

Course Selection Guide

Island View High School

Grade 10 Students

2018 – 2019



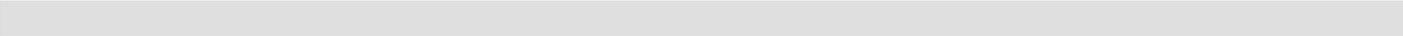
The purpose of this booklet is to provide students and parents with information regarding the first year of high school at Island View High School. We welcome you and encourage you to carefully read the provided information before choosing your courses.

The Student Services Office, sometimes referred to as the Guidance Office, will provide career and academic counselling as well as confidential personal counselling to students. We encourage students to visit their counsellor frequently during their years at Island View High School.

This booklet and the full course selection guide are both available online at the Island View High website- <https://ivh.hrsb.ca/>

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Island View High School Grade 10 Course Selection Guidelines for School Year 2018-19

The Importance of Course Selection

The transition from Junior to Senior High is a big and important step in a student's education and career/life planning. The goal is to plan a well-balanced high school program that fulfills graduation requirements and maximizes post secondary options. Achievement and success are clearly linked to appropriate placement in courses at the grade 10 level. Students and parents are encouraged to read this guide carefully and then use the worksheets on pages 20 - 21 to make tentative course choices for grade 10.

Please note that both this booklet and the full Course Selection Guide are available on-line at:

<https://ivh.hrsb.ca/>

Nova Scotia High School Diploma Requirements

- 18 credits are required to graduate
- 13 of the 18 credits are compulsory
- 3 English Language Arts (one at each grade level).
- 3 Mathematics (one at each grade level).
- 2 Sciences (a "first science" credit and 1 other - see course descriptions)
- 1 Canadian History course (Mi'kmaq Studies 11, Canadian History 11, Histoire du Canada 11F, or African Canadian Studies 11)
- 1 Global Studies (Global Geography 12, Global History 12, Histoire Planétaire 12F or Géographie Planétaire 12F)
- 1 Physical Education (from Phys Ed 10, Physically Active Living 11, Mode de Vie Actif 11F, Dance 11, Phys Ed 11, Yoga 11.)
- 1 Fine Arts (Art, Dance, Drama, Music Band/Vocals)
- 1 other credits from Technology, Mathematics, or Science,
- No more than 7 of the 18 credits may be from courses coded as Grade 10 and at least 5 must be from courses coded as Grade 12.
- **Only one credit will be given for a course in the same subject at the same grade level, although both will show on the student transcript. For example, if a student completes English Communications 12 and English 12, both will show on the transcript but it will only count as one credit toward the 18 credits required for graduation.**

Post-Secondary Admission Requirements

Listed below are the grade 12 courses 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: Academic or Advanced Courses are required; IB Programs differ

Bachelor of Arts

English + 4 other academic courses

Bachelor of Science

English, Pre-Calculus Math, 2 Sciences + 1 other academic course

Bachelor of Commerce (Business)

English, Mathematics (Academic within N.S., normally Pre-Calculus outside the province) + 3 other academic courses

Bachelor of Engineering

English, Pre-Calculus Math, Chemistry, Physics + 1 other academic course

Calculus is required for Science and Engineering in some universities outside of Atlantic Canada.

Bachelor of Computer Science

English, Pre-Calculus Math + 3 other academic courses

Bachelor of Nursing

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

Community College Entrance Requirements

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

Semesters, Course Load, and Timetable

In a semester school, the year is divided into two equal semesters. The semesters run as follows: first semester runs from September to the end of January and second semester runs from February to the end of June. Each semester has 4 blocks for scheduling classes – 8 blocks per year. During each semester grade 10 students take four courses, for a total of eight for the year. Each semester ends with a final examination period.

In the Island View High timetable, a student has one 75 minute class for each course every day (see timetable below).

Grade 10 students must have a full schedule of 8 credits. Students pick courses for the entire year. All courses offered are conditional upon adequate enrollment. Course selections in the spring for September should be considered final. All students are expected to follow their second semester timetables for courses assigned in September. So...choose carefully and wisely.

