

Annapolis West Education Centre

COURSE CATALOGUE

2018-2019

This booklet is designed to help you make course choices. It is important to take the credits necessary to graduate as well as the courses needed to fulfill your career goals. If you need assistance, please consult the school counsellor, administration and/or homeroom teacher.

Note: *At publication time, it is recognized that it might not be possible to offer all courses listed. In some cases, depending on enrollments and staffing it may be necessary to limit the number of course offerings in September. Some courses will be in conflict with each other within an individual student's timetable; courses may have enrollments that exceed the maximum capacity of the course.*

Requirements for different universities and colleges vary considerably and are constantly subject to change. Most universities demand a high school completion certificate that includes five acceptable grade twelve academic subjects for entrance. Many college courses require a high school graduation certificate and no specific courses. Carefully examine all available information regarding educational and occupational areas of interest. It is important to keep your options open.

Wisdom in course selection takes into consideration such personal factors as ability, special aptitudes, interests and personality traits.

NUMBER OF COURSES

Annapolis West Education Centre operates on a semester system. Students in grades 9 and 10 will register for 8 credits per year. Students in grade 11 will register for a minimum of 7 credits. Except for special circumstances, students in grade 12 will register for a minimum of 6 credits. Returning graduates will meet with administration to determine the courses for which they will register.

NSSAF Eligibility

In order to be eligible to participate in a Nova Scotia School Athletic Federation-sponsored activity, a student must be taking at least three (3) courses during the semester that the activity is taking place.

CREDIT TYPES

Courses are categorized as one of the following credit types:

ACADEMIC: Courses designed for students who expect to enter college, university or other post-secondary institutions.

GRADUATION: Courses 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 in community colleges.

OPEN: None of these courses are designed to meet the specific entrance requirements of any post-secondary institution but individual courses may meet entrance requirements of some institutions.

ENGLISH LANGUAGE ARTS

ENGLISH 10 (ACADEMIC)

This course is compulsory for all students. Emphasis is on analyzing, appreciating and responding to the various genres of literature. The literary selections studied provide the background for the major writing assignments of the course.

ENGLISH 11 (ACADEMIC)

This course begins preparing students for a post-secondary English course and to develop students skills in reading, writing, speaking, listening and viewing. To satisfy the first of these goals, concentration will be placed on, but not limited to, such subjects as the construction of opinion papers, proper research formats and techniques and the reading and analysis of sophisticated works of literature. Selections studied include novels, poetry, short stories, mythology, and Shakespearean drama. To satisfy the second goal, we will emphasize public speaking, analysis of audio and visual media, creative writing, and how to function in and organize group efforts.

ENGLISH COMMUNICATIONS 11 (GRADUATION)

This course is designed for those students who are not likely to pursue academic post-secondary education. Students are required to submit written responses to readings, discussions and films. Attention is given to the basic principles of the English language such as correct sentence structure, spelling, punctuation, and capitalization. Additional objectives of the course are to help students appreciate literature, as well as to improve their literacy skills to meet the demand of the outside world.

ENGLISH 12 (ACADEMIC)

The senior year of English concerns itself with an academic approach to literature and writing. The course emphasizes the examination of major works of English literature. Students are required to examine texts and respond in an academic manner. Several novels, a Shakespearean play, a wide variety of expository and narrative texts and media provide the basis for discussion and writing. Formal academic writing is a principal consideration. Precise communication and thinking skills are accentuated.

ENGLISH 12: AFRICAN HERITAGE (ACADEMIC)

English 12: African Heritage, an academic course, addresses the full range of English 12 curriculum outcomes while encompassing the experience, study, and appreciation of language, literature, media, and communication from an African heritage perspective.

English 12: African Heritage fulfills the grade 12 English language arts requirement for graduation. Like their counterparts enrolled in English 12, students enrolled in English 12: African Heritage will write the NSE English 12. English 12: African Heritage is to be accorded the same recognition by universities and other post-secondary institutions as English 12.

ENGLISH COMMUNICATIONS 12 (GRADUATION)

The purpose of this course is to develop students skills in reading, writing, listening, and viewing. The focus is similar to grade 12 academic English; however, the work load is lighter and the pace slower. Practical communication skills are more heavily emphasized including basic grammar. Attendance and effort are key components for success in this course.

BUSINESS EDUCATION

ARTS ENTREPRENEURSHIP 12 (ACADEMIC)

Note: Arts Entrepreneurship 12 course is an elective course and does not satisfy the compulsory arts education graduation requirement.

Arts Entrepreneurship 12 provides opportunities for students to apply knowledge and skills fostered by arts courses by exploring their own creative potential in the context of the creative economy. As active participants, students will deepen their understanding of Nova Scotia's vibrant cultural sector and its contribution to both the economy and the quality of life in our communities.

Nova Scotia's creative economy is increasingly recognized as a generator of economic growth and a vital contributor to quality of life and place in our communities. This creative economy involves creativity, innovation, and entrepreneurship. Our cultural entrepreneurs will play increasingly significant roles in the health and wealth of our province.

Arts Entrepreneurship 12 is exploratory in nature, focuses on project-based and portfolio learning, emphasizes inquiry, and helps develop 21st century skills (including critical thinking, problem solving and risk-taking, communication and collaboration, and creativity and innovation). The course presents a unique opportunity to offer students an entrepreneurial experience in an aspect of the cultural sector that interests them.)

ENTREPRENEURSHIP 12 (ACADEMIC)

Entrepreneurship education is fundamental to advancing the vision of a strong entrepreneurial climate. The curriculum guide and support materials for Entrepreneurship 12 describe a student-centred course that introduces entrepreneurship as a viable career option through real-world, authentic learning opportunities. Students recognize that they can create their own career path and enjoy more control over their destinies. Entrepreneurship 12 focuses on active, experiential learning and on developing the attitudes, skills, and knowledge required to meet the many opportunities and challenges of being an entrepreneur. The course comprises three components: action, theory, and business planning. Students apply what they learn to organize, operate, and manage activities/ventures in four strategic areas: school-based activities, business venture(s), community-based learning, and mentoring. As well as the 110 hours of classroom time, students are expected to complete a minimum of 50 hours of entrepreneurial activities outside the classroom.

