skills from the previous year, there is an increased expectation that students will engage in independent reading, viewing and study. There will be a stronger emphasis on reading critically and in depth, composing formal essays on literary themes and discussing/justifying personal preferences in the world of the media, theatre, radio, television, cinema, journalism, and literacy writing. The evaluation of written and oral work will follow IB criteria. A final IB grade will be awarded based upon internal and external assessment in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

### **IBSP11 - IB SPANISH AB INITIO 11 SL**

***This is a beginning course in Spanish designed for students who have had little experience in this subject.***

This is the first year of a two-part course. The main focus of the course is on the acquisition of the language required for purposes and situations common to everyday social interaction. This course aims to develop a variety of linguistic skills, and a basic awareness of the culture(s) using Spanish as their main language, through the study of a core syllabus which consists of basic themes. It is a communicative course that aims to develop some fluency and comprehension in speaking, reading, writing and listening. Students will be required to create written and oral productions, to use appropriate register and syntax and to demonstrate cultural awareness. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded upon internal and external assessment in May of the second year of study.

### **IBSPSL12 - IB SPANISH AB INITIO 12 SL**

***This level of course is recommended and designed for students who have completed IBSPABSL11.***

This is a continuation of the course started in Grade 11 with the same objectives and additional content. The main focus continues to be on the acquisition of the language required for purposes and situations common to everyday social interaction. Students will continue to develop abilities to effectively use new vocabulary and language structures. A formal spoken interview will take place in March before being evaluated by external monitors and the final evaluation, which is an external exam, will be written in May. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded upon internal and external assessment in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

## **IB GEOGRAPHY**

In both the core themes and the optional themes, the emphasis is on the relationship between people, place and environment at local, regional and global levels. The core curriculum is built around the concept of change. Population, disparities in wealth and development, resources and sustainability are the major themes. Optional units are chosen from a list that blends human and physical geography topics. The course is skill oriented and candidates will use the tools of the geographer, including fieldwork, research, and map work. Candidates will learn to create meaning from their own data and from secondary sources and to communicate their understanding of this in a variety of ways. The assessments for IB consist of the final examinations and one internal assessment.

### **IBGE11 - IB Geography 11 ADV. THIS COURSE FILLS THE GLOBAL STUDIES REQUIREMENT for Nova Scotia graduation diploma.**

In the grade 11 year, the IB geography student will learn basic geographic skills. Topics studied are from the core, as listed above. Students will learn how to collect, present, and analyze data in the manner required by the internal assessment, which will be completed in grade 12.

**IBGESL12 - IB Geography SL12 (Standard Level) ADV.** In the grade 12 year, Standard Level geography students will review the core curriculum and cover two optional units. A fieldwork-based internal assessment (a 2500 word field report) will be completed. Students will write two (2) examination papers in May.

**IBGEHL12 - IB Geography HL12 (Higher Level) ADV.** Higher Level students will review the core curriculum and cover three optional units, the same two covered by the SL students and one additional unit. In addition, a separate unit for Higher Level students on global interactions is completed. Higher Level students write three (3) exam papers and complete the same 2500 word fieldwork internal assessment as SL students.

## **IB HISTORY**

This course allows candidates to study history from an international perspective with the aim of “explaining trends in developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.” (IBO) Candidates will develop skills of historical inquiry explanation and interpretation through investigation of a variety of sources. The role of the historian will be an overall theme of the Diploma Program as candidates will explore the impact the interpretation of events has on a person’s perspective of what has occurred at a particular point in time. The assessment will consist of the external examinations and a historical investigation of between 1500 and 2000 words.

**IBHIST11 - IB History 11 ADV THIS COURSE FULFILLS THE CANADIAN HISTORY REQUIREMENT for Nova Scotia graduation diploma.** It will appear as a grade 11 credit on the transcript.

Students in History, year one, will review the skills of research and writing introduced in the preparation year, and will construct an IB History Internal Assessment (IA). In this year, students will investigate two 20<sup>th</sup> century World History topics – 20<sup>th</sup> century warfare and the Cold War. Both will be closely examined in a holistic and global context.

**IBHIST12SL - IB History SL 12 (Standard Level) ADV.**

In the grade 12 year, Standard Level history students will continue with the topics started in grade 11. Students will write two (2) IB examination papers in May as well as the Internal Assessment.

**IBHIS12HL - IB History HL 12 (Higher Level) ADV. THIS COURSE FULFILLS THE GLOBAL STUDIES REQUIREMENT for Nova Scotia graduation diploma.**

Students opting to take Higher Level History will complete and study the same material as those taking Standard Level, with the addition of an investigation into the History of a particular region. In this course, that region will be Europe in the 20<sup>th</sup> century. Three exam papers will be written as well as the Internal Assessment.

**En français IBHR11 - IB Histoire 11 ADV THIS COURSE FULFILLS THE CANADIAN HISTORY REQUIREMENT for Nova Scotia graduation diploma. Open to Full IB students only.**

This course allows candidates to study history from an international perspective with the aim of “explaining trends in developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.” (IBO) Candidates will develop skills of historical inquiry explanation and interpretation through investigation of a variety of sources. The role of the historian will be an overall theme of the Diploma Program as candidates will explore the impact the interpretation of events has on a person’s perspective of what has occurred at a particular point in time. The assessment will consist of the external examinations and a historical investigation of between 1500 and 2000 words. Students in History, year one, will review the skills of research and writing introduced in the preparation year, and will construct an IB History Internal Assessment (IA). In this year, students will investigate two 20<sup>th</sup> century World History topics – 20<sup>th</sup> century warfare, and the Cold War. Both will be closely examined in a holistic and global context. All work is conducted in French.

**En français IBHR12SL - IB Histoire 12 (Standard Level) ADV.**

In the grade 12 year, Standard Level history students will continue with the topics started in grade 11. Students will write two (2) IB examination papers in May. All work is conducted in French.

**IBBIO11 - IB Biology 11 ADV**

This course is offered to those students who have taken the Biology 11 Advanced in grade 10, or have permission of the instructor. Topics include: Nervous System, Reproductive System, Endocrine System, Chromosomes, Genes, Alleles and Mutations, Theoretical Genetics, Genetic Engineering and Biotechnology, DNA Structure and Replication, and Protein Synthesis. Assessments will include regular labs and tests. One goal of the course is to have students write an IB style exam at the end of the semester. This is a precursor to the IB Biology HL in grade 12. If students decide NOT to continue in the IB Program, they will receive a **Biology 12** credit for this course.

**IBBIO12HL - IB Biology HL 12 ADV**

This course is designed to complete the Biology units in the IB Biology HL curriculum. Lab hours from grade 11 and 12 will be combined to total 60 hours. Topics include: Cell Respiration, Photosynthesis, Plant Structure and Growth, Transport in Angiospermophytes, Reproduction in Angiospermophytes, Communities and Ecosystems, the Greenhouse Effect, Populations, Evolution, Defense against Infectious Disease, Muscles and Movement, Human Health and Physiology ( Fetal Pig Dissection), Further Human Physiology and Neurobiology. Assessment will include regular IB style labs and tests. IB Biology is research oriented and students must demonstrate skills of data collection and analysis. Students keep a laboratory notebook that is graded by IB standards according to six areas of research: planning, observation, communication, manipulation, interpretation, and attitude. Students are required to complete an interdisciplinary science (Group 4) project. This interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists can work together on problems to discover solutions to a common goal.

### **IBCHE11 - IB Chemistry 11 ADV**

This is the first year of a two-year course in the study of chemical theories, their application and laboratory procedures that follows the IB syllabus. IB Chemistry 11 is an introductory or first course in chemistry that presents the general concepts and theories of the science. This first course is preparatory for both of the SL and HL Chemistry courses offered in Grade 12. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. The course contains theory, laboratory work, and problem solving. Course work entails daily assignments, unit tests, and a laboratory program investigating the concepts dealt with in class. The topics treated in the course are periodic trends of the elements, composition of matter, chemical bonding, chemical nomenclature and formula writing, stoichiometry and the mole, chemical reactions and equations, solutions, kinetics, energetics, uncertainty and measurement, and an introduction to organic chemistry.

### **IBCHE12SL - IB Chemistry SL 12 ADV**

This is the second year of a two-year course and is an in-depth study of chemical theories, their application, and laboratory procedures that follows the IB Standard Level syllabus. The additional topics covered in the Standard Level course include equilibrium, acid and base, electrochemistry, and two optional topics. A three part IB exam is taken at the end of the IB Chemistry course and is worth 76% of the final mark in the course. The laboratory component of the course (at least 40 hours over two years) constitutes the internal assessment which will be worth 24% of the final mark in the course. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, formative and summative evaluations, and participation in the IB Group 4 Project. Students can use IB Chemistry to fulfill the Group 4 requirement of the full IB diploma.

### **IBCHE12HL - IB Chemistry HL 12 Higher Level (HL) ADV**

This is the second year of a two-year course and is an in-depth study of chemical theories, their application, and laboratory procedures that follow the IB Higher Level syllabus. This course has a large mathematical component to it. The additional topics covered in the Higher Level course include additional coverage of kinetics, energetic, and organic chemistry; along with the concepts of equilibrium, acid and base, electrochemistry, and two optional topics. A three part IB exam is taken at the end of the IB Chemistry course and is worth 76% of the final mark in the course.

The laboratory component of the course (at least 60 hours over two years) constitutes the internal assessment which will be worth 24% of the final mark in the course. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, formative and summative evaluations, and participation in the IB Group 4 Project. Students can use IB Chemistry to fulfill the Group 4 requirement of the full IB diploma.

### **IBPHY11 - IB Physics 11 ADV**

IB Physics is a two-year physics course designed to provide students with a thorough background in physics. The IB physics 11 (year 1) course will provide laboratory experience and a comprehensive coverage of approximately eighty hours of the two-year IB Physics syllabus so that students are prepared to enter either standard level or higher level IB Physics in grade 12.

The course will provide students with a body of knowledge, methods, and techniques that characterize science and technology. The course will enable students to develop their experimental and investigative skills, their ability to analyze, evaluate, and synthesize scientific information, and their application of information technology skills in the study of science.

The syllabus for IB Physics year 1 includes measurement and uncertainty, mechanics, thermal physics, wave phenomenon, optics, electromagnetism, energy, power, and climate change.

### **IBPHY12HL - IB Physics HL 12 ADV**

IB Physics 12 HL (Year 2) is the second year of a two-year physics course designed to provide students with a thorough background in physics. The course continues the IB Physics syllabus (approximately 240 hours over two years) so students are prepared to write the external assessment at the end of year two. The external assessment (exam) is worth 80% of the final mark in the course.

The course will provide students with a body of knowledge, methods, and techniques that characterize science and technology. The course will enable students to develop their experimental and investigative skills, their ability to analyze, evaluate, and synthesize scientific information, and their application of information technology skills in the study of science. The practical component of the course (at least 60 hours over two years) constitutes the internal assessment which will be worth 20% of the final mark in the course. Students are required to complete an interdisciplinary science (Group 4) project. This interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists can work together on problems to discover solutions to a common goal.

The syllabus for IB Physics year 2 HL includes simple harmonic motion, electric currents, fields and forces, motion in fields, electromagnetic induction, atomic and nuclear physics, non-fossil fuel power production, quantum physics, and digital technology.

### **IBMAAI11 - IB Mathematics: Applications and Interpretation 11 (SL) ADV**

IB Mathematics: applications and interpretations is a two year course for students who may study business, arts, or the humanities at university. For admission requirements, most universities consider this course to be equivalent to academic Mathematics 12. Topics include Sequences and Series, Linear Algebra and Functions, Introductory Calculus, Descriptive and Two-Variable Statistics. At the end of grade eleven students will begin work on a research project on a mathematical topic of interest to them, to be completed in stages during the first semester in grade twelve. **This must be paired with IB English 11.**

### **IBMAAI12 - IB Mathematics: Applications and Interpretation 12 (SL) ADV**

This course continues the topics studied in grade 11. The IB mark will be determined from a mathematical investigation (20%) and the final exams (80%).

