

# Cobequid Educational Centre

## Course Selection Guide 2024-25



**ALL COURSES ARE SUBJECT TO  
CHANGE PENDING ENROLMENT  
NUMBERS. INSUFFICIENT  
ENROLMENT, LACK 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.**

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# GENERAL INFORMATION

## MESSAGE TO STUDENTS

It is necessary to register for courses for the 2024-25 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. All students 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

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 according to the Provincial Attendance and Engagement Policy.

In order to earn a course credit in high school, students are expected to be present for at least 80 per cent of class time. A teacher can recommend loss of credit when a student has missed 20 per cent of class time due to any absences, and strong efforts have been made to improve the student's attendance, but no improvement has been demonstrated by the student. Upon receiving the recommendation of a teacher, and working in consultation with the teacher and other school staff as appropriate, the principal and/or vice-principal will make the final decision around loss of credit. The principal and/or vice-principal are responsible for communicating the decision to the student and family. Students who lose credit(s) due to absenteeism are not eligible for credit recovery for that course. The attendance policy can be found at:

<https://www.ednet.ns.ca/docs/provincialstudentattendanceandengagementpolicy.pdf>

## CHANGES IN COURSE SELECTION FOR 2024-2025: Deadline is April 5, 2024

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 are expected to take seven or more courses. Grade twelve students are expected to take a minimum of three courses each semester of enrollment. Students who drop a course after the first two weeks of that course will have a WD show up on their report card as a final grade.
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. Students will not be permitted to enroll in a different course once two weeks of the semester have passed.
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 5, 2024),** it may not be possible to change requested courses.
6. **Course Changes in IB courses must be done in consultation with the IB counsellor or the IB Coordinator.**

## 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 recommended prerequisites. If a course has a recommended 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 March 22, 2024.**

## 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. 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

#### **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.*

### **Community College Entrance Requirements:**

**The majority of programs require a high school diploma or equivalent.**

**The following is a list of some programs that require academic math and/or science:**

-Aircraft maintenance, civil engineering technology, dental assisting, electrical technician, medical laboratory technology, pharmacy technician, practical nursing

**The full list of programs and pre-requisites can be found at: <https://www.nsc.ca/programs-and-courses/programs/programs-by-admission-requirements/index.asp>**

### **COURSE LOAD**

All grade 10 students must register for **eight** courses; grade 11 students must register for at least **seven** 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 should register for the following courses: a grade 10 English course; a grade 10 Math course; 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**

School Sport Nova Scotia (SSNS) regulations require student athletes to be enrolled in a **minimum of three courses each semester** to be deemed eligible to compete in school sports. Students enrolled in two or fewer courses are not considered full-time students and are ineligible for participation in SSNS 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, Biology/Biologie, Chemistry, or Physics, and one other approved science course.
- 1 Other from Science or Technology, such as: Housing and Design 12, and any courses listed under science, or technology departments. (The second credit from Math 10 or Pre-IB Math 10 counts as the 1 other from science or technology. Other courses that count are marked by an asterisk in the course table.)

## ***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: Mi'kmaw Studies 11, African Canadian Studies 11, or Contemporary Canadian Studies 11/Études canadiennes contemporaines 11.
- 1 Global Studies: Global Geography 12/Geographie Planetaire 12, Global History 12/Histoire Planetaire 12 or Global Politics 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: <https://www.ednet.ns.ca/cbl/personal-development-credits>

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, Mikmaq, 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 are 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** - For some students, the provincial learning outcomes may not be applicable or achievable, even with adaptations. In that case, the student planning team (SPT) works collaboratively to develop an individual program plan (IPP). An IPP changes the prescribed 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 (Grades 10-12):**

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 (minimum of 6 courses).
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 maybe 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 with Distinction (Grade 9):**

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 all courses taken in the current year) is 720 or higher, provided the main language mark (French Immersion, Integrated French, English Language Arts) for the current grade is 80% or higher.

## **Honours (Grades 10-12):**

A student qualifies for Honours if:

1. The student has passed all courses in which they were enrolled for the current school year (minimum of 6 courses).
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, Mathematics 10 and English 10+ may be used twice.

## **Honours (Grade 9):**

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 all courses taken in the current year) is 680 or higher, provided the main language mark (French Immersion, Integrated French, English Language Arts) for the current grade is 80% or higher.

### **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.**

# COURSE LIST

Program Area	Grade 10	Grade 11	Grade 12
<b>Academic Support/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
<b>Career Exploration Program (CEP)</b>	Career Development 10	Building System Technology 11 Business Technology 11 Dining Guest Services 11	Building System Technology 12 Building System Maintenance 12 Food Science 12 Dining Guest Services 12
<b>Co-Operative Education</b>			Co-Operative Education 12
<b>English</b>	English 10 English 10 Plus Language and Literature 10	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>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	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>Mathematics</b>	Math 10 Math at Work 10 Math Essentials 10 Math CEC Pre-IB 10	IB Math: Ana and App 11 HL IB Math: Ana and App 11 SL IB Math: App and Int 11 SL Math 11 Math at Work 11 Math Essentials 11 Pre-Calculus 11	Calculus 12 IB Math Ana and App 12HL IB Math Ana and App 12SL IB Math App and Int 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 62		

<b>Physical Education</b>	Physical Education 10	Mode De Vie Actif 11 Physical Education 11 Physical Education Martial Arts 11 Physically Active Living 11 Physically Active Living 11 Female Yoga 11	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 Agriculture/Agrifood 11 Biologie 11Imm Biologie Avancée 11 Imm Biology 11 Chemistry 11 Human Biology 11 IB Biology 11 IB Chemistry 11 IB Physics 11 Oceans 11 Physics 11	Biologie 12 Imm Biologie Avancée 12 Imm Biology 12 Chemistry 12 Exercise Science 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 Literacy</b>	Social Relationships 10	Social Literacy and Technology 11	
<b>Social Studies</b>	Geography 10 Histoire CEC BI Prép 10 IMM Histoire CEC BI Prép 10 INT History 10 History CEC Pre-IB 10	African Canadian Studies 11 Contemporary Canadian Studies 11 Economics 11 Études canadiennes contemporaines 11 IMM IB Geography 11 IB History 11 IB Histoire 11 Mi'kmaw Studies 11	Comparative World Religions 12 Géographie Planétaire 12 IMM Géographie Planétaire 12 INT Global Geography 12 Global History 12 Global Politics 12 Histoire Planétaire 12 IMM Histoire Planétaire 12 INT IB Geography 12 HL IB Geography 12 SL IB History 12 HL IB Histoire 12 SL Law 12 Psychology 12 Sociology 12
<b>*Technology</b>	Construction Technology 10 Exploring Technology 10 Service Trades 10 Skilled Trades 10	Communication Technology 11 Construction Trades 11 Design 11 Manufacturing Trades 11 Production Technology 11 Transportation Trade 11	Audio Recording and Production 12 Computer Programming 12 Film and Video Production 12 Construction Technology 12 Multimedia 12 Production Technology 12 Textile 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 science 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 9.

# **ACADEMIC SUPPORT**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Academic Support (non-credit)	Academic Support (non-credit)	Academic Support (non-credit)
Learning Strategies 10	Learning Strategies 11	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 their Student Planning Team (SPT), in collaboration with subject teachers and parents. Our Resource Centre contains many resources that are available to students and teachers.

This course will appear as “Study\_Library” on student schedules. Regular attendance in this course is expected.

## **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 Student Planning Team (SPT) in collaboration with subject teachers and parent/guardian.

## **LRNST11 - 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**

Grade 10	Grade 11	Grade 12
	Accounting 11	Accounting 12
		Entrepreneurship 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. *This course is suggested for academically strong grade 9 mathematics students only.*

## **ACC12 - Accounting 12 ACAD**

### **Recommended 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 startup, 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?

