

HORTON HIGH SCHOOL COURSE REGISTRATION HANDBOOK

2006-2007

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General Information

REGISTRATION POLICY

Students currently enrolled in Horton or its feeder schools will receive course registration material during the last week of February. They will have until March 30 to complete the electronic course registration. It is essential that students and parents carefully make their course selections, as changes cannot be guaranteed once classes are filled. Changes required because of failure in a particular course will be made by office staff during the summer, provided students contact Student Services in late June. To check if these changes are done as the student wishes, the student should contact the school during the last week in August. Anyone wishing to make changes for other reasons should contact the school August 28 and 29 from 9:00 a.m. to 3:00 p.m.

THE CODING SYSTEM

Each course description in this booklet is identified by: course title, grade level, credit type (academic, advanced, graduation or open) and credit value (one credit or ½ credit).

The description for each credit type is as follows:

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

Advanced – These courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

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.

Open – Although none of these courses is designed to meet the specific entrance requirements of any post-secondary institution, individual courses may meet entrance requirements and they can be useful for all students in providing for a well-rounded education.

CHOOSING YOUR PROGRAM

Students going into grade ten at Horton will find a wide variety of courses offered at different levels of ability and interest. All of these courses will lead to a **Nova Scotia High School Graduation Diploma**. If you plan to attend university, you should concentrate on courses identified as **Academic** or **Advanced** courses although some **Open** credits are permissible. If you recognize that you are not going to attend university you should still take a majority of **Academic** courses if you can cope with the expectations at that level. The majority of community colleges accept all credit types (Academic, Advanced, Graduation and Open). It is anticipated that some students will graduate having completed a program of mostly university preparatory courses. Some will graduate with a combination: Academic, Advanced Graduation and Open category courses. You should talk with your parents, teachers and guidance counsellors when making decisions about courses and how they affect your future.

Post-secondary institution requirements are constantly

changing; therefore, students need to regularly check the entrance and the program requirements. These are easily accessed through the institutions' web sites and calendars.

HIGH SCHOOL GRADUATION DIPLOMA REQUIREMENTS

Please see the chart on the inside back cover for details. Please note that no student can receive credit for two courses in the same subject at the same grade level. For example, a student cannot receive credit for both MATH 10 and MATH FND 10, BIOLOGY 11 and Human Biology (HUM BIO 11), nor for both ENGLISH 12 and English/Communications (ENG/COM 12). It is the student's responsibility to make sure that he or she chooses and has the right credits necessary for graduation.

SELECTING THE COURSES

Horton High School is a semestered school. Students in grades 9, 10, and 11 will register for four credits in each semester. Students in grade 12 will register for a minimum of three credits in each semester assuming the selected courses meet the requirements for graduation. Returning graduates will register for a minimum of three credits in each semester attended.

It may not be possible to schedule all the courses requested by all students. There may be courses with insufficient enrollment; 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.

Grade 10 students should develop a three-year plan in which they are careful to select courses to satisfy graduation requirements and to establish a basis for the remaining two years in high school. **NOTE:** No more than 7 grade ten level credits can be used for graduation requirements.

Students and parents are encouraged to look ahead to possible post-secondary programs and to consult calendars from these institutions for particulars. **NOTE:** Not all academic courses are accepted by all universities. Completing ENG 12 and four other academic courses does not guarantee admission to all universities. The counsellors will be able to assist in course selection and in providing information on post-secondary entrance requirements; however, the ultimate responsibility for course selection rests with the student and the parents.

All students should be in direct touch with **Student Services** regarding the appropriate selection of courses to gain entrance to various programs after high school graduation, as well as for scholarship requirements. Students have access to career information through the **Career and Life Management** course and through the computer program called **Choices**.

CHALLENGE FOR CREDIT AND INDEPENDENT STUDY CREDITS

An opportunity is now available for students to achieve high school credit for courses through Challenge for Credit and Independent Study.

Challenge for Credit involves a process for senior high school students to demonstrate that they have achieved learning outcomes as defined in the Department of Education and Culture's Public School Program and the curriculum guide for a specific course. Students are limited to no more than two credits at each grade level for a maximum of six credits toward graduation. Challenge can be made in Fine Arts (Music, Art and Drama), Languages (French, German and Spanish), Mathematics and Physical Education. The deadline for The Notice of Intent to Challenge is **October 13**. Application forms are available at Student Services.

Independent Study Credits provide students an opportunity to initiate and develop courses tailored to their needs, abilities and interests under the guidance and supervision of the course-related department head and/or mentoring teacher. This option is open to students of grades 11 and 12 who may earn a maximum of two independent study credits toward graduation. Interested students must check with their teachers and guidance personnel for further details. Application forms are available at Student Services. The first steps to the application procedure are made in the spring. Approvals, arrangements with an advisor, and all other details must be completed by **September 18**. Students cannot acquire a course listed in the Nova Scotia PSP but must create their own course based on strengths and interest. Regardless of a successful Challenge for Credit application, students are required to carry a full load of eight credits in grade ten and eleven, and a minimum of six credits in grade 12. However, Independent Study courses can be

included as part of a full course load.

HOMEROOM GRADE PROMOTION POLICY

Students are placed in homerooms prior to the beginning of school in September. Students must have at least five credits to be eligible for placement in a grade 11 homeroom and ten credits to be eligible for placement in a grade 12 homeroom.

RANKING/ AVERAGING/ HONOURS

RANKING

The Annapolis Valley Regional School Board has established the following policy for ranking students.

The ranking of students by academic achievement is only appropriate for the purpose of satisfying criteria for academic awards and scholarships. Schools shall generate rankings for students following Semester 1 of a student's grade 12 year. Those rankings may be shared between appropriate organizations and institutions and are not to be publicly posted or displayed. Individual students may be informed of their standing on the ranking if they so request. Although schools, in support of student academic awards and scholarships, will use a variety of measures including academic performance in determining a student's achievement during any particular year, official rankings will only be used following completion of Semester 1 of a student's grade 12 year.

For the purpose of calculating grade 12 rankings, the following process shall be used:

1. The top three (3) grade 12 level courses shall be used. The next best (five) 5 grade 11 or 12 level courses shall be used.
2. Only academic or advanced courses approved by the Department of Education will be considered. Each full credit is given equal weight.

AVERAGING AND HONOURS

Students in grade 9, 10, or 11 must achieve a minimum average of 80% from 6 credit courses to receive Honours. Students in grade 12 must achieve a minimum average of 80% in five credit courses. Students with an average of 90% or higher will graduate with "Honours with Distinction."

Please Note: Students cannot receive Honours or Honours with Distinction if they fail any courses.

GUIDELINES FOR UNDERSTANDING SCHOLARSHIPS, BURSARIES AND AWARDS

Scholarships, bursaries and awards are contributions from individuals, community organizations, service clubs, government and professional associations. The competition for these rewards can be at a national, provincial or local level. Each application states the level, sponsor, criteria, instructions, and description of the reward and deadline.

Scholarships are amounts of money, based upon academic achievements and usually require evidence of school and community involvement or leadership.

Bursaries are based upon the financial need of the individual within a family/dependent situation. Sometimes the student is asked to

give supporting documents of the family's/dependent's financial picture. The definition of "financial need" varies with each sponsor.

Awards are forms of recognition that can be in the form of a financial amount or a certificate for special contribution or achievement.

The criteria in each application are usually specific. Students who have worked hard and have supporting character references should be encouraged to apply.

There are only a few awards that are applied for in the fall and these require a grade 11 record of marks. Applications for President/Chancellor National scholarships are due for Ontario universities from December to March. The majority of universities base their entrance scholarships on a student's February marks, but it is essential that students know the system for each post-secondary institution that interests the student. Parents can reach the school database on local bursaries and scholarships by going to www.horton.ednet.ns.ca/office/bursaries.htm. When new information arrives in the school, this information is included in the daily announcements. Parents can check the daily announcements by going to the Horton Web site at www.horton1.ednet.ns.ca. Awards and opportunities are on-going from September to June on the web page link called "Opportunities". Students, parents/guardians can also access information in the Student Services' files.

STUDENT SERVICES

The Student Services Department at Horton is designed to assist students—individually and in small groups—as well as teachers. At

the present it is comprised of two guidance counsellors, two intensive resource teachers, two regular resource teachers, one interpreter for the hearing impaired and a Career Access Program. This department is also responsible for facilitating Individual Pupil Programs (IPP) and Individual Transitional Plans (ITP). Identified students receive assistance in a small group setting with individualized test and exam schedules being arranged as appropriate.

Additional assistance for students can be obtained from Public Health, Board Program Advisors, Speech and Hearing Consultants, a Work Experience Coordinator, and a RCMP Liaison Officer.

The Counselling Centre

The counselling centre is part of student services. The counselling program relates to the personal, social, academic, and career development of students.

The Wellness Centre

This health centre, located at Horton, responds to the needs of students in areas of health such as addiction, nutrition, and sexual health issues.

CAREER ACCESS PROGRAM

Career Access provides students with an opportunity to develop employability skills while achieving their High School Graduation Diploma. Students may enter the Career Access program at any grade level.

The students wishing to pursue their high school education through Career Access will:

- Make application to enter the program, participate with their parents/guardians in an interview process

- Be at least sixteen years of age
- Attend school two days each week and spend the three remaining days in a work setting
- While in the work place, assume the same responsibilities as their co-workers
- Not expect pay for work experience, but in some cases cooperating employers choose to pay some students
- Attend work experience on the days specified during school hours
- Be monitored closely by the work experience coordinating teacher
- Attend all scheduled classes while in school
- Complete all assigned school work
- Display a positive attitude in school and at the workplace.

While on work experience, students are covered by a blanket insurance policy through the Annapolis Valley Regional School Board.

THE HORTON TRADES & TECHNOLOGY ACADEMY PROGRAM

The AVRSB is offering opportunities for schools to provide programs that will engage students in skills based learning opportunities through an Academy approach. Academies are clusters of courses that focus on developing skills in particular lifework/career pathways. The AVRSB has developed a list of criteria that would qualify students to receive a certificate celebrating

a student's successful completion of a cluster of related courses.

The certificate is presented to qualifying students at Graduation in addition to the NS High School Leaving Certificate.

Through this initiative, Horton High School is offering an opportunity for Grade 10 and 11 students considering the Trades & Technology Academy for the 2006-07 year to complete an application form. All applicants must undergo an interview process before being scheduled into the Academy. **Applications may be picked up from Student Services.**

In order to receive the Trades and Technology Certificate students must complete:

Grade 10	Grade 11	Grade 12
MATH FND 10/MATH ESSEN 10	ENG/COM 11	Not Offered Until 2007-2008 School Year
ENGLISH 10/ENG 10 PLUS	MATH FND 11/MATH ESSEN 11	
SCIENCE 10	CLM 11/ PAL 11	
CNT 10	CAN HIS 11	
LRN ST 11	PRO TEC 11	
PHYS ED 10	LRN ST 12	
DES 11	Co-Op 11T	
CoOp 10/LWT 10	WHS11/TR W 11	

Students will be registered into these courses automatically if accepted into the Trades & Technology Academy.

AVRSB FINE ARTS CERTIFICATE: IN BRIEF

Do you feel at home in the arts? If you are taking courses in any combination of music, drama, visual art, or dance, at school or in the greater community, then you may be a candidate for an AVRSB Fine Arts Certificate. Upon graduation, this certificate would indicate to post-secondary institutions that you are committed to the arts and have had an art education that promotes excellence, rigor, and life-long learning in and through the arts.

The AVRSB Fine Arts Certificate is designed for students who wish to develop their potential in Visual Arts, Music, Dance and/or Drama. An arts education offers you unique ways of knowing and experiencing your world and who you are. Moreover, an arts education can help prepare you for a successful career in Canada's largest growth sectors, particularly culture and information technologies.

Students are eligible to receive an AVRSB Fine Arts Certificate for producing a portfolio of twelve art works and by earning five arts credits (among music, art, drama and dance) taken throughout grades 10, 11, and 12. Though Cultural Industries 11, Design 11, and Film and Video Productions 12 are not courses that can be used to satisfy the graduation component of earning a fine arts credit, these courses may be used towards earning an AVRSB Fine Arts Certificate.

For more information, please inquire through your arts teacher or guidance counsellor.