Repeating failed first semester courses in second semester should not be expected, as it may not be possible due to class sizes and staffing.

Timetable

The timetable for Island View High School has yet to be finalized. As soon as it is it will be posted online at:

<https://ivh.hrsb.ca/>

High School Credits

Definition of a credit: A credit is awarded in recognition of the successful completion of an approved course (a mark of 50% is considered a passing grade). A one-credit course is normally completed in a minimum of 110 hours of instruction - the equivalent of a 75 minute class every day for a full semester.

Credit Levels: Credits are organized according to level of difficulty, **Advanced** being the most difficult followed by **Academic**, **Open** and **Graduation**, in that order.

Students who plan to attend university must have a sufficient number of academic or advanced level courses throughout their years in high school, however it is normal and acceptable to have a number of open or graduation level courses on their transcript in addition to the higher level credits.

Registration

ASSESSMENT AND EVALUATION POLICY

Teachers will achieve balanced assessment of student learning by using a variety of assessment strategies. In the first week of the course, each student will receive a written outline of the assessment and evaluation plan, including units and values. The teacher will inform the students of any changes to the plan.

No single assessment event will be valued at more than 20% of the final mark. The school reviews its Communicating Student Learning document annually and copies are available through Student Services or online.

RETURN OF SCHOOL MATERIALS

All students are expected to care for the texts and other materials provided for their use, and to return those materials in good condition at the conclusion of the program.

ATTENDANCE

Student success is **directly linked** to attendance. Students are expected to attend all classes regularly.

THE LEARNING AND RESOURCE CENTRES

These centres provide support services for students who have been identified as requiring additional planning and support to meet their unique needs.

Curriculum is adapted to meet the needs of diverse learners. Teaching strategies, classroom organization, curricular content and assessment and evaluation techniques will be adapted to assist diverse learners in meeting provincial outcomes. If students with adaptations are not able to meet provincial outcomes, even with adaptations, an Individual Program Plan (IPP) will be developed. Parents/guardians will be involved in decisions regarding program adaptations and IPP's.

Special Programs

FRENCH IMMERSION

The Immersion Program provides opportunities for students to improve their ability to think and to communicate effectively in French as well as to 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. **All courses are conducted in French and students are expected to communicate exclusively in French.**

French Immersion students must complete 9 credits in French to receive their French Immersion Completion Certificate. Français 10F, 11F, and 12F are mandatory. Students must register for a minimum of 2 French Immersion courses per year.

The following French immersion courses will be available, on a rotation basis, at Island View High School

Grade 10	Grade 11	Grade 12
Français 10F Arts Dramatique 10F Sciences 10F Math 10F (2 credits)	Français 11F Biologie 11F Histoire du Canada 11F Mode de Vie Actif Tourisme 11F	Français 12F Biologie 12 Géographie Planétaire 12F Histoire Planétaire 12F

OPTIONS AND OPPORTUNITIES (O2 Program)

The goals of the “Options and Opportunities” Program are for students to develop a career plan, transition to community college, university, or youth apprenticeship, and to find satisfying work within Nova Scotia.

This program is about helping students make connections between what they are learning in school and post-secondary programs and/or work. The O2 program is offered to 20 students per year through an application and interview process. Normally, students enter the program in grade 10 but there may be opportunities to enter in grade 11.

In grade 10, approximately half of the courses are taken as a cohort. Two of these courses are Career Development and Community Based Learning, which are the core courses of the program in this year. Students participate in a number of out-of-school-learning opportunities and are expected to volunteer within the school and larger community.

In grade 11 and 12, approximately 25% of O2 classes are taken as a cohort in addition to participating in the Cooperative Education Program. Students identify possible career interests and are placed accordingly. Each CO-OP class they take is equivalent to 100 hours of Community Based Learning and is worth one high school credit.

Students who graduate from O2 will have fulfilled all graduation requirements and earned a high school diploma as well as an Options and Opportunities Certificate. In addition, they will have also graduated with a greater understanding of their skills, knowledge and strengths, a portfolio and career plan, a minimum of four co-operative education credits, and an understanding of the post-secondary options available at Nova Scotia Community College and through apprenticeship.