### **IBMAAA11 - IB Mathematics: Analysis and Approaches 11 Standard Level (SL) ADV**

This course prepares students for IB Mathematics: analysis and approaches SL 12. It provides an introduction to quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, and differential calculus. During the second semester of grade 11 students will complete a draft copy of a mathematical exploration. **This must be paired with IB English 11.**

### **IBMAAA11 - IB Mathematics: Analysis and Approaches 11 Higher Level (HL)**

This course prepares students for IB Mathematics: analysis and approaches HL 12 (or IB Mathematics: analysis and approaches SL 12). This course provides an introduction to quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, and differential calculus. The pace, content and level of questioning is slightly more advanced than the SL course. During the second semester of grade 11 students will complete a draft copy of a mathematical exploration. **This must be paired with IB English 11.**

**IBMAAA12SL - IB Mathematics: Analysis and Approaches 12 Standard Level (SL) ADV**

This course prepares students for university programs that require further study in calculus, linear algebra and statistics. This includes business, economics, chemistry and physics. Students will study a curriculum which is comparable to the advanced Mathematics stream that we have offered at CEC. The topics include quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, statistics, differential and integral calculus. The IB mark will be determined from a mathematical investigation (20%) and the final exams (80%).

**IBMAAA12HL - IB Mathematics: Analysis and Approaches 12 Higher Level (HL) ADV**

This course prepares students for university programs that require further study in calculus, linear algebra and statistics. This includes business, economics, chemistry, engineering, physics, mathematics and computing. Students will deepen their understanding of the IB Mathematics 11 topics and will study additional topics in algebra including polynomials and complex numbers and additional topics in calculus including Taylor series and first order differential equations. This curriculum is more advanced than the advanced Mathematic stream that we offer at CEC. The IB mark will be determined from a mathematical investigation (20%) and the final exams (80%).

**IBMUSIC11- IB Music 11 ADV**

IB Music 11 prepares students for IB Music 12 Standard Level. IB Music 11 is designed for students with a background in music performance. The goal of the IB music program is to allow students to artistically develop their knowledge, abilities and understanding of music through the development of individual and group musicianship skills. Students will be given the opportunity to explore many diverse styles of music heard around the world, and examine the evolution of music from both Western and non-Western cultures. Students will gain an understanding of music history, music theory, proper music terminology, and apply it to a variety of musical contexts.

# **LANGUAGES**

## **GRADE 10**

Core French 10

Francais Immersion Pre-BI 10

French CEC Pre-IB 10 (Core)

Integrated French 10

Integrated French 10 CEC Pre-IB

## **GRADE 11**

Core French 11

Francais Immersion 11

IB French 11 HL

IB French 11 SL

IB Spanish AB Initio 11SL

Integrated French 11

Latin 11

## **GRADE 12**

Core French 12

Francais Immersion 12

IB French 12 HL

IB French 12 SL

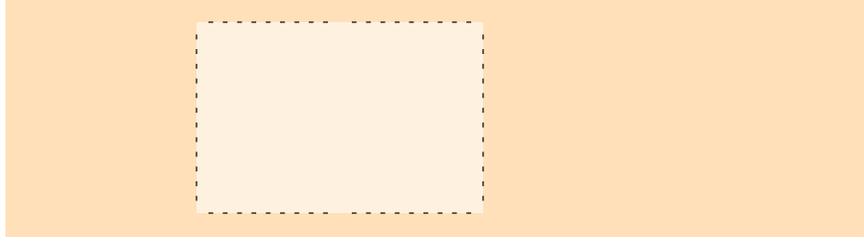
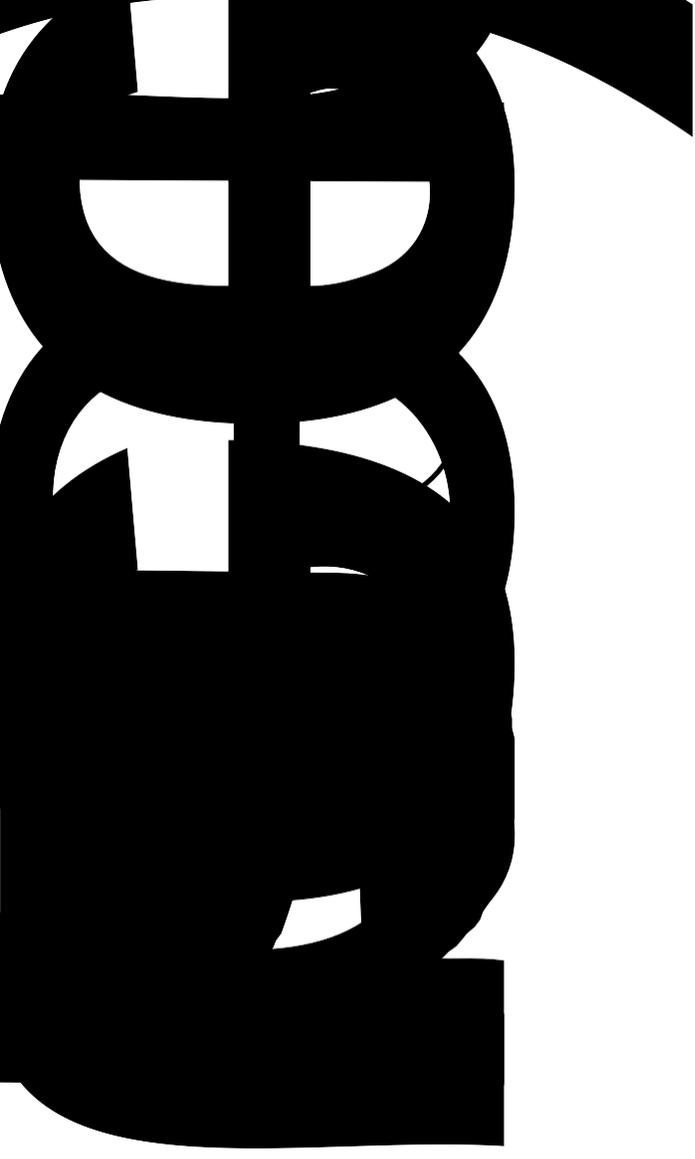
IB Spanish AB Initio 12 SL

Integrated French 12

Latin 12



- Arts d'architecture 10
- Biologie 11
- ÉTY 10
- ÉTY 9



G

er

## **CORE FRENCH**

***This level of course is not designed for students who have completed Grade 9 French Immersion or the Grade 9 Integrated French, nor is it for students who have come from the École Acadienne.***

Each level in the basic CORE program is designed to further develop comprehension and listening skills, communication and interaction skills and strategies, and continue to refine writing skills. All components correspond to the language needs of the learners in relation to the outcomes for each grade level. Emphasis is placed on using language in meaningful communicative contexts. Evaluation is conducted in the following manner: aural comprehension 20%, interactive oral production 20%, non-interactive oral production 20%, written comprehension 20%, and written production 20%. There will be a final exam worth 30% of the final mark.

### **FR10 – Core French 10 ACAD**

#### ***Grade 9 Core French required***

This course provides students with varied learning opportunities to facilitate their progress in acquiring and building upon essential French language skills. It is designed to help students achieve Curriculum Outcomes for French, as prescribed by the DEECD. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition.

### **FREPREIB10 –French CEC Pre-IB 10 (Core) ACAD**

#### ***Grade 9 Core French required***

This Core French Pre-IB 10 course is intended for students who may be interested in enrolling in the IB program in Grade 11. This course moves at a fairly rapid pace. The students expand their knowledge of the French language within the context of the French-speaking world and its cultures. There is an emphasis on reading and writing skills that will be needed for success in the IB program. Active student participation in the learning process is a required component for success.

### **FR11 – Core French 11 ACAD**

#### ***Grade 10 Core French required***

This course continues to build on literacy and verbal skills developed in Grade 10 French. Outcomes are achieved through exploration of various topics while reading, writing, listening, and speaking. These include, but are not limited to: storytelling (i.e. fairy tales); towns and cities; sports and leisure; technology; and memories and reflections. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition.

### **FR12 – Core French 12 ACAD**

#### ***Grade 11 Core French required***

This course continues to build on literacy and verbal skills developed in Core French. Outcomes are achieved through exploration of various topics while reading, writing, listening and speaking. These include, but are not limited to: French culture; career exploration; and travel. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition.

## INTEGRATED FRENCH

In order to receive the Certificate of Completion for Integrated French, students **MUST** complete **SIX(6)** courses in French: FRE INT 10, FRE INT 11, FRE INT 12, plus 3 other courses. Core French courses will not be accepted as courses for the Integrated French certificate.

*This level of course is **not** designed for students who have completed Grade 9 French Immersion or for students who have come from Grade 9 at the École Acadienne.*

Each level in the integrated program is designed to further develop comprehension and listening skills, communication and interaction skills and strategies, and to continue to refine writing skills. All components correspond to the language needs of the learners in relation to the outcomes for each grade level. Emphasis is placed on using language in meaningful communicative contexts.

***The following courses are offered for an Integrated French Certificate. The school can only offer the following courses subject to sufficient enrolment:***

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade12</b>
FRE 10 IN <b>(required)</b> or FRE 10 IN CEC Pre-IB HS BI P10 INT <i>(Ancient History)</i> ART DRA 10 IN <i>(Drama 10)</i>	FRE 11 IN <b>(required)</b> HC 11 IN IM <i>(Canadian History 11)</i> MVA11 <i>(Physically Active Living)</i>	FRE 12 IN <b>(required)</b> HIS PLA 12 IN <i>(Global History 12)</i>

***See course descriptions under appropriate subject areas.***

### **FRE10IN - Integrated French 10 ACAD**

***Grades 7-9 Integrated program, or CEC Language Department prior approval required***

Students are engaged in speaking and listening experiences that require them to communicate information and respond orally to a variety of texts, such as conversations, interviews, documentaries, articles, poems, mythology, and short stories. Students are engaged in written activities through which they present information, write letters, and express feelings about different events and situations. The course also explores other forms of viewing and representing. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition.

### **FRE10IN –Integrated French 10 CEC Pre-IB ACAD**

***Grades 7-9 integrated program, or CEC Language Department prior approval required***

In the Integrated French 10 CEC Pre-IB course, students expand their knowledge of the French language within the context of the French-speaking world and its cultures. There is an emphasis on reading and writing skills that will be needed for success in the IB program and beyond. French is the primary language of communication, and in-class participation is expected in all activities in order to promote language acquisition. **Please ensure you submit a Special Section Form Online.**

### **FRE11IN – Integrated French 11 ACAD**

***Prerequisite: Integrated French 10***

In this course, students listen and respond to a variety of texts, and communicate information orally on various topics. Reading and literature include articles, biographies, poems, mythology, short stories, and novels. Writing activities include letters, tales, short stories, and reports. The course also explores other forms of viewing and representing. In class active participation in all activities is a required component for success.

## **FR12IN - Integrated French 12 ACAD**

### ***Prerequisite: Integrated French 11***

In this course, students continue to develop their oral and listening skills in French while engaged in a wide range of activities. Reading and literature include forms and genres, including articles, position papers, poetry, legends, short stories, novels, and drama. Students write informative reports, research papers, and briefs. The course also explores other forms of viewing and representing. In class active participation in all activities is a required component for success.

## **FRENCH IMMERSION**

***In order to receive the Provincial Certificate of Completion in Early or Late Immersion, students MUST complete NINE (9) courses in French: FRA 10 PRE-BI, FRA 11, and FRA 12 plus 6 others.***

The senior high French immersion program for early and late French immersion students is designed to support the language needs of students in other subjects in French. It provides opportunities for students to improve their ability to think and to communicate effectively in French as well as appreciate and enjoy French language and culture. Speaking and listening are particularly emphasized as these constitute the most prevalent modes of communication in everyday life. However, an increased emphasis is placed on reading and writing through meaningful and varied activities.