ADVANCED PLACEMENT COURSES AT HORTON

Horton has offered opportunities for students who desire an academic challenge to engage in various activities over the years that have enhanced their learning opportunities at the school. In 2005/06 four advanced courses that can result in a student writing Advanced Placement (AP) exams were offered on a trial basis. AP is a program of study that offers students 35 courses at an advanced level which exceeds the current Nova Scotia curriculum. AP courses are designed to teach students skills that can lead to success at post-secondary institutions because of the depth and detail in which they are taught. Students who enroll in these courses can expect a rigorous curriculum that will introduce them to university-like expectations.

These courses prepare students to write AP exams offered by the College Board in May of each year. Students enrolled in advanced courses at Horton do not have to take these exams; but, will find themselves well prepared to rise to the challenge if they so wish. Taking an AP exam allows students to experience a university level exam while they are in high school. **Most colleges and universities in the United States and Canada grant students credit, placement, or both, for qualifying AP exam grades.**

In the 2006/07 school year Horton intends to increase the number of AP courses offered. In addition to Biology, Calculus, Chemistry, and Human Geography, Horton will be offering English Literature and Composition, and Studio Art. (French Language, yet to be determined.) Students interested in

any of the above courses should examine the course descriptions below. Over the next few years, Horton hopes to establish an AP Program that will allow students to gain an International Diploma from the College Board, as well as enhance their scholarship opportunities.

Advanced Placement Biology 12 (BIO AP 12)

Advanced, 1 credit

The AP Biology 12 course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. This course is an in-depth, content-intensive study of biological principles which include laboratory investigations dealing with cell biology, genetics, DNA technology, enzyme catalysis, photosynthetic rate, ecology, evolution and physiology. The AP Biology course is designed to be taken by students after the successful completion of Bio 11 Advanced and one course in high school chemistry.

At Horton, the AP Biology 12 course is a two-semester course. During the first semester, the students are in a traditional classroom environment and undertake the first half of the course. During the second semester, leading to the AP exam, the students undertake a virtual component of the course which is enhanced by periodic noontime tutorials, on-line sessions and special lab afternoons. Students enrolling in this course must be highly motivated, have good time management skills and be capable of independent study. Students will have a scheduled period for this part of the course but, due to scheduling and the inclusion of students from other schools in this course, the period is used as an

independent study period. More info can be found on the Horton AP Website.

Advanced Placement Calculus 12 (CAL AP 12)

Advanced, 1 credit

The AP Calculus course is designed to be the equivalent of a one or two-semester college introductory calculus course usually taken by students enrolled in a Science or Business Degree program. This course is an in-depth, content-intensive study of differential and integral calculus.

The AP Calculus course is designed to be taken by students after the successful completion of Pre-Calculus 12. Primary emphasis in an AP Calculus course is: working with functions represented in a variety of ways; understanding the meaning of the derivative and the definite integral; being able to use these ideas to solve a variety of problems; communicating mathematics both orally and in well-written sentences, and being able to explain solutions to problems. Also the course emphasizes: modeling a written description of a physical situation with a function, a differential equation, or an integral; using technology to help solve problems, experiment, interpret results, and verify conclusions; determining the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement and developing an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

The AP Calculus Exam, administered by the College Board, is written in May. Upon successful completion of the exam most universities allow students to undertake upper-level courses in Calculus or register for courses for which Calculus is a prerequisite.

Other students may have fulfilled a basic requirement for a Calculus or Mathematics course and will be able to undertake other courses to pursue their majors.

At Horton, the AP Calculus course is taught during second semester. In addition to instruction in a traditional classroom environment, the students undertake a virtual component of the course which is enhanced by periodic noontime tutorials. Students enrolling in this course must be highly motivated, have good time management skills and be capable of independent study.

**Advanced Placement Chemistry 12 (CHEM AP 12)
Advanced, 1 credit**

This course is designed to be the equivalent of the introductory chemistry course usually taken during the first university year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register for courses in other fields where introductory chemistry is a prerequisite.

AP Chemistry students should attain a depth of understanding of fundamentals and should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The AP course in general chemistry differs qualitatively from the usual Chemistry 12 course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by

students, and the nature and the variety of experiments done in the laboratory.

The AP Chemistry course is designed to be taken after the completion of Advanced Chemistry 11 or Chemistry 11 and Math 11. In addition, co-requisite would include Math 12.

During the first semester, the students are in a traditional classroom environment and undertake the first half of the course. During the second semester leading to the AP exam, the students undertake a virtual component of the course which is enhanced by periodic noontime tutorials and special lab afternoons. Students enrolling in this course must be highly motivated, have good time management skills and be capable of independent study. The AP Chemistry Exam administered by the College Board is written in May.

**Advanced Global Geography 12/Advanced Placement Human Geography (HUM GEO AP 12)
Advanced, 1 credit**

The Advanced Global Geography 12/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.

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alterations of the Earth's surface. Students employ spatial concepts and landscape analysis to examine

human social organization and its environmental consequences. They also learn about the methods and tools used by geographers in their science and practice. Primary emphasis in this advanced course is on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of geography as an academic approach rather than a specific set of facts and topics, recognition of unifying themes that integrate the major concepts of human geography, and application of geographic knowledge and critical thinking to environmental and social concerns.

The AP Human Geography Exam, administered by the College Board, is written in May. Upon successful completion of the exam, most universities allow students to undertake upper-level courses in geography.

The principal text for the course is Human Geography: Culture, Society, and Space by Harm deBlij and Alec Murphy. This is one of the most common texts used by university introductory geography programs. The students will also use the regular grade 12 text, as well as selected portions of other common university texts. Because the AP examination is written in early May, the students must be prepared to do some extra work outside of regular class time. Students enrolling in this course must be highly motivated, have good time management skills and be capable of independent study.

This course satisfies the Global credit requirement for NS graduation. Although not essential, it is recommended that students wishing to take this course complete Geography 11.

Advanced Placement English Literature and Composition 12 (ENG LIT AP 12)

Advanced, 1 credit

This senior seminar course is an *elective* offered at Horton for the first time in 2006-2007. Students enrolled in this challenging course will be responsible for the reading of a wide array of novels from diverse time periods and genres. Students will also be responsible for completing a series of research papers pertinent to the novels in question, as well as making presentations and holding class discussions. It is also crucial for students to have strong organization skills, as much self-discipline is required of students in this program. As this is an AP course, there will be a standardized examination upon its completion. It is highly recommended that only students with excellent marks in English enroll in this course. **Please note: This course is not a substitute for English 12 or English Communications 12.**

Advanced Placement Studio Art 12

(STUDIO ART AP 12)

Advanced, 1 credit

For the first time, students at Horton may apply to take an advanced senior high visual arts course that is recognized by, and may give students advanced standing in, many post-secondary art programs.

Advanced Placement in Studio Art is offered as a one credit, yearlong, intensive program for grade twelve students who excel in the visual arts and who want the opportunity to develop a portfolio. AP Art students will have the opportunity to produce quality artwork within an area of concentration while also producing works that demonstrate a breadth

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of ability. Students may choose to create a body of work that focuses on drawing, 2D Art, or 3D Art. Students who complete their portfolio will be able to submit them for review by the College Board. Successful candidates, selected by the College Board, will earn an AP Credit that can be applied for advanced standing in a university visual arts program. The Nova Scotia College of Art and Design University recognizes AP certification.

Students who apply for this largely self-directed and hands-on program need to be passionate about art and to be rigorous in their art making. Students enrolled in this course are expected to have excelled in Art 10 (Visual Arts 10) and Design11 (or Art 11).

Course Offerings
by Department

- Business Education
- English
- Family Studies
- Fine Arts
- Mathematics
- Personal Development & Career Education
- Physical Education
- Science
- Second Language (French)
- Social Studies
- Technology-Related Education

BUSINESS EDUCATION

None of the courses offered under the heading of business education are compulsory in order for a student to graduate, but the courses do cover an important series of skills that all students would benefit from mastering. Grade 12 students, for example, who are not fully timetabled, should give serious consideration to enrolling in a business education course.

As of the fall of 2004, the Annapolis Valley Regional School Board offers a **Business Education Certificate** to those students who take a concentration of courses with a business background. Below are the requirements to receive this certificate upon graduation from high school:

13 required courses by the province of Nova Scotia
Plus:

- Accounting 11
- Business Management 12
- One keyboarding course from grade 10, 11 or 12
- One computer-related business technology course such as:
 - Data Processing 12
 - Word/Information Processing 12
 - Word/Information Technology 12
 - Computer Programming 12
 - Communication Technology 11 or 12
 - Multimedia 12
 - Film & Video 12

One other course from:

- Law 12
- Economics 11 or 12
- Entrepreneurship 12
- Consumer Education 10
- Political Science 12
- Sociology 12

Current Life-Work Portfolio
Community-Based Education experience related to business: job shadow, test drive, work

experience, Cooperative Education placement, mentorship, volunteer experience, entrepreneur venture.

Accounting 11 (ACC 11)

Open, 1 credit

The object of this course is to give students an understanding of accounting principles and concepts encountered in business and personal activities. This course in particular is helpful to students planning post-secondary programs in business, commerce, economics and/or management. This course will fulfill a requirement for the AVRSB Business Education Certificate.

Keyboarding 11 (KEYBRD 11)

Open, 1 credit

Have you ever watched someone type, and been amazed at how fast he or she can type without looking at the keys? If so, this is the course for you. Learn to keyboard (type) without looking at your keys, as well as learn to format simple documents such as letters, tables, memos, and reports. This is a skill-based course which requires much repetition where students progress at their own rate and work on an individual basis. Students need to be self-disciplined in order to handle the repetition and freedom of the course. The end result is the acquisition of a life-long skill that is very useful in this computer-aged society. This course will fulfill a requirement for the AVRSB Business Education Certificate.

Data Processing 12

(DAT PRO 12)

Open, 1 credit

Data Processing 12 is a grade 12 technology credit. It is recommended that students have the grade 11 keyboarding course before entering the Data Processing 12 course. This course is an introduction to the challenging ever-expanding world

of business computing. Modules include a review of keyboarding skills, advanced word-processing concepts, an introduction to spread sheets, databases, and web page design, and a unit on presentation software. This course will fulfill a requirement for the AVRSB Business Education Certificate.

Business Management 12

(BMAN 12)

Open, 1 credit or

Academic, 1 credit

Business Management 12 is a course recommended for students interested in pursuing business as a career. This course will reflect change in our economic and business environment and will provide valuable analytical, problem solving and communication skills through an understanding of how companies operate and are managed from both an employer and employee perspective.

The course focuses on active, experiential learning and on developing the knowledge, skills and attitudes required to identify opportunities and meet the challenges of the business environment. This course will fulfill a requirement for the AVRSB Business Education Certificate.

ENGLISH

Students must have three English credits to graduate, one from each grade level. All grade 10 students must register for ENGLISH 10 or ENGLISH 10 PLUS.

Students in grades 11 and 12 are given a choice: they may register for ENGLISH 11 (Academic) or ENGLISH COMMUNICATIONS 11 (ENG/COM 11) and ENGLISH 12 (Academic) or ENGLISH COMMUNICATIONS 12 (ENG/COM 12). Students who

wish to attend university and some colleges MUST register for ENGLISH 11, followed by ENGLISH 12. Students whose goals include attending community colleges or entering directly into the workforce, might choose the non-academic program, English Communications. Any student with concerns about his or her ability to successfully complete the academic courses should consider English Communications 11 and 12. Students who are not sure should consult with their English teacher and the Guidance Counsellor.

All students registered in ENGLISH 12 or ENG/COM 12 are required to write the provincial Nova Scotia English Examination. First Semester students write in January and Second Semester and Year-long students write in June. The exam is valued at 30% of each student's final English mark.

Students who are especially interested in Canadian literature are encouraged to ALSO register for Canadian Literature 12 (CAN LIT 12). This course, while counting as an academic credit, cannot be counted as one of the three compulsory English credits required for graduation.

Canadian Literature 12

(CAN LIT 12)

Academic, 1 credit

While this course is an elective and does not fulfill the requirement for one of three compulsory English credits, it is highly recommended for students who would enjoy reading and discussing literary representations of Canada's diverse peoples and cultures and the factors that impact on Canadian writers. Although a young country, a multiplicity of Canadians has shaped and still

shapes our nation. Canadian Literature 12 focuses on generations of Canadian writers; their ideas, values, and experiences have enlightened and influenced Canadians in many ways. Participation in Canadian Literature 12 will enhance the students' understanding of themselves as readers, as learners, and as members of the Canadian community.