Upon completion of their third year, students receive priority seating in a program of their choosing at the Nova Scotia Community College.

Please Note: Registration in the O2 program requires a special application and interview process under the direction of the Junior High Counsellors. **Students wishing to apply to the O2 program should choose regular program courses during the course selection process, then request an application from their counsellor to pursue entry into the O2 program.**

Courses Available to Grade 10 Students

Program Area	Grade 10	Grade 11
 English Language Arts	English 10 Academic	
 Mathematics	Mathematics Essentials 10 Mathematics at Work 10 Mathematics 10 (Academic x 2 sem) Math 10F (Academic x 2 semesters)	
 Science	Science 10 Sciences 10F (Immersion)	
 Arts Education	Visual Art 10 Drama 10 Art Dramatique 10 Music (Instrumental Band) 10	Dance 11*
 Physical Education	Physical Education 10	Physically Active Living 11 Yoga 11 Dance 11*
 Social Studies	History 10	African Canadian Studies 11 Canadian History 11 Mi'kmaq Studies 11
 Languages	Core French 10	Core French 11/12
 Personal Development and Career Education	Career Development 10 Community Based Learning 10 (O2 Only) Skilled Trades 10	Child Studies 11
 Technology Related Education	Construction Technology 10 Exploring Technology 10 Family Studies 10 (will be taken as Food Preparation Service 10 and Textile Production 10—two half credits) Skilled Trades 10	Business Technology 11 Communications Technology 11 Design 11

* Dance 11 can be used as an Arts Education credit *or* a Physical Education credit, but not both.

Selecting Courses

Students will select a total of 8 credits plus 2 alternate choices. Please make sure that at least one of the 8 credits is a grade 11- coded course.

Required Core Grade 10 Courses

For a well-balanced high school program that will ensure graduation requirements are satisfied and post secondary options are maximized, students will select courses from the 5 required core program areas plus additional elective credit courses. Students will take a total of 8 credits. The 5 core program areas are:

- English Language Arts
- Mathematics (Academic courses count as 2 credits)
- Science
- Arts Education
- Physical Education

Selecting an English Language Arts Course:

ENGLISH 10 Academic 1.0 Credit

The English 10 curriculum emphasizes proficiency in the use of oral and written language through the examination of a variety of texts such as novels, plays, poems as well as films. From time to time, students may be asked to respond to text by representing their thoughts in such forms as visual arts, drama, music or video. This grade 10 course is flexible enough to accommodate a wide range of students' backgrounds, abilities, and interests. Students are given the chance to make some choices in selecting topics or works to explore. Some literature is studied collectively as a class and students are also required to choose independent books that are suited to their individual abilities and interests.

Students will write the Nova Scotia Exam or a teacher/department devised exam.

Selecting a Mathematics Course:

Students need to complete a minimum of 3 mathematics courses at different grade levels to graduate from high school in Nova Scotia. Post-secondary institutions (universities, colleges, professional and private institutions) have different minimum requirements for entrance to their programs and requirements for the same program may vary in different institutions. Therefore, it is important to check the institution's calendar or website for verification.

The following are some suggested routes through high school mathematics depending on initial competency and post-secondary plans.

Suggested Routes through High School Mathematics

Grade 10	Grade 11	Grade 12
<i>For students who may not have met the grade 9 mathematics outcomes and plan to pursue a post secondary program that does not have a mathematics pre-requisite:</i>		
Mathematics Essentials 10	Mathematics Essentials 11	Mathematics Essentials 12
<i>For students who have difficulty in math but has met the grade 9 mathematics outcomes and plan to pursue a post-secondary program that does not have a mathematics pre-requisite:</i>		
Mathematics at Work 10	Mathematics at Work 11	Mathematics at Work 12