FAMILY STUDIES

FOOD FOR HEALTHY LIVING / INTERNATIONAL FOOD 10 (OPEN, 1 credit)

This course is composed of 2 half credit courses. You will complete these half credits together in order to earn one full credit toward graduation. The first unit will be: Food for Healthy Living- This half of the course will examine which foods are best for our wellness. Students will look closely at the specific nutrients in foods and learn to differentiate between good foods and empty foods. This will be a very science based portion of the class.

The final unit will be: International Foods. Students will move away from the scientific and into the more social aspects of food. Students will do a World Food Tour; looking at several countries from each continent. Students will investigate the culture, customs and food choices of each selected nation. Students will work in the kitchens to create traditional dishes from these countries and learn about why different peoples make different food choices.

FOOD STUDIES AND HOSPITALITY 12 (OPEN)

There is a laboratory component to this course. This introductory curriculum is designed to explore food studies through a hospitality perspective. Students will have the opportunity to learn about basic food preparation skills both for personal development and for entry-level employment possibilities. Professional food presentation and service are also explored.

Students will have the opportunity to research careers in culinary. Where possible students will participate in a practicum related to the food and hospitality industry. Topics include: food/kitchen safety, kitchen literacy and numeracy, professional kitchen organization, food and beverage service skill development, fundamentals of cooking, menu planning, food for thought, work experience/job shadow/co-op placement.

CANADIAN FAMILIES 12 (OPEN)

Canadian Families 12 is a full-credit course that examines the nature of families through the lens of Maslow's hierarchy of Human Needs. Using demographic information, students will explore and research the challenges faced by Canadian families and look at society's response to those challenges. The course reflects the following themes:

- Relationship Skills
- Consumerism and Financial Management
- Changing Canadian Culture
- Community Connections
- Resource Acquisition and Management
- Life/Work Skill Development

FINE ARTS

ART

VISUAL ART 10 (ACADEMIC)

Art 10, a foundation course in Art, highlights artistic expression through the planning, process, and completion of artworks that reflect the elements of art and principles of design. This individual and group artistic expression emerges in a problem-solving context that explores use of various media and techniques in order to communicate meaning in a visual fashion. Participation in the visual arts provides a focus for examining cultural, socio-economic and national influences on personal responses. Analyses of personal visual responses and historical and contemporary artistic endeavors serve to enrich the understanding and process.

VISUAL ART 11 (ACADEMIC)

Visual Arts 11 features in depth artistic exploration of techniques, methods, and creative responses initiated in Visual Arts 10. The emphasis is on greater independence in interpreting historic and contemporary natural and fabricated environments and artworks. Creation and communication through images emerge from responses to personal and social interests and issues. An overview of career paths is explored.

VISUAL ART 12 (ACADEMIC)

Visual Arts 12 highlights exploration of aesthetic ideas that are personally relevant to the student. The self-motivated student will develop a sketchbook and a focused portfolio of a predetermined number of art works. In depth exploration of one medium and exposure to a variety of other media form the essence of this course. The student participates in and responds to lessons on art history and theory. An overview of career paths is explored.

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.

DRAMA 10 (ACADEMIC)

Drama 10 is an introductory course in developmental drama where students learn important career and academic skills through the improvisation, games, creativity and self-reflection. In large and small groups students gain confidence as they develop essential capacities such as: navigating trust, group problem solving, effective communication, physical and vocal self-awareness, and giving/taking positive and constructive criticism. The course is comprised of four strands:

- Foundation: development of essential skills, attitudes, trust and confidence
- Movement: physical awareness and expression, characterization and space
- Voice: tone, technique, confidence in speech, choral speaking, decoding subtext
- Theatre: acting, staging, technical theatre and performance

Drama 10 provides the foundation for future course work in drama but is not primarily a theatre course. Rather than focus on stage performance and script study, the course emphasizes the opportunity for personal expression, consensus building, and development of a range of creative products. Students successfully completing Drama 10 will emerge with greater confidence in themselves and their creative work, improved understanding of human behavior, and enhanced group and leadership skills. Performance for an external audience is not expected.

DRAMA 11 (ACADEMIC)

Prerequisite: Drama 10 and permission of teacher. Drama 11 builds on learning experiences provided in Drama 10 and focuses on the students' personal development in addition to exploring various facets of professional theatre. Beginning with foundation experiences to develop confidence and capability, the course allows students to explore movement and speech and to combine these in a greater range of dramatic forms. Selected dramatic forms are explored in depth for presentation. Drama 11 emphasizes the process of creating script and bringing script to production. Students will create original scripts or theatre pieces from other texts.

They will also explore script, using improvisation and other dramatic forms both to understand the original text and to create new script for performance. The course also explores the elements of theatre production and the skills required for presentation or performance. Students will make and incorporate artistic choices regarding design elements, stage movement and blocking, and costume. Available technology will be used to facilitate the creation and production of a theatre piece. Some presentation work may be for an external audience.

DRAMA 12 (ACADEMIC)

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

MUSIC

MUSIC 10, 11, 12 (ACADEMIC)

The senior high music courses are a comprehensive performance based study of music following three strands: Creating, Making and Presenting, Understanding and Connecting Contexts of Time, Place, and Community, and Perceiving and Responding. Instrumental performance includes group instruction, small ensemble, and study of solo repertoire for each instrument. Theory instruction covers advanced rudiments of music through simple harmony and basic composition. The study of music history and culture encompasses a broad spectrum from ancient times to current styles.

**Please note that students in grade 10 and 11 must be enrolled in a Music course in order to participate in the AWEC Band. Grade 12 students may (in consultation with school administration, guidance and the music teacher) seek approval to participate in the AWEC Band without being enrolled in a Music course.

LANGUAGES

FRENCH

The French program is based on the communicative/experiential approach. The grade 10, 11, and 12 combined class is taught in French, using a variety of strategies including activities, independent, partner, group work, presentations, discussion. Units/themes, related to student and everyday life are the base for practicing the four skills of the second language: i.e. listening, speaking, reading, and writing. The main goal is to get the students to speak French as their comprehension of the language increases along with vocabulary, verb knowledge and sentence structure. Innate is an appreciation of French culture. Prerequisite to each level is a pass from the preceding level and/or a recommendation from their teacher.