Advanced Placement English Literature and Composition 12 (ENG LIT AP 12)

Please see page 7 for course description.

English 10 (ENGLISH 10) Academic, 1 credit

This English Language Arts credit is required of all students for graduation. The curriculum and learning environment in ENGLISH 10 is flexible enough to accommodate a wide range of student backgrounds, abilities and interests. While all forms of expressive and receptive communication—oral, written, and visual—are regarded as necessary and valuable areas of the English 10 course, ENGLISH 10 emphasizes proficiency in the use of oral language.

English 10 Plus (ENG 10PLUS) (Academic = 1 Credit + 1 Graduation Credit)

The outcomes for the English 10 Plus program are the same as those cited for the English 10 course. The most significant difference is that the expectation is that those outcomes will be achieved over 220 hours of instruction rather than 110 hours. Students having success in this program will receive two credits toward high school completion; the English 10 credit and one elective credit.

Like the Math 10 plus course, the English 10 plus course is intended for those students who have struggled to achieve success in Language Arts through their Middle Level years and their grade 9 year. Through this program students may build a stronger base of Language Arts skills so that they may have a greater assurance of success in subsequent English courses at the high school level. The increased time is intended to allow for more thorough instruction and increased practice time in the various communication skills in English Language Arts.

English 11 (ENGLISH 11) Academic, 1 credit

-And-

English 12 (ENGLISH 12) Academic, 1 credit

ENGLISH 11 and ENGLISH 12 are academic courses intended for students whose goals include post-secondary academic studies, particularly at universities. These courses focus on increasingly complex and sophisticated literary and other texts. Students will learn to be more perceptive, analytical and critical as they study novels, stories, poetry, drama and non-fiction. At Horton, the literature studied ranges from medieval literature, through Shakespeare, to contemporary writing. Students will learn to express themselves in a variety of forms, with increasing confidence and competence. In grade 12, the students will also prepare for the provincial Nova Scotia English Examination.

English /Communications 11 (ENG/COM 11) Graduation, 1 credit

-And-

English/Communications 12 (ENG/COM 12) Graduation, 1 credit

English Communications courses are intended primarily for non-

university-bound students and are designed to engage students in practical, yet interesting language experiences closely related to their lives and the world. These courses are designed to be flexible, meeting individual student needs and interests. A student who completes ENG/COM 11 could move into ENGLISH 12, but any student considering this should consult with teachers and the guidance office.

FAMILY STUDIES

Family Studies courses are concerned with all aspects of daily living including: human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, technology integration and aesthetics. There is a respect that each student comes to the courses with previous knowledge on which to build new information.

Canadian Families 12 (CAN FAM 12) Open, 1 credit

Canadian Families is a course designed to develop an understanding of the nature of families, reflecting the diversity that is represented in today's society. The family is examined in historical, social, cultural and global contexts.

This course is developed around three modules:

- Images of families (historical perspective, families today, families in later life, families of the future).
- Living in Families (family economics, families and work, family shelter).
- Family Well-being (family health, family crisis, family law).

Students will participate in two community-based projects, as well as complete the Mock Marriage project. Evaluation will be based on assignments, community practicum, tests, projects and exams.

**Child Studies 11 (CHLD ST 11)
Open, 1 credit**

Child Studies 11 (Open) is a Family Studies credit emphasizing child development and parenting skills. The purpose of this course is to develop in students the knowledge, skills and attitudes which would best prepare them to be responsible caregivers. The students will study human reproduction, pregnancy, and childbirth. The course will take the students through the development stages of the newborn, toddler, and preschooler. Students will participate in individual and group projects, class discussions, and the preparation of creative and inexpensive play materials for young children. The student will gain an understanding of self through the study and observation of children. Students will have the opportunity to experience parenting through the use of "Baby Think It Over", a computerized baby simulator. Students will also participate in an in-school practicum by participating with the children enrolled in the Horton High School Childcare Centre. Evaluation will be based on homework, assignments, quizzes, tests, projects and practicum.

Family Studies Technology 10 (FM ST TE 10)

Open, 1 credit

Family Studies Technology 10 (Open) counts as a technology credit for graduation purposes. It is an exciting course where students will explore food technology for the home and industry, as well as

textile technology and embellishing of fabrics.

1. It will take students from a historical perspective to understanding current food technology and encourage students to anticipate future developments in food preparation, food preservation, and consumer practices. Each unit will have a theory and practical component. Students will 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.

2. Exploring Clothing and Textile Technology will be extensively hands-on, although students will investigate the clothing industry and the historical origins of current day technology. Students will create fabrics on a computerized loom and knitter. These in turn can be made into toques, placemats or a host of other items. Applying logos and graphics was never easier. You may monogram and personalize items using computerized printing and stitching. Everything will look professionally done.

Evaluation will be based on class work, labs, tests, assignments, projects.

FINE ARTS

To graduate, all students must have a minimum of one fine arts credit from the following list of art, dance, drama, or music courses.

**Visual Arts 10 (VIS ART 10)
Academic, 1 credit**

Through drawing, painting, printmaking, sculpture, art history and theory, as well as state-of-the-art computer and audio/video

technology, students will have a hands-on introductory look at the tools of the artist as well as the issues surrounding our visual culture. It is a fundamental goal of this course to help students explore their own identity and to creatively express themselves. This course promises to be exciting and challenging to students of ALL abilities.

**Advanced Art 11
Advanced, 1 credit**

Advanced Art 11 is for students who, through their rigor and passion for art making, have demonstrated an outstanding commitment to the visual arts. The successful candidates need to be serious about art making and be able to demonstrate the ability to work independently.

Advanced Art 11 is offered as a one credit, intensive program to run along with the Advanced Placement Art 12 program. Students in this program may have the opportunity to make this experience a two-year program, continuing their advanced art education in AP Art 12.

Through this largely self directed program, students will have the opportunity explore modes of art production and to begin to create a body of work that may be applied to a high school exit portfolio (i.e. Advanced Placement in Studio art portfolio).

Advanced Art 11 has five components:

1. To create a portfolio of five large works.
2. To fill a sketchbook with drawings, ideas and research.
3. To do self directed research into art history.
4. To seek out and work with an artist in the community.

5. To produce a public exhibit of artwork.

This is an exciting opportunity for students who feel compelled to make art and to explore new ideas. Students registered for this program will be expected to have their Art 10 credit and be able to demonstrate advanced maturity and excellence in their drawing and overall artistic endeavors.

Art 12 (ART 12)
Academic, 1 credit

Continuing on skills learned in Art 10 and Design 11, students in this course will focus in one medium, while also experimenting with numerous other materials, in the creation of a coherent body of work. Other components of this course include art history and theory, drawing, and the organization of a portfolio, which may be used for application to post-secondary studies in an art or design-related program. Much of this course is self-directed and it depends on self-motivation, experience and skills learned in Art 10 and Design 11. This is a rigorous course, ideal for those who take art seriously and are considering pursuing art studies beyond high school.

Advanced Placement in Studio Art 12 (STUDIO ART AP 12)

Please see page 7 for course description.

Design 11 (DESIGN 11)
Academic, 1 credit

Design 11 is offered through our Art program and can be counted as a Technology credit. Students in Design 11 will explore rich conceptual ideas, processes, and technologies that are native to the practice of Design. After developing competence in the Fundamentals of Design, students will work to create major projects in

COURSE HANDBOOK

Communication Design and the design of the Built Environment.

To succeed, students must come to the course with a foundation in Art practices and terms (e.g. found in Art 10), be willing to work in teams, and to take on the challenge of learning new technologies and new creative processes.

Drama 10 (DRAMA 10)
Academic, 1 credit

Drama 10 is an introductory course in drama, which is open to grade 10 students. The course is designed to develop the physical, emotional and creative resources of the student. A variety of developmental drama activities, with an emphasis on improvisation, will be utilized. Students will have opportunities to develop their skills in movement, voice, and group dynamics. They will also take part in the collective development of an original play.

Drama 11 (DRAMA 11)
Academic, 1 credit

The Drama 11 program builds upon the components and dramatic forms introduced and developed in the Drama 10 program. Therefore, it is recommended that students will have taken the Drama 10 course or have experience equivalent to that in the Drama 10 program. Students who have not taken Drama 10 should receive permission from the instructor. These students will be admitted to the program if they are able to demonstrate that they have had sufficient experience or by recommendation from an experienced drama specialist. Students will have opportunities to explore movement and speech and to combine these in a greater range of dramatic form. The emphasis is on the process of

creating script and bringing script to production. Students will create original scripts or theatre pieces from any number of texts such as music, literature, improvisation, and existing script. The elements of theatre production and the skills required for presentation, including acting skills, will also be explored.

Drama 12 (DRAMA 12)
Academic, 1 credit

Drama 12 is an advanced course that extends students' knowledge beyond the developmental courses in Drama 10 and 11. The course focuses on the process of understanding and creating effective scripts and bringing these scripts to production. This process of script writing will be achieved through improvisation and other dramatic forms. This course will also explore the elements of theatre production and skills required for presentation and performance. Previous drama course experience is recommended.

Film and Video Production 12 (FLM VID 12)

Academic, 1 credit

FVP 12 is for students who have an interest in learning about video production as an art form, a technical process, and as a career. Students will learn how to collaboratively create meaningful video "shorts" and explore a variety of roles over the duration of the course. The students will discover the essence of story and experience the struggle to shape and express their ideas in a visual medium. Those considering this course must be prepared to write creatively plus work artistically, responsibly, and cooperatively with others. Previous experience in Art or Drama is recommended. This course can be used as either a Technology or a Fine Arts credit.

MUSIC PROGRAM INFORMATION

Music is a unique art form that offers experiences in, and opportunities for, self-expression. In these comprehensive, performance-based courses, students will learn about music, through music, while performing music.

Music is offered either as an open credit or as an academic credit. All music courses satisfy the compulsory fine arts credit requirement and are designed to meet the outcomes as defined in the Atlantic Provinces Foundation Document. These outcomes are grouped according to the types of understanding and processes that are common to all arts disciplines: creating works of art; responding critically to their own works and the works of others; and making connections in local, global, and historical contexts.

MUSIC 10 Academic – Instrumental, 1 credit

Prerequisite: Successful completion of a Junior High Instrumental Music Program or permission of the instructor.

This course is designed to develop instrumental techniques on traditional band instruments at an intermediate level. It includes the study of various elements of music through performance, including but not limited to, theory, history, tone production, intonation, interpretation of non-verbal cues, sight-reading, and the connection of music to life and culture. All classes and rehearsals will be scheduled within the regular timetable.

MUSIC 11 Academic – Instrumental, 1 credit

Prerequisite: Successful completion of Music 10 or permission of the instructor.

This course is designed to further develop instrumental music skills as outlined in Music 10. Students will be exposed to larger and more complex forms of music through ensemble performance. Classes will be scheduled within the regular timetable; there will be 2 rehearsals before school.

MUSIC 12 Academic – Instrumental, 1 credit

Prerequisite: Successful completion of Music 11/MTP11 or permission of the instructor.

This course is designed to further develop instrumental music skills as outlined in Music 11. The course will extend the individual contribution of band students to the advanced level. Through increased sophistication in understanding and advanced technical skill, students will be challenged with difficult and representative band literature. Students will also enjoy units of study on composition, conducting, small ensemble performance, World Music and other relevant study. Classes will be scheduled within the regular timetable; there will be 2 rehearsals before school.

Music Through Performance 10, 11 or 12, Open – Choral

Prerequisite: none

Music Through Performance 11 or 12, Open – Instrumental

Prerequisite: Successful completion of MUSIC 10/MTP11 Instrumental or the permission of the instructor

For a Music Through Performance (MTP) credit, students will be members of the school choir or senior band, and will complete all course requirements as outlined.

A Music Through Performance credit is taken as a ninth course and is scheduled during lunch hours and before school.

SECOND LANGUAGE COURSES

FRENCH

There are three levels of French offered at Horton; they are:

- **Core French:** this course prepares students for the language requirement in the Arts degree at most universities.
- **Extended core French:** students wishing to be more proficient in our other official language may choose to take “Français Intensif” in which they take French as well as one other course in French per grade level for a total of six French language courses. Students completing this requirement will receive, upon graduation, the “Certificat de Français Intensif” from the Annapolis Valley Regional School Board.
- **Immersion Française:** the Department of Education also offers a “Certificat d’immersion française” to those students who were registered in an early or late French Immersion program before entering high school. Students must complete half of the 18 required courses for graduation in French. Students must successfully complete Immersion Française 10, 11, and 12. The total after three years must be at least nine immersion credits. This diploma is recognized throughout the country as indication of fluency in our other official language.