# **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 in grades 11 and 12, 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 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 March 8, 2024 and a follow-up interview prior to admission to this program.** The following is a list of shop options:

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**

<u><b>Grade 10 Year</b></u>	<u><b>Grade 11 Year</b></u>	<u><b>Grade 12 Year</b></u>
English 10	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
Career Development 10	Physical Education 11	Global Geography 12
Physically Active Living 11	Oceans 11	
Science 10	Mi'kmaw Studies 11	
Music 10		
<b>AND</b>	<b>AND</b>	<b>AND</b>
Service Trades 10 Food Technology 10/Food Preparation Services 10	Business Technology 11 Entrepreneurship 12 CO-OP 11	Food Science 12 Dining Guest Service 12 CO-OP 12 (2)
<b>OR</b>	<b>OR</b>	<b>OR</b>
Skilled Trades 10 Building System Technology 11	Transportation Trade 11 Manufacturing Trades 11 CO-OP 11	Building System Technology 12 Building System Maintenance 12 CO-OP 12 (2)



**FDTCH10 - Food Technology 10 OPEN**

Food Technology 10 is an exciting course in which students explore food technology for the home and industry. This course takes students from a historical perspective to understanding current technology and encourages them to anticipate future developments in food preparation, food preservation, and consumer practices. Each unit has both a theory and a practical component. Students sample foods prepared using various technologies and examine issues such as genetic modification, organic food production, and the impact of kitchen and industrial food technology on families and the environment

**CD1910 - Career Development 10 OPEN**

Career Development 10 is a full-credit course designed to build on the knowledge and skills developed in Healthy Living, Grades 7, 8, and 9. Students will further explore communication and teamwork skills, decision-making skills, and healthy participation and interaction within their communities. They will continue to develop their concept of their place in the world of work as they add to their understanding of workplaces and their readiness to enter them. They will learn how to refine their career plans as their knowledge grows and their priorities change. They will build on their knowledge of themselves as consumers and managers of their personal finances.

**BUSYT11 - Building Systems Technology 11 OPEN**

Building Systems Technology 11 provides a wide range of experiences and learning opportunities related to property services. As a result of this course, students will develop some of the skills and knowledge necessary to participate in the construction and services industries. The course is designed to meet the needs of a great range of learners, including those who may proceed to post-secondary education in these and other fields as well as those who will be seeking direct entry into the workforce following high school graduation.

**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.

**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.

**DNGS11 - Dining Guest Services 11 OPEN**

Dining Guest Service 11 provides a wide range of experiences and learning opportunities related to the food service industry. As a result of this course, students will develop some of the skills and knowledge necessary to participate in the food service industry. The course is designed to meet the needs of a great range of learners, including those who may proceed to post-secondary education in this and other fields as well as those who will be seeking direct entry into the work force following high school graduation.

**BTEC11 - Business Technology 11 OPEN**

Business Technology 11 provides students with opportunities to investigate the range of careers and employment opportunities that exist in the expanding communications and business sectors, to develop some basic skills, and to explore the range of roles and workplaces where the creating of business documents is a core activity.

**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 startup, 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.

**FDSCI12 - Food Science 12 OPEN**

Food Science 12 satisfies the second science requirement for high school graduation. Food Science 12 explores many relevant scientific issues about food safety and preservation as well as nutritional values of foods and food commodities. Food science 12 is designed to be a hands-on exploration and thus, scientific laboratory work is integral.

**DNGS12 - Dining Guest Service 12 OPEN**

Dining Guest Service 12 provides a wide range of experiences and learning opportunities related to the commercial food service industry. Students will build on the skills and knowledge acquired in Dining Guest Service 11 so as to participate in and take leadership roles in the food service industry. The course is designed to meet the needs of a great range of learners, including those who may proceed to post-secondary education in this and other fields as well as those who will be seeking direct entry into the work force following high school graduation. Commercial Food Preparation 11 or its equivalent is a prerequisite to this course.

**BUSYT12 - Building Systems Technology 12 OPEN**

Building Systems Technology 12 provides a wide range of experiences and learning opportunities related to property services. As a result of this course, students will develop some of the skills and knowledge necessary to participate in the construction and services industries. The course is designed to meet the needs of a great range of learners, including those who may proceed to post-secondary education in these and other fields as well as those who will be seeking direct entry into the workforce following high school graduation.

**xBUSYM12 - Building Systems Maintenance 12 OPEN**

Building Systems Maintenance 12 provides a wide range of experiences and learning opportunities related to property services. As a result of this course, students will develop some of the skills and knowledge necessary to participate in the maintenance of commercial building systems. The course is designed to meet the needs of a range of learners, including those who may proceed to post-secondary education in this and other fields as well as those who will be seeking direct entry into the work force following high school graduation.

# **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 22, 2024.**

# ENGLISH

Grade 10	Grade 11	Grade 12
English 10	English 11	English 12
English 10 Plus	English 11 Advanced	English 12 – African Heritage
Language and Literature 10	English Communication 11	English 12 Advanced
	IB English 11	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.

## **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 NSEED Grade 10 provincial exam.

## **EN10P - English 10 Plus ACAD 2 credits**

English 10 Plus is one of three 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, English 10 Plus or Language and Literature 10 before being offered a choice of English courses in grades 11 and 12. All students will write the NSEED Grade 10 provincial exam.

## **LAL10 – Language and Literature 10 ACAD**

See IB section of the guide

## **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. 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.

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

#### **Recommended 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.

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

#### **Recommended Prerequisite: A mark of 80% in English 10 or Language and Literature 10**

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. 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.

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

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

Students who are successful with English 12 should have the language skills required to be successful at university. This course is a continuation of the types of reading and writing undertaken 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 that demonstrate their 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.

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

#### **Recommended 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 that demonstrate their 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 be completed through the IB Co-ordinator***

**IBENG11 - IB English 11**

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

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

# **FAMILY STUDIES**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Food in Society 10 (0.5)	Child Studies 11	Canadian Families 12
Food for Healthy Living 10 (0.5)		Food Studies/Hospitality 12
		Health & Human Services 12
		Housing & Design 12

## **FDSY10/FDHLV10 – Food in Society 10/Food for Healthy Living 10 OPEN**

<p><b>What is Food in Society 10?</b> 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> 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, skills for working with others, and professionalism. 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>
<p><b>How will I learn and be assessed?</b> 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. Process is more important than final product.</p>	<p><b>How will this course benefit me in the future?</b> 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 as your own, express themselves, and their culture through food, will help you become more educated and tolerant of others.</p>
<p><b>What is Food for Healthy Living 10?</b> 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> 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). The majority of this course involves 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><b>How will I learn and be assessed?</b> 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. Process is more important than final product.</p>	<p><b>How will this course benefit me in the future?</b> 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>

Both **Food in Society 10** and **Food for Healthy Living 10** are taught together, each worth 0.5 credit, for a total of 1.0 credit. You must register for both courses.

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

<b>What is Child Studies 11?</b> This course is designed to allow students explore the meaning and implications of responsible parenthood.	<b>What will I learn in Child Studies 11?</b> It is designed to help you acquire current information regarding reproduction, pregnancy, and childbirth, to help you explore significant issues of early childhood; and to help you apply the understanding of child development to the care and guidance of children.
<b>How will I learn and be assessed?</b> In addition to in-class assignments, the course includes caring for “Baby Think It Over” infant simulators, as well as planning, setting up, and running a mini play school.	<b>How will this course benefit me in the future?</b> It will allow you to gain awareness of the roles, responsibilities, challenges and joys of caring for children if you enter a child-care profession or become a parent.

### **CANFAM12 - Canadian Families 12 OPEN**

<b>What is Canadian Families 12?</b> The course 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.	<b>What will I learn in Canadian Families 12?</b> Units of study include, the foundation of families, transition to independence, expanding families, families in later life.
<b>How will I learn and be assessed?</b> In addition to in-class work, and groups assignments, assessment will includes an independent project.	<b>How will this course benefit me in the future?</b> The course helps students explore the challenges, opportunities and dynamics of a range of family situations to help them navigate their own family in the future. It also introduces many issues students will study if they enter a social work field.