<i>For students who have met the grade 9 mathematics outcomes and plan to pursue a post-secondary program that has a mathematics pre-requisite of Academic Mathematics 12: (Example: Commerce*and Nursing)</i>		
Regular Program: Mathematics 10 Academic (X 2)	Mathematics 11 Academic (may be taken as a one-semester course or a two-semester course)	Mathematics 12 Academic
<i>For students who have met the grade 9 mathematics outcomes and plan to take a post-secondary program that has a mathematics pre-requisite of Pre-Calculus 12: (Example: Science, Mathematics, Computer Science, Engineering and Commerce*)</i>		
Regular Program: Mathematics 10 Academic (X2)	Mathematics 11 (Academic) (1 st sem) Pre-Calculus 11 (2 nd sem)	Pre-Calculus 12 Calculus 12 (Optional)

* Please Note: For a university Bachelor of Commerce (Business) program, Nova Scotian universities generally require only Academic Math 12, whereas outside of Nova Scotia Pre-calculus Math 12 is usually required.

Important Information Regarding the Selection of a Math Course

Students will be registered in the math course for which they have been recommended by their Junior High School. It is important that a student take the recommended math course in grade 10 given that the natural increase in academic level, combined with the pace of semestering, can make achieving success in mathematics very difficult. It should be noted that selection of a math level which is too difficult for the student's current ability level could result in not achieving a grade 10 math credit in first year—thus limiting the student's options for the remainder of her or his high school years.

Students who wish to take a higher level of math than what they are recommended for are encouraged to do so in Grade 11 providing they have met with success in grade 10. For example, if a student is very successful in Math at Work 10 and wants to move up to the academic stream they would accomplish Math 10, 11, and 12 academic over their grade 11 and 12 years.

Students who still want to try a higher level of math in their grade 10 year must have a parent/guardian sign the disclaimer on the back of the course selection sheet.

Please Note: Due to course class caps, students usually are not able to switch out of the higher level math course second semester if they change their minds, thus the recommendation is that the upgrade be done in Grade 11.

MATHEMATICS ESSENTIALS 10

Graduation

1.0 Credit

This course provides students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their own world and will become more confident in their mathematical abilities. Students will explore mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

Prerequisite: Grade 8 Mathematics and recommendation from the Grade 9 Mathematics Teacher

MATHEMATICS AT WORK 10

Graduation

1.0 Credit

This course provides students with the mathematical understanding and critical thinking skills identified for direct entry into the work force or for entry into programs for student that do not require academic mathematics. Students will explore measurement, area, Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

Prerequisite: Grade 9 Mathematics

MATHEMATICS 10 and 10F**Academic****2.0 Credits**

This course provides students with the academic mathematics which is a pre-requisite for all other academic and advanced mathematics courses. Students should have a solid understanding of mathematics from their junior high years. Students will explore measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

Prerequisite: Good to excellent performance in relation to the curriculum outcomes prescribed for Grade 9 Mathematics.

Selecting a Science Course:

SCIENCE 10 (English) / SCIENCES 10F (French Immersion)**Academic****1.0 Credit**

In Science 10, students are given an opportunity to explore foundation topics in four disciplines of science - biology, chemistry, meteorology and physics - in four separate units of study. Within each unit the students practice and strengthen the skills required to participate in the activities of science, and develop an understanding of concepts within that science discipline. An exploration of the relationship among science, technology, society, and the environment, provides a unifying theme across the four areas of science. Broad topical areas include: sustainability of ecosystems; chemical reactions; weather dynamics; and linear motion. This course serves as a foundation for further studies in science, particularly in biology, chemistry and physics.

This course qualifies as a “first science” credit.

Selecting an Arts Education Course:

DANCE 11**Academic****1.0 Credit**

Dance 11 is designed for all students, with or without previous formal dance training, and builds on student's experiences in dance throughout the physical education curriculum, grade primary to nine. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others. In this course students explore a range of dance styles, create and present dance sequences, respond critically to their own dance works and those of others, and make connections with dance in local and global contexts, both past and present. Students also have opportunities to examine the connections between dance and other art disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society.

This course will satisfy the fine arts OR physical education provincial graduation requirement.