French immersion is an expanding and increasingly popular program within the schools of the Annapolis Valley Regional School Board. Unfortunately, this expansion has occurred at a time when there is a growing national shortage of immersion teachers, especially in the areas of science and math. The courses offered in this book represent an increase in our offerings. Some of the new subject offerings depend upon what funding permits, the number of student requests that would warrant a course to be offered, and the Annapolis Valley Regional School Board being able to attract qualified staff.

The following section presents courses offered in the past at Horton. **Please note that course offerings are contingent on enrollment.**

Italic and bold: required courses for graduation offered in French.

Normal Font: Immersion choices to satisfy certificate requirements.

10 ***Fra Imm 10***
 Biologie 11
 Histoire ancienne 10
 Science 10
 Math 10

11 ***Fra Imm 11***
 Histoire du Canada
 Car/Vie 11
 Math 11

12 ***Fra Imm 12***
 Histoire Planétaire 12
 Math 12

Core French 10 (CORE FR 10)
Academic, 1 credit
 The aim of this course is to develop all four language skills: Listening, speaking, reading and writing. Various activities are used to develop these skills: Dialogues,

presentations, question/answer sessions, comprehension texts (listening and reading), compositions and research projects. Through these activities, and with the help of the Internet, various themes will be explored such as French and Acadian cultures, the media and careers. Students will be expected to learn to use the French keyboard and to do research on the Internet. They will be encouraged to produce homework on the computers as often as reasonably possible.

Core French 11 (CORE FR 11)
Academic, 1 credit

Core French 11 is a continuation of Core French 10. Student participation and use of French will be an important part of the evaluation process. Students will be learning and working with various language skills, cultural elements pertaining to the francophone world and facts relating to their immediate surroundings (i.e. environmental issues, societal problems, and the role of young people in the world today). It is hoped that through a variety of activities, students will gain an understanding and an appreciation for French as a second language within Canada, as well as in other parts of the world. Students will be expected to learn to use the French keyboard and to do research on the Internet.

Core French 12 (CORE FR 12)
Academic, 1 credit

The grade twelve French course is a continuation of the grade 11 program with the four skills of listening, speaking, reading and writing being stressed. Topics covered in this course will be choosing a career, censorship, French cinema, and information technology. Work will also be done in the studio labs in order to

assist students in language acquisition. Participation will be a major factor in the evaluation of students in this course. By the end of this course students should be able to converse in French at a reasonable level, in what is called the "comfort zone" of bilingualism.

Français-Immersion 10
(FRA-IMM 10)

Academic, 1 credit
 Ce cours explore en profondeur plusieurs œuvres littéraires ainsi que de nombreux aspects de la langue et de la culture francophone. Ce cours est requis pour ceux et celles qui veulent obtenir le certificat d'immersion française.

Français-Immersion 11
(FRA-IMM 11)

Academic, 1 credit
 Ce cours explore en profondeur plusieurs œuvres littéraires ainsi que de nombreux aspects de la langue et de la culture francophone. Ce cours est requis pour celles et ceux qui veulent obtenir le certificat d'immersion française.

Français-Immersion 12
(FRA-IMM 12)

Academic, 1 credit
 Ce cours explore en profondeur plusieurs œuvres littéraires ainsi que de nombreux aspects de la langue et la culture francophone. Ce cours est requis pour celles et ceux qui veulent obtenir le certificat d'immersion française.

French-Extended Core 10
(FRE-EXT 10)

Academic, 1 credit
 Those students who have been enrolled in French immersion, Sciences Humaines, or have, in some other way, acquired an excellent background in the French language are recommended to take this course. The program

used in this course will be "Voyages 2" as well as units of work drawn from a variety of sources. The objectives of this course are not only to improve the student's ability to think and communicate effectively in French but also to appreciate and enjoy the French culture. Students will read and discuss excerpts from novels, interviews, articles, poetry and other forms of literature. They will also continue to add to their knowledge of the structure and grammar of the French language. Students will be expected to learn to use the French keyboard and to do research on the Internet. They will be encouraged to produce homework on the computers as often as reasonably possible.

**French-Extended Core 11
(FRE-EXT 11)**

Academic, 1 credit

Students who have completed FRE EXT 10 are encouraged to continue their French studies in French Extended Core 11. By the end of this year students enrolled in this course will be functionally bilingual. The program used for French Extended Core 11 will be Voyages II as well as a variety of other resources developed by the teacher. The themes for this course will include artistic movements, alternative lifestyles, the 'francophone' world, and issues concerning young people as well as an exploration of the greatest discoveries and adventures in the history of humanity. Emphasis in this course will be placed on the participation and active involvement with other students throughout the themes. This is to provide the students with the opportunity to develop their language skills in authentic learning situations where students are encouraged to develop and share their interests with others.

**French-Extended Core 12
(FRE-EXT 12)**

Academic, 1 credit

This course is designed for students who have the proficiency and the interest to become bilingual. Resources developed by the teacher in order to meet students' interests and needs may be kept. The program includes units and themes developed by teacher and students. Great emphasis is placed on students' class participation and interaction with other students with the aim to further increase students' written and spoken proficiency in the French language.

Additional Credits where the language of instruction is in French:

**Carrière et Vie 11
(CAR VIE 11)**

Open, Half Credit

See Personal Development/Career Education.

Ce cours est l'équivalent en français de CALM/PAL. Il y a trois sections de ce cours:

1. L'autogestion.
2. La gestion des finances.
3. Le choix des carrières.

**Histoire Planétaire 12
(HIS PLA 12)**

Academic, 1 credit

Ce cours examine les grands courants de l'histoire des 20^{ième} et 21^{ième} siècles. Ce cours est divisé selon cinq unités principales: Est-Quest; Nord-Sud; La poursuite de la justice; les changements sociaux et technologiques et l'interdépendance mondiale.

**Histoire Ancienne et Médiéval 10
(HIS ANC 10)**

Academic, 1 credit

En exposant les élèves à plusieurs cultures dans le passé on espère leur donner une appréciation des cultures qui nous ont influencés.

**Histoire du Canada 11 Imm/Ext
(HS CA 11I/E)**

Academic, 1 crédit

Ce cours examine les grands courants de l'histoire canadienne en suivant une approche thématique. Le cours est divisé selon cinq thèmes principaux: la mondialisation; le gouvernement; la souveraineté et la justice.

Mathématiques 10 (MAT 10)

Academic, 1 credit

Le cours de maths 10 explore les sujets comme la gestion des données; les réseaux et les matrices; les régularités, les relations, les équations et les prédictions; la modélisation des relations fonctionnelles; la géométrie de l'emballage et la programmation linéaire.

**Mathématiques 11
(MAT 11) ou**

**Mathématiques avancées 11
(MAT AVA 11)**

1 crédit

Le cours de maths 11 aborde les sujets des graphiques en 3 dimensions, les systèmes d'équations, les fonctions sinusoïdales, les fonctions trigonométriques et la statistique. Une emphase est placée sur la résolution de problème dans le cours avancé.

Mathématiques 12

(MAT 12) ou

**Mathématiques avancées 12
(MAT AVA 12)**

1 crédit

Mathématiques 12 est un cours avancé offert aux étudiants qui pensent entrer dans un programme post-secondaire nécessitant des études en mathématiques. La matière à être couverte inclut les quadratiques, les taux de changement, les fonctions exponentielles, le cercle et la probabilité.

Pré-requis: Mathématiques 10

Sciences 10 (SCI 10)

Academic, 1 credit

Le cours de sciences 10 offre une introduction aux sciences de la biologie, la chimie, la physique et la météorologie. L'emphase du cours est placée sur l'environnement, les réactions chimiques et le mouvement.

Biologie 11 (BIO 11) ou

Biologie avancée 11

(BIO AVA 11)

Le grand but du cours de biologie 11 est de sensibiliser les élèves à la diversité de la vie qui nous entoure sur notre planète. Le cours de biologie 11 est un cours qui sert comme introduction à l'étude de la biologie. Voir Biology 11 pour plus d'information.

Styles de vie actifs 11

(STY VIE 11)

Open, Half Credit

See Personal Development/ Career Education for more information.

Please note that course offerings are contingent on enrollment; however, if the goal is to obtain an immersion certificate the following is a suggested FRE IMM 3 year plan for those entering grade 10 in September 2003 or later.

Year #1:

Fra-IMM 10
Sci 10 IMM
Mat 10 IMM
His Anc 10,

Year #2:

Fra-Imm 11
Mat 11 Imm
Mat 12, Imm
HS Cn 11 IMM
Bio 11 IMM
Sty Vie 11, Car Vie 11

Year #3:

Fra-IMM12
His Pla 12

MATHEMATICS

In order to satisfy graduation requirements, students must have at least two mathematics credits and two science credits. As well, students must have two additional credits from math, science, or technology.

Paths In High School

Mathematics:

Here are some typical paths that students at Horton might follow in order to succeed in mathematics, obtain the necessary credits for graduation and have the necessary pre-requisites to gain admission into a post secondary institution.

Path A

For students who struggle a great deal with Mathematics.

Gr. 10 – Math Essentials 10
followed by:
Gr. 11 – Math Essentials 11
Total – 2 math credits

Path B

For students who struggle with mathematics.

Gr. 10 – Math Essentials 10
-OR-
Math Foundations 10
followed by:
Gr. 11 – Math Essentials 11
-OR-
Math Foundations 11
And then, if the student was successful in BOTH,
Math 10 Foundations and Math 11 Foundations
Gr. 12 – Math Foundations 12
Total – 3 math credits

Path C

For students who need Academic Mathematics for admission into certain programs or for further study.

Gr. 10 – Math 10
Gr. 11 – Math 11
Gr. 12 – Math 12
-AND-
(if students did well in Math 11 and Math 12) -
Statistics 12 (optional)
Total – 3 or 4 math credits

Path D

For students who need Advanced Math (but not Pre-Calculus) for admission into certain programs or for further study.

Gr. 10 – Math 10
Gr. 11 – Math 11 Advanced
Gr. 12 – Math 12 Advanced
-AND-
Statistics 12 (optional, but suggested for many courses of study)
Total – 3 or 4 math credits

Path E

For students who need Advanced Mathematics/Pre-Calculus for admission into certain programs or for further study (this would include admission into most BSc programs of study).

Gr. 10 – Math 10
Gr. 11 – Math 11 Advanced
-AND-
Math 12 Advanced
Gr. 12 – Pre-Calculus 12
-AND-
Calculus 12 (optional, but suggested, for many courses of study) **Or** AP Calculus
-AND-
Statistics 12 (optional, but suggested, for many courses of study).
Total – 4, 5, or 6 math credits
The expectations for all these courses will include both individual

and group work. Students should expect to have daily homework. Students may also be expected to complete a project (based on the course work).

Students will be required to have a calculator that is capable of handling standard mathematical and trigonometric operations. Use will also be made of graphing calculators.

**Calculus 12 (CALCULUS 12)
Advanced, 1 credit**

Calculus is essentially the study of change. It is a powerful tool for analyzing the behavior of functions. This course covers topics covered in an introductory calculus course at the university level. Derivatives, differential equations, integration and their applications are studied. A personal graphing calculator is a requirement for this course. Students studying calculus at university have reported that taking this course was one of the best decisions they made in high school. A student said: "At university I found myself able to teach others what we were covering in class."

Pre-requisite:

Successful completion of PreCalculus Mathematics 12 (PRE-CAL 12)

Advanced Placement Calculus 12 (CAL AP 12)

Please see page 5 for course description

Essential Mathematics courses

Typically, students who enroll in Mathematics Essentials will have a history of difficulty in achieving the outcomes of the junior high mathematics program. The content of the courses will focus on 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 who enroll in these courses will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities.

**Math Essentials 10 – NEW
2006/2007**

Graduation, 1 credit

Students 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.

Pre-requisite:

Successful completion of grade 8 Mathematics
-AND-
recommendation from the grade 9 Mathematics teacher.