INTEGRATED FRENCH (EXTENDED CORE)

Students, who choose to take the Extended Core French program, must take two courses in French in grade 10, 11 and 12. **In 2018-2019, Oceans 11 will be offered in French through Nova Scotia Virtual School. Students wishing to stay in the Integrated French Program in Grades 10, 11, or 12 should contact AWEC's Guidance Counsellor to register for this course as soon as possible.** In the spring of their graduation year, every student will take an oral proficiency test. At graduation, they will receive two certificates for French: one stating their level of oral competence, and the second, listing the six French credits that they successfully completed.

INTEGRATED FRENCH 10 (ACADEMIC)

The students who have succeeded in the grade 9 extended core program will continue to experience an even more advanced level of French comprehension, speech, reading, and writing in grade 10. They will lead the class in activities, improvise, debate, study language structure with the goal of improving their writing. Themes examined are recreation, relationships, and youth-related issues, film and theatre. Evaluation will be done on participation, tests, projects, written assignments and presentations, both individual and with a partner.

INTEGRATED FRENCH 11 (ACADEMIC)

This course is intended for students who have been following the Extended Core program. Themes to be explored are the arts, health, youth rights and responsibilities, and the future. Evaluation will be based on projects, tests, exams, participation and homework. Prerequisite: Grade 10 Extended Core French.

INTEGRATED FRENCH 12 (ACADEMIC)

This program follows a similar program as FRE 12 but differs in the level of difficulty in selecting projects. Prerequisite: Grade 11 Extended Core French or permission of the teacher.

MATHEMATICS

Please note that students graduating on or after 2020 will be required to have three (3) senior high math courses in order to be eligible to graduate.

GRADE 10

In 2018-2019 three mathematics courses will be available at the grade 10 level:

- ~ Mathematics Essentials 10: (110 hours), 1 graduation credit
- ~ Mathematics at Work 10: (110 hours), 1 graduation credit
- ~ Mathematics 10: (220 hours), 2 academic credits

MATHEMATICS ESSENTIALS 10 (GRADUATION, 1 credit)

This course will be presented over 110 hours. The typical pathway for students who successfully complete Mathematics Essentials 10 is Mathematics Essentials 11. These two courses will provide successful students with two mathematics credits as required for graduation.

Students in Mathematics Essentials 10 will explore the following subject areas: Mental Math, Working and Earning, Deductions and Expenses, Paying Taxes, Making Purchases, Buying Decisions, Probability, Measuring and Estimating, Transformation and Design, Buying a Car.

MATHEMATICS AT WORK 10 (GRADUATION, 1 credit)

This course will be presented as a 110-hour course.

Mathematics at Work 10 is an introductory high school mathematics course which demonstrates the application and importance of key math skills.

The new Mathematics at Work courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require *academic* mathematics.

The typical pathway for students who successfully complete Mathematics at Work 10 is Mathematics at Work 11 followed by Mathematics at Work 12. Some students who successfully complete Mathematics at Work 10 may choose to take Mathematics Essentials 11 followed by Mathematics for the Workplace 12.

Students in Mathematics at Work 10 will explore the following topics: measurement, area, Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

MATHEMATICS 10 (ACADEMIC, 2 credits)

Note: Mathematics 10 is a 220-hour, two-credit course. Students will have mathematics class every day for both semesters in their grade 10 year.

Mathematics 10 is an academic high school mathematics course which is a pre-requisite for all other academic and advanced mathematics courses. Students who select Mathematics 10 should have a solid understanding of mathematics from their junior high years. This means that students would have demonstrated satisfactory achievement of learning outcomes in grade 9 Mathematics.

Students who successfully complete this course will receive one grade 10 academic mathematics credit and one grade 10 technology credit.

Students in Mathematics 10 will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

GRADE 11

In 2018-2019, depending on enrollment numbers, five mathematics courses will be available at the grade 11 level:

- “ Mathematics Essentials 11: (110 hours), 1 graduation credit
- “ Mathematics at Work 11: (110 hours), 1 graduation credit
- “ Extended Mathematics 11: (220 hours), 2 academic credits
- “ Mathematics 11: (110 hours), 1 academic credit
- “ Pre-Calculus 11: (110 hours), 1 academic credit

MATHEMATICS ESSENTIALS 11 (GRADUATION, 1 credit)

This course will be presented as a 110-hour course.

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

Mathematics Essentials 11 is designed for students who either do not intend to pursue post-secondary study or plan to enter post-secondary programs that do not have any mathematics pre-requisites. The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

Students in Mathematics Essentials 11 will explore the following topics: mental mathematics; collecting, organizing and graphing data; borrowing money; renting or buying; household budgets; investing money; measuring; and 2-D and 3-D design, mathematics in content areas such as science and social studies.

MATHEMATICS AT WORK 11 (GRADUATION, 1 credit)

This course will be presented as a 110-hour course.

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

Mathematics at Work 11 demonstrates the application and importance of key mathematical skills.

The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. (The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.)

Some students who successfully complete Mathematics at Work 11 may choose to take Mathematics for the Workplace 12.

Students in Mathematics at Work 11 will explore the following topics: measurement systems volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and formula manipulation for various contexts.

EXTENDED MATHEMATICS 11 (ACADEMIC, 2 credits)

This course will be presented as a 220-hour course.

Prerequisite: Successful completion of Mathematics 10.

Extended Mathematics 11 is a 220-hour course that is scheduled over the duration of the school year, September to June. Students who successfully complete this course will receive one grade 11 academic mathematics credit and one grade 11 technology credit.

Extended Mathematics 11 is an academic high school mathematics course. Students who select Extended Mathematics 11 will complete the curriculum outcomes for the semestered Mathematics 11 course and additional concepts in Statistics and Data Analytics. They will have extra time to explore concepts using a variety of learning experiences and use technology to enhance their learning.

The typical pathway for students who successfully complete Extended Mathematics 11 will be to take Mathematics 12. Alternatively, students who successfully complete Extended Mathematics 11 may choose to select either Mathematics at Work 12 or Mathematics Essentials 12. *While not the typical pathway, Extended*

*Mathematics 11 can also be used as a pre-requisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.**

Students in Extended Mathematics 11 will explore the following topics: linear programming, applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions, inference making from statistical summaries, analyzing and presenting data and how to extract meaning from data.