***French Immersion students considering the IB program will be enrolled in all four French courses at the Grade 10 level plus the Grade 11 Biologie AVA course in order to attain the number of courses needed to receive the *Provincial Certificate of Completion in Early or Late Immersion*.***

***The school can only offer the following courses subject to sufficient enrolment.***

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
FRA 10 CEC PREP BI ( <b>required</b> )	FR 11 IM ( <b>required</b> )	FR 12 IM ( <b>required</b> )
HS BI P 10 IM ( <i>Ancient History</i> )	HC 11 INIM ( <i>Can. History 11</i> )	HS P 12 IM ( <i>Global His12</i> )
ART DRA 10 IM ( <i>Drama 10</i> )	MVA 11 ( <i>Physically Active Living</i> )	BIO 12 IM
SC BI P 10 IM ( <i>Science 10 CEC Pre-IB IMM</i> )		BIO AVA 12 IM
BIO 11 IMM ( <i>Biologie 11</i> )		
BIO AVA 11 IM ( <i>Biologie 11 avancée</i> )		

**OTHER SUBJECTS TAUGHT IN FRENCH Prerequisite: enrolment in the Immersion program or CEC Language Department approval**

Each of the above courses reflects the learning and curriculum outcomes of their English counterparts – please refer to their respective sections in this booklet for descriptions. The language of instruction of all course content is French; consequently, all communication (both written and spoken) is entirely in French.

## **FR10PREBI-Francais Immersion CEC PREBI 10 ACAD**

### ***Grade 9 French Immersion required or CEC Language Department prior approval required***

This immersion course emphasizes using French for a variety of reasons. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a wide variety of texts, such as conversations, interviews, documentaries, articles, poems, short stories, and novels. Reading and literature include articles, poems, mythology, short stories, and novels. Students are engaged in written activities through which they can present information, write letters, and express their

feelings about different events and situations. The course also explores other forms of viewing and representing. The nature of this course also serves students planning to follow the IB program. French is used exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Student involvement and greater independence in the learning process is essential for success.

### **FR11IM – Français Immersion 11 ACAD**

#### ***FRA 10PREBI required***

In this course, students continue to listen and respond to a variety of texts and to communicate orally information on various topics. Students are involved in such activities as improvisation and drama. Reading and literature include articles, biographies, poems, mythology, short stories, and novels. Writing activities include letters, tales, short stories, reports, and research papers. The course also explores other forms of viewing and representing. French is used exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Student involvement and greater independence in the learning process is essential for success.

### **FR12IM- Français Immersion 12 ACAD**

#### ***FRA 10 IM and FR 11 IM required***

In grade 12, students continue to develop their listening and oral skills in French while engaged in a wide variety of activities. Reading and literature include many forms and genres, including articles, position papers, poetry, legends, short stories, novels, and dramas. Students write informative reports, research papers, and briefs. The course also explores other forms of viewing and representing. French is used exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues. Student involvement and greater independence in the learning process is essential for success.

## **IB LANGUAGE COURSES (for Grade 11 and Grade 12 years)**

**\*\*Registration in ALL IB courses must have the approval of the IB Coordinator**

### **IBER 11/IBERSL12 IB French11(IB FrenchSL 12) ADV [Full-year course]**

***This level of course is recommended and designed for students who have completed the Grade 10 CEC Pre IB Core or Integrated French 10 CEC Pre-IB course. It is not for the students who have completed the grade 10 Pre IB Immersion course or for students who have come from the École Acadienne.***

This is a one-year early exit IB French course which covers Grade 11 and Grade 12 French. It is a communicative course that aims to develop a high degree of fluency and comprehension in speaking, writing, reading and listening. Students will be required to create written and oral productions for a variety of authentic situations, to use appropriate register and syntax and to demonstrate cultural awareness. Students will also be required to glean information from a wide variety of authentic documents and to use this information as the basis of formal essays and reports, interviews and impromptu discussions. Reading, oral comprehension and cultural awareness will be developed through an examination of French literature, film and music. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded based upon internal and external assessments in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

### **IBFR11 - IB French 11HL ADV**

***This level of course is recommended and designed for the students who have completed the grade 10 Pre IB Immersion course or CEC Language Department prior approval.***

This is the first year of a two-part course. It is a communicative course that aims to develop a high degree of fluency and comprehension in speaking, writing, reading and listening. Taught at a higher level than its standard counterpart, this course endeavours first to reinforce all skills acquired to date, then to extend those skills through analytical and critical thinking applications. Students will be required to create written and oral productions for a variety of authentic situations, to use appropriate register and syntax and to demonstrate cultural awareness. Students will also be required to glean information from a wide variety of authentic documents and to use this information as the basis of formal essays and reports, interviews and impromptu discussions. Reading, oral comprehension, and cultural awareness will be developed through an examination for French literature, film and music. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded based upon internal and external assessment in May of the second year.

### **IBFRHL12 – IB French HL 12 ADV(Full year course)**

***This level of course is recommended and designed for students who have completed IB FR 11 (HL).***

In this course, which continues the skills from the previous year, there is an increased expectation that students will engage in independent reading, viewing and study. There will be a stronger emphasis on reading critically and in depth, composing formal essays on literary themes and discussing/justifying personal preferences in the world of the media, theatre, radio, television, cinema, journalism, and literacy writing. The evaluation of written and oral work will follow IB criteria. A final IB grade will be awarded based upon internal and external assessment in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

## **For IB students who have had little experience learning Spanish:**

### **IBSP11 - IB SPANISH AB INITIO 11 SL**

***This is a beginning course in Spanish designed for students who have had no experience in this subject.***

This is the first year of a two-part course. The main focus of the course is on the acquisition of the language required for purposes and situations common to everyday social interaction. This course aims to develop a variety of linguistic skills, and a basic awareness of the culture(s) using Spanish as their main language, through the study of a core syllabus which consists of basic themes. It is a communicative course that aims to develop some fluency and comprehension in speaking, reading, writing and listening. Students will be required to create written and oral productions, to use appropriate register and syntax and to demonstrate cultural awareness. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded upon internal and external assessment in May of the second year of study.

### **IBSPSL12 - IB SPANISH AB INITIO 12 SL**

***This level of course is recommended and designed for students who have completed IBSPABSL11.***

This is a continuation of the course started in Grade 11 with the same objectives and additional content. The main focus continues to be on the acquisition of the language required for purposes and situations common to everyday social interaction. Students will continue to develop abilities to effectively use new vocabulary and language structures. A formal spoken interview will take place in March before being evaluated by external monitors and the final evaluation, which is an external exam, will be written in May. Evaluation for this course is based upon the IB criteria. A final IB grade will be awarded upon internal and external assessment in May. Although the classroom teacher has some input into IB grades with internal assessment, all evaluation (both internal and external) is moderated in order to assure impartiality and consistency.

## **LATIN**

The program is designed to help students learn to read Latin. At first, the emphasis is placed on becoming familiar with the language. Later, the course focuses on Roman literature and culture. The study of grammatical structure aims to increase the students' ability to read at a more advanced level. As they become capable of understanding reading selections, they also learn to translate Latin passages into good idiomatic English.

Throughout the program, both oral reading of Latin and oral translation of English into Latin is encouraged. As the students progress, they need less stress on grammatical construction and more on reading so that, as their proficiency develops, they may have the opportunity to read Latin authors. The study of Latin is an asset in expanding vocabulary in English as well as providing a basic understanding of terms used in the study of sciences.

### **LATIN 11 Latin 11 ACAD**

### **LATIN 12 - Latin 12 ACAD**

***Small enrolment may require these courses to be combined in the same class.***

# **LIFE SKILLS PROGRAM**

This program is designed for students who require Individual Program Plans in all of their courses. The Life Skills program focuses on the development of independent life skills and daily living skills. This is a non-semestered program with courses running all year. Students are supervised during school hours. Students can access alternative settings for sensory and personal care needs as required. Students have access to independent work space, full kitchen facilities, and laundry facilities. Work experience is arranged on an individual basis for students. Students in the Life Skills Program receive extensive monitoring and supervision. Students completing this program will graduate with a Nova Scotia High School diploma. Courses offered vary from year to year, but over a three year period course offerings typically include:

## **Life Skills Program Courses:**

Applied Technology 11 IPP  
Canadian History 11 IPP  
Career Development 12 IPP  
Communication Information 10, 11, 12 IPP  
Community Studies 10 IPP  
Daily Living 11 IPP  
Global Community Studies 12 IPP  
Healthy Living 11 IPP  
Knowing and Using the Arts 11IPP  
Math 10, 11, 12 IPP  
Physical Education 11 IPP  
Science 10, 11, 12 IPP

# **MATHEMATICS**

## **GRADE 10**

Math 10

Math at Work 10

Math CEC Pre-IB 10

Math Essentials 10

## **GRADE 11**

IB Math: Analysis and Approaches 11 HL

IB Math: Analysis and Approaches 11 SL

IB Math: Applications and Interpretation 11 SL

Math 11

Math at Work 11

Math Essentials 11

Pre-Calculus 11

## **GRADE 12**

Calculus 12

IB Math: Analysis and Approaches 12 HL

IB Math: Analysis and Approaches 12 SL

IB Math: Applications and Interpretation 12 SL

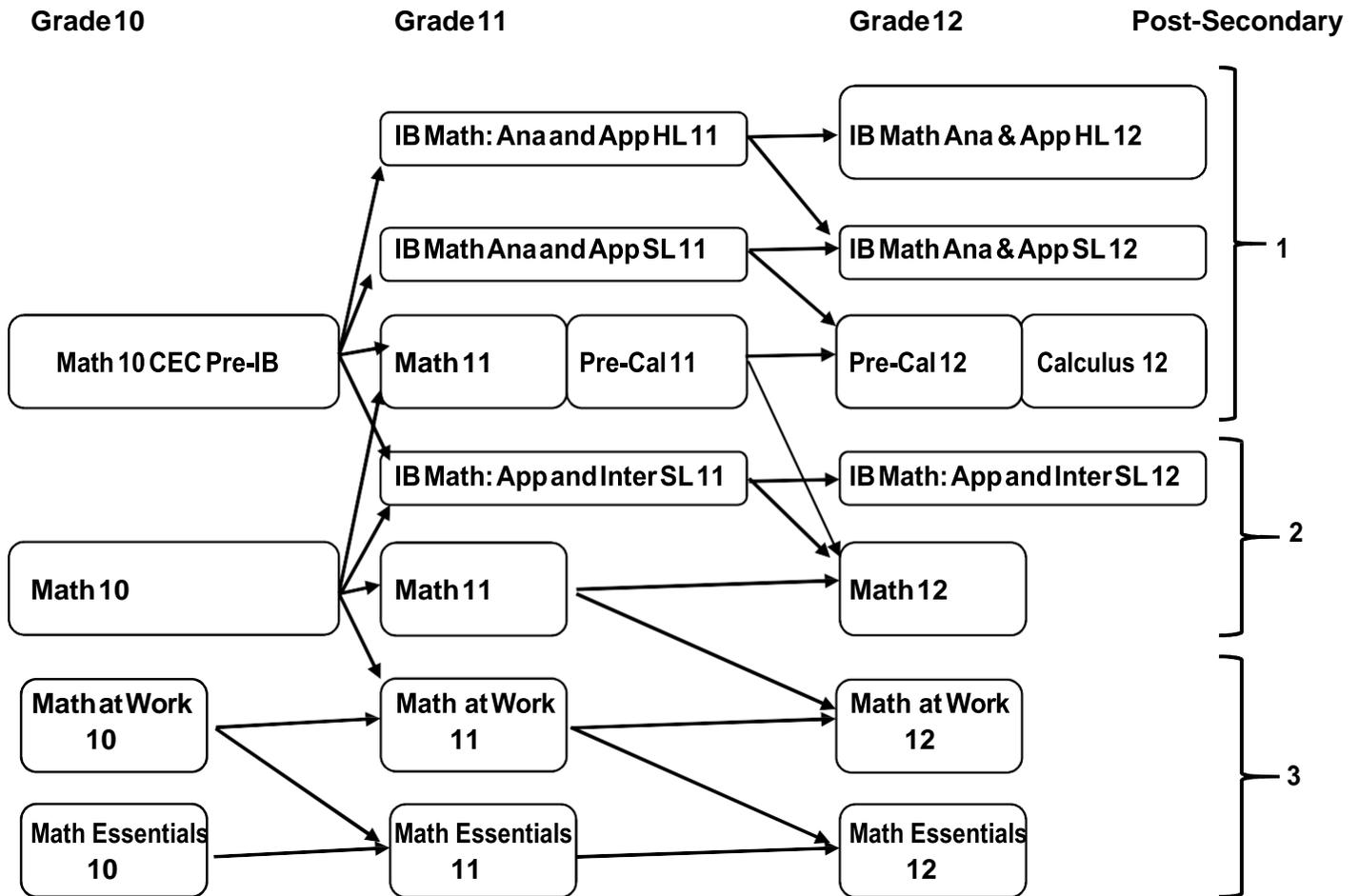
Math 12

Math at Work 12

Math Essentials 12

Pre-Calculus 12

# Common Mathematics Course Pathways



## Post-Secondary Requirements

1. For admission to any university/college program
2. For admission to university/college programs requiring academic mathematics 12
3. For admission to university/college programs that have no mathematics requirement

\*Specific admission requirements to individual schools and programs vary. Also, many programs have prerequisites other than math. Students should check admission criteria for a program of interest by referring to the appropriate academic calendar. Visit the Student Services office for help with this.