**Math Essentials 11 – MATH-E 11
(First offered in 2007/2008)**

Graduation, 1 credit

Students will explore the following subject areas:

Mental Math, Data Graphs, Collecting and Organizing Data, Renting an Apartment, Buying a Home, Household Budgets, Investing Money, Measurement and 2-D Design, Measurement and 3-D Design, Borrowing Money, Taking a Trip, Mathematics in the Content Areas

Pre-requisite:

Successful completion of Math 10 Essentials

Foundation Math courses

Please note that with the introduction of the Mathematics Essentials courses the content of the Foundations courses has changed from previous years. These changes will be phased in over time.

Year	Essential Math courses	Foundations Math courses
2006-2007	Essentials 10	NEW Foundations 10 OLD Foundations 11 and 12
2007-2008	Essentials 10 Essentials 11	NEW Foundations 10 NEW Foundations 11 OLD Foundations 12
2008-2009	Essentials 10 Essentials 11	NEW Foundations 10 NEW Foundations 11 NEW Foundations 12

It is highly recommended that those students who have experienced trouble with previous math courses and not intending to continue their education at an institution that requires academic mathematics consider enrolling in Mathematics Foundations or Mathematics Essentials.

Students who have struggled with academic mathematics in grade 10 and made less than 60% or who took Math 10 Foundations should enroll in the grade 11/12 Foundations courses.

Some programs at some universities and community colleges accept Foundations math as the necessary math course for admission. Students may wish to check with their math teachers and/or guidance counsellor for more information.

**Mathematics Foundations 10
(MATH FND 10)**

Graduation, 1 credit

Any student who struggled with grade 9 Mathematics and made less than 60% should take this course.

Students will explore the following subject areas:

Data Management, Networks and Matrices, Patterns and Equations, Modeling and Functions, Trigonometry, Geometry of Packaging

Pre-requisite:

Successful completion of grade 9 Mathematics

**OLD Mathematics Foundations
11 – last offered in 2006/2007
(MAT FND11)**

This course is a continuation of the OLD Mathematics 10 Foundations course.

Prerequisite:

Successful completion of Mathematics Foundations 10 or Mathematics 10

**NEW Mathematics Foundations
11 – offered beginning in
2007/2008
(MAT FND 11)**

Graduation, 1 credit

Students will explore the following subject areas:

Making Choices – Linear Programming, Independent Study, Making Decisions in Consumer Situations, Statistics, Trigonometry

Prerequisite:

Successful completion of Mathematics Foundations 10 or Mathematics 10

**OLD Mathematics Foundations
12 – last offered in 2007/2008
(MAT FND12)**

This course is a continuation of the OLD Mathematics 10 and 11 Foundations courses.

Prerequisite:

Successful completion of Mathematics Foundations 11 or Mathematics 11

**NEW Mathematics Foundations
12 (MAT FND 12)
(Offered beginning in 2008/2009)**

Graduation, 1 credit

Students will explore the following subject areas:

Sequences (Patterning), Quadratics, Exponential Growth, Circle Geometry, Probability

Prerequisite:

Successful completion of Mathematics Foundations 10 or Mathematics 10

Recommended Prerequisite:

Successful completion of Mathematics Foundations 11 or Mathematics 11

Academic Math Courses

Mathematics 10 (MATH 10)

Academic, 1 credit

-Or-

Mathématiques 10 (MAT 10)

Academic, 1 credit

(Instructed in French)

Students who passed grade 9 math with a 75% or higher should probably take this course. Students who passed grade 9 math with a mark between 60% and 75% should realize that they may be missing some background content for this course and will need to spend additional time in study and review if they are to be successful in obtaining this credit. Mathematics 10 is an academic course offered primarily for those intending to enter university or other post-secondary institutions.

Students will explore the following subject areas:

Data Management, Networks and Matrices (optional), Patterns and Equations, Modeling and Functions, Trigonometry,

Geometry of Packaging, Linear Programming

Prerequisite:

Successful completion of grade 9 Math and good to excellent performance in relation to the curriculum outcomes prescribed for Mathematics 9.

Mathematics 11 (MATH 11)

Academic, 1 credit

Students who obtained a mark of between 60% and 80% in Math 10 Academic should probably take this course.

Students will explore the following subject areas:

The Algebra of 3-space, Independent Study, Trigonometry, Statistics

Prerequisite:

Successful completion of Mathematics 10

Mathematics 12 (MATH 12)

Academic, 1 credit

Students who obtained a mark of between 60% and 80% in Math 10/11 Academic should probably take this course.

Topics to be covered include:

Quadratics, Rate of Change, Exponential Growth, Circle Geometry and Probability.

Prerequisite:

Successful completion of Mathematics 10

Recommended Prerequisite:

Successful completion of Mathematics 11

Advanced Math Courses

Mathematics 11 Advanced (ADV MATH 11)

Advanced, 1 credit

-Or-

Mathématiques 11 Avancées (MAT AVA 11)

Advanced, 1 credit

Mathematics 11 Advanced is an advanced course offered primarily for those intending to enter a post-secondary program requiring further mathematical study.

Topics to be covered include: The Algebra of 3-Space, Independent Study, Trigonometry and Statistics.

Prerequisite:

Successful completion of Mathematics 10 and demonstrated **outstanding performance** in relation to the curriculum outcomes prescribed for Mathematics 10.

Mathematics 12 Advanced (ADV MATH 12)

Advanced, 1 credit

Mathematics 12 Advanced is an advanced course offered primarily for those intending to enter a post-secondary program requiring further mathematical study.

Topics to be covered include:

Quadratics, Rate of Change, Exponential Growth, Circle Geometry and Probability.

Prerequisite:

Successful completion of Mathematics 10 and demonstrated **outstanding performance** in relation to the curriculum outcomes prescribed by Mathematics 10.

Recommended Prerequisite:

Successful completion of Advanced Mathematics 11

Please note:

One major focus of the Advanced Mathematics 11 and 12 and Pre-Calculus 12 courses will be to develop problem-solving skills. Students should expect to encounter problem-solving

questions on a regular basis and to have their solutions count as an integral part of the evaluation for these courses.

Students who passed grade 10 academic math with a mark between 60% and 80% should realize that they may be missing some background content for these courses and will need to spend additional time in study and review if they are to be successful in obtaining the Advanced mathematics credits.

A personal graphing calculator is required for students in these Advanced level courses.

Statistics 12 (STATS 12)

Advanced, 1 credit

Statistics uses data to gain understanding. The gathering and use of data has become such an integral part of living today that understanding statistics can no longer be limited to those select students who go on to study mathematics in university. At least one statistics course is typically required for students majoring in programs such as engineering, psychology, sociology, health-sciences, and business. This course is recommended for any students who know they will be required to take a statistics course at university.

Not only will this course help you with university level Statistics, but it will prepare you to understand components of your other university courses as well. Students from programs as diverse as Aerospace Engineering to Social Work have found this course extremely helpful in their first year of university and beyond. Past students have said: "I have been using my statistics background quite often; it's really coming in handy. Learning how to use Excel in the Stats 12 course is a massive help also."

Topics to be covered include:

Organizing and displaying data, Normal distributions, Correlation and regression analysis, Curve straightening, Designing and simulation experiments, Probability and random variables.

Please note: This is an advanced placement course. It is strongly advised that students have completed either Math 11 with a mark of 80% or higher (or advanced Math 11) and Math 12 with a mark of 80% or higher (or Advanced Math 12) before taking this course.

Prerequisite:

Successful completion of Mathematics 11 (Academic or Advanced) and Mathematics 12 (Academic or Advanced)

Pre-Calculus 12 (PRE-CAL 12)

Advanced, 1 credit

This course is designed to provide the student with a solid background for further study in mathematics at the post-secondary level.

Topics to be covered include

Sequences and Series, Developing and Applying the Function Toolkit, Trigonometry, Complex Numbers

Prerequisite:

Successful completion of Advanced Mathematics 11 and Advanced Mathematics 12

-Or-

Successful completion of Math 11 and Math 12 and demonstrated **very good to outstanding** performance in relation to the curriculum outcomes prescribed for Math 11 and Math 12

PERSONAL DEVELOPMENT and CAREER EDUCATION

CLM and PAL are both compulsory grade eleven half credits for graduation. Co-operative Education is an exciting option that provides students with an opportunity to work in those businesses that they are considering as possible career choices. Tourism 11 will give students not only a high school credit but also a Community College credit if they register for the tourism program in the Nova Scotia Community College system.

Career and Life Management 11 (CLM 11) Open, half credit -Or-

Carrière et Vie 11 (CAR VIE 11) Open, half credit (Instructed in French)

Students will explore their personal goals, assess their own abilities and come to realize how actions affect learning and decision-making processes. This portion of the curriculum is a combination of the following units:

World of Work: career aptitudes, career exploration, writing cover letters, resumes, completing application forms and taking interviews. Computer skills will be applied extensively in this unit. Students will be expected to compile a complete career portfolio as well as smaller assignments, be active in their community, and take unit tests.

Financial Management: values, investing, financial record keeping, budgeting. Students will be expected to complete assignments such as a household budget, leases, landlord and tenant rights and responsibilities, and a unit test.

Self-Management: students select the issues. These might include such issues as stress, relationships, drugs, sexuality issues, grieving and many more. Evaluation will involve doing research using the Internet and class presentations using presentation media, assignments, being active in the community, group participation, tests and class work.

Physically Active Lifestyles 11 (PAL 11) Open, half credit -Or-

Styles de vie actifs 11 (STY VIE 11) Open, Half credit (Instructed in French - both students and teacher are to only speak French)

Physically Active Lifestyles is a half-credit of 60 hours and is a required credit for graduation. This course is designed to educate and motivate students to stay physically active and to appreciate the benefits of a healthy lifestyle. Through active living, students will know how to make appropriate choices and set personal goals that enhance their lives. They will understand the implications of and the benefits from involvement in physical activities. Opportunities will be provided to participate in a wide range of activities that promote well-being. Maintaining personal fitness is an inherent part of this course and students will be expected to dress appropriately when involved in physical activity.

Co-operative Education (CO-OP ED 12) Academic/Open, 1 credit

Co-operative Education is an educational partnership between employer, the school, and the student. This course is open to grade 11 and 12 students. The program will provide students with an opportunity to explore possible careers. Students must apply to

participate in this program through the Co-op Education teacher and be prepared to develop their own independent work schedule without interrupting or jeopardizing the study of other in-school subjects. The Co-op Education course consists of three main components:

- Pre-placement orientation during September/October. This is a period of approximately 20 hours that takes place during scheduled co-op class time.
- The out-of-school work placement of 100 hours.
- Reflective learning; 20 hours of scheduled classes with discussions and speakers.

Students register for Co-op Education on the course selection form. The students then will be contacted to complete an application. Students will be interviewed and chosen before the end of the current school year. Students who plan to attend university should check with Student Services to ensure the requirements for post-secondary education are met.

Learning Strategies 11 (LRN ST 11) Graduation, 1 credit

Learning Strategies 11 is intended for students who are experiencing difficulties in subject areas and who require ongoing reinforcement of learning strategies. The overall objective of the course is to provide you, the student, with the skills necessary to work to the best of your ability throughout the remainder of senior high and on into adulthood. Topics covered may include:

- thinking strategies
- reading strategies
- math strategies
- writing and spelling strategies

- listening and note-taking strategies
- communication skills
- homework and study skills
- test and exam preparation
- classroom strategies/time management skills
- visual aids

Registration in Learning Strategies 11 depends on a referral/interview process. For more information, contact Mrs. Tanya Cahoon.

Tourism 11 (TOU 11)

Academic, 1 credit

This course is designed for students who are interested in the Tourism/Hospitality industry. Students will be introduced to the eight industry sectors of Tourism and the occupations they offer. Students will examine both the tourism industry in Nova Scotia and in Canada as a whole. Industry professionals will be invited to class to share their expertise. This will provide students with a better understanding of the career opportunities in Tourism. Through classroom work, research projects and class trips, students will better understand the Tourism industry. Completion of this course prepares students for entry-level jobs in tourism and acceptance into post-secondary tourism programs. Any student who has completed Tourism 11 with a minimum mark of 75% will be given advance credit for the "Introduction to Tourism" course being offered at any Nova Scotia Community College.

PHYSICAL EDUCATION

Dance 11 (DANCE 11)

Academic, 1 credit

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

Physical Education 10

(PHYS ED 10)

Open, 1 credit

The main outcome of this course is to provide students with the knowledge about their own personal fitness and how they can apply this to a wide variety of lifetime physical skills and activities that they can participate in now and in the years to come.