**Note: Students who complete Extended Mathematics 11 and then decide to take Pre-calculus 11 followed by Pre-calculus 12 should contact their guidance counselor for scheduling options.*

MATHEMATICS 11 (ACADEMIC, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics 10.

Mathematics 11 is an academic high school mathematics course. Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum and will also enroll in Pre-calculus 11.

Mathematics 11 is a prerequisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.

There are two typical pathways for students who successfully complete Mathematics 11:

- For those students intending to follow the academic pathway, Mathematics 11 will be followed Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require an academic or Pre-calculus mathematics credit).
- For those students intending to follow the advanced pathway, Mathematics 11 will be followed by Pre-calculus 11, and then Pre-calculus 12.

Alternatively, students who successfully complete Mathematics 11 may choose to select a graduation level course in grade 12.

Students in Mathematics 11 will explore the following topics: applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions.

PRE-CALCULUS 11 (ADVANCED, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics 11.

Pre-calculus 11 is an advanced high school mathematics course. Students who select Pre-calculus 11 should have a solid understanding of the Mathematics 11 curriculum.

Pre-calculus 11 is a prerequisite for Pre-calculus 12. These courses are to be taken consecutively, not concurrently.

The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. (Courses in the Pre-calculus pathway are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.)

Some students who successfully complete Pre-calculus 11 may choose to take Mathematics 12. Alternatively, students who successfully complete Pre-calculus 11 may choose to select a graduation credit in grade 12.

Students in Pre-calculus 11 will explore the following topics: absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic

equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

GRADE 12

In 2018-2019, five mathematics courses will be available (depending on demand) at the grade 12 level

- Mathematics Essentials 12 (formerly called Mathematics for the Workplace 12): 110 hours, 1 graduation credit
- Mathematics at Work 12: 110 hours, 1 graduation credit
- Mathematics 12: 110 hours, 1 academic credit
- Pre-calculus 12: 110 hours, 1 advanced credit
- Calculus 12: 110 hours, 1 advanced credit

MATHEMATICS ESSENTIALS 12 (GRADUATION, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics Essentials 11 or Mathematics at Work 11. The prerequisite for Mathematics Essentials 12 must be taken and successfully completed prior to starting Mathematics Essentials 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.

Mathematics Essentials 12 is designed for students who either do not intend to pursue post-secondary study, or plan to enter post-secondary programs that do not have any mathematics pre-requisites. The content of this course will help students work toward improving the mathematical knowledge base needed for work directly related to the trades. This course will be modular based and project oriented.

Students in Mathematics Essential 12 will do the following modules.

~ Module 1: Measurement

~ Module 2: Mini-project: Mathematics and Career Exploration

~ Module 3: Ratio, Rate, and Proportion

~ Module 4: Major Project: Math Preparation for the Workplace

MATHEMATICS AT WORK 12 (GRADUATION, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics at Work 11 or Mathematics 11. The prerequisite for Mathematics at Work 12 must be taken and successfully completed prior to starting Mathematics at Work 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics. Mathematics at Work 12 is the third course in this pathway.

Students in Mathematics at Work 12 will study the following topics: measurement and probability, measures of central tendency, scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations, and trigonometry.

MATHEMATICS 12 (ACADEMIC, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Mathematics 11 or Pre-calculus 11. The prerequisite for Mathematics 12 must be taken and successfully completed prior to starting Mathematics 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Mathematics pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Mathematics 12 is the third course in this pathway.

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

PRE-CALCULUS 12 (ADVANCED, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Pre-calculus 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.

The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.

Students in Pre-calculus 12 will study the following topics: transformations, radical functions, polynomial functions, trigonometry, exponential and logarithmic functions, rational functions, function operations, permutations, combinations and the binomial theorem

CALCULUS 12 (ADVANCED, 1 credit)

This course will be presented as a 110-hour course.

Prerequisite: Successful completion of Pre-calculus 12.

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

PHYSICAL EDUCATION

It is not possible to offer all Physical Education courses every year. AWEC will be offering the courses with the strongest demand.

PHYSICALLY ACTIVE LIVING 11 (OPEN)

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

This course will satisfy the physical education provincial graduation requirement.

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. Physical Education 10 includes some theory components, coupled with predominantly active experiences whereby students will have the opportunity to participate in a variety of indoor and outdoor fitness, sport, and recreational experiences. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life. The course is divided into (4) four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

This course will satisfy the physical education provincial graduation requirement.

FITNESS LEADERSHIP 11 (OPEN)

This course is designed to give students in depths look at the culture of fitness. Classes will range from performing various workouts including cardiovascular, muscular strength, power, endurance, plyometric and cross training. Students will study the human body and how it moves, grows, is fuelled and is healed. Students will learn how to create and lead short warm ups to developing full fitness programs.

Students of various fitness levels will be challenged. The course is based on the Nova Scotia Fitness Association (NSFA) Youth Leadership Program which will have student lead fitness classes for various age and ability levels. (i.e.: elementary, junior high, adult, special needs, senior).

This course will satisfy the physical education provincial graduation requirement.

YOGA 11 (ACADEMIC)

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

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

PHYSICAL EDUCATION 12 (OPEN)

Phys. Ed. 12 will provide opportunities for teachers and students to work together in selecting the activities in which teachers and students participate. A quality program will incorporate as many activities as possible to provide the students with a full and enriching experience. Depending on the nature of the activity and level of safety required, teachers may wish to consult with administration and/or school district personnel when selecting activities.

SCIENCES

SCIENCE 10 (ACADEMIC)

This course is a recommended pre-requisite for all other science courses.

This course has three main emphases: 1) science inquiry, 2) technological problem-solving, and 3) decision making. Scientific literacy is an evolving combination of the science-related attitudes, skills and knowledge students need to develop inquiry, problem-solving, and decision-making abilities, to become lifelong learners and to maintain a sense of wonder about the world around them. To develop scientific literacy, students require diverse learning experiences which provide opportunity to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society and the environment that will affect their personal lives, their careers, and their future. Through various features, Science 10 enables students to understand and develop skills in the processes of scientific inquiry and in relating science to technology, society and the environment. The four major units include sustainability in ecosystems, weather, velocity and chemical reactions.