DRAMA 10 (English) / ARTS DRAMATIQUE 10F (French Immersion)**Academic****1.0 Credit**

Drama 10 is an introductory course designed for students who would like to learn more about drama and theatre arts. The focus of this course is the personal, intellectual, and social growth of students as they explore a variety of dramatic styles, techniques and forms. The course entails in-class exercises to develop concentration, self-confidence, imagination, openness and sensitivity. Students will experience improvisation, work with scripted plays and some script writing, character development and role-playing as well as various technical aspects of the theatre. This is an activity-based class, requiring collaborative participation.

VISUAL ARTS 10**Academic****1.0 Credit**

Visual Arts 10 is designed to familiarize students with the central components of fine art through material and tool manipulation, skill development, informal Art History and visualization exercises. Drawing and use of colour, through realistic forms, are two major components of student work.

MUSIC

MUSIC INSTRUMENTAL BAND 10 Academic 1.0 Credit

The **Band 10** course is designed for students who play a concert band instrument. Students enrolled in this course typically start learning a band instrument in either grade six or seven and have continued to play in a concert band throughout their junior high years.

Students will be expected to attend Band rehearsals and instrumental class each week. Please note that some of these rehearsals may occur outside of the school schedule. In addition to studying music repertoire, students will also be given instruction in theory concepts as part of their coursework.

Selecting a Physical Education Course:

General Goals

The general goals of the program are to have students:

- enjoy and appreciate the short and long term benefits of involvement in regular physical activity
- develop an understanding and appreciation of physical fitness
- increase knowledge, skill level and leadership in a variety of physical activities with emphasis on lifetime skills
- provide an opportunity for social growth and interaction in a variety of activity related settings

Activity Units The program is divided into a number of activity units ranging from team sports to individual activities depending upon the staff and facilities. The following are some of the activities that may be offered: team sports, racquet sports, fitness concepts and activities, track and cross-country, theory concepts, and outdoor education activities & initiatives.

Evaluation: In evaluating each student, the physical education staff will be placing an emphasis on personal improvement and on participation rather than on a high level of skill development. This process will allow each student to participate in each activity at the skill level that is appropriate.

DANCE 11 (Co-ed) Academic 1.0 Credit

Dance 11 is designed for all students, with or without previous formal dance training, and builds on student's experiences in dance throughout the physical education curriculum, grade primary to nine. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others. In this course students explore a range of dance styles, create and present dance sequences, respond critically to their own dance works and those of others, and make connections with dance in local and global contexts, both past and present. Students also have opportunities to examine the connections between dance and other art disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society.

This course will satisfy the fine arts OR physical education provincial graduation requirement.

PHYSICAL EDUCATION 10 Open 1.0 Credit

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 10 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. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life. The course is divided into (4) four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

This course will satisfy the physical education provincial graduation requirement.

PHYSICALLY ACTIVE LIVING 11 (English) / MODE DE VIE ACTIF 11F (French Immersion)(Co-ed)
Open **1.0 Credit**

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 will satisfy the physical education provincial graduation requirement.

YOGA 11 (Co-ed) **Open** **1.0 Credit**

Yoga 11 will introduce students to various styles and characteristics of yoga. It is an expectation that students will develop a lifelong personal practice of yoga 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 can be applied 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.

This course meets the requirements for a physical education credit. There is no pre-requisite.

Selecting Electives:

After selecting courses from the core program areas, choose the remaining 2 or 3 courses from the list of Electives to total 8 credits. **Students are encouraged to consider additional fine arts or physical education courses as electives where appropriate.** Reflect on your future career goals and personal interests when choosing electives.

Social Studies Electives:

- Students may select one or more Social Studies courses in Grade 10. Choices include African Canadian Studies 11, Canadian History 11, History 10, and/or Mi'kmaq Studies 11.
- Students entering Grade 10 should not feel compelled to immediately fulfill the compulsory Canadian History course requirement by taking African Canadian Studies 11, Canadian History 11 or Mi'kmaq 11. A Nova Scotia diploma requires the successful completion of a Canadian History course and a Global History or Global Geography credit in grade 12. Although a number of the history and geography courses at the grade 10 and 11 levels are not compulsory, they enhance the opportunity for academic success in the grade 12 global courses.