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

<b>What is Food Studies/Hospitality 12?</b> Food Studies/Hospitality 12 is an introductory curriculum designed to explore food studies through a hospitality perspective.	<b>What will I learn in?</b> Units of study include: Food/Kitchen Safety, Kitchen Literacy and Numeracy, Professional Kitchen Organization, Food and Beverage Service, Basic Cooking Principles, Menu Planning, and food trends.
<b>How will I learn and be assessed?</b> In addition to in-class assignments and independent project work, there is a laboratory (cooking) component to this course.	<b>How will this course benefit me in the future?</b> You will have the opportunity to learn about basic food preparation skills for personal development, for entry level employment possibilities, or for further studies in culinary arts



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

<b>What is Housing and Design 12?</b> Housing and Design 12 is project-based course that explores various elements of housing design and decor. It is a great introduction to interior decor, architecture and issues related to the places we call home.	<b>What will I learn in Housing and Design 12?</b> 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.
<b>How will I learn and be assessed?</b> Housing and Design 12 will be taught largely through project-based learning using technology. The course is designed to be practical and interactive.	<b>How will this course benefit me in the future?</b> The course introduces students to a variety of careers related to the housing and design industries. It also offers a practical exploration of elements of design, safety and efficiency you will use in your own future home.

**HSDS12 meets “1 other from science or technology” requirements for graduation.**

## **HLHMSR12 – Health & Human Services 12 OPEN**

<b>What is Health and Human Services 12?</b> This course provides students with an introduction to the skills and knowledge involved in careers related to the health and human services domain.	<b>What will I learn in Health and Human Services?</b> Health and Human Services students will explore human development, ethics, helping process, interpersonal and personal development, wellness, written and verbal communications and related computer applications.
<b>How will I learn and be assessed?</b> Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community Based Education (10 hours of volunteer work) is a <b>required component</b> used to enhance the knowledge and skills developed in the classroom.	<b>How will this course benefit me in the future?</b> The course is a great introduction to the range of careers in the growing field of health and human services. It focuses on essential skills and perspectives that are important for anyone planning to work with the elderly, children and families, and other social services careers.

## **FINE ARTS**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Art Dramatique 10 Immersion	Dance 11	Dance 12
Art Dramatique 10 Integrated	Drama 11	Drama 12
Drama 10	IB Music 11	Music 12 Band (After School)
Music 10 Band (After School)	Integrated Fine Arts 11	Music 12 Strings
Music 10 Strings	Music 11 Band (After School)	Music 12 Vocals
Music 10 Vocals	Music 11 Strings	Visual Arts 12
Visual Arts 10	Music 11 Vocals	
	Visual Arts 11	

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 field 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, 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.

**Students wishing to receive the Fine Arts Certificate who have completed the course requirements must notify Student Services upon to completion of their course work in their grade 12 year in order for the certificate to be presented at graduation.**

### **IB ARTS**

***\*\*Registration in ALL IB courses must be completed through the IB Co-ordinator***

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

See IB section of the guide

#### **IBMUSIC11- IB Music 12 SL ADV**

See IB section of the guide

## **VISART 10 - Visual Arts 10 ACAD**

<b>What is Visual Arts 10?</b> 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.	<b>What will I learn in Visual Arts 10?</b> 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, manage time, assess your own progress and practice refinement of your work. Personal reflection, collaborative learning and exploration will strengthen each student's confidence and creativity. You will learn the basics of observational drawing, collage, creating and interpreting signs and symbols, portraiture, space and perspective drawing, art historical and critical exploration, elements of art and principles of design.
<b>How will I learn and be assessed?</b> 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.	<b>How will Visual Arts 10 benefit me in the future?</b> 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 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 while developing your personal style.

## **VISART 11 - Visual Arts 11 ACAD Recommended Prerequisite: Visual Arts 10**

<b>What is Visual Arts 11?</b> Visual Arts 11 continues with drawing, design, and history, with an emphasis on Canadian art. <b>You should not take Visual Arts 11 unless you have taken Visual Arts 10 or have completed equivalent work.</b>	<b>What will I learn in Visual Arts 11?</b> 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.
<b>How will I learn and be assessed in Visual Arts 11?</b> You will be assessed through in-class, individual, as well as portfolio work. There are higher expectations for the grade eleven students and they should prepare to be challenged.	<b>How will Visual Arts 11 benefit me in the future?</b> Visual Arts 11 continues building skill sets for visual personal expression and for developing art appreciation. While working on your sketchbook you will see the benefits of developing a consistent art practice while developing your personal style.

**VISART 12 - Visual Arts 12 ACAD Recommended Prerequisite: Visual Arts 11**

<b>What is Visual Arts 12?</b> The Visual Arts 12 course builds upon skills and knowledge from the previous two years with an emphasis on imagination and creativity. <b>It is expected that students will have completed Visual Arts 10 and 11 before taking this course.</b>	<b>What will I learn in Visual Arts 11?</b> Visual Arts 12 continues expanding and refining skills developed in Visual Arts 11. Students at this level should be self-motivated and serious in their desire to perform well.
<b>How will I learn and be assessed in Visual Arts 12?</b> 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.	<b>How will Visual Arts 12 benefit me in the future?</b> Aside from helping students build the skills, attitudes and habits of a visual artist, the creation of a portfolio for college application will be encouraged and aided.

**ARTFN11IN - Integrated Fine Arts 11 ACAD**

<b>What is Integrated Fine Arts?</b> 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.)	<b>What will I learn in Integrated Fine Arts?</b> You will learn about Mi'kmaq/Indigenous art/artists, customs, traditions and injustices through music, dance, and visual arts/crafts. You will watch films and documentaries on various topics 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)
<b>How will I learn and be assessed?</b> This is a PROJECT based course. There is no exam. You will be expected to complete various assignments (group and independent projects). You will also be expected to SHARE your projects with the class through Talking Circles. Assessments will be in the form of rubrics.	<b>How will this course benefit me in the future?</b> 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.

### **DAN 11 Dance 11 ACAD**

**This course may be used to fulfill either the fine arts or physical education requirement for graduation.**

<b>What is Dance 11?</b> 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.	<b>What will I learn in Dance 11?</b> 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.
<b>How will I learn and be assessed?</b> 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 performance in front of a small outside audience at the end of the semester.	<b>How will Dance benefit me in the future?</b> Not only will students learn basic dance movements and how to put together a simple dance, students will learn 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 Recommended Prerequisite: Dance 11**

<b>What is Dance 12?</b> This course is designed to build on a student's previous dance education. <b>It is expected that students will have completed Dance 11 or equivalent studio work before taking this course.</b>	<b>What will I learn in Dance 12?</b> 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.
<b>How will I learn and be assessed?</b> 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.	<b>How will Dance benefit me in the future?</b> 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.

## 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 français: ART DRAMATIQUE 10 INT ACAD

### ARTDRA10IM - En français: 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

<b>What is Drama 10?</b> 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 “developmental” because the goal is to develop <i>your</i> abilities, rather staging plays. It is also the foundation for later studies in drama and theatre.	<b>What will I learn in Drama 10?</b> 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. Along the way, you will learn the basics of acting, writing and stagecraft.
<b>How will I learn and be assessed?</b> 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.	<b>How will Drama 10 benefit me in the future?</b> 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!