AGRICULTURE/AGRIFOOD 11 (ACADEMIC)

This course provides an introduction to the agriculture and agrifood industry. It is open to students in any high school grade. Agriculture/Agrifood 11 offers students opportunities to explore the processes of agriculture and agrifood in provincial and global contexts. Students will gain an understanding of the role of technology, science, and government in the production of primary agricultural products, the role of systems which support production, and agriculture and agrifood-related activity beyond the farm gate. Learning experiences generally have a strong applied focus with an emphasis on integrating, applying, and extending learning, making connections with learning in other courses, and exploring career opportunities. Agriculture/Agrifood 11 meets the second science credit requirement for graduation.

BIOLOGY 11 (ACADEMIC)

Biology is important for all students interested in learning about living organisms, including humans, and how they function. This course provides an introduction to the knowledge and skills needed for further work in science and biology. A broad overview of representative topics in Biology including cell structure and function, classification and taxonomy, a survey of the six kingdoms plus human biology make up the course content. Recommended prerequisite is Science 10.

BIOLOGY 12 (ACADEMIC)

Biology 12 is a continuation of Biology 11. The course is designed to assist students to develop an understanding of the fundamental science concepts and principles and to develop an awareness of the tremendous impact of biology and association technology in society. Students who plan to enroll in the course are encouraged to take Chemistry 11 prior to or concurrently with Biology 12. Topics include cell biology, energy relationships and transformations, regulation and control, and anatomy and physiology.

CHEMISTRY 11 (ACADEMIC)

Chemistry 11 is an introductory first level course in general chemistry. Topics include matter and energy in chemical change, atomic structure, chemical bonding, quantitative relationships in chemical changes and introductory organic chemistry. Integrated classroom and laboratory work are features of the course. Students should be enrolled in a grade 11 mathematics course.

CHEMISTRY 12 (ACADEMIC)

Chemistry 12 is a second level course in general chemistry and a foundational year for college chemistry. Topics include solutions, acids and bases, thermochemistry, chemical equilibrium reaction rates, oxidation-reduction, and electrochemistry. A laboratory program is part of the course. Prerequisite is Chemistry 11 and enrollment in a grade 12 math course.

OCEANS 11 (ACADEMIC)

Oceans 11 is an academic course that satisfies the second science credit requirements for high school graduation. This course offers students the opportunity to explore aspects of global and local oceanography, and current ocean-related issues. Topics include marine biology, physical oceanography and aquaculture. Lab and project work are highly emphasized in Oceans 11.

PHYSICS 11 (ACADEMIC)

Physics is an important science course designed to increase a student's knowledge about and appreciation of the world around us. This introduction to physics includes units on kinematics (motion, velocity, etc.), dynamics (focus) energy and momentum, and wave theory. Recommended pre-requisites: Pre-calculus Mathematics 11 or Math 11 (may be taken concurrently).

PHYSICS 12 (ACADEMIC)

This is a continuation of Physics 11. This course does a more in-depth study of the topics presented in Physics 11 using vectors and trigonometry as aids in understanding advanced motion velocity forces momentum. It then uses this information in introducing fields (electric and gravitational), radioactivity and modern physics topics. Advanced motion and momentum are studied using vectors. As well, electricity, magnetism, radioactivity, and modern physics topics are covered. Prerequisite is Physics 11. Recommended pre-requisites or concurrent courses: pre-calculus Mathematics 12 or Math 12.

SOCIAL STUDIES

CANADIAN HISTORY 11 (ACADEMIC)

This is a compulsory course. This course takes a thematic look at the history of Canada and should provide students with a good sense of their country's past. The themes through which our history is viewed are Globalization, Justice, Development, Sovereignty, and Governance. With each of these themes serving as units, students will be exposed to more than 1000 years of history.

AFRICAN CANADIAN HISTORY 11 (ACADEMIC)

African Canadian Studies 11 satisfies the requirement for a Social Studies/Canadian History credit for graduation. The course offers an opportunity to acquire understanding and knowledge of African culture and its contributions to the development of Canada as a nation rich in diversity. Through both chronological and thematic approaches, the development of the course highlights the African Canadian experience and provides opportunities for learners to gain a deeper appreciation of Africans and people of African descent.

MI'KMAQ STUDIES 11 (ACADEMIC)

Mi'kmaq Studies 11, an eligible credit for the Canadian History graduation requirement, highlights a holistic perspective that integrates past, present, and future in an analysis of historical and contemporary issues in Mi'kmaq society. The course incorporates an issues-based approach and considers concepts such as governance, culture, justice, education, and spirituality. Understanding and respect for Mi'kmaq contributions to society are intrinsic to the study.

GLOBAL GEOGRAPHY 12 (ACADEMIC)

This course explores major themes which help us to understand the nature and origins of complex humanity/environment relationships in the contemporary world, guided by the fundamental themes and skills of modern geography. By using geographic skills and techniques, by learning and applying a body of geographic knowledge, and by developing their own planet management awareness, students will become informed global geography students.

GLOBAL HISTORY 12 (ACADEMIC) The course deals with World History from 1945 to the present day; major themes surround five areas: 1) Politics, 2) Economics; 3) Justice, 4) Society and Culture, and 5) Technology. A sixth unit deals with interdependence and how the previous five interrelate. The course involves lectures, films, group work, presentations, essays and tests.

SOCIOLOGY 12 (ACADEMIC)

Sociology 12 is designed to introduce students to the scientific study of human society and interaction. The course is built around five units that provide a broad overview of the field of study: Sociology: A Social Science; Culture: A Shared Human Experience; Socialization: The Shaping of Human Behaviour; Social Organization: Living Together as Humans and Social Control: Deviant and Conformist Behaviour.

The central focus is on providing students with a deeper understanding of the social groups and society in which humans live, with a particular focus on a Canadian context. The course provides students with an enhanced understanding of human behaviour; their own and the others with whom they interact on a daily basis, as well as a firm foundation for pursuit of further studies in behavioural sciences at the post-secondary level.