AFRICAN CANADIAN STUDIES 11 **Academic** **1.0 Credit**

The African Canadian Studies course will introduce students to: the vast historical experience of African Peoples; the African diaspora; the African Nova Scotia experience; the contributions of people of African descent to the world. Presented in a challenging, dynamic, and interesting manner, the course will equip students with a sound understanding of the experiences, local achievements and contribution of people of African descent. Students will discuss the geographical, historical, economic, political and social experiences, struggles and life stories of a people who have contributed to world history.

This course fulfills the provincial Canadian History graduation requirement.

(CANADIAN) History 11**Academic****1.0 Credit**

Note: All students must have a CHS11AC, Mi'kmaq 11, Gaelic 11, or ACS11AC credit in order to graduate with a high school diploma in Nova Scotia.

The Canadian History course follows both a chronological and thematic approach to the study of continuing or persistent questions in the history of Canada. The questions that the course will address are as follows:

1. Globalization - what has been Canada's place in the community of nations and what should Canada's role be?
2. Development - How has the Canadian economy evolved to meet the needs and wants of the Canadian people?
3. Governance - Have governments, past and present in Canada been reflective of Canadian societies?
4. Sovereignty - How have the struggles for sovereignty defined Canada?
5. Justice - How has Canada struggled for a just and fair society?

Within this course there is a requirement for mandatory independent study.

This course fulfills the provincial Canadian History graduation requirement.

HISTORY 10 (English)**Academic 1.0 Credit**

This course focuses on ancient/medieval history and allows students the opportunity to develop an understanding of the concept of civilization through the examination of the origins of civilization and a comparison of some civilizations that have contributed to the nature of the modern world. There are five broad chronological divisions in the course: The Evolution of Human Beings, the Birth of Civilizations, Egypt, Greece, and Rome. Each of these divisions can be considered from a number of points of view including geography, archaeology, society, language, religion and politics. Development of Social Studies skills, such as researching, writing essays and analysis of documentary evidence will be emphasized.

MI'KMAQ STUDIES 11**Academic****1.0 Credit**

The Mi'kmaq Studies course will provide all students with an understanding of historical and contemporary issues in Mi'kmaq society. The course will consider the cultural, social, spiritual, and political events, trends, and traditions in the history of the Mi'kmaq. The course will use an issue-based approach and will consider broad concepts such as justice, self-determination, political autonomy, education and schooling, the family, social and political organizations, native rights, spiritual principles, and personal/group identity. Students will analyze historical and contemporary issues in Mi'kmaq society, which will enable them to achieve a greater understanding of and respect for Mi'kmaq contributions to society.

This course fulfills the provincial Canadian History graduation requirement.

Languages Electives:**FRANÇAIS 10F (French Immersion)****Academic****1.0 Credit**

This immersion course is designed to improve French mastery and expression. Students listen to and speak French in varied situations, and in studying a variety of documents. Reading experience includes articles, poems, short stories and novels. Writing activities cultivate accuracy of form, and explore procedures that best present information, record notes, and express feelings. Classroom interaction is integral to the course, such that active participation is the key to success.

CORE FRENCH 10**Academic****1.0 Credit**

Grade 10 French focuses on oral comprehension and developing basic oral communication skills. Students will spend a lot of classroom time listening to the instructor and responding to basic questions about their own lives, short texts they have read or films that they have watched. Students will develop more confidence using basic structures including regular verbs and many common irregular verbs.

CORE FRENCH 11**Academic****1.0 Credit**

In the Grade 11 program students are challenged to further develop speaking and listening skills through group discussions and debates.

Problem-solving activities, interviews and presentations. Emphasis is placed on analyzing the form of the language and using language in meaningful contexts. New language structures are studied in the context of such themes as school life, career plans, the media, the arts, social and technological trends and recreation.

CORE FRENCH 12**Academic****1.0 Credit**

French 12AC is a continuation of the FRE11AC program. Students are challenged to further develop speaking and listening skills through group discussions and debates, problem-solving activities, interviews and presentations. Emphasis is placed on analyzing the form of the language and using language in meaningful contexts. New language structures are studied in the context of such themes as school life, career plans, the media, the arts, social and technological trends and recreation.