Students will participate in a variety of indoor and outdoor group and individual physical activities and classroom theory units. The theory classes will be held twice each cycle in the classroom. Students

must be prepared to attend all classes whether in the gymnasium, fitness studio or outdoors. Students must be properly prepared for these physical activity classes and it is expected that proper gym clothing be worn at all times.

Physical Education 12

(PHYS ED 12)

Open, 1 credit

The grade 12 PE course emphasizes leadership development, fitness, and nutrition for healthy lifestyles and understanding of sport in today's society. Athletic skill or previous involvement in sport is not required. Students will learn through participation and through practical experiences involving leadership roles and community volunteerism. Students are expected to take a role in helping to plan, organize and run various activities during the school year. They will also learn basic theory on human fitness and nutrition and discuss issues related to sport and athletics. This course should be of value to anyone interested in careers in Social Sciences or Sport/Coaching and to students who would like to improve both interpersonal skills and their knowledge about their body, personal fitness and health. As a student you will be given opportunities to exercise your body and take a break from the routine of school, class and lectures thereby recharging your body and mind.

Fees: While there is no compulsory fee for this course, a major field trip is planned for each term (optional) and, should the student plan to attend, a user fee would be charged. Students are not penalized in any way if they opt not to go on either trip.

SCIENCE

All students wishing to attain a Nova Scotia Graduation Diploma must have credits in two science courses from the courses listed below. In addition, students are required to choose two additional credits from math, science or technology. When starting at the grade 10 level, it is difficult to decide what courses you plan to take over the next three years, especially with the number of choices at the grade 11 level. The following are the basic paths that are followed by many students at Horton who have varying interests in science. We are not suggesting these as mandatory paths but these identify some possible options for parents/guardians with students starting at the grade 10 levels.

PATH A **Career in Science-Related Field**

Grade 10

Choose Both
Integrated Science 10
Biology 11

Grade 11

Choose Both
Chemistry 11
Physics 11

Grade 12

Choose Two
Chemistry 12
Physics 12
Canadian Geology 12
Biology 12

PATH B

Unsure of Career Plans

Grade 10

Choose Both
Integrated Science 10
Biology 11

Grade 11

Choose Two
Chemistry 11
Physics 11

Grade 12

Choose One or Two
Chemistry 12
Physics 12
Canadian Geology 12
Biology 12

PATH C

Requirements for Diploma
(Integrated Science and One Other)

Grade 10

Integrated Science 10
And

Grade 11

Human Biology 11
And/Or

Grade 12

Geology 12

All students should plan their courses appropriately so that they have a good balance of social studies, language, science, and math courses when looking at future careers. The goal is to develop a well-rounded student who will have many career options available to him/her upon graduation.

Who should take advanced (honours) science courses, and are there advantages to taking them?

The science department offers advanced (honours) courses in both levels of biology, chemistry and physics. These courses parallel the curriculum used in the academic courses but the content is taught in greater depth with an emphasis on independent study, problem solving, data collection and analysis, and project work. Each student undertaking an advanced course must complete an independent research project sometime during the year. Students registering for these courses should be honours students who are self-motivated and have an interest in the

sciences. We have heard the concern expressed that student marks drop if a student undertakes an honours course. It has been found that students tend to respond to the challenge of an advanced level course and the marks do not suffer. The goal of honours courses is to prepare students for a university education and offer them the chance to excel in the science curriculum at a higher level of complexity. Students are always concerned about which is more advantageous for university entrance. Generally, Maritime universities accept Grade 12 Academic and Advanced courses on an equal basis for entrance requirements. In the competition for entrance scholarships it is our belief that the presence of an honors course on a transcript can only enhance an individual's chances of acceptance. The main advantage to the students is that the knowledge and skill development that takes place in an honours course provides the students with the opportunity for greater success in introductory university courses. Students are responsible for checking on entrance requirements and the criteria for various scholarships.

Biology 11 (BIOLOGY 11)

Academic, 1 credit

-Or-

Advanced Biology 11 (ADV BIO 11)

Advanced, 1 credit

OBJECTIVES: Above all, the main objectives of Biology 11 is to awaken students to the diversity of life around them and to better understand the urgency to allow our globe to balance its existence between its organic components (plants, animals, and microorganisms) and its inorganic components (water, air and soil). This course is designed to be an

enjoyable discovery of the microscopic world and to experience a variety of interesting labs and activities that reinforce the specific topics. The Biology 11 course is designed as an entry-level course to introduce students to the study of biology. Throughout the year, students will be guided to develop their skills with the microscope, slide work, microbiology, dissections, research, analysis and independent thinking. Biology 11 is an attractive course to many students who require a science credit to graduate due to its many interesting topics, labs, and hands-on activities. As well, this course lays the groundwork for further studies in future biology courses.

Should grade 9 students consider registering for BIO 11?

Traditionally it has been mainly grade 9 students who register for BIO 11. We do recommend that incoming grade 10 students with a 70% or above average in grade 9 Science strongly consider this option.

Advanced Biology 11 students will study the same topics outlined below but with additional investigations. Advanced students will be expected to do independent research and extra lab activities. **Additional reading, homework and an expectation that advanced students maintain good steady work habits throughout the term will also be considered integral elements to Advanced Biology 11.** The advanced students will be integrated with the academic Biology 11 students to form a blended class.

OUTLINE OF TOPICS:

The Cell and Microscope (Review of grade 9 work, plus more in-depth studies)

Biological Classification (Taxonomy)

Viruses

A Survey of Five Kingdoms (bacteria, protists, pond water project, fungi, plants, animals & earthworm dissection)

Importance of Photosynthesis & Respiration

Human digestion, respiration and circulation (this unit includes a frog dissection and project on Human Anatomy)

Ecology: In term 2 there will be a study of the Fundy shore ecosystem (this term 2 unit includes a field trip to Black Rock at the end of May)

Biology 12 (BIOLOGY 12)

Academic, 1 credit

The Biology 12 program is based on four units of study. The principal emphasis is on change, diversity, equilibrium and systems. The Biology 12 course at Horton High consists of the following units of study as prescribed by the Department of Education:

- Systems Regulating Change in Human and Other Organisms (Human Anatomy and Physiology – nervous and endocrine systems regulating change).
- Reproduction and Development
- Chromosomes, Genes and DNA (Genetics).
- Change in Population, Communities and Species (Evolution).

Biology 11 is not a required prerequisite for this course but is recommended as a prerequisite, as is Chemistry 11. Technology will play an integral role in the teaching of this course with the technology being integrated into the everyday activities of this course. Students will use computers for research, simulations, measurement,

collection and analysis of data, as well as for report and project work.

Advanced Biology 12 (ADV BIO 12)

Advanced, 1 credit

The Advanced Biology 12 program is based on the same four units of study as the Biology 12 program. The key components of the course are Mendelian genetics, molecular genetics, photosynthesis and respiration, human control systems and the evolution of species. The course is designed for students having a high level of academic ability in the sciences and math and who are willing to take on the challenge of an accelerated course offering. Registrants should have a 75% or above average in grade 11 and also have taken Biology 11 and Chemistry 11. It is recommended that students in grade 11 homerooms not take this course as grade 11 math, chemistry and biology are essential courses for undertaking this program. This course is more investigative and contains student research projects, problem solving and critical analysis. Students registering for this course should be highly motivated, enthusiastic and capable of undertaking independent study.

Advanced Placement Biology 12 (BIO AP 12)

Please see page 5 for course description.

Chemistry 11 (CHEM 11)

Academic, 1 credit

Math 10 and Science 10 are highly recommended prerequisites.

Through the study of grade 11 and 12 chemistry, students will develop an understanding and appreciation of chemistry in the world around them and how it affects their everyday lives. Through participation in co-operative labs,

independent research, and other classroom experiences, students will acquire knowledge, skills, and attitudes that will include safe handling of materials, careful observation and measurement, effective problem solving and precise communication. Approximately 20 hours of laboratory activity are integrated throughout the program. Some of these require students to design and conduct their own investigations. Many of these investigations will be performed at the Microscale level to maintain a clean, odorless, comfortable work environment.

Chemistry 11 includes the following units of study:

- From structures to properties: a review of atomic structures and the periodic table, chemical reactions, and bonding.
- Stoichiometry: an introduction to the quantitative aspect of chemistry.
- Organic chemistry: the study of molecular compounds of carbon.

This course, or ADV CHEM 11, is a suggested requirement for 12 level chemistry.

Advanced Chemistry 11 (ADV CHE 11)

Advanced 1 credit

Math 10 and Science 10 are highly recommended prerequisites.

This program is similar to chemistry 11 (see above) but it is intended for those students who have a strong background in mathematics and science and who either intend to take science at the post-secondary school level or who have a particular interest in chemistry. In addition to the above topics, which are studied at a more in-depth level, all students will undertake an independent

research study on some topic in chemistry.

Chemistry 12 (CHEM 12)

Academic, 1 credit

Chemistry 12 and Advanced Chemistry 12 are extensions of Chemistry 11 and Advanced Chemistry 11 programs expanding the concepts and skills introduced at the 11 level. (Please refer to Chemistry 11.) The Chemistry 11 or Advanced Chemistry 11 is therefore a strongly suggested prerequisite.

Math 11 is also considered a strongly suggested prerequisite for this course. The Chemistry 12/Advanced Chemistry 12 helps students to:

- Comprehend the natural environment
- Employ a variety of technological processes and recognize the potential consequences of their use
- Understand various other pure and applied sciences, as well as the nature of scientific inquiry

Topics include:

- Properties of solutions
- Thermochemistry: the study of energy changes in reactions
- Kinetics: the rates of various reactions and how they are measured.
- Solution equilibria
- Acid, bases and salts
- Oxidation and Reduction reactions
- Electrochemistry

Laboratory activities are an essential part of the program to help support the classroom lectures and activities.

Advanced Chemistry 12 (ADV CHE 12)

Advanced, 1 credit

This course is intended for those students who did well at the grade 11 level and intend to take further

chemistry courses at the post-secondary school level, or have a particular interest in chemistry. Topics of study are the same as those for chemistry 12 but are covered in more depth.

An independent research project is required. This can be a review of literature on a particular topic, the design of experiments to investigate some phenomenon, or the conducting of investigative research into an issue of current concern in the community. Collaborative group projects can also be used to complete a project that is more extensive than could be undertaken by an individual.

Advanced Placement Chemistry 12 (CHEM AP 12)

Please see page 6 for course description.

Physics

Physics is primarily intended to provide the necessary background for the further study of the sciences at universities, technical schools, and community colleges. However, it is also appropriate for students who will not study more science, as it presents a way of understanding the physical world and processes of science. Students will be given the necessary learning opportunities to understand the basic concepts of Physics and their applications within our society, apply scientific reasoning to problem solving, and develop learning skills to be used throughout life.

Computers will be used extensively for the exploration of simulations, the collection of experimental data, and the subsequent analysis of the data obtained. The Internet will provide a means for students to keep up to date in the world of Physics.

Advanced Physics is an enriched version of PHYSICS 11 and PHYSICS 12 for students with above-average ability and with a particular interest in science. These Advanced courses will provide an excellent background for further work in science at the university level. The topics are the same as the academic courses but students are expected to make use of more advanced problem solving skills, to take a more mathematical approach to problems, and to work more independently. In addition to the standard topics, there may be opportunity to explore other timely or interesting topics. A project will be assigned each term.

**Physics 11 (PHYSICS 11)
Academic, 1 credit**

Topics include:

- Kinematics
- Dynamics
- Momentum and Energy
- Waves

Course recommendations: Successful completion of both MATH 10 and SCIENCE 10 is expected. Students should be in their grade 11 year and registered for MATH 11 and MATH 12.

**Advanced Physics 11 (ADV PHY 11)
Advanced, 1 credit**

Course recommendations: Successful completion (with honours) of both MATH 10 and SCIENCE 10 is expected. Students should be in their grade 11 year and registered for ADV MATH 11 and ADV MATH 12.

**Physics 12 (PHYSICS 12)
Academic, 1 credit**

Topics include:

- Force, Motion, Work, and Energy
- Electric, Gravitational, and Magnetic Fields
- Waves and Modern Physics
- Nuclear Physics

Course recommendations: Successful completion of PHYSICS 11, MATH 11, and MATH 12 is expected. Students should be in their grade 12 year and registered in PRE-CAL 12.