**DRA 11 Drama 11 ACAD Recommended Prerequisite: Drama 10**

<p><b>What is Drama 11?</b> Drama 11 builds on learning experiences provided in Drama 10, focusing on personal development while exploring various facets of professional theatre. Beginning with foundation work to develop confidence and capability, the course allows students to explore movement and speech and to combine these in a greater range of dramatic forms. <b>You should not take Drama 11 unless you have completed Drama 10 or equivalent work.</b></p>	<p><b>What will I learn in Drama 11?</b> Drama 11 emphasizes the process of creating script and bringing script to production. Students will create original scripts or theatre pieces from other texts. They will also explore script, using improvisation and other dramatic forms both to understand the original text and to create new script for performance. Students will make and incorporate artistic choices regarding design elements, stage movement and blocking, and costume.</p>
<p><b>How will I learn and be assessed?</b> You will be assessed through improvisation, individual and group performance, monologue and reflective writing. Some presentation work will be for an external audience.</p>	<p><b>How will Drama 10 benefit me in the future?</b> Building on the foundation skills developed in grade 10, this course continues to build confidence and develop students individual creative styles. It explores careers in theatre and lays the foundation skills for Drama 12</p>

**DRA 12 Drama 12: Theatre Arts ACAD Recommended Prerequisite: Drama 11 or Drama 10/Dance 11**

<p><b>What is Drama 12?</b> This course is designed as a pre-professional experience for those students interested in all areas of theatrical production. <b>You should not take Drama 12 unless you have completed Drama 11 or equivalent work.</b></p>	<p><b>What will I learn in Drama 12?</b> 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.</p>
<p><b>How will I learn and be assessed?</b> You will be assessed through improvisation, individual and group performance, acting, directing, writing and reflective writing. Presentation work will be for an external audience.</p>	<p><b>How will Drama 12 benefit me in the future?</b> Students will have the opportunity to explore a wide variety of careers and aspects of theatre, developing a portfolio of work designed to prepare them for theatre studies after graduation</p>

## 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.

Students who are in the extracurricular band program at CEC will be eligible to receive a Music Band credit at their grade level.

### MUSIC10B - Music 10 Band ACAD

<p><b>What is Music 10 Band?</b> Because students taking this Music 10B are typically interested in being in the CEC band program, <b>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.</b></p>	<p><b>What will I learn in Music 10 Band?</b> 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?</b> 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 benefit me in the future?</b> Music can be a life-long source of fun and enjoyment. 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 as part of culture and as a career. Music 10 Band provides the foundation for further studies at the grade 11 and 12 levels.</p>

### MUSIC11B - Music 11 Band ACAD (MUSIC 10B recommended)

<p><b>What is Music 11 Band?</b> This course will emphasize the creation and performance of music at a level consistent with previous experience. <b>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.</b></p>	<p><b>What will I learn in Music 11 Band?</b> 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?</b> Much of the assessment is fulfilled through practice and performance with the school bands. Students will also respond to, reflect on, and analyze various genres and periods of music</p>	<p><b>How will Music benefit me in the future?</b> Music can be a life-long source of fun and enjoyment. 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 as part of culture and as a career.</p>



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

<b>What is Music 12 Band?</b> This course will emphasize the creation and performance of music at a level consistent with previous experience. <b>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.</b>	<b>What will I learn in Music 12 Band?</b> 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.
<b>How will I learn and be assessed?</b> Much of the assessment is fulfilled through practice and performance with the school bands. Students will also respond to, reflect on, and analyze various genres and periods of music	<b>How will Music benefit me in the future?</b> Music can be a life-long source of fun and enjoyment. 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 as part of culture and as a career.

### **MUSIC10S – Music 10 Strings ACAD**

<b>What is Music 10 Strings?</b> 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, or banjo. It is <u>not</u> required or expected that you have any prior experience in music to take this course.	<b>What will I learn in Music 10 Strings?</b> In this course you will learn: chords and scales, how music is written, a knowledge of fretboard, basic music reading, ear training, ensemble playing, 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.
<b>How will I learn and be assessed?</b> 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. You will be assessed on your progress from your entry-level skills. Students with prior experience will be challenged at a level suited to their ability.	<b>How will music benefit me in the future?</b> Learning an instrument can be a life-long source of fun and enjoyment. 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 a part of our culture and as a career. Music 10 Strings provides the foundation for further studies in at the grade 11 and 12 levels.

### **MUSIC11S – Music 11 Strings ACAD**

**Recommended Prerequisite: Music 10S**

<b>What is Music 11 Strings?</b> Music 11 Strings builds on learning experiences provided in Music 10 Strings and is designed for students interested in improving all aspects of their playing. The musical concepts covered in Music 10S and Music 11S are cumulative, thus a strong background in the skills taught in Music 10S is <b>strongly</b> recommended.	<b>What will I learn in Music 11 Strings?</b> The major components of the course are performance, theory and technique.
<b>How will I learn and be assessed?</b> Students will be assessed through group and individual playing, practical application of theory and reflective writing. The performance component will require students to perform outside of class hours. It is recommended that students have their own instrument.	<b>How will music benefit me in the future?</b> Learning an instrument can be a life-long source of fun and enjoyment. Learning an instrument also reinforces the relationship between effort and success. Music 11 Strings provides the foundation for further studies in at the grade 11 and 12 levels.

### **MUSIC12S – Music 12 Strings ACAD**

**Recommended Prerequisite: Music 11S**

<b>What is Music 12 Strings?</b> 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.	<b>What will I learn in Music 12 Strings?</b> The major components of the course are performance, theory and technique.
<b>How will I learn and be assessed?</b> Students will be assessed through group and individual playing, practical application of theory and reflective writing. The performance component will require students to perform outside of class hours. It is recommended that students have their own instrument.	<b>How will music benefit me in the future?</b> This course will prepare students for university studies in music. For performers is an excellent opportunity to broaden playing styles, refine techniques and gain experience as a performer or writer.

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

<b>What is Music 10 Vocals?</b> 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.	<b>What will I learn in Music 10 Vocals?</b> 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.
<b>How will I learn and be assessed?</b> 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 progress and important topics in music history, quizzes, ensemble and solo work. There will be opportunity to explore your own interests and musical styles. You will be assessed on presentational work, reflective writing and demonstration of skills.	<b>How will Music benefit me in the future?</b> Music can be a life-long source of fun and enjoyment. 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 as part of culture and as a career.

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

<b>What is Music 11 Vocals?</b> 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.	<b>What will I learn in Music 11 Vocals?</b> 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.
<b>How will I learn and be assessed?</b> It is partially performance-oriented, with many opportunities for students to perform in class. Students will set personal goals and work towards them throughout the semester, making the course more self-directed and appropriate for all levels of vocal and musical development.	<b>How will this course benefit me in the future?</b> Students of music usually gain confidence in themselves, learn to work well with others and gain greater appreciation for the importance of music as part of culture and as a career. Music 11 Vocals provides the foundation for further studies at the grade 12 level.

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

<b>What is Music 12 Vocals?</b> 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.	<b>What will I learn in Music 12 Vocals?</b> 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.
<b>How will I learn and be assessed?</b> It is partially performance-oriented, with many opportunities for students to perform in class. Students will set personal goals and work towards them throughout the semester, making the course more self-directed and appropriate for all levels of vocal and musical development.	<b>How will this course benefit me in the future?</b> Students of music usually gain confidence in themselves, learn to work well with others and gain greater appreciation for the importance of music as part of culture and as a career. Music 11 Vocals provides the foundation for further studies beyond high school..

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

See the technology section of the guide.

# **HIGH SKILLS MAJOR IN ARTS**

High school students enrolled in the Nova Scotia High Skills Major certificate program earn a certificate of recognition by completing sector related courses and engaging in career exploration and community-based learning (CBL).

## **Two required courses:**

- **One from any of the following:** Art dramatique 10, Dance 11, Drama 10, Music 10, or Visual Arts 10
- **One from any of the following:** Co-operative Education 11 or 12 in an arts work environment

## **Choose at least two from the following:**

- Arts Entrepreneurship 12
- Audio Recording and Production 12
- Co-op Education 11 or 12 in an arts environment (in addition to the one above)
- Design 11
- Drama 12: Theater Arts
- IB Music SL
- Music 11
- Textile Technology 12
- Visual Arts 12
- Arts Related Personal Development Credit
- Communications Technology 11
- Dance 11
- Drama 11
- Film and Video Production 12
- Multimedia 12
- Music 12
- Visual Arts 11

## **Community-Based Learning**

Opportunities will be provided for students to engage in community-based learning throughout their courses including Co-operative Education. Learners will show evidence of at least two community-based learning experiences (in addition to Co-op) which may include but not be limited to the following:

- a leadership role in arts events at the school
- working with an Elder, community mentor, or knowledge holder
- participation in a volunteer, community, or service-learning project related to the arts
- extracurricular experiences
- participation in a local, provincial, or national festival, competition, or film contest
- attendance at a career fair, conference, or workshop

## **Training and Credentials**

Students will complete a minimum of six training certificates and credentials, of which most will occur during Co-operative Education. Training supports placement readiness, health and safety awareness, and skills valued by the sector.