LAW 12 (ACADEMIC)

This is a university preparatory course designed for the student with a keen interest in law. Students will examine origins and requirements for law in society and become better informed as citizens. Thinking, organizational and research skills will be developed.

TECHNOLOGY RELATED EDUCATION

COMMUNICATIONS TECHNOLOGY 12 (ACADEMIC)

Communications Technology 12 is a course that involves using a hands-on approach to electronic, print, and web communication concepts. It provides all students with hands-on activities and introduces them to a broad spectrum of technological concepts, both in traditional media and new media. By the end of either course, students are able to use a range of technological tools, processes, and applications, integrate communications technology with other academic disciplines, design and create communication materials that solve technological problems, and explain the consequences of technology and how it affects society.

COMPUTER PROGRAMMING 12 (ACADEMIC)

Computer Programming 12 teaches students to think critically. Students will learn how to solve various problems using computer programming. Students will work independently and in small groups to solve problems and create various applications such as calculators, spread sheets, games and other applications. This is an introductory course and students will begin the course by learning the basics of programming. No previous experience or skill with computers is necessary. Currently some local universities are offering credit for successful completion of COMP12. Students should contact their university of interest to confirm.

FILM AND VIDEO PRODUCTION 12 (ACADEMIC)

Film and Video Production 12 involves students in the production of a film or video. Students work independently and as part of a production team to explore roles, develop a critical awareness of historical and cultural aspects of film, and work through the process of producing a film or video from script development to final edit. Students will benefit from a close look at films, production and the history of cinema as well as exposure to a variety of film styles.

PRODUCTION TECHNOLOGY 12 (OPEN)

Note: Production Technology 12 is eligible for one credit toward the technology graduation requirement.

By the end of Production Technology 12, students are able to demonstrate the processes required to create and manufacture products using a variety of materials, tools, and methods. Entrepreneurship in manufacturing processes is an integral part of the grade 12 Production Technology course.

SKILLED TRADES

All Skilled Trades courses comprise four topical clusters: Safety, Trades Living, Measurement and Calculation for Trades, and Tools and Materials. These courses will require a minimum of 110 hours of instruction, investigation, and physical work in the Skilled Trades Centre. Students will work individually and in groups. They will develop an appreciation for the skilled trades, professionalism, and the rewards of such a life career choice.

Skilled Trades courses are taught by certified journeypersons. Under the terms of a Memorandum of Understanding with the Apprenticeship Division of the Department of Labour and Advanced Education, students who successfully complete Skilled Trades courses under the direction of a certified journeyperson teacher can receive up to 500 hours credit upon registration as an apprentice.

Skilled Trades courses are excellent opportunities for students to acquire skills and knowledge and appreciate the attitudes required of successful tradespeople. Whether a student decides to directly enter the workforce after high school, pursue post-secondary education, or not work in the trades at all, she or he will have abilities that will serve them throughout their lives.

SKILLED TRADES 10 (ACADEMIC)

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. In addition, Skilled Trades 10 will offer students multiple opportunities to experience the rewards that come from hands-on, minds-on learning.

A person choosing to work in the skilled trades will have to be familiar with, and able to competently use, a range of tools. These skills include, but are not limited to, the selection of appropriate tools, manual dexterity, well developed hand-eye co-ordination, and balance. Skilled Trades 10 will introduce the student to these skills through practical exercises and project-based learning.

In addition to the use of tools, students will work on other basic trades skills including safety, measurement, blueprint reading, materials, document use, and materials handling.

CONSTRUCTION TRADES 11 (ACADEMIC)

Prerequisite: Successful completion of Skilled Trades 10

Construction Trades 11 will continue to focus on the skills developed in prerequisite Skilled Trades 10 and will define them in a construction environment. Trades that will be examined include Carpenter, Construction Electrician, Floor Covering Installer, Lather (Interior Systems Mechanic), Painter and Decorator, and Plumber.

Students will learn and develop the skills necessary to work on a construction site. Based entirely on the construction of a full-size building, each student will actively use the skills specific to each of the trades required to complete the project. For example, she or he will frame, wire, plumb, and finish a section of the project.

Continuing inside a culture of safety, emphasis will be placed on professional trade practices and the essential employability skills. Students will anticipate, engage and reflect as they learn.

TRANSPORTATION TRADES 11 (ACADEMIC)

Prerequisite: Successful completion of Skilled Trades 10

Transportation Trades 11 will continue to focus on the skills developed in prerequisite Skilled Trades 10 and will further define them in an automotive environment. Trades that will be examined include Automotive Painter, Automotive Service Technician, Heavy Duty Equipment Technician, Motorcycle Mechanic, Motor Vehicle Body Repairer, Partsperson, and Truck and Transport Mechanic.

Students will learn and develop the skills necessary to work in automotive/transportation sector trades. Students will work individually and in groups completing tasks that are common to these trades.

Continuing inside a culture of safety, emphasis will be placed on professional trade practices and the essential employability skills. Students will anticipate, engage, and reflect as they learn.

SKILLED TRADES 12 (CO-OP) (ACADEMIC)

Prerequisite: Successful completion of Skilled Trades 10 and a Grade 11 Skilled Trades sector course. In Skilled Trades 12 Co-operative Education courses, students will apply and build on their previous learning in work placements. The co-operative education placement must be with a certified journeyman for students to earn this credit.

COMMUNITY BASED LEARNING

CO-OP 11 AND 12 (ACADEMIC or OPEN)

Co-operative education provides an opportunity at the high school level for a student to explore a career area by completing a minimum of 100 hours at a community placement. Prior to attending the placement, students must complete a 25-hour pre-placement component that emphasizes career planning, workplace cultures, and workplace health and safety.

OPTIONS AND OPPORTUNITIES (O2)

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

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.

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 Université St. Anne
- choose a post-secondary program with confidence and complete it
- identify a satisfying career within Nova Scotia

NOTE:

- Current grade 9 students hoping to enter the O2 program in 2018-2019 will register for courses in the regular grade 10 program. Course changes will be made after potential candidates have been accepted into the program.
- Students entering their grade 11 O2 year must select Co-Op 11, Workplace Health and Safety 11 (0.5 credit), and Career Development 11 (0.5 credit) at registration.
- Students entering their grade 12 O2 year must select two Co-Op 12 courses at registration.

