

# Cobequid Educational Centre

## Grade 10 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 43		

<b>Physical Education</b>	Physical Education 10	Mode De Vie Actif 11 Physical Education 11 Physical Education Martial Arts11 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 Exercice 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.crce.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.

# **BUSINESS**

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	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.*

# 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

<b><u>Grade 10 Year</u></b>	<b><u>Grade 11 Year</u></b>	<b><u>Grade 12 Year</u></b>
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.

# 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 NSEECD 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 NSEECD Grade 10 provincial exam.

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

See IB section of the guide

# **FAMILY STUDIES**

Grade 10	Grade 11	Grade 12
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/FDHLLV10 – 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**

<p><b>What is Child Studies 11?</b> This course is designed to allow students explore the meaning and implications of responsible parenthood.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>

## **FINE ARTS**

Grade 10	Grade 11	Grade 12
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**

<p><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.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>

**ARTFN11IN - Integrated Fine Arts 11 ACAD**

<p><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.)</p>	<p><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)</p>
<p><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 though Talking Circles. Assessments will be in the form of rubrics.</p>	<p><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.</p>

## **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.

## **DRAMA**

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

### **ARTDRA10IN - En francais: ART DRAMATIQUE 10 INT ACAD**

### **ARTDRA10IM - En francais: ART DRAMATIQUE 10 IMM ACAD**

Arts Dramatique 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. It provides a foundation for future course work in drama and theatre. Through extensive work in improvisation in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms such as: movement and mime, dramatization, choral speech, group drama, and monologue. The course’s foundation component focuses on building student confidence and trust through a variety of theatre games and short projects. All work is conducted in French.

**DRA 10 Drama 10 ACAD**

<p><b>What is Drama 10?</b> 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 than staging plays. It is also the foundation for later studies in drama and theatre.</p>	<p><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.</p>
<p><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.</p>	<p><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!</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</p>



	provides the foundation for further studies at the grade 11 and 12 levels.
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**MUSIC10S – Music 10 Strings ACAD**

<p><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.</p>	<p><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.</p>
<p><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.</p>	<p><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.</p>

**MUSIC10V - Music 10 Vocal ACAD**

<p><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.</p>	<p><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.</p>
<p><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.</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>

# **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 NSEECD 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 NSEECD 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.

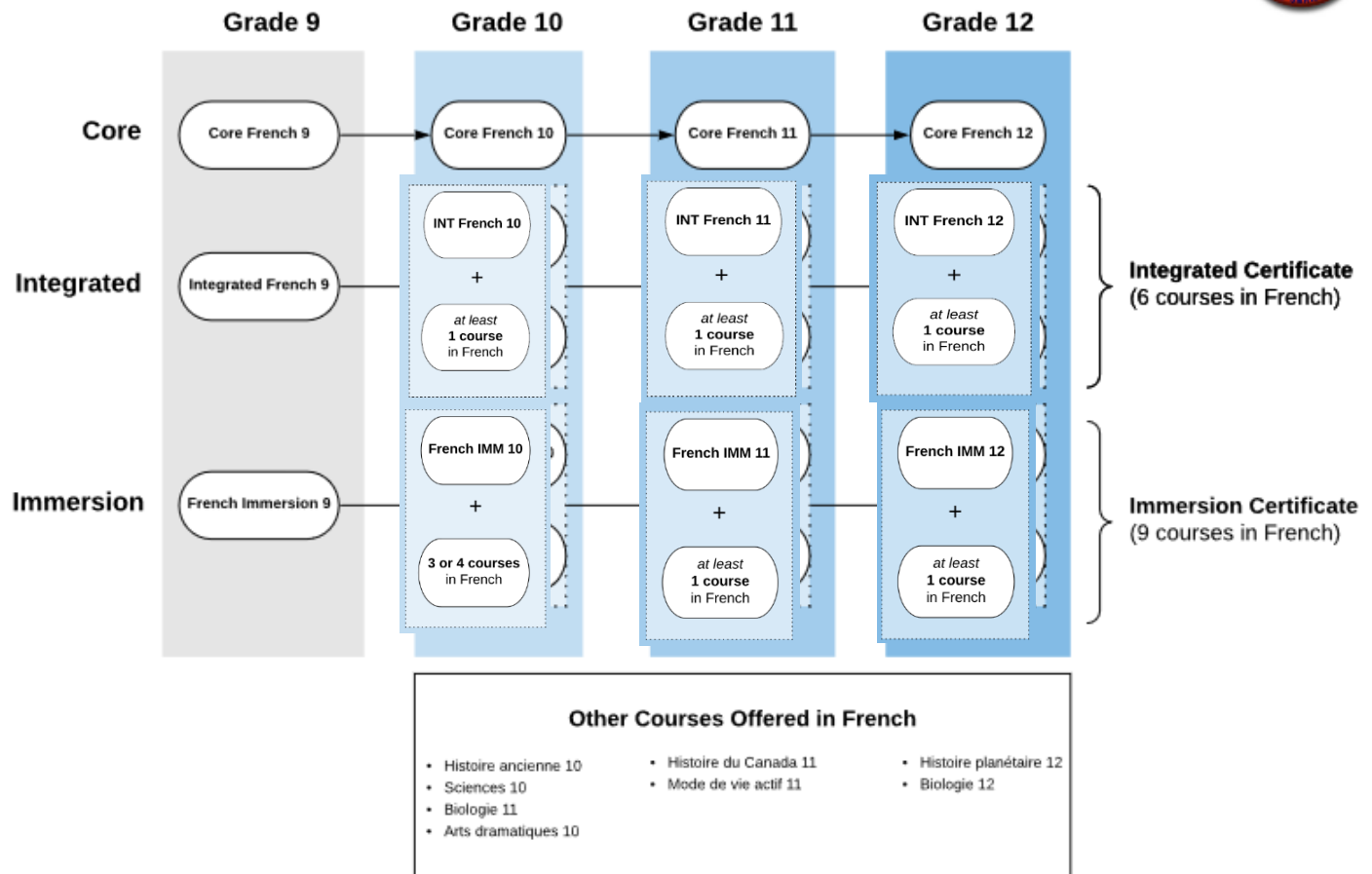
### **En français BIOAVA11IM - Biologie Avancée 11 Imm ADV**