### **MTHE10 Mathematics Essentials 10 GRAD**

Math Essentials 10 is designed for students who plan on direct entry into the workforce after graduation, or who plan to train in programs that do not have any mathematics requirements. Students will become better equipped to deal with mathematics in the real world. Students in Mathematics Essentials 10 will explore working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

**Students who select MTHE10 must select Science 10 Support/Biology11 Support.**

### **MTW10 Mathematics at Work 10 GRAD**

**Recommended Prerequisite: Passing grade in Mathematics 9**

Math at Work 10 is designed with a focus on the application and importance of key math skills. The Math at Work courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the workforce or for entry into programs of study that do not require *academic* mathematics. Students in Math at Work 10 will explore measurement, area, Pythagorean Theorem, trigonometry, geometry, unit pricing, currency exchange, income, and basic algebra.

**Students who select MTW10 should select Science 10 Support/Biology11 Support.**

### **MT10 Mathematics 10 ACAD. 2 credits**

**Prerequisite: Successful completion of Mathematics 9. Taught for two semesters, this course counts as two credits – *one* graduation math credit and *one* math/science/technology credit.**

Students who select Mathematics 10 are expected to have a solid understanding of mathematics; including algebraic manipulation, from their junior high years. Students must successfully complete Math 10 (or Math Pre-IB 10) before enrolling in Mathematics 11. Academic courses are to be taken consecutively, not concurrently. Students in Math 10 will explore measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, systems of equations, and financial mathematics.

**Students will write a CEC cumulative exam in January, as well as a NS DEECD provincial exam in June.**

### **MTH10PRIB Mathematics CEC Pre-IB 10 ACAD. 2 credits**

**Prerequisite: Successful completion of Mathematics 9 with a recommended grade of at least 80%. Taught for two semesters, this course counts as two credits – *one* graduation math credit and *one* math/science/technology credit. Recommended for students who wish to enroll in Pre-Calculus or IB Math courses.**

Students will explore measurement, surface area and volume, trigonometry, exponents and radicals, polynomials, linear relations, systems of equations, and financial mathematics. Students will advance their algebra and geometry skills, and participate in the Canadian Mathematics Competition.

**Students will write a CEC cumulative exam in January, as well as a NS DEECD provincial exam in June.**

### **MTHE11 - Mathematics Essentials 11 GRAD**

**Prerequisite: Successful completion of Mathematics Essentials 10 or Mathematics at Work 10**

Mathematics Essentials 11 is designed for students who either plan on direct entry into the workforce after graduation or plan to train in programs that do not have any mathematics requirements. Students in Mathematics Essentials 11 will study the collecting, organizing and graphing data; borrowing money; renting or buying; household budget; investing money measuring; and 2D and 3D design; mathematics in content areas such as science and social studies.

### **MTW 11 - Mathematics at Work 11 GRAD**

**Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10**

Mathematics at Work 11 demonstrates the application and importance of key mathematical skills and will build upon algebraic understandings from Math at Work 10. Students in Mathematics at Work 11 will explore measurement, volume, 2D and 3D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and algebra.

### **MT11 - Mathematics 11 ACAD**

**Prerequisite: Successful completion of Mathematics 10**

Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum including algebraic manipulation and formula use. Mathematics 11 is a prerequisite for Pre-Calculus 11. Students in Mathematics 11 will explore applications of rates, scale diagrams and factors, inductive and deductive reasoning, proof, trigonometry, spatial reasoning, statistics, linear inequalities, and quadratic functions.

### **MT11 - Mathematics 11 ACAD. 2 credits**

**Prerequisite: Successful completion of Mathematics 10**

This course will contain the same content as Math 11 above, and will also include a unit on data analysis. This course will be taught over two semesters, with more classroom time to explore concepts. The remainder of the course will include the statistics module on data exploration.

### **PCAL11 - Pre-Calculus 11 ADV**

**Prerequisite: Successful completion of Mathematics 11**

**Recommended prerequisite: Successful completion of CEC Pre-IB 10**

Students who select Pre-Calculus 11 should have a solid understanding of Mathematics 11 curriculum. Pre-Calculus 11 is a prerequisite for Pre-Calculus 12, though some students may choose to take Mathematics 12. Students in Pre-Calculus 11 will explore absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

### **MTHE12 - Mathematics Essentials 12 GRAD**

**Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11**

Math Essentials 12 is designed for students who plan on direct entry into the workforce after graduation, or plan to train in programs that do not have any mathematics requirements. This course will emphasize modules and projects over testing.

### **MTW12 - Mathematics at Work 12 GRAD**

#### **Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11**

The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics. Students in Mathematics at Work 12 will study measurement and probability, measures of central tendency, linear relationships, financial decisions, geometry and trigonometry.

### **MTH12 - Mathematics 12 ACAD**

#### **Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11**

Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum. Students will study borrowing and investing money, set theory, logical reasoning, counting methods, probability, polynomial, exponential, logarithmic, and sinusoidal functions.

### **PCAL12 - Pre-Calculus 12 ADV**

#### **Prerequisite: Successful completion of Pre-calculus 11**

Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum. Students will study transformations, radical functions, polynomial functions, trigonometry, exponential and logarithmic functions, rational functions, function operations, permutations, combinations and the binomial theorem.

### **CAL12 - Calculus 12 ADV**

#### **Prerequisite: Successful completion of Pre-Calculus 12**

This course will include the concept of a limit, simple derivatives, properties of derivatives, derivatives of trigonometric, exponential and logarithmic functions, applications of derivatives - tangents, rates of change, motion, curve sketching, anti-derivatives, differential equations and applications of anti-derivatives.

### **IBMAAI11 - IB Mathematics: Applications and Interpretation 11 (SL) ADV**

IB Mathematics: applications and interpretations is a two year course for students who may study business, arts, or the humanities at university. For admission requirements, most universities consider this course to be equivalent to academic Mathematics 12. Topics include Sequences and Series, Linear Algebra and Functions, Introductory Calculus, Descriptive and Two-Variable Statistics. At the end of grade eleven students will begin work on a research project on a mathematical topic of interest to them, to be completed in stages during the first semester in grade twelve. **This must be paired with IB English 11.**

### **IBMAAI12 - IB Mathematics: Applications and Interpretation 12 (SL) ADV**

This course continues the topics studied in grade 11. The IB mark will be determined from a mathematical investigation (20%) and the final exams (80%).

### **IBMAAA11 - IB Mathematics: Analysis and Approaches 11 Standard Level (SL) ADV**

This course prepares students for IB Mathematics: analysis and approaches SL 12. It provides an introduction to quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, and differential calculus. During the second semester of grade 11 students will complete a draft copy of a mathematical exploration. **This must be paired with IB English 11.**

**IBMAAA11 - IB Mathematics: Analysis and Approaches 11 Higher Level (HL)**

This course prepares students for IB Mathematics: analysis and approaches HL 12 (or IB Mathematics: analysis and approaches SL 12). This course provides an introduction to quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, and differential calculus. The pace, content and level of questioning is slightly more advanced than the SL course. During the second semester of grade 11 students will complete a draft copy of a mathematical exploration. **This must be paired with IB English 11.**

**IBMAAA12SL - IB Mathematics: Analysis and Approaches 12 Standard Level (SL) ADV**

This course prepares students for university programs that require further study in calculus, linear algebra and statistics. This includes business, economics, chemistry and physics. Students will study a curriculum which is comparable to the advanced Mathematics stream that we have offered at CEC. The topics include quadratic and rational functions, counting and probability, exponential functions and logarithms, vectors, trigonometry, statistics, differential and integral calculus. The IB mark will be determined from a mathematical investigation (20%) and the final exams (80%).

**IBMAAA12HL - IB Mathematics: Analysis and Approaches 12 Higher Level (HL) ADV**

This course prepares students for university programs that require further study in calculus, linear algebra and statistics. This includes business, economics, chemistry, engineering, physics, mathematics and computing. Students will deepen their understanding of the IB Mathematics 11 topics and will study additional topics in algebra including polynomials and complex numbers and additional topics in calculus including Taylor series and first order differential equations. This curriculum is more advanced than the advanced Mathematic stream that we offer at CEC. The IB mark will be determined from a mathematical investigation (20%) and the final exams (80%).

# **OPTIONS AND OPPORTUNITIES PROGRAM**

Options and Opportunities (O2) is an exciting high school program which offers students more hands-on learning experiences with a career focus. It is designed to prepare students for successful transitions from high school to work, a career path, and/or a post-secondary program.

The program is designed for students who are prepared to commit to a new approach to their learning. O2 provides multiple opportunities for cooperative education, where students learn in community and workplace settings, link their in-school learning to the workplace, and enhance their employability skills. A critical element in the success of O2 is the participation of the Nova Scotia employers and communities who open their doors to students. Whether it is helping to shape curriculum, attending a career fair or hosting a student for a co-operative education work placement, O2 gives employers and communities an opportunity to play an active role in the education of our youth and to help create the workforce of the future.

**Students who complete high school through the O2 program will be expected to demonstrate the following:**

- ability to articulate a career plan
- strong employability and personal skills
- personal awareness of their skills and strengths
- average or higher literacy and numeracy
- basic skills and knowledge specific to at least one occupation
- ability to transition to work, a career path or a post-secondary program, for example, Nova Scotia Community College or a university such as Dalhousie or Mount St. Vincent University.
- choose a post-secondary program with confidence
- identify a satisfying career within Nova Scotia

**Schools organize the O2 program around one or more of the following Career Academies:**

- Arts, Culture, and Recreation
- Business Education
- Health and Human Services
- Hospitality and Tourism
- Information Technology (IT)
- Trades and Technologies

Students have the chance to engage in training programs such WHMIS, First Aid, Safety Orientation and Food Handlers. This often works to the student's advantage when seeking summer employment.

**Entry to the Options and Opportunities Program (O2) is available at the Grade 10 level. Students will not be permitted entry to an O2 program after their Grade 10 year. Required prerequisite for O2: Enrolment in English 10 Academic or CEC Pre-IB; and Math at Work 10 or Math 10 Academic or Math CEC Pre-IB10. Some exceptions will be made for students enrolled in Math Essentials and support level English. There is an application process due April 16, 2021, and an interview prior to admission to this program.**

The following courses are compulsory credits for the O2 students in addition to their required academic courses:

Grade	Semester 1	Semester 2
10	Career Development 10 O2	Community Based Learning 11 O2
11		CO-OP 11 O2
12	CO-OP 12 O2	CO-OP 12 O2

# **PHYSICAL EDUCATION**

## **GRADE 10**

Physical Education 10

## **GRADE 11**

Mode De Vie Actif 11

Physical Education 11

Physical Education Marital Arts 11

Physically Active Living 11

Physically Active Living 11 Female

Yoga 11

## **GRADE 12**

Exercise Science 12

Physical Education 12

Physical Education 12 Leadership

**All courses listed below meet the physical education requirements for high school completion.**

**PHE10 - Physical Education 10 OPEN**

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. The course emphasizes the need for students to change sedentary lifestyles and will give them the opportunity to evaluate, interpret, and improve their personal level of fitness. An emphasis is placed on lifetime recreation activities, physical fitness, and the development of leadership skills. The course is divided into four modules:

**Outdoor Pursuits (25%), Exercise Science (25%), Personal Fitness (25%), and Leadership (25%).**

**PHEAL11 - Physically Active Living 11 OPEN (Co-Ed)**

This full credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health and addiction prevention highlighting the connection between healthy living and being physically active.