**Four required courses:**

- Workplace Hazardous Materials Information System (WHMIS)
- Occupational Health & Safety (OH&S)
- Safe Spaces Make Great Workplaces - NS Human Rights Commission
- Working with Abilities - NS Human Rights Commission

**Choose at least two from the following:**

- advanced or additional training (music, design, beading, drumming, theatre, etc.)
- completion of workshops from recognized organizations
- achievement of applied and written skills (instrumental/vocal) recognized by external organizations such as Royal Canadian Conservatory of Music
- Fall Protection
- Emergency First Aid and CPR
- Other credentials and training opportunities may be available to students and can be included in this list upon approval.

**Portfolio**

Students reflect on and show evidence of growth and skill development and learning in a myBlueprint portfolio.

Their portfolio may include the following:

- personality and skills inventories
- resume, letters of reference
- training and certifications
- documentation and reflection of community contributions, citizenship, volunteer work, and/or Co-op experiences
- documentation and reflection of projects, teachings, and independent learning
- education and career plans

# **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.

<b>English Program</b>	<b>French Immersion Program</b>
Language and Literature 10	Language and Literature 10
Math CEC Pre-IB 10 (2 credits)	Math CEC Pre-IB 10 (2 credits)
French CEC Pre-IB 10 Core or Integrated	Immersion French CEC Pre-IB 10
History CEC Pre-IB 10 (Ancient history)	Immersion/Integrated History CEC Pre-IB 10 (Ancient History)
Science CEC Pre-IB 10	Immersion Science CEC Pre-IB 10
Advanced Biology 11	Immersion Advanced Biology 11
Elective (Physical Education or a Fine Arts course)	Immersion Elective (Physical Education or a Fine Arts course)

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

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

\* Students whose first language is not English may have an option to take a self-study literature course in their first language 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

### **Language and Literature 10 ACAD**

English Language and Literature 10 provides opportunities for learners to investigate and inquire about language and literature. The course focuses on the study of language, cultural literacy, developing critical literacy and refining communication styles. Learners evaluate their use of the creative processes in writing, designing, and researching in order to communicate with impact and cultural sensitivity. Learners analyze the importance of ideas, audience and purpose, organizational structures, and language use and conventions in a range of communication forms. Learners examine accuracy, reliability, validity and bias to create well developed, insightful arguments and critical responses. All students will write the NSEED Grade 10 provincial exam.

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

**Recommended Prerequisite: Successful completion of Mathematics 9 with a grade of at least 80%. Taught for two semesters, this course counts as two credits – *one* graduation math credit and *one* science or 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 the provincial NSEED exam at the end of the course.**

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

#### **Grade 9 Core French recommended**

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 recommended**

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 PREBI 10 ACAD**

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

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 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.

### **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 be completed through 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.

### **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.

### **IBFR 11/ IBFRSL12 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)**

**Prerequisite – successful completion of IB French 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**

### **Prerequisite – successful completion of IB Spanish ab Initio 11 SL**

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.

### **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.**

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.

**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.

**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.

**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.

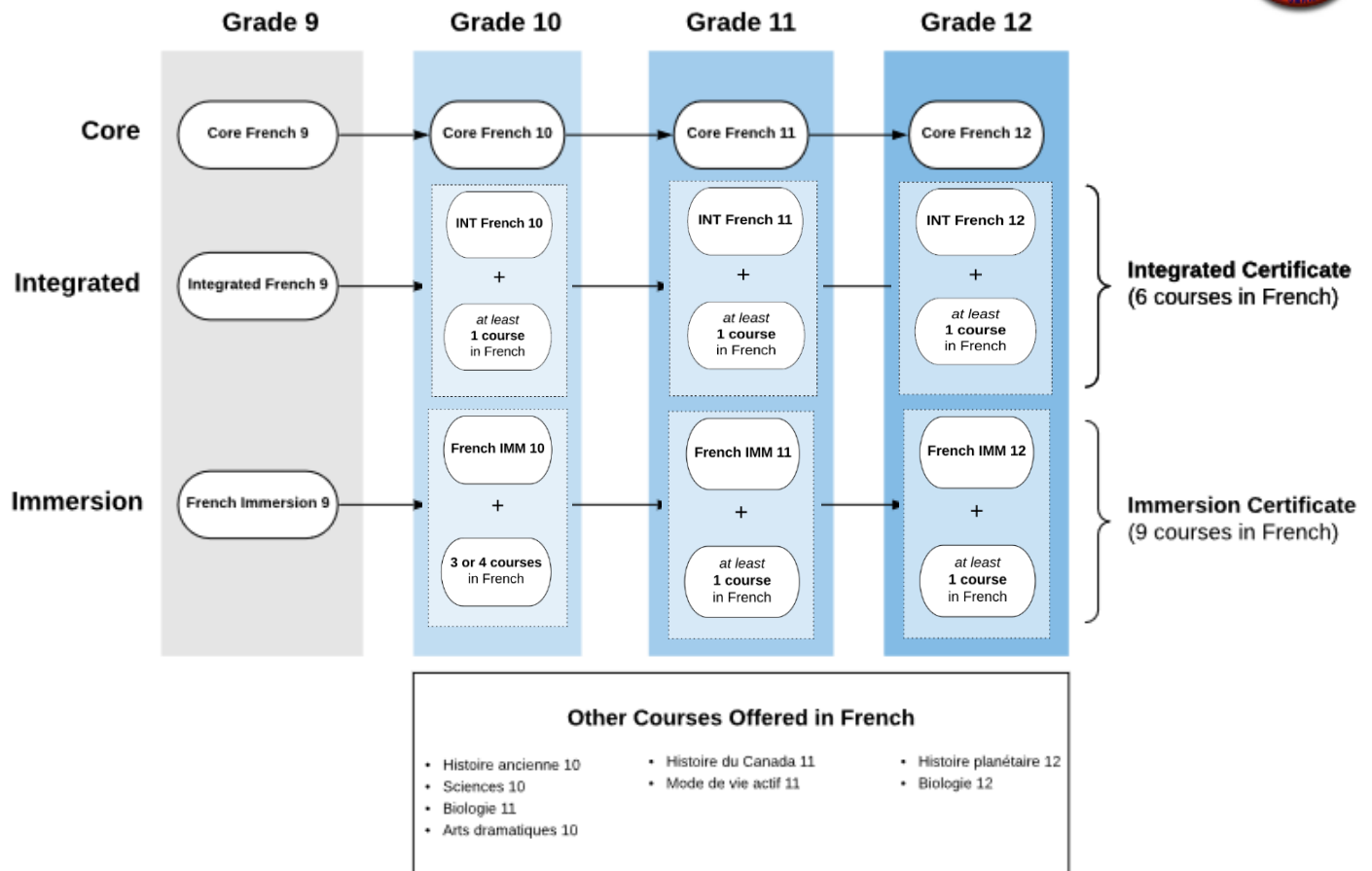
**IBMUSIC12- IB Music 12SL ADV****Pre-requisite: Successful completion of IB Music 11**

Continuation of IB Music 11. 3 IB Assessments/Projects are completed in the grade 12 portion of the course.