Advanced Physics 12 (ADV PHY 12)

Advanced, 1 credit

Course recommendations: Successful completion (with honours) of ADV PHY 11, ADV MATH 11, and ADV MATH 12 is expected. Students should be in their grade 12 year and registered in PRE-CAL 12 and CALCULUS 12.

Geology 12 (GEOL 12)

Academic, 1 credit

Did you know:

- That we have earthquakes in the Maritimes?
- That there are diamonds in Canada?
- That Nova Scotia had a gold rush to rival the Yukon's?
- That the world's smallest known dinosaur footprints are across the Bay in Parrsboro?

Whether you are considering a geology-based career in paleontology, mining, oil and gas, exploration, or just because you find rocks and minerals intriguing, you'll find this course informative and practical.

Geology is an important science, especially significant in a world concerned with limited energy and resources. In the last 10 years alone we have learned how to predict more reliably events such as earthquakes and volcanic eruptions, discovered sources of valuable minerals and ores, and realized even more the necessity of being environmentally responsible in our use of the land.

With much emphasis on local and Canadian examples, the topics that will be covered are:

- Earth history, geologic time, paleontology
- Matter and minerals; special study on zeolites and gemstones
- Mining and environmental issues; oil and gas
- Igneous, sedimentary and metamorphic rocks; how to recognize and identify rocks
- Plate tectonics, mountain building, earthquakes, volcanic activity
- Weathering and mass wasting; soil formation

Technology will be applied in the exploration of many of these topics using computers to access information, assist simulations of real-life applications, monitoring and analysis of data and the development of models. Evaluation is based upon field trips, group activities, independent study, labs, assignments, quizzes, projects, portfolio and rock collection, and tests. There are two full day field trips that are part of the course.

**Human Biology 11 (HUM BIO 11)
Open, 1 credit**

This can only be used as a second science credit. The course is designed for those students not wishing to pursue a post-secondary academic career, especially in the sciences. It has been developed to introduce students to the study of human biology, especially to the areas of how the body is built and how it functions. Students cannot receive a credit in both BIO 11 and Human Biology 11. Students will take a practical look at the maintenance and functioning of a healthy body and its role in nature. As a result of this information, it is hoped that students will be able to make more

informed decisions that will lead to healthy lifestyles. The teaching methodology of this course will move away from the traditional lecture approach towards group activities, guest speakers, project work and presentations. Attendance will also be an important part of the evaluation scheme of this course.

TOPICS COVERED:

- The Cell and Body Regulation
- Cardiovascular Health
- Living With Your Digestive System
- You are What You Eat—Diet and Nutrition
- Fluid Balance—The Excretory System
- The Nervous System—In and Out of Control
- Taking Responsibility of Your Own Sexuality
- Reproductive Technologies
- First Aid
- The Senses (eye and ear)

Integrated Science 10 (SCIENCE 10)

Academic, 1 credit
-Or-

Sciences 10 (SCI 10)

Academic, 1 credit.

(French is the language of instruction)

At no other time in the history of humankind has the need for scientific and technological literacy been so crucial. As we enter the 21st century, both of these fields are expanding at a phenomenal rate. By integrating accurate presentations of the nature of science, technology and the interactions of these with each other and particularly with the environment, students are encouraged to approach concepts with an open mind, as new frontiers begin to challenge some of our traditional beliefs and values.

This is a student-centered course with emphasis on critical thinking and creative problem solving. The overall approach enables students to appreciate how scientists arrive at their conclusions through intuition, experiment, observation and logical thought based on the Science/ Technology/ Society/ Environment (STSE) theme. It provides the intellectual tools for all students to become functionally adept in the sciences and technology. Students should understand that this course is taught at a university prep level with modification being applied where necessary.

Science 10 is **very highly** recommended as a prerequisite course for Chemistry 11 and Physics 11 in particular. It provides the foundation for further study in the specialized areas of biology, chemistry, and physics that are introduced at the grade 11 level. As the semester system has caused a loss of teaching hours, those subject teachers will not have adequate time to review grade 10 materials to accommodate students who do not have Science 10.

The key units will involve the study of sustainability of ecosystems, environmental issues, chemical nomenclature and reactions, physical motion, thermodynamics and meteorology. Computers will be used as a research tool to enhance the knowledge base, explore supporting simulations and for data-collection through probe systems.

Student progress is assessed by a wide variety of methods, including group work and simulations, experimental lab work, opportunities to display creative and critical thinking, problem-solving; class participation,

portfolio work, projects, assignments, quizzes, tests, and a formal examination.

SOCIAL STUDIES

To graduate, students must have a minimum of two social studies credits, though students are encouraged to take a social studies course during each year of high school. For all students, the requirement is that they must have a **global course credit** as well as a **Canadian history credit**.

Canadian history credit:

Students needing a Canadian history credit must take either of the two following courses: African Canadian Studies or Canadian History/Histoire Canadienne. Students may take both courses but, in such cases, one of the courses will count as an elective credit towards graduation and one will count as one of the two required credits for graduation.

African Canadian Studies 11 (AFR CAN 11)

Academic, 1 credit

This course will only be available to students who are registered at the grade 11 or 12 level. African Canadian Studies offers students opportunities to explore the contributions of Africans and people of African descent to world history. It examines history from the origins of humanity to present day. The course is divided into five major units as follows:

- Pre-European Africa
- Slavery and the Middle Passage to the 1860's
- Blacks in Canada to Confederation
- Confederation to the Civil Rights Movement
- Local History

Evaluation procedures will be varied and flexible. Students will

be expected to assume a high degree of independence in their learning.

**Canadian History 11
(CAN HIS 11)**

-Or-

**Histoire du Canada 11 Imm/Ext
(HS CA 11I/E) Academic, 1 credit**

Horton offers the Canadian History 11 course both in English and French. This course will satisfy the compulsory credit for all students. The course will only be available to students who are in homerooms at the grade 11 or 12 level. Canadian History 11 is a course that will examine Canadian history from the pre-contact to modern era. It will cover this history through thematic units such as Development, Sovereign, Justice, Globalization, and Governance. The course hopes to examine the persistent questions that have faced Canadians for the past 500 years.

Global course credits:

To graduate, students must have a credit in one of the following four courses: Global History, Global Geography, Global Studies, Advanced Global Geography/AP Human Geography. Students may take both Global History and Global Geography, with one course counting as an elective and the other course counting as one of the two required credits for graduation.

**Global Geography 12
(GL GEOG 12)**

Academic, 1 credit

This university preparatory course tries to answer two important questions: How did the world get in its present state, and what will the future be like on Earth? One of the key themes of the course revolves around the concept of a shrinking world and how global interaction is becoming more common and more

important. How large will the world's population become, can we provide food and other resources for everyone, will we eventually all live in cities, what will these cities of the future be like, and how are we going to fix the damage we have done to the environment, are all major topics of the course. Students will be involved with both group and individual projects, class discussions, regular short assignments, viewing videos, simulation activities, and computer-based assignments. The computer work will include research, preparation of graphic presentations, and Geographic Information Systems (the fastest growing field of geography). Evaluation will be based upon assignments, projects, group presentation, tests, and exams.

**Advanced Global Geography
12/Advanced Placement Human
Geography (HUM GEO AP 12)**

Please see page 6 for course description.

**Global History 12 (GL HIST 12)
Academic, 1 credit**

-Or-

**Histoire Planétaire 12
(HIS PLA 12)**

Academic, 1 credit

Global History is a university preparatory course that satisfies the global graduation requirement. The course examines the second half of the twentieth century through five key units: the Cold War, North-South relations, the notion of global justice, social change, and technological change. Students attempt to formulate ideas that may explain how historical events of this half-century have brought us to where we are globally today. The text for the course is VIEWPOINTS by Susan Aliphat *et al.* Students will be required to read numerous other materials as well. Extra help

in this course is available upon request.

**Global Studies 12 (GLO ST 12)
Academic, 1 credit**

Global Studies 12 counts as an acceptable global studies credit; however, universities may not recognize it as an academic credit. Because the course includes many components of both the Global Geography and Global History courses, as well as some global economics, it obviously cannot examine all the topics in great detail.

The course evaluation stresses the day-to-day work done in class. This includes short assignments, longer assignments done either individually or in groups, class discussion, viewing videos, and searching for information through books and the Internet. Computers will also be used to prepare graphic presentations, and to work with Geographic Information Systems (the fastest growing field of geography). Tests and exams are part of the course, but are of less value than most university preparatory courses.

**Advanced Global 12
(ADV GLO 12)**

Academic, 1 credit

This course is designed as an enriched program for students wishing to gain a better understanding of the global village and to prepare themselves more effectively for post secondary studies.

The course's six major units include: population issues, cultural patterns and processes, political organization of space, agriculture and rural land use, industrialization and economic development, and urbanization.

Emphasis will be placed on students integrating the course

outcomes into topics of individual interest in an independent learning environment.

Students taking this course may write the Advanced Placement examination in May. Successful completion of any AP examination is considered as a major asset by universities, and in many cases, may lead to advanced standing, advanced placement, or both.

This course satisfies the Global credit requirement for NS graduation.

**Economics 11 (ECON 11)
Academic, 1 credit**

This course is designed to give students an understanding of their place within our economic system. This course is available to students registered at the grade 10, 11, or 12 level. Subjects covered include, but are not limited to, basic economic concepts, entrepreneurship, business organizations, marketing, advertising, labor unions, government revenues and expenditures, unemployment, inflation, international trade and personal finance. Throughout the year special emphasis is placed on learning to apply economic knowledge by following stock market trends.

Students are expected to perform in this course much as they would in a work environment. Consequently, in-class performance is just as important as test and exam marks for student success in Economics 11.

**Geography 10 (GEOG 10)
Academic, 1 credit**

Physical Geography deals with the physical elements of the earth and the interaction between these elements and humans. The course is divided into 6 units as listed below.

- Creation of the Solar System and Evolution of the Earth (a view of currently accepted theories)
- Geology (rocks, minerals and mining)
- Tectonic Forces (plate tectonics, earthquakes, and volcanoes)
- Gradational Forces (running water-rivers, gravity-landslides, waves-oceans and shorelines, glaciers)
- Topographic Maps and Aerial Photos
- Graphing

The course involves both the learning of geographic content and the development of geographic skills. Successful completion of this course would be beneficial to those students who select Global Geography 12 as their required Global Studies credit and for students wishing to take Geology 12. Evaluation will be based on quizzes, tests, written assignments, and graphic presentations.

**Geography 11 (GEOG 11)
Academic, 1 credit**

This grade 11 academic course does not use the traditional 'regional' approach; rather it follows a systematic or topical approach. It examines a series of key geographic concepts and topics by studying examples from all across the country.

Questions such as: why are some parts of the country so much richer than other parts, why are most of the large scale manufacturing plants located in the Canadian Heartland and not the Maritimes, why is the agricultural settlement pattern of the Prairies so much different than that found in the Atlantic region, why did the provincial and federal government

try to move thousands of Newfoundlanders from their homes and close their communities during the 1950s and 60s, how do different religions in Canada influence the cultural landscape, and why do cities such as Toronto, Vancouver, and Montreal attract the vast majority of immigrants to Canada, are explored throughout the course.

Students will be involved with both group and individual projects, class discussions, regular short assignments, viewing videos, simulation activities, and computer based assignments. The computer work will include research, preparation of graphic presentations, and Geographic Information Systems (the fastest growing field of geography). Evaluation will be based upon assignments, projects, group presentation, tests, and exams. Although this course is not a mandatory prerequisite for the Global Geography and Global Studies, it would be very useful for students who choose one of these options. It is strongly recommended for those students considering the Advanced/AP course.

**Histoire Ancienne et Med 10
(HIS ANC 10)**

(Will count as a credit towards the Certificat de Français Intensif. It is not recommended by the AVRSB for immersion students.)

Academic, 1 credit
-Or-

**History 10 (HISTORY 10)
Academic, 1 credit**

This Ancient History course traces the development of early civilizations and stresses in-depth studies of Mesopotamia, Egypt, India, China, Greece, and Rome. Interesting figures, both male and female, will be addressed throughout the course.

The skills of the historian and the development of critical thinking processes are constant concerns in this program. It is hoped that through this course students will gain an appreciation of other cultures and civilizations. Evaluation will be based on quizzes, tests, and assignments.