**PHEAL11F - Physically Active Living 11 CEC Female OPEN**

One or more sections of PAL 11 will be offered as single gender classes for girls only, if there is sufficient enrolment. **Please ensure you submit a Special Section Form online.**

**En français MVA11 – Mode De Vie Actif 11 (Physically Active Living 11) OPEN**

This full credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health and addiction prevention highlighting the connection between healthy living and being physically active. This course is conducted entirely in French.

**PHE11 - Physical Education 11 OPEN**

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 11 includes some theory components, coupled with predominantly active experiences whereby students will have the opportunity to participate in a variety of indoor and outdoor fitness, sport and recreational experiences.

Theory topics include: Outdoor education, teaching/ leadership principles, sport technology.

Each unit runs for approximately six weeks with two activities being offered during each unit. At the end of the unit there is a theory test, a skill test, and a fitness test. Theory classes are held once every cycle.

### **PEL12 - Physical Education 12 Leadership ACAD**

Physical Education Leadership 12 will include three modules: defining leadership, effective leaders, and leading through service. It is an expectation that students will develop their leadership skills by participating in and organizing a variety of challenging, interactive physical activities. The course is designed around experiential learning that contains both theoretical and practical components. There is a significant theoretical component developed in classroom sessions that educate the student in learning to understand concepts surrounding leadership and group dynamics, as well as the development of planning and organizational skills.

Throughout the semester, students will participate in running or designing school-based functions and will develop, organize and run their own school or community service project(s) as part of their learning experience. In addition, students may be involved in planning and delivering outdoor educational experience and activities within the gymnasium and/or community. The goal of this program is not only to teach effective leadership skills to the Physical Education Leadership 12 students, but to improve physical activity for youth in the community resulting in healthy lifestyles. Physical Education Leadership 12 is also designed to build students' self-confidence so they will eventually assume leadership roles in their community once they graduate from school. Students will be able to identify their leadership strengths and challenges, while opportunities will be provided so they can make improvements in both areas. **Students must apply by writing a letter to Student Services describing their leadership qualities (max. 1 page). Deadline is April 1<sup>st</sup>.**

### **PHE12 - Physical Education 12 OPEN**

Physical Education 12 includes three modules: defining leadership, effective leaders, and leading through service. Physical education 12 will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Activities will be used to teach, to experience, and to enhance leadership opportunities for the students. Activities will include a variety of fitness and sport experiences such as cross country running, golf, volleyball, weight training, basketball, tennis, badminton, softball, stability balls, resistance bands, medicine balls and low organized games. A primary goal of this course is to aid students in developing greater self-confidence and moral responsibility through serving in an effective and positive youth leadership role. Aesthetic expression, communication, personal development, problem solving and technology concepts will be addressed throughout the course.

### **EXSCAC12 - Exercise Science 12 ACAD**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence the individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, sports administration, and health sciences.

### **PHEMAR11 – Physical Education Martial Arts 11 OPEN**

Physical Education Martial Arts is a course that offers a balanced program of studies. The physical components of this course focus on building a strong and active body, and the development of self-defence techniques based on traditional karate.

A series of complementary units will focus on the more traditional academic approach to exploring Asian culture. This course provides students with the opportunity to develop life-long positive personal qualities such as self-discipline, commitment to promoting personal fitness, control of spirit, and self confidence by tapping into their personal interests.

No previous martial arts experience is necessary for this course. This course meets the physical education requirement for high school completion.

### **YOGA11 - Yoga 11 ACAD**

Yoga 11 will examine various styles and characteristics of yoga. It is an expectation that students will develop their personal practice of yoga that can be pursued over the long term for personal fitness and recreation. Students will be participating in a variety of activities that will include both physical practice and classroom theory. The physical practice of yoga will include learning, developing, and practicing skills that involve strength, flexibility, endurance, balance, poise, regulation of energy, and mental focus, all of which apply to other physical activities. Classroom sessions educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty and respect in the context of challenging physical activity.

# **SCIENCE**

## **GRADE 10**

Science 10

Science CEC Pre-IB 10

Science Immersion CEC BI Prep 10

## **GRADE 11**

Advanced Biology 11

Advanced Chemistry 11

Advanced Physics 11

Agriculture/Agrifood 11

Biologie 11 Imm

Biologie Avancee 11 Imm

Biology 11

Human Biology 11

IB Biology 11

Chemistry 11

IB Chemistry 11

IB Physics 11

Oceans 11

Physics 11

## **GRADE 12**

Biologie 12 Imm

Biologie Avancee 12 Imm

Biology 12

Chemistry 12

## **GRADE 12 CONTINUED**

Geology 12

IB Biology 12 HL

IB Biology 12 SL

IB Chemistry 12 HL

IB Chemistry 12 SL

IB Physics 12 HL

Physics 12

## **GRADE 10:**

All students entering CEC will take Science 10 in their first year of high school. Science 10 is offered at three levels: Support, Academic and the CEC pre-IB Program. Those interested in science at the post-secondary level can choose Biology 11 in their grade 10 year and then from a variety of courses at the academic level in grades 11 and 12. For highly motivated students, IB courses are offered in biology, chemistry and physics. The choice of which level a student should take depends very much on the academic background, interest, enthusiasm and work ethic of the individual. The following is a basic guide to the intent and direction of each of the three courses. Careful consideration to which course is appropriate will significantly reduce the necessity for level changes and start science at CEC on a positive note.

### **SCI10 - Science 10 ACAD**

#### **Recommended prerequisite is concurrent enrollment in Math 10**

The aim of the Science 10 course is to heighten students' awareness and understanding of the relationships among science, technology, and society and to prepare students for further study in science fields. The course is designed to provide students with the tools necessary to become scientifically and technologically literate. Scientific concepts and skills are taught in a social context that encourages active and meaningful learning among students. Classes are a mix of theory and practical, hands-on work, with an emphasis on scientific literacy and numeracy. Core topics include the continuation of the Grade 9 unit in chemistry and an introduction to physics, ecology and weather. It is designed to be a foundational science course that reflects the integration of biology, chemistry, and physics while emphasizing critical thinking, technological literacy, communication, and numeracy as well as personal and social values and skills. This academic level course will provide the background necessary for students who wish to take grade 11 and 12 science courses, possibly with the intention of pursuing sciences at a post-secondary level. Science 10 ACAD requires students to be organized, analytical and open-minded.

### **SCI10PRE - Science CEC Pre-IB 10 ACAD**

#### **Recommended prerequisite is concurrent enrolment in Math CEC Pre-IB 10**

This course is **highly recommended** for students planning to take the IB Diploma Program to be offered in grades 11 and 12. It is also excellent preparation for students with mathematical aptitude and an interest in taking chemistry and/or physics in grade 11 and 12. In addition to helping students meet the outcomes of Science 10, Science 10 pre-IB will present an extended curriculum to better prepare the students for IB science courses. Students in Science 10 pre-IB will be expected to engage in study and learning at a high level of complexity. Topics covered in the chemistry component of the course will include bonding, chemical reactions, and acids and bases. Topics covered in the physics component of the course will include kinematics, mechanics, and deriving formulae from graphs. Proper problem solving techniques will be taught in all components of the course.

### **En français SCBIP10IM – Sciences Immersion CEC BI Prép 10 ACAD**

#### **Recommended prerequisite is concurrent enrolment in Math CEC Pre-IB 10**

The aim of the Science 10 course is to heighten students' awareness and understanding of the relationships among science, technology, and society and to prepare students for further study in science fields. The course is designed to provide students with the tools necessary to become scientifically and technologically literate. This course is also **recommended** for students planning to take the IB Diploma Program to be offered in grades 11 and 12. It is also excellent preparation for students with mathematical aptitude and an interest in taking chemistry and/or physics in grade 11 and 12. Students in Science CEC Pre-IB 10 will be expected to engage in study and learning at a high level of complexity. Science CEC Pre-IB 10 will cover topics in ecology and meteorology though the main focus of the course will be topics in chemistry and physics. Topics covered in the chemistry component of the course will include bonding, chemical reactions, and acids and bases. Topics covered in the physics component of the course will include kinematics, mechanics, and deriving formulae from graphs. Proper problem solving techniques will be taught in all components of the course. All subject matter is taught in French.

### **AGRICC11 - Agriculture/Agrifood 11 ACAD**

#### **Prerequisite: At least one previous science course**

Agriculture/Agrifood 11 may be used to satisfy the second science credit requirement for high school graduation. The Agriculture/Agrifood 11 (Agricul 11) program is designed to allow students to explore aspects of global and local agriculture, including the science of soil, nutrition and food preservation. It also involves the study of the business of agriculture and the marketing of agricultural products. Grounded in a strong agricultural science base, the course examines agriculture from a systems perspective, focusing on the connections between the land, climate, organisms and human practitioners of agriscience. The program involves introductory fundamentals, primary production systems, business/marketing and food technology. An emphasis on hands-on lab activity, field trips and guest speakers will accompany the delivery of curriculum materials.

### **BIO11 - Biology 11 ACAD**

Biology 11 introduces students to the study of biology, as well as laying the groundwork for studies in future biology courses. This course is designed to be a discovery of the microscopic world and for students to experience a variety of interesting labs and activities. Throughout the semester, students will be guided to develop their skills with the microscope, slide work, dissections, analysis and independent thinking. Topics include: cell structure and function, the classification of organisms, the diversity of living things, and four human systems - digestive, respiratory, circulatory and excretory.

### **BI11IM - En français BIO11 - Biologie 11 IMM ACAD**

Biology 11 introduces students to the study of biology, as well as laying the groundwork for studies in future biology courses. This course is designed to be a discovery of the microscopic world and for students to experience a variety of interesting labs and activities. Throughout the year, students will be guided to develop their skills with the microscope, slide work, dissections, analysis and independent thinking. Topics include: cell structure and function, the classification of organisms, the diversity of living things, and four human systems - digestive, respiratory, circulatory and excretory. All work is conducted in French.

### **BIOL11AD – Advanced Biology 11 ADV**

This is an entry level Biology course for students considering IB Biology Year 1. It is also a stand alone credit in Biology at an advanced grade 11 level. This course is designed to give the student an introduction to basic skills required for the study of Biology: microscopy, model building, slide preparation and dissection, among others. It is a lab based approach to a survey of major topics in Biology: Cells and their Physiology, Classification, the Unicellular Kingdoms, Plants, Animals and Human Anatomy and Physiology. Students are expected to be able to work independently, and with a partner in a lab setting. Students should be able to cope with an accelerated pace, and a higher level of required readings and pre-lab preparation. This course is an asset to students considering careers in Science-based fields of study.

### **En français BIOAVA11IM - Biologie Avancée 11 Imm ADV**

This is an entry level Biology course for students considering IB Biology Year 1. It is also a stand alone credit in Biology at an advanced grade 11 level. This course is designed to give the student an introduction to basic skills required for the study of Biology: microscopy, model building, slide preparation and dissection, among others. It is a lab-based approach to a survey of major topics in Biology: Cells and their physiology, Classification, the Unicellular Kingdoms, Plants, Animals and Human Anatomy and Physiology. Students are expected to be able to work independently, and with a partner in a lab setting. Students should be able to cope with an accelerated pace, and a higher level of required readings and pre-lab preparation. This course is an asset to students considering careers in Science-based fields of study. All work is conducted in French.