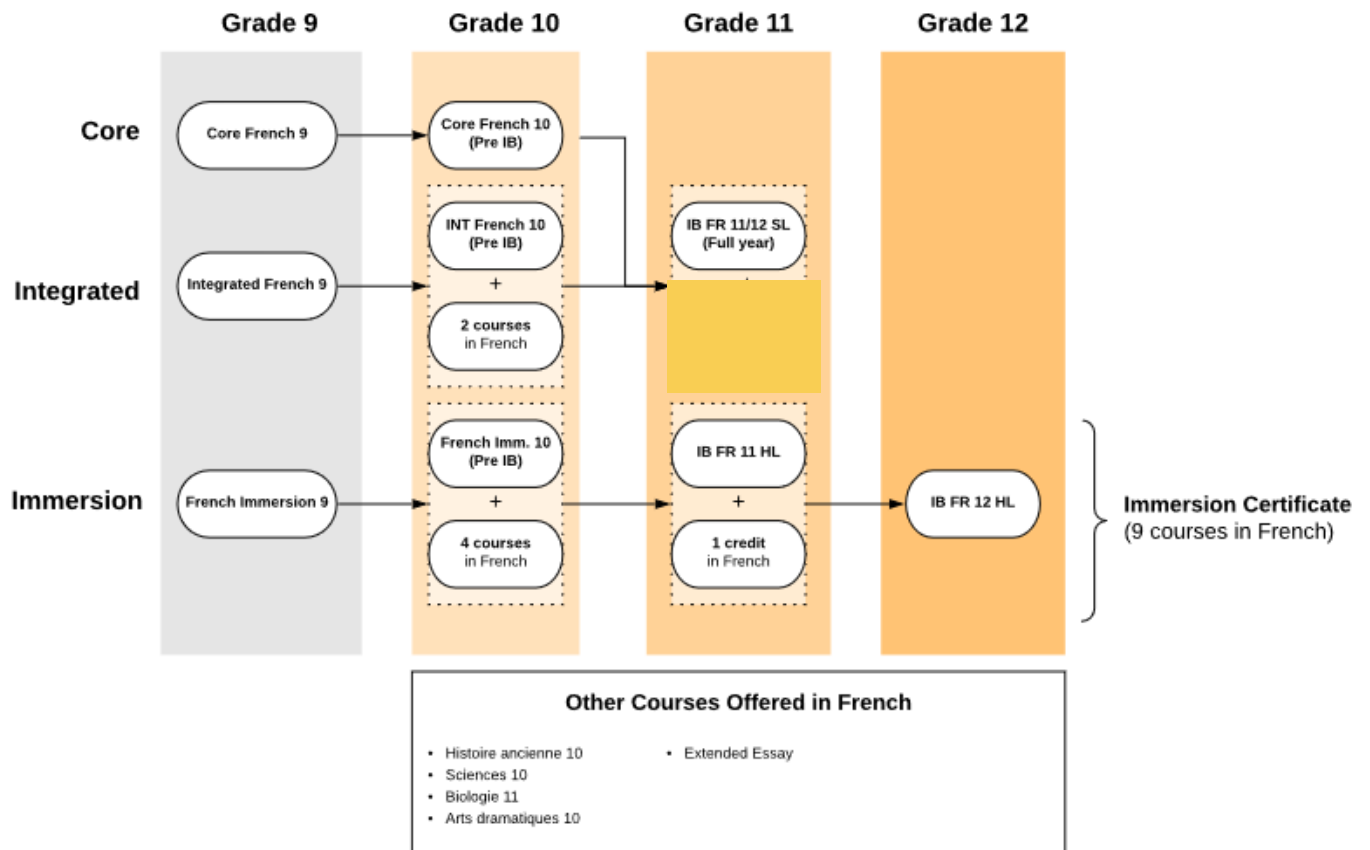
# LANGUAGES

Grade 10	Grade 11	Grade 12
Core French 10	Core French 11	Core French 12
Francais Immersion Pre-BI 10	Francais Immersion 11	Francais Immersion 12
French CEC Pre-IB 10 (Core)	IB French 11 HL	IB French 12 HL
Integrated French 10	IB French 11 SL	IB French 12 SL
Integrated French 10 CEC Pre-IB	IB Spanish AB Initio 11SL	IB Spanish AB Initio 12 SL
	Integrated French 11	Integrated French 12
	Latin 11	Latin 12

## Options for learning French at CEC



# Options for learning French at CEC (IB)



## **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%.

### **ER10 – Core French 10 ACAD**

#### **Grade 9 Core French recommended**

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.

### **EREPREIB10 –French CEC Pre-IB 10 (Core) ACAD**

#### **Grade 9 Core French recommended**

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.

### **ER11 – Core French 11 ACAD**

#### **Grade 10 Core French recommended**

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.

### **ER12 – Core French 12 ACAD**

#### **Grade 11 Core French recommended**

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. Students beginning grade 10 in Sept 2022 or beyond are required to take 2 French courses each year to be eligible for the Integrated Certificate, Integrated French plus 1 other.**

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:**

Grade 10	Grade 11	Grade 12
FRE 10 IN (required) or FRE 10 INT CEC Pre-IB	FRE 11 INT (required)	FRE 12 INT (required)
HS BIP10 INT (Ancient History) ART DRA 10 INT (Drama 10)	EC 11 IMM (Études canadiennes contemporaines 11 IMM) MVA11 (Physically Active Living)	HIS PLA 12 INT (Global History 12) GEO PLA 12 INT (Global Geography 12)

**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**

See IB section of the guide

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

#### **Recommended 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.

## **FRE12IN - Integrated French 12 ACAD**

### **Recommended 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 including investigating 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. Students starting Grade 10 in Sept 2022 or beyond must take a minimum of 2 French Immersion courses each year to be eligible for the French Immersion Certificate.**

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.**

## **OTHER SUBJECTS TAUGHT IN FRENCH**

### **Recommended Prerequisite: enrolment in the Immersion program**

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.

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

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FRA10 CEC PREP BI (required)</b>	<b>FR 11 IM (required)</b>	<b>FR 12 IM (required)</b>
<b>HS BIP10 IM (Ancient history)</b>	<b>EC 11 IMM (Cont. Canadian Studies 11)</b>	<b>HSP 12IM (Global History)</b>
<b>DRA 10 IM (Drama)</b>	<b>MVA 11 (Physically Active Living)</b>	<b>BIO 12 IM (biology)</b>
<b>SC BIP 10 IM (Science 10 Pre-IB)</b>		<b>BIO AVA 12 IM (adv biology)</b>
<b>BIO 11 IMM (biology)</b>		<b>GEOPL 12IM</b>
<b>BIO AVA 11 IMM (advanced biology)</b>		

## **FRA10PREBI-Francais Immersion CEC PREBI 10 ACAD**

### **Grade 9 French Immersion recommended**

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 – Francais Immersion 11 ACAD**

### **Recommended prerequisite: FRA 10 PREBI**

In this course, students continue to listen and respond to a variety of texts and to communicate information orally 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- Francais Immersion 12 ACAD**

### **Recommended prerequisite: FRA 10 IM and FR 11 IM**

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 be completed through the IB Co-ordinator***

### **IBFR 11/ IBFRSL12 IB French11(IB French SL 12) ADV [Full-year course]**

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

### **IBSPSL12 - IB SPANISHAB INITIO 12 SL**

See IB section of the guide



## **LATIN**

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

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

The program is designed to help students learn to read Latin. In Latin 11 the emphasis is placed on becoming familiar with the language. Later, the courses focus on Roman literature, mythology 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.