Technology Related Electives:**BUSINESS TECHNOLOGY 11****Academic****1.0 Credit**

Business Technology 11 involves an introduction to business practices and concepts through technology. This course introduces students to a range of business productivity software tools and their applications (word processing, spreadsheets, and desktop publishing). Business Technology 11 offers students the opportunity to develop a basic proficiency in touch keyboarding, integrate touch keyboarding skills with skills in document processing and design, create spreadsheets to manage data, apply the principles and practices of desktop publishing to design and produce documents, and become confident and purposeful users of business productivity software. The course consists of the following project-based modules: touch keyboarding, document processing, spreadsheets, desktop publishing, and business technology fundamentals (including personal management, teamwork, social responsibility and ethics).

CONSTRUCTION TECHNOLOGY 10**Open****1.0 Credit**

The purpose of this course is to help the student understand all aspects of construction (how it is organized, how it is controlled, its impact on society and the opportunities it offers). The student will study the basic concepts of frame house construction and its relationship to the building industry, emphasizing building terms, building practices, building materials and the practical applications. Students build one small individual project of their choice then design a cottage floor plan and build a model of the cottage. Students who would like to focus more on individual projects should consider registering for Production Technology 11 where the curriculum involves more project work.

EXPLORING TECHNOLOGY 10**Academic****1.0 Credit**

The Exploring Technology 10 curriculum is designed for all students at the grade 10 level. It is a full-credit academic course and is an eligible technology credit to meet graduation requirements. It is a launching pad for subsequent years in high school as well as for career pathways in Trades and Technology. Exploring Technology 10 is recommended for students of all learning levels and is not a prerequisite for other technology education courses.

The course is comprised of one mandatory module (Introduction to Technology) and three other modules from the following offerings: Green Technology; Media Design Technology; Control Technology; Engineering Systems Technology; Exploring Trades Technology courses. Examples of projects are Digital Photography, Robot design/competition, and designing/creating submersibles.

FAMILY STUDIES 10**Open****1.0 Credit**

Family Studies 10 is comprised of two units:

Unit 1 - Foods for Healthy Living:

Energy, growth, and health are affected by healthy food choices. Students will plan and prepare meals that complement a healthy lifestyle. The course will explore how lifestyle choices and food availability affect diet and students will learn to identify nutrition issues that require dietary modifications. The impact of food marketing and advertising on people's food choices will be addressed.

Unit 2 – Textile Production:

Students will develop and practice skills in working with textiles with the goal of creating personalized items. Students examine the impact of technology on the clothing consumer and the fashion industry. Technology will be used to produce textile projects and to help students develop basic skills in textile and clothing maintenance. Remodeling, redesigning, and recycling textiles encourage individual creativity and environmental consciousness.

COMMUNICATIONS TECHNOLOGY 11**Academic****1.0 Credit**

Communications Technology 11 involves using a hands-on, minds-on approach to electronic, print, and web communication concepts. Students will be provided with hands-on activities at an introductory to intermediate level in a broad spectrum of technological concepts, both in traditional media and new media in the areas of photography, technical design, graphic design, video production. By the end of the course students are able to use a range of technological tools, processes and applications, integrate communications technology with other academic disciplines, design and create communication materials that solve technological problems, and explain the consequences of technology and how it affects society.

DESIGN 11**Academic****1.0 Credit**

Students will work independently and as part of design teams to explore design in a range of practical contexts using various technologies to develop solutions to design problems and to conduct inquiries into design issues. This course focuses on design problems in the areas of Architecture, Interior Design, Research and Development, and Graphic Design. Modules covered include Fundamentals of Design, Design in the Built Environment, Communications Design, Product Design, and a Design Project.

SKILLED TRADES 10**Academic****1.0 Credit**

As the introductory part of the new Skilled Trades Program, this course is designed for students who want to have an introduction to Skilled Trades with no specific trade concentration. This course is designed to attract a broad range of students and each class size is limited to 16 students for safety reasons. The focus will be on research into the trades as a life choice; basic hand tools, dexterity/hand-eye co-ordination/balance; trades-specific math; measurement; document use; communication; and working with others. A student, having successfully completed Skilled Trades 10, and upon registration as an apprentice, will be credited the actual hours worked under the supervision of the teaching certified journeyman, and will be eligible to continue with the next phase of the Skilled Trades program.