### **BIOHUM11 - Human Biology 11 GRAD**

Human Biology 11 explores the science that affects us everyday. The Human Biology 11 curriculum covers a number of body systems and the diseases that impact these systems. These systems include: digestive, circulatory, nervous, reproductive and skeletal. We will also study current health issues related to the systems and learn the importance of making healthy and responsible life choices. There is no exam in this course. This course is not intended for students planning on studying science after high school. This course fulfills the second Science requirement for high school graduation.

### **BIOL12 - Biology 12 ACAD**

#### **Prerequisites: Biology 11 and recommended Chemistry 11**

Biology 12 explores life from a molecular point of view and is intended to increase awareness of the tremendous impact of biology and technology upon society. Biology 12 continues the theme of homeostasis begun in Biology 11 by looking at pathways of communication within the body, specifically, the nervous and endocrine (hormonal) systems. Other themes in Biology 12 include: asexual and sexual reproduction at the cellular and whole organism levels, the principles of genetics, the sources of genetic change and the mechanisms of evolution. As in Biology 11, classroom work is complemented with activities and laboratory explorations. The major lab is the Fetal Pig Dissection. Note: This course is recommended for students considering careers in science or science-related fields [e.g. health professions].

### **BI12IM - En français - Biologie 12 (Biology 12) ACAD**

#### **BIOAVA12IM**

#### **Prerequisites: Biology 11 and recommended Chemistry 11**

Biology 12 explores life from a molecular point of view and is intended to increase awareness of the tremendous impact of biology and technology upon society. Biology 12 continues the theme of homeostasis begun in Biology 11 by looking at pathways of communication within the body, specifically, the nervous and endocrine (hormonal) systems. Other themes in Biology 12 include: asexual and sexual reproduction at the cellular and whole organism levels, the principles of genetics, the sources of genetic

change and the mechanisms of evolution. As in Biology 11, classroom work is complemented with activities and laboratory explorations. The major lab is the Fetal Pig Dissection. Note: This course is recommended for students considering careers in science or science-related fields [e.g. health professions]. All work is conducted in French.

### **CH11 - Chemistry 11 ACAD**

**Prerequisite: Math 10 (with a minimum mark of 60%) and Sci 10/Sci CEC Pre-IB 10**

Chemistry 11 is an introductory course that presents the general concepts and theories of the science. It is a thorough extension of the brief introduction to chemistry offered in the academic Science 10 course.

The course contains theory, laboratory work, and problem solving. Course work entails daily assignments, unit tests, and a laboratory program investigating the concepts dealt with in class. Some of the topics treated in the course are periodic trends of the elements, composition of matter, chemical bonding, chemical nomenclature and formula writing, stoichiometry and the mole, chemical reactions and equations, solutions, and an introduction to organic chemistry. A strong mathematical background, along with the ability to memorize an extensive list of chemical symbols for nomenclature purposes, enhances success in this introductory course.

### **CH11AD - Advanced Chemistry 11 ADV**

**Prerequisite: Math CEC Pre-IB 10 or Math 10 and Science 10 or Science CEC Pre-IB 10 or Sciences Immersion CEC BI Prép 10**

This course is a continuation of the knowledge gained in the CEC Pre-IB Science 10 and Science 10 course. It takes an investigative approach to studying chemistry. Topics include Periodic trends of the elements, composition of matter, reactions and equations, chemical nomenclature and formula writing, stoichiometry, solution chemistry and organic chemistry. A very strong background in Math along with a desire to work through application type problems and labs enhances success in this course.

### **CH12 - Chemistry 12 ACAD**

**Prerequisite: Grade 11 Chemistry and Math 11**

Chemistry 12 provides an in-depth examination of thermochemistry, solution chemistry, chemical kinetics, chemical equilibrium, acid-base systems, and electrochemistry, with emphasis on understanding why substances react the way they do. It provides a basis for continuation of science in post-secondary studies. The course work entails daily assignments, unit tests, and an extensive laboratory program investigating the concepts dealt with in class. Chemistry 12 success is in direct proportion to strong mathematical abilities and problem solving, as well as independent daily homework assignments completed in preparations for next class.

### **GEOL12 - Geology 12 ACAD**

**Prerequisite: Science 10**

This course is designed to explore the processes at work on Earth today, how they contribute to the landforms we see around us, and the impact of the interactions between people and Earth. The topics included are the structure and history of the Earth, minerals, rocks and the rock cycle, the internal and external processes that contribute to the development of mineral resources, mountains, glaciers, groundwater, volcanoes and earthquakes, the theories geologists have developed to explain their observations, geologic time and Radiometric dating, and the impact of human decisions on our mineral resources and our environment. Whenever possible, the local geology will be used to illustrate the topics. Laboratory work, lab tests and independent projects will enhance the topics being studied.

### **PHY11 - Physics 11 ACAD**

**Prerequisite: Math CEC Pre-IB 10 or Math 10 and Science 10 or Science CEC Pre-IB 10 or Sciences Immersion CEC BI Prép 10**

This course is designed for students who wish to understand the world around them as well as to prepare for a future in science. Emphasis will be placed on the interconnections between science, technology and society. Topics studied will be waves and mechanics. Problem-solving and lab work will be significant parts of the course. To be successful in this course, students should do homework regularly.

### **PHY11AD - Advanced Physics 11 ADV**

**Prerequisite: Math CEC Pre-IB 10 or Math 10 and Science 10 or Science CEC Pre-IB 10 or Sciences Immersion CEC BI Prép 10**

The goals of Physics 11 Advanced are:

1. To develop students' understanding of the principles and laws of physics as they apply to the world around them.
2. To prepare students for careers that require background in physics
3. To develop in students an understanding of technological, historical, and societal implications of physics.
4. To develop in students a respect for and appreciation of physics.

Topics to be covered this year include physical measurement, mechanics, oscillations and waves theory and wave phenomenon.

### **PHY12 - Physics 12 ACAD**

**Prerequisite: Grade 11 Physics course and Math11**

This is an academic course that continues the work of Physics 11. It is designed for students who wish to understand the world around them, as well as to prepare for a future in science. Topics studied will be two dimensional motion, circular motion, momentum, energy, electricity and magnetism. This course will have a stronger mathematical emphasis than Physics 11.

### **OCN11 - Oceans 11 ACAD**

**Prerequisite: for grade 11 and 12 students with a previous science course**

Oceans 11 may be used to satisfy the second science credit requirement for high school graduation. The Oceans 11 program is designed to allow students to explore aspects of global and local oceanography and current ocean-related issues. Grounded in a strong oceans-science base, the course examines the oceans from a systems perspective focusing on the connections within the ocean and between the ocean and the terrestrial world, with an emphasis on ocean-human interactions. The notion of sustainability and the role of the ocean in the earth's sustainability are central to the course. The Oceans 11 course is divided into four main themes: Marine Biome, Aquaculture, Ocean Structure and Motion, and Coastal Zone Management. Students are expected to display qualities of active learning. Participation in an ocean field trip and completion of a subsequent lab report are requirements in this course.

## ***IB Science***

**\*\*Registration in ALL IB courses must have the approval of the IB Co-ordinator**

### **IBBIO11 - IB Biology 11 ADV or Biology 12**

This course is offered to those students who have taken the Biology 11 Advanced in grade 10, or have permission of the instructor. Topics include: Nervous System, Reproductive System, Endocrine System, Chromosomes, Genes, Alleles and Mutations, Theoretical Genetics, Genetic Engineering and Biotechnology, DNA Structure and Replication, and Protein Synthesis. Assessments will include regular labs and tests. One goal of the course is to have students write an IB style exam at the end of the semester. This is a precursor to the IB Biology HL in grade 12. If students decide NOT to continue in the IB Program, they will receive a **Biology 12** credit for this course.

### **IBBIO12HL - IB Biology HL 12 ADV**

This course is designed to complete the Biology units in the IB Biology HL curriculum. Lab hours from grade 11 and 12 will be combined to total 60 hours. Topics include: Cell Respiration, Photosynthesis, Plant Structure and Growth, Transport in Angiospermophytes, Reproduction in Angiospermophytes, Communities and Ecosystems, the Greenhouse Effect, Populations, Evolution, Defense against Infectious Disease, Muscles and Movement, Human Health and Physiology ( Fetal Pig Dissection), Further Human Physiology and Neurobiology. Assessment will include regular IB style labs and tests. IB Biology is research oriented and students must demonstrate skills of data collection and analysis. Students keep a laboratory notebook that is graded by IB standards according to six areas of research: planning, observation, communication, manipulation, interpretation, and attitude. Students are required to complete an interdisciplinary science (Group 4) project. This interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists can work together on problems to discover solutions to a common goal.

### **IBCHE11 - IB Chemistry 11 ADV**

This is the first year of a two-year course in the study of chemical theories, their application and laboratory procedures that follows the IB syllabus. IB Chemistry 11 is an introductory or first course in chemistry that presents the general concepts and theories of the science. This first course is preparatory for both of the SL and HL Chemistry courses offered in Grade 12. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college level scientific investigations. The course contains theory, laboratory work, and problem solving. Course work entails daily assignments, unit tests, and a laboratory program investigating the concepts dealt with in class. The topics treated in the course are periodic trends of the elements, composition of matter, chemical bonding, chemical nomenclature and formula writing, stoichiometry and the mole, chemical reactions and equations, solutions, kinetics, energetics, uncertainty and measurement, and an introduction to organic chemistry.

### **IBCHE12SL - IB Chemistry SL 12 ADV**

This is the second year of a two-year course and is an in-depth study of chemical theories, their application, and laboratory procedures that follows the IB Standard Level syllabus. The additional topics covered in the Standard Level course include equilibrium, acid and base, electrochemistry, and two optional topics. A three part IB exam is taken at the end of the IB Chemistry course and is worth 76% of the final mark in the course. The laboratory component of the course (at least 40 hours over two years) constitutes the internal assessment which will be worth 24% of the final mark in the course. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, formative and summative evaluations, and participation in the IB Group 4 Project. Students can use IB Chemistry to fulfill the Group 4 requirement of the full IB diploma.

### **IBCHE12HL - IB Chemistry HL 12 Higher Level (HL) ADV**

This is the second year of a two-year course and is an in-depth study of chemical theories, their application, and laboratory procedures that follow the IB Higher Level syllabus. This course has a large mathematical component to it. The additional topics covered in the Higher Level course include additional coverage of kinetics, energetic, and organic chemistry; along with the concepts of equilibrium, acid and base, electrochemistry, and two optional topics. A three part IB exam is taken at the end of the IB Chemistry course and is worth 76% of the final mark in the course.

The laboratory component of the course (at least 60 hours over two years) constitutes the internal assessment which will be worth 24% of the final mark in the course. The IB Internal Assessment for this course includes formal lab reports, informal lab notebook excerpts, formative and summative evaluations, and participation in the IB Group 4 Project. Students can use IB Chemistry to fulfill the Group 4 requirement of the full IB diploma.

### **IBPHV11 - IB Physics 11 ADV**

IB Physics is a two-year physics course designed to provide students with a thorough background in physics. The IB physics 11 (year 1) course will provide laboratory experience and a comprehensive coverage of approximately eighty hours of the two-year IB Physics syllabus so that students are prepared to enter either standard level or higher level IB Physics in grade 12.

The course will provide students with a body of knowledge, methods, and techniques that characterize science and technology. The course will enable students to develop their experimental and investigative skills, their ability to analyze, evaluate, and synthesize scientific information, and their application of information technology skills in the study of science.

The syllabus for IB Physics year 1 includes measurement and uncertainty, mechanics, thermal physics, wave phenomenon, optics, electromagnetism, energy, power, and climate change.

### **IBPHV12HL - IB Physics HL 12 ADV**

IB Physics 12 HL (Year 2) is the second year of a two-year physics course designed to provide students with a thorough background in physics. The course continues the IB Physics syllabus (approximately 240 hours over two years) so students are prepared to write the external assessment at the end of year two. The external assessment (exam) is worth 80% of the final mark in the course.