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 12 - Latin 12 ACAD**

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

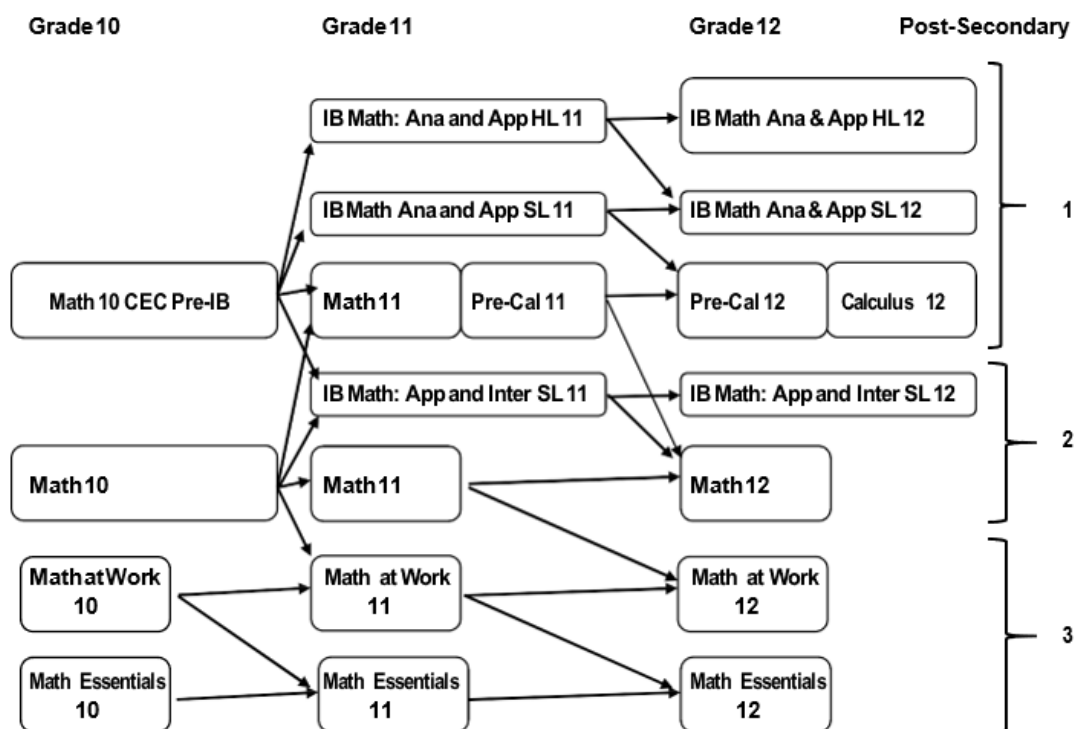
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As the students progress, they need less stress on grammatical construction and more on reading so that, as their proficiency develops, they may have the opportunity to read Latin authors. The study of Latin is an asset in expanding vocabulary in English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

# MATHEMATICS

Grade 10	Grade 11	Grade 12
Math 10 (2 credits)	IB Math: Analysis and Approaches 11 HL	Calculus 12
Math at Work 10	IB Math: Analysis and Approaches 11 SL	IB Math: Analysis and Approaches 12 HL
Math CEC Pre-IB 10 (2 credits)	IB Math: Applications and Interpretation 11 SL	IB Math: Analysis and Approaches 12 SL
Math Essentials 10	Math 11	IB Math: Applications and Interpretation 12 SL
	Math at Work 11	Math 12
	Math Essentials 11	Math at Work 12
	Pre-Calculus 11	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.

### **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.

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

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

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**

See IB section of the guide

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

#### **Recommended 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**

#### **Recommended 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**

#### **Recommended 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. 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**

#### **Recommended 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**

#### **Recommended Prerequisite: Successful completion of Mathematics 11 and CEC Pre-IB 10**

Students who select pre-Calculus11 should have a solid understanding of Mathematics 11 curriculum. 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**

#### **Recommended 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**

#### **Recommended 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**

#### **Recommended 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**

#### **Recommended 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**

#### **Recommended 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.

***\*\*Registration in ALL IB courses must be completed through the IB Co-ordinator***

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

# **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 Language and Literature; 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 March 8, 2024 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	Co-op 12
12	Co-op 12	

# **PHYSICAL EDUCATION**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Physical Education 10	Mode De Vie Actif 11	Exercise Science 12
	Physical Education 11	Physical Education 12
	Physical Education Marital Arts 11	Physical Education 12 Leadership
	Physically Active Living 11	
	Physically Active Living 11 Female	
	Yoga 11	

**All courses listed below meet the physical education requirements for high school completion. Only 1 credit from Physical Education 11, Physical Education Judo 11 and Physical Education Martial Arts 11 will count toward graduation requirements.**

## **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. It is geared toward individuals who are self-motivated to be active and has a specific outdoor component comprised of cycling and bike road safety. 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.

### **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 may be used to fulfill the second science credit required for graduation.**

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- defense 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.**

### **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**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Science 10	Advanced Biology 11	Biologie 12 Imm
Science CEC Pre-IB 10	Agriculture/Agrifood 11	Biologie Avancee 12 Imm
Science Immersion CEC BI Prep 10	Biologie 11 Imm	Biology 12
	Biologie Avancee 11 Imm	Chemistry 12
	Biology 11	Geology 12
	Human Biology 11	IB Biology 12 HL
	IB Biology 11	IB Biology 12 SL
	Chemistry 11	IB Chemistry 12 HL
	IB Chemistry 11	IB Chemistry 12 SL
	IB Physics 11	IB Physics 12 HL
	Oceans 11	Physics 12
	Physics 11	

## **GRADE 10 Students:**

All students entering CEC are encouraged to take Science 10 in their first year of high school. Science 10 is offered at two levels: 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**

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**

See IB section of the guide

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

See IB section of the guide

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

#### **Recommended 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 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.

**\* Only 1 of Biology 11 and Human Biology 11 will count towards graduation requirements**

### **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 every day. 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.

**\* Only 1 of Biology 11 and Human Biology 11 will count towards graduation requirements**

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

#### **Recommended Prerequisites: Biology 11 and 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 En français - Biologie Avancée 12 (Biology 12) ACAD**

#### **Recommended Prerequisites: Biology 11 and 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**

#### **Recommended Prerequisite: Math 10 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.

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

#### **Recommended 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**

#### **Recommended 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**

#### **Recommended Prerequisite: Math CEC Pre-IB 10 or Math 10 and Science 10 or Science CEC Pre-IB 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.

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

#### **Recommended Prerequisite: Grade 11 Physics course and Math 11**

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**

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 be completed through the IB Co-ordinator***

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

# **SOCIAL LITERACY**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Social Relationships 10	Social Literacy and Technology 11	

## **SOCRE10 - Social Relationships 10 GRAD**

This course is designed to facilitate social competencies for successful relationships and interactions for lifelong learning. The course explores components necessary for successful social interactions and personal relationships in the community and in the workplace. Learners have an opportunity to engage with explicit teaching and coaching to support the development of social skills, growing an understanding of skills that are critical to learner success at school, home, in the community, and in the workplace. Each unit in the course engages with learners as they develop authentic social relationships.

In this course, learners are developing key vocabulary related to social skills, practicing social skills, and engaging in authentic interactions to support the generalization and transfer of knowledge and skills.

## **SOCLT11 - Social Literacy and Technology 11 GRAD**

This course is a natural progression from Social Relationships 10. Social Literacy and Technology 11 continues to facilitate social learning outcomes attained through Social Relationships 10. Enrollment in Social Literacy and Technology 11 is based on an individual student's well-being and learning needs and will be discussed as part of the program planning process. This course is designed to facilitate social competencies for successful relationships, consent, and interactions for lifelong learning. Learners develop skills and knowledge relating to navigating social interactions and personal relationships they may encounter in the community and workplace. Each unit in the course engages with ecologically valid social skills, which are authentic to learners' social relationships with a focus on practice in building and maintaining friendships. Self-reflection and debriefing are critical components of this course.