ADVANCED PLACEMENT (ONLINE)

AVRSB VIRTUAL ADVANCED PLACEMENT (AP) COURSES

AP courses provide the rigor and depth beyond the academic or advanced courses. Students, working virtually online with their AP teacher, cover a College Board approved curriculum and prepare to write external exams in May. Due to the nature of the curriculum and exam, most colleges and universities in Canada and the United States grant students credit, placement, or both for qualified AP exam grades. Students enrolling in AP courses must be highly motivated, have good time management skills and be capable of independent study. It is likely that the online instruction would take place before or after regular school hours. The AVRSB Virtual Advanced Placement Program allows students in every school to choose from the following five courses. For more detailed information on the Virtual AP courses, please visit the AVRSB website at <http://www.avrsb.ca> and click on the **Families** link and follow the **Advanced Placement** link on the left.

Advanced Placement Biology 12 (AP BIO 12; ADVANCED, 1 credit)

AP Biology is designed to offer students a solid foundation in introductory university-level biology. In this course, you will be held to high expectations and mature responsibilities just like a university freshman taking Intro Biology. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. This course will emphasize how scientists use their observations and readings to ask questions that can lead to new experiments. These experiments build on the work of others and eventually lead to additional evidence on different topics. This investigative process will be used throughout this AP Biology course. It is important for students to become excited with discovery as they ask and answer their own questions about natural/biological phenomena that they see, read about, or experience in the laboratory and field. Students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Biology exam in May. Also, students will be required to travel to lab site for two full day labs along with four after-school (2:00-5:00) labs.

Advanced Placement Calculus 12 (AP CAL 12; ADVANCED, 1 credit)

AP Calculus 12 (Calculus AB) presents the rigor and depth comparative to introductory university calculus. The focus of this course includes both a study of differential calculus and integral calculus. As well, the AP Calculus course contains topics to develop rich problem-solving skills. Students meet virtually with the AP Calculus teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. AP Calculus is designed to have a pre-requisite of Math 11 and PreCalculus 11 and a co-requisite of Pre-Calculus 12.

Advanced Placement Chemistry 12 (AP CHEM 12; ADVANCED, 1 credit)

The AP Chemistry 12 course is equivalent in depth and breadth to an introductory university chemistry course. The AP Chemistry course is a content-intensive course that expands on many of the topics covered in Chemistry 11 Advanced and Chemistry 12 Advanced with some additional topics such as Gas Laws. Throughout the course there is an emphasis on inquiry and critical thinking skills including: problem solving, mathematical reasoning, and experimental investigations. Students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Chemistry exam in May. The AP Chemistry course is enhanced by more than 20 laboratory experiments and activities that are part of the course requirements. The AP Chemistry course is designed to have a pre-requisite of Advanced Chemistry 11 or Chemistry 11 and Math 11 and a co-requisite of Math 12. Also students will be required to travel to West Kings to undertake periodic AP chemistry labs. These are done from 2:00 PM . 5:00 PM in the afternoon of selected days throughout the year (approximately once a month).

Advanced Placement English Literature and Composition 12 (ENG LIT AP 12; ADVANCED, 1 credit)

This AP English Literature and Composition 12 course provides students with an enriched program of study on **literature and writing, using a variety of texts as the means to achieving this goal. The course explores literary elements** such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. It seeks to develop your writing skills as you express your ideas and analysis in expository, analytical, and argumentative essays. Course work is accelerated. Students meet virtually with the AP English teacher twice per week beginning in September, ending upon completion of the AP English exam in May. The AP English credit does satisfy the requirements as a third NS English credit. The AP English course is designed to have a pre-requisite of Advanced English 11 or English 11.

Advanced Placement Human Geography (AP HUM GEO 12; ADVANCED, 1 credit)

The Human Geography course is designed to be the equivalent of an introductory human geography course usually taken by geography majors during their first year of university. This course is an in-depth, content-intensive study of geographic concepts/topics and models dealing with all aspects of human geography. Students meet virtually with the AP Human Geography teacher twice per week beginning in September, ending upon completion of the AP Human Geography exam in May. The AP Human Geography credit does satisfy the global studies requirements for Nova Scotia graduation. Having some Geography background will be an asset but not required. Having a strong academic background, being self-motivated, outgoing and comfortable with completing work independently are ingredients for successful learning in the course.

CHALLENGE FOR CREDIT

The Challenge for Credit process allows the school to recognize that a student has already acquired the skills, knowledge, and attitudes that an existing course seeks to develop. Challenge for Credit may occur in fine arts, languages, mathematics and physical education. Students currently enrolled in grades 10, 11 or 12 may challenge for credit, subject to procedures established by the Department of Education. Challenge for Credit cannot be applied in the following situations:

- “ Course where student has already received credit, to improve a mark.
- “ To pass a course already taken and failed, or
- “ To challenge a lower level course in the same subject at the same grade level.

For a challenge to be successful, students must follow the application process and must complete all parts of the evaluation process before the school can assess whether a student has successfully demonstrated achievement of the prescribed learning outcomes. For further information on Challenge for Credit, please see your Guidance Counselor

INDEPENDENT STUDY

The Nova Scotia Department of Education recognizes the importance of providing students with opportunities for working independently and accepting responsibility for their own learning. Such experiences help students to develop the knowledge, skills, and attitudes necessary for lifelong learning.

Independent Study credits are intended to:

- “ Provide increased opportunity for individualization of programming
- “ Recognize and provide credit to students who initiate and develop, with the advice of the teacher, courses tailored to their needs, abilities, and interests.
- “ Provide opportunities for greater flexibility in the senior high program.

Independent study credits are not intended to replicate any existing course in the public school program.

It is expected that school will provide appropriate opportunities for students who wish to earn independent student credits. Independent study credits are an option for all students. Courses developed as independent study credits would normally be completed in a minimum of 110 hours for full-credit courses, 55 hours for half-credit courses. The student is responsible for initiating the independent study credit process and satisfying all of its requirements.

It is the responsibility of the student to:

- “ demonstrate an ability to work independently with minimal direction
- “ design and develop, with advice and guidance from the supervising teacher, a plan for completing the independent study credit course including a course outline, learning and assessment plan
- “ organize and complete the learning experience and activities involved in this plan
- “ cooperate with the supervising teacher throughout the independent study credit process

For further information on independent study credits, please see the Guidance Counselor.