The course is divided into units as listed below:

- Introduction to History
- Archaeology
- Emergence of Life
- Early Civilizations--
Mesopotamia, the Middle East, Egypt, India, and China
- Ancient Greece
- Ancient Rome
- The Middle Ages
- The Renaissance and Reformation

**Law 12 (LAW 12)
Academic, 1 credit**

This grade twelve course is an introduction to Canadian law. The course is designed to provide students with a broad knowledge and understanding of Canadian law and its function in society. Students will be provided with opportunities to develop skills and attitudes that will enable them to understand the operation, benefits and limitations of the Canadian legal system. Students will examine social, moral and legal issues, while recognizing the balance between the rights of individuals and the values that the majority of Canadians choose to protect.

Topics include:

- The history and development of the Canadian legal system
- The Canadian Charter of Rights and Freedoms
- Human Rights Legislation
- Criminal Law
- Civil Law (Property, Family, Contract, Tort)

- Other types of law such as Environmental, Consumer, Immigration, Employment, may be covered in individual or group projects/presentations.

Students will be involved in a variety of activities including group work, role-playing, library and Internet research, projects and presentations (group and individual).

Evaluation will include tests, quizzes, exams, assignments, projects and presentations.

**Learning Strategies 12 (LRN ST 12)
Graduation, 1 credit**

Learning Strategies 12 is intended for students who are experiencing difficulties in subject areas and who require ongoing reinforcement of learning strategies. It is a continuation of skills and strategies taught in Learning Strategies 11. The overall objective of the course is to provide you, the student, with the skills necessary to work to the best of your ability throughout the remainder of senior high and on into adulthood. Topics covered may include:

- reading strategies – to enhance comprehension
- note-taking strategies – to enhance learning
- learning styles – their impact on your learning
- setting and achieving goals/time management
- study skills/test-taking strategies
- organizational skills
- technology – competence in use
 - assistive technology to assist in learning
 - represent knowledge learned, i.e. digital portfolios

Registration in Learning Strategies 12 depends on a referral/interview

process. For more information, contact Mrs. Tanya Cahoon.

**Sociology 12 (SOCIOLOGY 12)
Open, 1 credit**

This course is not accepted as a university entrance-level credit.

Sociology 12 covers the basic aspects of sociology. It allows students to examine Canadian sociological issues such as: the family; students and schools; poverty; minority groups; multiculturalism; gender; women in society; labor and management conflict; crime in Canada; punishment and rehabilitation, and the future. Students will examine these issues using hands-on methods that will involve multi-media exposure to issues, discussion, and analysis. The expectations for written work and reading in this course will not be as demanding as in the case with SOC 12:ACAD.

**Sociology 12: Academic (SOC 12: ACAD)
Academic, 1 credit**

This course introduces students to the study of sociology by covering units such as Culture, Socialization, Deviance, Social Stratification, Research, and Social Institutions. This is a university preparatory course but is flexible enough to meet a wide range of student strengths and needs. In this course students will be evaluated in variety of ways that will include tests, assignments, essays, presentations, article analyses along with end-of-term exams. Students in this course will be involved in many classroom activities such as discussion, reading, viewing films, analyzing magazine articles, researching the Internet and working in small groups. A particular emphasis will be placed on understanding sociological theory and applying it to relevant issues in society.

TECHNOLOGY-RELATED EDUCATION

Students must not only take two math and two science courses to meet graduation requirements, but they must also take an additional course in math, sciences or technology. Clearly we live in a world of changing technology and students of all ability levels are encouraged to look carefully at the options listed here.

Communications Technology 11 (COM TEC 11)

Open, 1 credit

This course will introduce students to a wide range of modern communications systems. Students will explore both the design and operation of these systems. Through hands-on activities students will communicate information using graphic, electronic and audio/video systems. Topics explored will include website development, graphic design, computer design, screen-printing, animation, claymation and radio broadcasting.

Communications Technology 12 (COM TEC 12)

Open, 1 credit

Students will experience a variety of communications media with emphasis placed on the visual and multi-media technologies. Course work will focus on various topics including website design and interactivity, animation, electronics, robotics, architecture, video production, audio production, graphic design and screen-printing. This is an excellent opportunity for those interested in pursuing a career in the ever-growing information technology field.

Computer Programming 12 (COM PROG 12)

Academic, 1 credit

COM PROG 12 is a university preparatory course designed for students who have an interest in and an aptitude for using computers. The major focus of the course is to develop the ability to formalize and solve real-world problems using available application programs and hardware. The course is project driven and student centered. Group work, organization, presentation and problem solving skills, as well as creativity, are all stressed in this course. COMP RS 12 looks in detail at information management technology encompassing the following curriculum topics:

- **Programming:** This unit is an introduction to object-oriented programming using Visual Basic. Emphasis is placed on good programming techniques and methodologies. This unit includes the use of variables, constants, calculations, decision statements, lists and loops.
- **E-Business:** Students will work with databases to build software solutions to simulated business problems. This unit emphasizes teamwork, creativity and problem-solving skills.
- **Advanced Web Design:** this will introduce students to the use of interactive web page database applications. Students will design and construct a fully functional website utilizing principles of web design and the latest web authoring tools.

It is highly recommended that students enrolling in this course have a strong academic background with key areas being

mathematics and problem-solving skills.

Energy, Power, and Transportation 11 (ENERGY 11)

Open, 1 credit

Students will explore various sources of energy and how we control them. Units include engine fundamentals, model rocketry, aviation, renewable energy sources, and energy transfer. Students will be challenged to design and construct vehicles or models to convert various energy sources into power plus examine inventions of the past, present, and possibilities for the future. This is a great opportunity for those considering a career in mechanics, design, or engineering, and those interested in how and why things work.

Exploring Technology 10 (EXT TEC 10)

Open, 1 credit

This is an excellent introduction to technology, which should be considered by students entering grade ten. A major goal of this program is to integrate topics of study with the rest of a student's curriculum. The Technology Education Department wants students to experience a practical connection with science, math, art and other subjects. Students will experience two instructors during the course of the year. One-half of the year will be spent in the Module Lab and the other half in the Communications Lab following a modular teaching approach. Some modules will be compulsory, while students will be cycled through a series of other modular studies providing a variety of learning experiences.

The modules include:

- Multimedia Production & Presentation

- Computer Aided Design
- Digital Imagery
- Biomedical
- Web Page Design
- Aerodynamics
- Computer Numeric Control
- Electronics
- Graphic Design
- Animation
- Urban Planning
- Claymation
- Electronics
- Screen Printing
- Video Production
- Pneumatics
- Desktop Publishing
- Robotics
- Music Editing

**Film and Video Production 12
(FLM VID 12)**

Academic, 1 credit

FVP 12 is for students who have an interest in learning about video production as an art form, a technical process, and as a career. Students will learn how to collaboratively create meaningful video "shorts" and explore a variety of roles over the duration of the course. The students will discover the essence of story and experience the struggle to shape and express their ideas in a visual medium. Those considering this course must be prepared to write creatively plus work artistically, responsibly, and cooperatively with others. Previous experience in Art or Drama is recommended. This course can be used as either a Technology or a Fine Arts credit.

Multimedia 12 (MLT MED 12)

Academic, 1 credit

Multimedia 12 provides learning opportunities through which students become skilled, reflective, and critical creators and consumers of multimedia. Students use a range of information and communications technology, as well as traditional

image-making materials in a series of individual and collaborative projects. Students acquire an understanding of aesthetic/artistic implications of multimedia products, become aware of and respect ethical/social and legal implications of multimedia products, and apply the elements and principles of art and design to construct multimedia products which efficiently and effectively communicate ideas and concepts. Modules focus on image creation and manipulation, time-based images, sound, and multimedia authoring. Students may work toward an arts credit or a technology credit in Multimedia 12.

**Media Studies 12
(MED ST 12)**

Academic, 1 credit

Media Studies 12 is the critical study of media as environments, their structure, content and impact on people. Applying Marshall McLuhan's Laws of Media as a foundation, students will critically investigate, evaluate and create information using new media technologies. Special attention will be paid to applying these understandings by creating and maintaining our own journalistic media outlets in text, audio, and visual formats.

This course is highly recommended for creative students who enjoy writing, reading and sharing in group discussions. Students who successfully complete this course will receive a technology credit.

**Production Technology 11
(PRO TEC 11)**

Open, 1 credit

This course challenges students to work with their hands to produce useful projects. The emphasis of this course is on skill development. Students will learn and practice the basics of design and problem-solving by solving teacher and student-generated problems using wood, metal, and plastic. Any student considering this course must have a mature respect for working safely with machines and be willing to undertake the challenges that come with good design and quality workmanship.

**Production Technology 12
(PRO TEC 12)**

Open, 1 credit

The emphasis of this course is mass production. Students learn the required skills, processes, and safety practices necessary in a production lab. The students organize into companies and attempt to operate a successful business by mass-producing products and marketing the items they produce. This is a great opportunity for those with fresh entrepreneurial ideas and a willingness to work with others in a team. Students work with both traditional and computer-controlled machines that will expose them to specialized skills and career possibilities for the future.

HORTON HIGH SCHOOL 2006-07

COURSE CATEGORIES	COURSE REQUIREMENTS 2001-2006	REQUIRED COURSES	CHOICES IN THE REQUIRED COURSE OPTIONS
ENGLISH	1 course at each grade level	3	ENG 10, ENG 10 PLUS ENGLISH 11, ENG/COM11 ENGLISH 12, ENG/COM 12
MATHEMATICS	2 courses at 2 different grade levels	2	MATH 10, MAT FND 10, MATH - E10 MATH 11, MAT FND 11, ADV MATH 11 MATH 12, MAT FND 12, ADV MATH 12, MAT AVA 12, STATS 12, PRE-CAL 12, CALCULUS 12, CAL AP 12
SCIENCE	1 from BIOLOGY (not HUM BIO 11), CHEM, PHYSICS, SCIENCE 10 AND 1 other approved Science course	2	SCIENCE 10, BIOLOGY 11, ADV BIO 11, BIOLOGY 12, ADV BIO 12, CHEM 11, ADV CHE 11, CHEM 12, ADV CHE 12, PHYSICS 11, ADV PHY 11, PHYSICS 12, ADV PHY 12, BIO AP 12, CHEM AP 12 OTHER CATEGORY: ONE FROM THE ABOVE, or GEOL 12 or HUM BIO 11
SCIENCE MATH TECHNOLOGY	2 more from Math, Science or Technology (All Computer Related Studies and Technology Education courses are eligible)	2	See Science and Math above in addition to the following: TECHNOLOGY: EXP TEC 10, FM ST TE 10, COM TEC 11, DESIGN 11, PRO TEC 11, COM TEC 12, COM PROG 12, PRO TEC 12, WINF P12, FLM VID 12, ENERGY 11, MULTIMEDIA 12
SOCIAL STUDIES	CANADIAN HISTORY 11, HISTOIRE CANADIENNE or AFRICAN CANADIAN STUDIES 11 AND 1 global course	2	CANADIAN HISTORY: AFR CAN 11, CAN HIS 11, HISTOIRE CANADIENNE 11 GLOBAL: GEO PLA 12, GL GEOG 12, GL HIST 12, GLO ST 12, ADV GLO 12, HIS PLA 12, HUM GEO AP 12 To graduate in 2004 and following years, a Canadian Studies course must be included.
CALM/PAL CEV/SVA	CLM 11 and PAL 11 OR CAR VIE 11 and STY VIE 11	1	
FINE ARTS	1 course from Art, Drama or Music	1	VIS ART 10, DRAMA 10, MUSIC 10, ADV ART 11, DANCE 11, DRAMA 11, MUSIC 11 ART12, FLM VID 12, MUSIC 12, STUDIO ART AP 12
ELECTIVES		5	Electives include any courses not previously used to fulfill graduation requirements.
LIMITS	No more than 7 grade 10 level No less than 5 grade 12 level	18 or more credits in total	Cannot receive credit for 2 courses in the same subject at the same grade level (i.e. Math 11 and Math Fnd 11)

ADDITIONAL COURSES

English	Business Ed.	Co-op Education	Family Studies	Languages	Social Studies	Multi-Disciplinary	Physical Education
CAN LIT 12 ENG LIT AP 12	KEYBRD 11 ACCOUNTING 12	CO-OP ED 12	CHLD ST 11 CAN FAM 12	FR-CORE 10, 11, 12 FRE-EXT 10, 11, 12 FRA IMM 10 & 11	GEOG 10, HIST 10 ECON 11, GEOG 11 LAW 12, SOCIOL 12, SOC 12:ACAD	TOURISM 11 MED ST 12	PHE 10 PHE 12