# **SOCIAL STUDIES**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Geography 10	African Canadian History 11	Comparative World Religions 12
Histoire CEC BI Prep 10 Imm	Contemporary Canadian Studies 11	Geographie Planetaire 12 Imm
Histoire CEC BI Prep 10 Int	Economics 11	Geographie Planetaire 12 Int
History 10	Études canadiennes contemporaines 11 IMM	Global Geography 12
History CEC Pre-IB 10	IB Geography 11	Global History 12
	IB Histoire 11	Global Politics 12
	IB History 11	Histoire Planetaire 12 Imm
	Mikmaw Studies 11	Histoire Planetaire 12 Int
		IB Geography 12 HL
		IB Geography 12 SL
		IB Histoire 12 SL
		IB History 12 HL
		Law 12
		Psychology 12
		Sociology 12

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. **This course does not count as the Canadian History requirement for graduation.**

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

See IB section of the guide

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

See IB section of the guide

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

See IB section of the guide

### **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.

### **COCAS11 - Contemporary Canadian Studies 11 ACAD**

Contemporary Canadian Studies 11 is a contemporary history course that gives learners the opportunity to reflect on Canada's changing contexts at home and on the world stage from 1945 to the present. The course explores three interrelated themes: Canadian identities, conflict and resolution, and justice and reconciliation. Learners will analyse relevant case studies through a variety of lenses inclusive of Indigenous and African Canadian perspectives. Learners will investigate major events that served as catalysts for change in relation to Canadian politics, economics, and society. Throughout the course, learners will develop skills that will allow them to implement an independent study, using the historical method, in an area of Canadian history of their choosing. **This course fulfills the requirement for the Canadian History credit.**

### **En français EC11IM – Etudes Can Contemporaines 11 IMM ACAD**

Contemporary Canadian Studies 11 is a contemporary history course that gives learners the opportunity to reflect on Canada's changing contexts at home and on the world stage from 1945 to the present. The course explores three interrelated themes: Canadian identities, conflict and resolution, and justice and reconciliation. Learners will analyse relevant case studies through a variety of lenses inclusive of Indigenous and African Canadian perspectives. Learners will investigate major events that served as catalysts for change in relation to Canadian politics, economics, and society. Throughout the course, learners will develop skills that will allow them to implement an independent study, using the historical method, in an area of Canadian history of their choosing. **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. This course is suggested for academically strong grade 9 students only. **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. This course is suggested for academically strong grade 9 students only. This course fulfills the requirement for the Canadian History credit.**

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

“Money makes the world go ‘round!’” In Economics 11, you will find out how and why! This course covers basic economic theory, national economic decision making, business organizations, economic markets (supply and demand), labour unions, unemployment, and inflation. We do a stock market project (where you can test your investment strategies) and a mini-research project (where you can explore an economic issue of your choosing in more detail - ex. cryptocurrency, economics and the environment, COVID-19’s impact on the economy, or a noted economist). An excellent introduction for any student who might be interested in pursuing a Business Degree.

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

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

### **En français HSP 12 IM – Géographie Planétaire 12 IMM (Global Geography 12) ACAD**

### **En français HSP 12 IN - Géographie Planétaire 12 INT (Global Geography 12) ACAD**

#### **Recommended 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. **This course fulfills the provincial high school completion requirement of a global studies course.** All work is conducted in French.

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

#### **Recommended 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**

#### **Recommended Prerequisite: enrolment in Immersion or Integrated French program**

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.

### **GP12 – Global Politics ACAD**

#### **Recommended Prerequisite: a previous Social Studies course**

This course will be an introduction to the fundamentals of politics. The basic needs of humanity will be examined through a variety of psychological and philosophical perspectives in order to understand the theoretical process of instituting government. Students will be encouraged to reflect on the ideas of the great thinkers of the Western political tradition. In-depth analysis of the historical and moral implications of the political systems, from Marxism to democracy, which arose as a result of the age of ideology will be a central component of study. Knowledge of the Canadian political system will also be a central feature of this course. This course will require intense and critical introspective reflection. **This course fulfills the provincial high school completion requirement of a global studies course.**

### **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**

Do you know your rights AND responsibilities under the law? Do you know how a law is made? This course focuses on Canadian legal matters related to Government and Law-Making; the Constitution (the Charter of Rights and Freedoms); Criminal Law; Contract Law; Family Law; and Tort Law. We have guest speakers come into the class and go on two field trips. You will learn how to complete an apartment lease, how to prepare a separation agreement, what to do if you are in a motor vehicle accident, and what to do if you are ever involved in a criminal matter. Law affects every aspect of your life; this course will provide you with a general overview of how, and why knowing the law matters.

### **xPSY12AC – Psychology 12 ACAD**

This course examines human behavior, thoughts and feelings. It is ideal for students interested in a better understanding of themselves and others. Topics covered include, research techniques, states of consciousness, statistics, learning, neuroscience, mental disorders and treatments, developmental and social-cultural issues. Students are expected to learn a significant amount of psychological terminology.

### **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 be completed through the IB Co-ordinator***

### **IBGE11 - IB Geography 11 ADV**

See IB section of the guide

### **IBGESL12 - IB Geography SL12 (Standard Level) ADV**

See IB section of the guide

### **IBGEHL12 - IB Geography HL12 (Higher Level) ADV**

See IB section of the guide

### **IBHIST11 - IB History 11 ADV**

See IB section of the guide

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

See IB section of the guide

### **IBHIS12HL - IB History HL 12 (Higher Level) ADV**

See IB section of the guide

### **En français IBHR11 - IB Histoire 11 ADV**

See IB section of the guide

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

See IB section of the guide

# **TECHNOLOGY EDUCATION**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Construction Technology 10	Communication Technology 11	Audio Recording and Production 12
Exploring Technology 10	Construction Trades 11	Computer Programming 12
Service Trades 10	Design 11	Film and Video Production 12
Skilled Trades 10	Manufacturing Trades 11	Construction Technology 12
	Production Technology 11	Multimedia 12
	Transportation Trade 11	Production Technology 12
		Textile Technology 12

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.

## **SRCTR10 - Service Trades 10 ACAD**

A prerequisite for Culinary Trades 11. Service Trades 10 engages and exposes students to the service trades, where services are provided as opposed to goods being produced. In a kitchen environment that mirrors a small café, students explore the impact that skilled trades have on society and investigate apprenticeship and career paths for skilled tradespeople. Students are exposed to food preparation and service skills that are required to be successful in the food service industry and service sector.

### **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.

### **CTR11 - Construction Trades 11 ACAD**

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

Construction Trades 11 will continue to focus on the skills developed in prerequisite Skilled Trades 10 and will define them in a construction environment. Trades that will be examined include Carpenter, Construction Electrician, Floor Covering Installer, Lather (Interior Systems Mechanic), Painter and Decorator, and Plumber. Students will learn and develop the skills necessary to work on a construction site. Based entirely on the construction of a full-size building, each student will actively use the skills specific to each of the trades required to complete the project. For example, she or he will frame, wire, plumb, and finish a section of the project. Continuing inside a culture of safety, emphasis will be placed on professional trade practices and the essential employability skills. Students will anticipate, engage and reflect as they learn.

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

#### **Recommended for Math at Work or academic Math 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 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.

### **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.

### **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 DOES NOT count as the required fine arts course for graduation; however, it can be used toward the Fine Arts Certificate.**

### **CSTR12 – Construction Technology 12 GRAD**

Construction Technology 12 introduces students to building materials, processes, and tools typical of the construction industry, while providing opportunities for critical thinking and skill development through designing and building various construction projects. The course offers a broad range of opportunities for students to experience hands-on learning including residential framing, interpreting construction drawings, electrical and plumbing systems, safety training, construction practices related to energy efficiency, and career pathways exploration.

### **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.

### **COMP12 – Computer Programming 12 ACAD**

**Recommended Prerequisite: successful completion of 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.

### **TXTCH12 – Textile Technology 12 OPEN**

Textile Technology 12 explores the development of textiles from fiber to fabric, and from fabric to function. This will be a practical course in which students will learn how to work with fibers and textiles through a variety of techniques. Fashion history and textile production theory will be studied, as well as the elements and principles of design, pattern reading and constructing, and more. At the end of the semester, all work will be displayed for an audience. Students will often be working independently in a studio environment. Basic materials will be provided, but sometimes students will want to invest in materials of their own beyond what is supplied.