The course will provide students with a body of knowledge, methods, and techniques that characterize science and technology. The course will enable students to develop their experimental and investigative skills, their ability to analyze, evaluate, and synthesize scientific information, and their application of information technology skills in the study of science. The practical component of the course (at least 60 hours over two years) constitutes the internal assessment which will be worth 20% of the final mark in the course. Students are required to complete an interdisciplinary science (Group 4) project. This interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists can work together on problems to discover solutions to a common goal.

The syllabus for IB Physics year 2 HL includes simple harmonic motion, electric currents, fields and forces, motion in fields, electromagnetic induction, atomic and nuclear physics, non-fossil fuel power production, quantum physics, and digital technology.

# **SOCIAL LITERACY**

## **SOCL11 - Social Literacy 11 GRAD**

Social Literacy 11 is a locally approved full credit course for students to receive direct social skills training. Social Literacy can be thought of as good citizenship, character development, communication skills, interaction skills and more. This course is based on the Program for the Education and Enrichment of Relational Skills (PEERS®), which is an intervention program for students who struggle in social situations. The goal is for the students to develop a better understanding of social literacy skills through activities and discussion, which will help them to make and keep genuine friends. Students will be given the opportunity to practice these skills in class during interactive activities (e.g. role-plays, behavioural rehearsal, projects and games), as well as through homework and assignments which require students to practice the skills outside of class.

**Only students who have been referred by CEC's Teaching Support Team can register for this course.**

# **SOCIAL STUDIES**

## **GRADE 10**

Geography 10

Histoire CEC BI Prep 10 Immersion

Histoire CEC BI Prep 10 Integrated

History 10

History CEC Pre-IB 10

## **GRADE 11**

African Canadian History 11

Canadian History 11

Economics 11

Histoire Du Canada 11 Imm

Histoire Du Canada 11 Int

IB Geography 11

IB Histoire 11

IB History 11

Mikmaw Studies 11

## **GRADE 12**

Comparative World Religions 12

Global Geography 12

Global History 12

Histoire Planetaire 12 Immersion

Histoire Planetaire 12 Integrated

IB Geography 12 HL

IB Geography 12 SL

## **GRADE 12 CONTINUED**

IB Histoire 12 SL

IB History 12 HL

Law 12

Sociology 12

## **GRADE 10:**

The Social Studies Department advises students in grade 10 to choose one of the grade 10 social studies courses. The grade 10 courses develop skills that will allow students to have increased success in the grade 11 and grade 12 courses.

### **HIST10 - History 10 ACAD**

This course, which focuses on ancient history, allows students to develop an understanding of the concept of civilization by examining the origins of civilization and comparing some civilizations that have contributed to our modern world with a focus on western civilization. The course has five broad chronological divisions: pre-history, the birth of civilizations (including Mesopotamia and Egypt), Greece, Rome, and the Middle Ages (if time permits). Major themes will be developed spanning the broad chronological period (for example, agriculture, archaeology, development of government, religion, and revolutions). Students will be expected to engage in research and effectively communicate the findings of their research.

### **HIS10PRE – History CEC Pre-IB 10 ACAD**

Research, writing and critical thinking are emphasized. Completion of a research paper is compulsory at this level. Students who do not complete the paper will be eligible for a History 10 credit, not a CEC Pre-IB credit. This course is recommended for university-bound students with strong marks in social studies and English at the junior high level. The content of the CEC Pre-IB level is similar to History 10 but some sections will be treated in more depth. This course is good preparation for students planning to take any high school or university courses where research, analysis, and formal academic writing skills are required. This includes most science, social studies, and English courses, as well as all IB courses and projects. Students will be expected to engage in research and effectively communicate the findings of their research.

### **En français – HSBIP10INT – Histoire CEC BI Prep 10 INT ACAD**

This course focuses on ancient history and allows students to develop an understanding of the concept of civilization by examining the origins of civilization and comparing some civilizations that have contributed to our modern world. The course has five broad chronological divisions: pre-history, the birth of civilizations (including Mesopotamia and Egypt), Greece, Rome, the Middle Ages, and (if time permits) China. Each of these divisions can be considered from a number of points of view, including geography, archeology, society, language, religion, and politics. Students will be expected to engage in research, discussions, presentations, and critical thinking. A formal research paper is compulsory. The content and the skills taught in this course also prepare students for the IB Social Studies courses. All work is conducted in French.

### **En français – HSBIP10IM – Histoire CEC BI Prep 10 IMM ACAD**

This course focuses on ancient history and allows students to develop an understanding of the concept of civilization by examining the origins of civilization and comparing some civilizations that have contributed to our modern world. The course has five broad chronological divisions: pre-history, the birth of civilizations (including Mesopotamia and Egypt), Greece, Rome, the Middle Ages, and (if time permits) China. Each of these divisions can be considered from a number of points of view, including geography, archeology, society, language, religion, and politics. Students will be expected to engage in research, discussions, presentations, and critical thinking. A formal research paper is compulsory. The content and the skills taught in this course also prepare students for the IB Social Studies courses. All work is conducted in French.

### **GEOG10 - Geography 10 ACAD**

The grade 10 Geography course deals with physical geography. Students study the Physical Environment, looking at land, ocean, and atmospheric processes that work together to create an earth capable of supporting life. In each of these sections, there is emphasis on the interaction between humans and this environment. Students also develop an understanding of geographic thinking, working with images, maps, and graphs. Geographic skill development is an important component of the course. Students will be expected to engage in research and effectively communicate the findings of their research.

## **GRADE 11:**

### **CHS11 - Canadian History 11 ACAD**

This course is organized according to five themes: **Globalization, Economic Development, Governance, Sovereignty, Justice**. In addition to acquiring knowledge of the history of Canada, students will learn and practice the historical method, historiography, and various other skills essential to the study of history. Students will be expected to engage in research and effectively communicate the findings of their research. **Students who select CHS11 Academic must select Academic English.** *The Social Studies department does not recommend that Grade 9 students enroll in Canadian History 11 in their Grade 10 year.* **This course fulfills the requirement for the Canadian History credit.**

### **En français HC11INIM - Histoire Du Canada 11IMM/INT ACAD**

This course is organized according to five themes: **Globalization, Economic Development, Governance, Sovereignty, Justice**. In addition to acquiring knowledge of the history of Canada, students will learn and practice the historical method, historiography, and various other skills essential to the study of history. Students will be expected to engage in discussions, presentations, research and research paper writing (effectively communicating the findings of their research). **This course fulfills the requirement for the Canadian History credit.** All work is conducted in French.

### **ACS11 - African Canadian Studies 11 ACAD**

This course provides an overview of the history of African Peoples in Canada. As part of this study, students will explore the history of Africa and highlight the struggles and triumphs of Canadians (especially Nova Scotians) and Americans of African descent. Regardless of one's ethnic and cultural background, the course aims to help students appreciate the social challenges of the 21st century and, at the same time, refine the various skills of social studies. One of these skill components of ACS 11 is a major independent study in which students use the historical method to conduct research. *The Social Studies department does not recommend that Grade 9 students enroll in African Canadian Studies 11 in their Grade 10 year.* **Students who select ACS11 Academic must select Academic English. This course fulfills the requirement for the Canadian History credit.**

### **MKS10Y11 - Mikmaw Studies 11 ACAD**

The Mikmaw Studies course will provide students with an understanding of historical and contemporary issues in Mikmaw society, including culture, language, spirituality, art, folklore, politics, economics and education. There is a major independent study in which students will be expected to engage in research and communicate it effectively. **Students who select MKS11 Academic must select Academic English.** *The Social Studies department does not recommend that Grade 9 students enroll in Mi'kmaw Studies 11 in their Grade 10 year.* **This course fulfills the requirement for the Canadian History credit.**

### **ECON11 - Economics 11 ACAD**

This course in Canadian economics begins with a general study of the economy of the local community, leading into such selected aspects as important private firms, important occupational groups, local unions, three levels of government, government spending, taxation, and expanding to the provincial and regional economy to consider primary, secondary, and tertiary industries. Distribution of wealth and power, labour movement, free enterprise, crown corporations, taxation, and economic ties with the world are also considered as parts of the Canadian economy. Various economic principles, issues, and theories that affect the lives of students are included.

## **GRADE 12**

### **GG12 - Global Geography 12 ACAD**

**Prerequisite: a previous Social Studies course**

This course focuses on global geography and explores major themes that help us to understand the nature and origins of complex human/environmental relationships in the contemporary world. Guided by the fundamental themes and skills of modern geography, students pursue this exploration through five compulsory units: The Global Geographer, The Planet Earth, Population, Resources and Commodities and Urbanization. By using geographic skills and techniques and by learning and applying a body of geographic knowledge, students become informed global citizens. The process of becoming informed enables students to propose reasonable answers to the question upon which Nova Scotia's global studies courses are built, "How did the world arrive at its current state at the close of the twentieth century?" Students will be expected to engage in research and effectively communicate the findings of their research. If you select GGS12 Academic, you must select ENG12.

**This course fulfills the provincial high school completion requirement of a global studies course.**

### **HGS12 - Global History 12 ACAD**

**Prerequisite: a previous Social Studies course**

Global History 12 uses the discipline of history to explore the events that have affected our political, economic, and social development since the end of World War II. The approach is thematic, with five central themes forming the basis of the course: The Global Historian, The Dynamics of Geo-Political Power, The Challenges of Economic Disparity, The Pursuit of Justice, and Societal Change and Interdependence. The study required by each unit will contribute to an understanding of major historical developments following 1945. The question that unifies the themes, and toward which each must contribute, is, “How did the world arrive at its current state after the close of the twentieth century?” Students will become familiar with the Historical Method and will be required to engage in research and report on that research.

**This course fulfills the provincial high school completion requirement of a global studies course.**

### **En français HSP 12 IM – Histoire Planétaire 12 IMM (Global History 12) ACAD**

### **En français HSP 12 IN - Histoire Planétaire 12 INT (Global History 12) ACAD**

**Prerequisite: enrolment in Immersion or Integrated French program and a previous Social Studies**

Global History 12 uses the discipline of history to explore the events that have affected our political, economic, and social development since the end of World War II. The approach is thematic, with five central themes forming the basis of the course: The Global Historian, The Dynamics of Geo-Political Power, The Challenges of Economic Disparity, The Pursuit of Justice, and Societal Change and Interdependence. The study required by each unit will contribute to an understanding of major historical developments following 1945. The question that unifies the themes, and toward which each must contribute, is, “How did the world arrive at its current state after the close of the twentieth century?”

Students will become familiar with the Historical Method and will be required to engage in research and report on that research. **This course fulfills the provincial high school completion requirement of a global studies course.** All work is conducted in French.

### **CMWDRL12 - Comparative World Religions 12 ACAD**

This course allows students to examine the nature of religion and its origin and place in human society. Throughout the course, students will refine their own personal answer to the question, “What is religion?”, and by the end of the course, students will be able to articulate an understanding of why people practice religion. Students will do a comprehensive and objective study of the major Eastern and Western religions, as well as Aboriginal Spirituality. Comparative World Religions 12 will foster a student awareness and understanding of the diversity of religions, religious experiences, religious expressions, and the reasons for particular expressions of religious belief within a society or culture. This course requires a major independent study, similar in nature to the History courses.

**Note: This is a locally approved course, and most universities accept CWR12 as a university entrance credit.**

### **LAW12Y11 - Law 12 ACAD**

The Canadian law course is designed to provide students with a general knowledge and appreciation of law and its function in society. The following topics will be covered in this course: History of Canadian Law & Canadian Government and Constitution; the Charter of Rights and Freedoms; Criminal Law (guest speakers and trip to Provincial Court); Contract Law (review and writing of contracts); Family Law (prepare a separation agreement); and Negligence and Tort Law.

### **SOC12AC - Sociology 12 ACAD**

This sociology course is designed to give an understanding of the basic aspects of sociology. It allows students to examine Canadian sociological issues and to participate in a local community/sociological project. Canadian sociological issues that might be considered include the family, culture, social

organization, women in society, conformity and deviance, conflict, crime in Canada, punishment and rehabilitation. This course requires an independent study using the methods appropriate to sociology.  
**Note: Some universities may not accept Sociology 12 for a university entrance credit.**

## ***IB Social Studies***

NOTE: Strong students who wish to take an advanced social studies course are encouraged to enroll in IB geography or history in the grade 11 year.