Other Electives:**CHILD STUDIES 11****Open****1.0 Credit**

This course is designed to help students appreciate the importance of the parenthood decision and recognize the many factors and responsibilities involved. Topics included are fetal development, nutrition during pregnancy, exercise, drug & alcohol use and some complications of pregnancy. Focus is placed on the normal physical, emotional and mental development of the infant, toddler, and preschooler. Special emphasis is placed on proper nutrition of both mother and infant, importance of play, safety, guidance and discipline, as well as requirements of children with special needs. The course includes lectures, guest speakers, films and practical experience. Students are required to participate in individual and group projects.

Selecting Two Alternate Courses:

Select two additional elective courses as alternates. These will be used in case of scheduling difficulties or course conflicts.

Resource and Learning Center Students

- Students on adaptations who have been receiving resource support will register for a full course load - 8 courses plus 2 alternate courses. The type and degree of resource support will be determined by literacy and numeracy assessments early in September.
- Students on IPP's will register for a full course load - 8 courses plus 2 alternate courses. The level of support will be discussed at transition meetings and course selection may be adjusted in September if it is determined that the student will receive scheduled Learning Center time.
- Learning center students with an EPA allotment who are candidates for the Skills Development program will be scheduled on an individual basis through a collaborative process between Junior High staff, Cole Harbour District High Student Services staff, and the parents/guardians.

Grade 10 students must take 8 courses (composed of English, Math, Science, Arts Education, and Physical Education) plus 3 electives. Make sure at least one course of the eight is coded as grade 11. Write your choice from each section in the boxes provided.

Program Area	Courses	My Choice:
Step 1: Select an English course	English 10	1. <i>English 10</i>
Step 2: Choose an appropriate Math course	Math Essentials 10 Math at Work 10 Math 10 Academic (Two semesters can yield Two Credits) Math 10F (Two semesters can yield Two Credits)	2.
Step 3: Select a Science course	Science 10 Sciences 10F (FI)	3.
Step 4: Select an Arts Education course	Art 10 Dance 11 Drama 10 Art Dramatique 10F Music (Band) 10	4.
Step 5: Select a Physical Education course	Dance 11 (if not selected as an Arts course) Mode de Vie Actif 11F Physical Education 10 Phys. Active Living 11 Yoga 11	5.
Step 6: Choose 3 elective credits from the courses listed on the right or from Arts Education or Phys Ed	African Canadian Studies 11 Business Technology 11 Canadian History 11 Child Studies 11 Comm. Tech. 11 Core French 10/11/12 Construction Tech. 10 Design 11 Exploring Tech. 10 Family Studies 10 Français 10F (FI) History 10 Mi'kmaq Studies 11 (Can. Hist. credit) Skilled Trades 10*	6.
		7.
		8.
	Alternate Course #1	
	Alternate Course #2	

Notes:

- All students will have 8 credits in total. Try to ensure one is coded grade 11.
- If in step 2 you chose Math 10 Academic, write "Math 10 Elective" in one of the Step 6 elective spaces to designate the second credit.
- Students may take additional Arts Education or Physical Education courses as elective credits.
- French Immersion students must choose Français 10F as an elective credit, and be taking at least 2 French Immersion courses.
- *Students choosing *Skilled Trades 10* will be interviewed.
- As space is limited, choosing two alternates you would want to take is VERY important because one of them may become your 8th course.

What will I be when I “grow up” ...

Tough question? You Bet!

Check out the Career Exploration website below to find careers that are a good match for your interests, skills and abilities, and where to go to get the training you will need to follow a particular career path.



A comprehensive education and career/life planning program where students can explore and see which College, University, Apprenticeship and Work Sector options they are eligible to pursue, including information about entrance requirements, salary, career outlook and personal suitability.

**Students can set up an account at:
www.myblueprint.ca**