PERSONAL DEVELOPMENT CREDITS EARNED OUTSIDE OF SCHOOL

Secondary school students are able to earn personal development credits in their communities through organizations like the Cadets, 4H, Junior Achievement, or Dance Nova Scotia. Personal development credits can be earned in three areas . arts, languages and leadership. For more information, see the Guidance Counsellor.

NOVA SCOTIA VIRTUAL SCHOOL

The Nova Scotia Virtual School offers online high school courses to Nova Scotia high school students. Courses are offered during first and second semester (starting in September and February each year). Usually, AWEC students enroll in NSVS courses because the course is not offered at AWEC during the semester that they need to take it; AWEC does not offer the course, or there is a scheduling conflict.

Courses run by semester during the school day and school year. If a student is enrolled in an online NSVS course, it is expected to be 1 of the 4 courses that they would take during a semester. Please note that students should take a maximum of one (1) online course each semester.

Students must sign into their courses every day to complete lessons and assignments. Once a week, students will meet with their teacher and fellow students in an online video conference. NSVS course offerings for 2018-2019 will be announced in the early spring of 2018. Enrollment in NSVS courses is limited. Interested students should consult with the AWEC guidance counsellor as soon as possible.

**ANNAPOLIS WEST EDUCATION CENTRE
COURSE OFFERINGS 2018-2019**

Grade 10 Academic		Grade 10 Open	Grade 10 Graduate
<ul style="list-style-type: none"> • Drama 10 • English 10 • Integrated French 10 • Math 10 (2 credits) • Music 10 	<ul style="list-style-type: none"> • Options & Opportunities 10 • Science 10 • Skilled Trades 10 • Visual Art 10 	<ul style="list-style-type: none"> • Food for Healthy Living/Int. Food 10 • Phys. Ed 10 	<ul style="list-style-type: none"> • Math at Work 10 • Math Essentials 10
Grade 11 Academic		Grade 11 Open	Grade 11 Graduate
<ul style="list-style-type: none"> • African Canadian Studies 11 • Agri.-Foods 11 • Biology 11 • Canadian History 11 • Chemistry 11 • Const. Trades 11 • Co-op 11 • Drama 11 • English 11 • Math 11 	<ul style="list-style-type: none"> • Extended Math 11 (2 credits) • Integrated French 11 • Miqmaq Studies 11 • Music 11 • Oceans 11 • Oceans 11 (NSVS en Francais) • Options & Opportunity 11 • Physics 11 • Pre-Cal 11 • Trans. Trades 11 • Visual Art 11 	<ul style="list-style-type: none"> • Fitness Leadership 11 • Physically Active Lifestyles 11 • Yoga 11 	<ul style="list-style-type: none"> • English Comm. 11 • Math at Work 11 • Math Essentials 11
Grade 12 Academic		Grade 12 Open	Grade 12 Graduate
<ul style="list-style-type: none"> • Arts Entrepreneurship 12 • Biology 12 • Calculus 12 • Chemistry 12 • Computer Prog. 12 • Comm. Tech 12 • Co-op 12 • Drama 12 • English 12 • Eng. 12: Afr. Heritage Literature • Entrepreneurship 12 • Film & Video Prod. 12 • Global Geography 12 • Global History 12 	<ul style="list-style-type: none"> • Integrated French 12 • Law 12 • Math 12 • Music 12 • O² Co-op 12 • Physics 12 • Pre-Cal Math 12 • Skilled Trades 12 (Co-op) • Sociology 12 • Visual Art 12 	<ul style="list-style-type: none"> • Canadian Families 12 • Food Studies & Hospitality 12 • Physical Education 12 • Production Tech.12 	<ul style="list-style-type: none"> • English Comm.12 • Math at Work 12 • Math Essentials 12

NAME: _____ HOMEROOM: _____

COURSE SELECTION WORKSHEET Please complete and bring with you to course registration
(Keep a record of the courses you have taken and intended courses)

Grade 10	Grade 11	Grade 12
Alternate Course Choice		

NOVA SCOTIA HIGH SCHOOL GRADUATION CERTIFICATE REQUIREMENTS

NOTE:

- Students entering Grade 10 in 2017 require 18 credits to graduate. Students in the O² program require 19 credits.
- Students graduating on or after June 2020 will be required to have three (3) senior high math courses in order to be eligible to graduate.
- No more than 7 Grade 10 credits can be counted towards graduation.
- At least 5 of the 18 credits earned (19 for O²) must be Grade 12 credits.
- Minimum requirements for homeroom placement:
 - **Grade 10:** Must not be repeating 3 or more Grade 9 courses.
 - **Grade 11:** Successful completion of a minimum of 2 credits.
 - **Grade 12:** Must have earned a minimum of 10 credits and be eligible to graduate.

Subject Area	Credit Requirements
English	<ul style="list-style-type: none"> • 1 credit at each grade level
Mathematics	<ul style="list-style-type: none"> • 2 credits at any level. <i>Please note that students graduating on or after 2020 will be required to have three (3) senior high math courses in order to be eligible to graduate.</i>
Social Studies (Canadian Studies <u>AND</u> Global Studies)	<ul style="list-style-type: none"> • 1 credit from Canadian History 11, Miqmaq Studies 11 or ACS 11 <li align="center">AND • 1 credit from Global History 12 or Global Geography 12
Science	<ul style="list-style-type: none"> • 2 credits from Biology, Chemistry, Physics, Science 10, Agri.-Foods 11 or Oceans 11
Fine Arts	<ul style="list-style-type: none"> • 1 credit from Music, Art, Dance or Drama
Science, Math or Technology	<ul style="list-style-type: none"> • 2 other credits from Math, Science or Technology (Com. Tech. 12, Computer Programming 12, Production Tech. 12, Film and Video Production 12, Skilled Trades 10, Transportation Trades 11 and Construction Trades 11 are eligible)
Physical Education	<ul style="list-style-type: none"> • 1 credit in Phys. Ed., Yoga 11, Dance 11 or Physically Active Lifestyles 11 (PAL 11)