**\*\*Registration in ALL IB courses must have the approval of the IB Co-ordinator**

### **IB GEOGRAPHY**

In both the core themes and the optional themes, the emphasis is on the relationship between people, place and environment at local, regional and global levels. The core curriculum is built around the concept of change. Population, disparities in wealth and development, resources and sustainability are the major themes. Optional units are chosen from a list that blends human and physical geography topics. The course is skill oriented and candidates will use the tools of the geographer, including fieldwork, research, and map work. Candidates will learn to create meaning from their own data and from secondary sources and to communicate their understanding of this in a variety of ways. The assessments for IB consist of the final examinations and one internal assessment.

### **IBGE11 - IB Geography 11 ADV. THIS COURSE FILLS THE GLOBAL STUDIES REQUIREMENT for Nova Scotia graduation diploma.**

In the grade 11 year, the IB geography student will learn basic geographic skills. Topics studied are from the core, as listed above. Students will learn how to collect, present, and analyze data in the manner required by the internal assessment, which will be completed in grade 12.

**IBGESL12 - IB Geography SL12 (Standard Level ) ADV.** In the grade 12 year, Standard Level geography students will review the core curriculum and cover two optional units. A fieldwork-based internal assessment (a 2500 word field report) will be completed. Students will write two (2) examination papers in May.

**IBGEHL12 - IB Geography HL12 (Higher Level ) ADV.** Higher Level students will review the core curriculum and cover three optional units, the same two covered by the SL students and one additional unit. In addition, a separate unit for Higher Level students on global interactions is completed. Higher Level students write three (3) exam papers and complete the same 2500 word fieldwork internal assessment as SL students.

## **IB HISTORY**

This course allows candidates to study history from an international perspective with the aim of “explaining trends in developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.” (IBO) Candidates will develop skills of historical inquiry explanation and interpretation through investigation of a variety of sources. The role of the historian will be an overall theme of the Diploma Program as candidates will explore the impact the interpretation of events has on a person’s perspective of what has occurred at a particular point in time. The assessment will consist of the external examinations and a historical investigation of between 1500 and 2000 words.

**IBHIST11 - IB History 11 ADV THIS COURSE FULFILLS THE CANADIAN HISTORY REQUIREMENT for Nova Scotia graduation diploma.** It will appear as a grade 11 credit on the transcript.

Students in History, year one, will review the skills of research and writing introduced in the preparation year, and will construct an IB History Internal Assessment (IA). In this year, students will investigate two 20<sup>th</sup> century World History topics – 20<sup>th</sup> century warfare and the Cold War. Both will be closely examined in a holistic and global context.

### **IBHIST12SL-IB History SL 12 (Standard Level) ADV**

In the grade 12 year, Standard Level history students will continue with the topics started in grade 11. Students will write two (2) IB examination papers in May as well as the Internal Assessment.

**IBHIST12HL - IB History HL 12 (Higher Level) ADV. THIS COURSE FULFILLS THE GLOBAL STUDIES REQUIREMENT for Nova Scotia graduation diploma.**

Students opting to take Higher Level History will complete and study the same material as those taking Standard Level, with the addition of an investigation into the History of a particular region. In this course, that region will be Europe in the 20<sup>th</sup> century. Three exam papers will be written as well as the Internal Assessment.

**En français IBHR11 - IB Histoire 11 ADV THIS COURSE FULFILLS THE CANADIAN HISTORY REQUIREMENT for Nova Scotia graduation diploma. Open to Full IB students only.**

This course allows candidates to study history from an international perspective with the aim of “explaining trends in developments, continuity and change through time and through individual events. The course is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural.” (IBO) Candidates will develop skills of historical inquiry explanation and interpretation through investigation of a variety of sources. The role of the historian will be an overall theme of the Diploma Program as candidates will explore the impact the interpretation of events has on a person’s perspective of what has occurred at a particular point in time. The assessment will consist of the external examinations and a historical investigation of between 1500 and 2000 words. Students in History, year one, will review the skills of research and writing introduced in the preparation year, and will construct an IB History Internal Assessment (IA). In this year, students will investigate two 20<sup>th</sup> century World History topics – 20<sup>th</sup> century warfare, and the Cold War. Both will be closely examined in a holistic and global context. All work is conducted in French.

**En français IBHR12SL - IB Histoire 12 (Standard Level) ADV.**

In the grade 12 year, Standard Level history students will continue with the topics started in grade 11. Students will write two (2) IB examination papers in May. All work is conducted in French.

# **TECHNOLOGY EDUCATION**

## **GRADE 10**

Construction Technology 10

Exploring Technology 10

Skilled Trades 10

## **GRADE 11**

Communication Technology 11

Design 11

Electrotechnologies 11

Manufacturing Trades 11

Production Technology 11

Transportation Trade 11

## **GRADE 12**

Architectural Design 12

Computer Programming 12

Film and Video Production 12

Home Trades and Technology 12

Multimedia 12

Production Technology 12

**Visit the Technology Education website at <http://www.cec.ccrsb.ca/technology> to see photos of activities, student work, and labs associated with each course.**

Whether you are thinking of taking a trade, improving your tech skills, like working with your hands, or need to prepare for university, there are courses for you. The following courses meet the technology requirement for high school completion.

### **CNT10 - Construction Technology 10 OPEN**

This introductory course in construction technology is designed to provide students with an overview of the construction industry with emphasis on residential construction systems. Course content includes units on the Imperial measurement system, machine operation and safety, design, construction pre-planning, rafter math, national and local building codes and environmental practices. A unit on residential electrical wiring is also included. There is a math component in each unit of study. Safe practices are emphasized throughout the semester. Students will design and construct a scale model of a residential structure and construct full scale structures which will be sold in the community.

### **EXT10AC - Exploring Technology 10 ACAD**

Through a series of problem solving challenges, students will explore a broad range of technologies related to structural, mechanical, civil, robotic and electronic engineering. Challenges covered include computer aided design and drafting, web page design, analog and digital electronics, robotics and sustainable environmental practices. Approximately 30% of course is spent using computers, 60% hands on problem solving. The course will examine the effects of technology on society, promote technological literacy, and provide an insight into careers in technology.

### **STR10 - Skilled Trades 10 ACAD**

Skilled Trades 10 models the realities of working in skilled trades professions. Skilled Trades 10 will engage students in an investigation into the skilled trades, the impact that they have on society, and the opportunities that exist for those who pursue a livelihood by working as skilled tradespersons. The course provides a unique mixture of classroom and simulated workplace activities. Working with hand tools used by professional trades people, students complete real construction tasks and building projects. The course is divided into 4 main areas: Safety, Skilled Trades Living, Measurement and Calculation, and Tools and Materials.

### **CMT11AC - Communication Technology 11 ACAD**

This is a hands on course where students will develop skills used in the communications industry. Students will be immersed in the following units: Digital Photography, Graphic Design, Web Publishing, and Animation. Students will be using Google Apps for Education (Google Docs, Slides, Drive and Classroom), Adobe Photoshop, Illustrator, Dreamweaver, Flash and Audacity.

### **DES11 - Design 11 ACAD**

#### **Not recommended for Math Essentials students**

Through a series of hands-on problem solving challenges, students will explore a variety of technologies related to design. Emphasis is placed on student experiences that include: Fundamentals of Design, Design Elements & Principles, and the Design Process. Course topics may include hand sketching, 2D and 3D CADD, 3D printing, silk screening, plastic welding, jewelry design, pottery, CNC router signs, as well as a major design project of the student's choice. Additional topics may include wood carving, air-brushing, glass etching and welding. Students will use software such as SolidWorks, Adobe Illustrator and a variety of CNC utilities.

### **ELECTRO11 – Electrotechnologies 11 ACAD**

Electrotechnologies 11 enables students to gain an understanding of analog and digital electronic systems and discover how these technologies can be used to control mechanical systems (Mechatronics). Through hands-on challenges, students will learn about electronic prototyping and simulation software, circuit and systems design, arduino, electric motors, small gas engines, and robotics.

### **MFT11 - Manufacturing Trades 11 ACAD**

#### **Prerequisite: Skilled Trades 10**

Manufacturing Trades 11 provides students who successfully completed Skilled Trades 10 with an opportunity to explore modern manufacturing techniques. Students investigate careers in the field while working with the tools and processes of the machinist, metal fabricator, sheet metal worker and welder. Following the apprenticeship model, students in Manufacturing Trades 11 will spend approximately 20% of their time learning the theoretical, regulatory, and conceptual aspects of the manufacturing trades. The remaining 80% of the course is specifically task-oriented work in the trades. Specifically, students complete manufacturing-related trades skill-building projects. Students will be expected to develop physical skills, manipulate tools, and interpret project drawings.

### **PDT11 - Production Technology 11 OPEN**

The course will give student hands-on opportunities to manufacture a variety of products in the wood and metal labs using traditional and modern (CNC) manufacturing techniques. Emphasis is placed on safety in the workplace, while students learn to use woodworking and metalworking tools to mass produce and custom produce projects. Students will use the principles of design to design and build their own products. Students taking this course must have a mature respect for working safely with machines and be willing to strive for quality in design and workmanship.

### **TTR11 - Transportation Trade 11 ACAD**

#### **Prerequisite: Skilled Trades 10**

Transportation Trades 11 provides students with an opportunity to experience first-hand the daily realities of automotive service and repair. Students disassemble and reassemble an engine, perform maintenance, diagnose problems, study essential automotive systems and explore career opportunities in the transportation sector.

### **xARCHDES12 Architectural Drafting and Design 12 OPEN**

Students will use both hand instruments and computer aided design software to develop solutions to architectural design problems. Students will use Chief Architect to virtually present their design solutions, SolidWorks software for modelling design features. Some areas of study include hand-sketching, foundations, plot and floor plans, elevations, electrical and plumbing drawings, detail and sectional drawings. Students will also learn about isometric, orthographic and perspective drawings as well as construction techniques. **This course will only be offered every two years starting in 2022-2023.**

### **HTT12 - Home Trades Technology 12 GRAD**

This course provides a wide range of experiences and learning opportunities related to the building trades. Students will develop some of the skills and knowledge necessary to participate in the home construction industry. Major areas of study include the Imperial measurement system, construction systems, drywall, electrical systems, plumbing systems, environmental practices, safety, tools, and equipment. There is a math component in each unit of study. Safe practices are emphasized throughout the semester.

### **FVP12 - Film and Video Production 12 ACAD**

Lights, Camera, Action! Film and Video Production 12 introduces students to the exciting field of film making. Watch award winning films in class and learn techniques used by master film-makers. Learn camera shots, use audio and lighting equipment, and creatively edit video footage. Create a series of short films to develop visual storytelling skills.

### **MM12 - Multimedia 12 ACAD**

The course challenges students to create, manipulate, and critically reflect upon multimedia projects as members of a collaborative culture. Multimedia 12 consists of four modules: Creating and Manipulating Images, Creating and Manipulating Motion Graphics, Sound Recording and Editing, and a Collaborative Project. Students will create media in the form of print-based advertisements, animations, videos, computer games, audio recordings, and web sites. Multimedia 12 is an academic credit and meets either but not both of the requirements for a technology or fine arts credit; Multimedia 12 does not, however, qualify as the compulsory fine arts credit.

### **PDT12 - Production Technology 12 OPEN**

This course provides students with further opportunity to study in the field of production using traditional and modern (CNC) manufacturing techniques. Emphasis is placed on safety in the workplace, while students learn to use woodworking and metalworking tools to build projects. Students will set up a mock company, design, market, build and sell a marketable product. Students taking this course must have a mature respect for working safely with machines and be willing to strive for quality in design and workmanship.

### **COMPI2 – Computer Programming 12 ACAD**

**Prerequisite is to have completed Math CEC Pre-IB or Math 10**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within the computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows, and develop their own program or game as a course project.

**This will meet one of the “1 other from math, science, and/or technology” requirements for graduation.**