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.

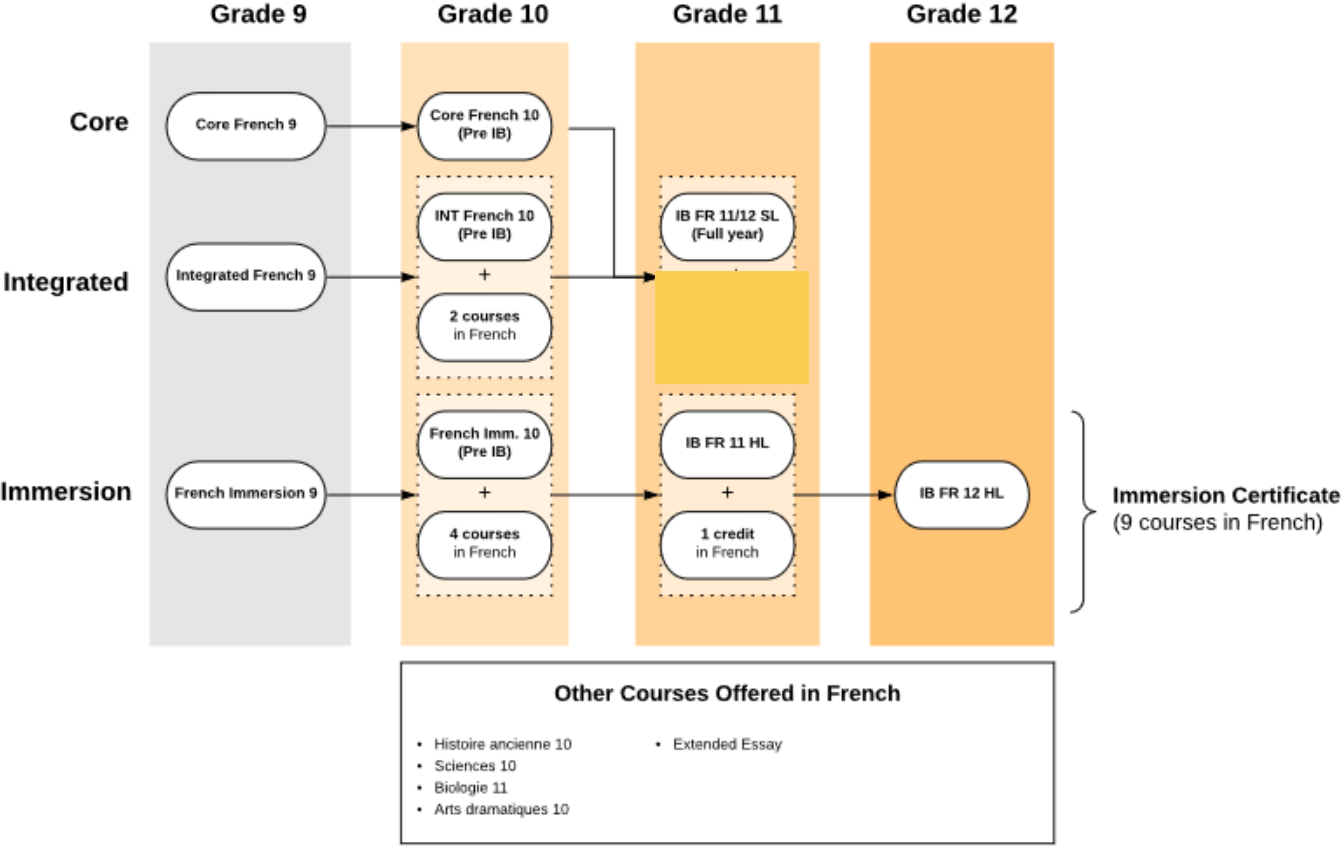
# LANGUAGES

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.

## **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	Grade12
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

## 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.**

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

### 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.

## **LATIN 11 Latin 11 ACAD**

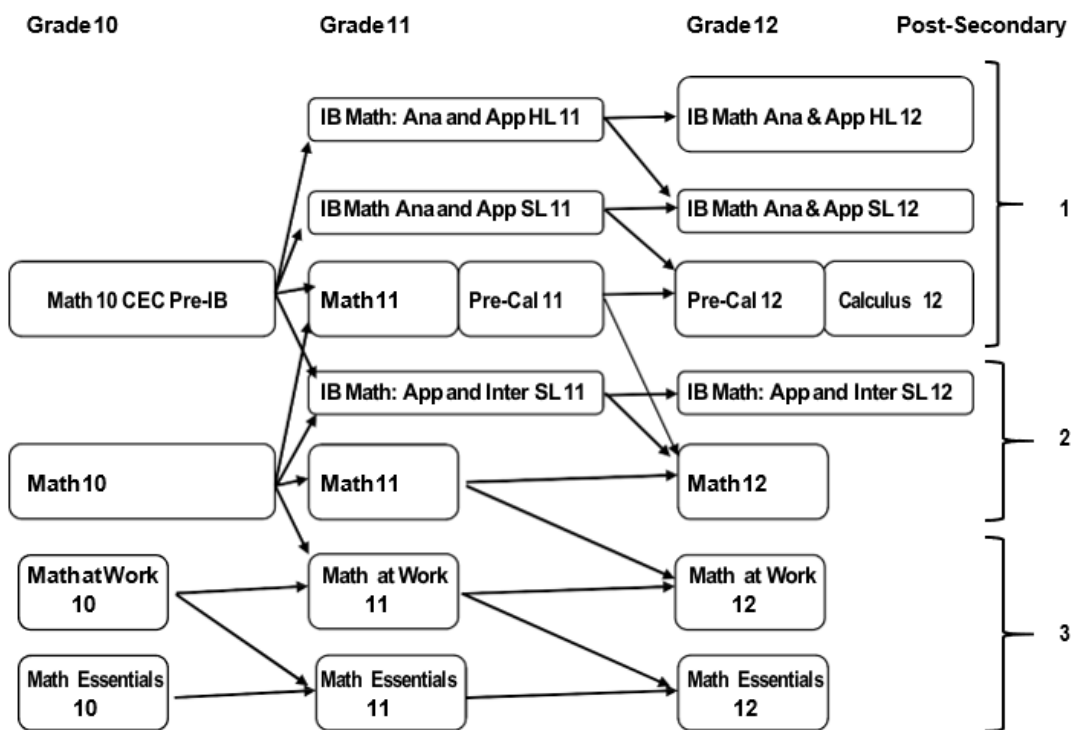
The program is designed to help students learn to read Latin. In Latin 11 the emphasis is placed on becoming familiar with the language. Later, the courses focus on Roman literature, mythology and culture. The study of grammatical structure aims to increase the students' ability to read at a more advanced 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.

# 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, linearequations 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

# **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 as 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 22, 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

Grade 10	Grade 11	Grade 12
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.**

## **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.**

# SCIENCE

Grade 10	Grade 11	Grade 12
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**

# **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.



# **SOCIAL STUDIES**

Grade 10	Grade 11	Grade 12
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

## **GRADE 10:**

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

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

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

# **TECHNOLOGY EDUCATION**

Grade 10	Grade 11	Grade 12
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.

### **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.