***Millwood***

***High School***

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**Course Selection Guide**

2020 - 2021

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**Principal’s Message**

The Millwood High School Course Selection Book is an important resource for MHS students and their parents. Information contained in this publication will support students as they make their course selections for high school graduation and plan for post-secondary studies or employment.

Please understand the requirements for high school graduation, and look closely at program options and course descriptions before making final decisions. Students should make course selections in consultation with their parents, teachers, and guidance counsellors.

You will notice that we have included a *tentative* list of courses for 2020-2021. Whether a course is offered depends on the number of students who enrol. We recognize that course offerings may vary slightly from one year to the next, and that students may change their minds about course selections. Since we cannot guarantee that all courses contained in this book will run next year, it is imperative that students plan with flexibility in mind.

I would like to take this opportunity to welcome all in-coming grade 9s for 2020-2021. We will assist you in making appropriate decisions throughout your high school experience.

                                                                                                Stephen Corkum

                                                                                                Principal

**GRADE LEVELS**

Grade levels at High School are designated for organization only as students’ progress by credits rather than by grade level. The grade levels at Millwood High are as follows:

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| --- | --- |
| **Grade 9:** | * Students enrolled full time in all grade 9 level courses. |
| **Grade 10:** | * Any student with less than two High School credits at the beginning of the school year, including all students in their first year of High School. |
| **Grade 11:** | * Students with two or more credits, but who are unable to graduate during the current school year. |
| **Grade 12:** | * Students who can meet graduation requirements during the current school year. |

**NOVA SCOTIA GRADUATION REQUIREMENTS**

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| --- |
| • 18 credits are required to graduate  • 14 of these are compulsory   * 3 English Language Arts (one at each grade level) * 3 Mathematics (from three different grade levels). * 2 Sciences (a “first Science” credit and one other) * 1 Canadian History (Mi’kmaq Studies 11, Canadian History 11, Histoire du Canada 11F, or African Canadian Studies 11) * 1 Global Studies (Global Geography 12, Global History 12, Histoire Planétaire 12F or Global Politics) * 1 Physical Education (Phys Ed 11, Physically Active Living 11, Dance 11, Yoga 11, or Phys. Ed. 12) * 1 Fine Arts (Art, Dance, Drama, Music Band/Vocals/Music Performing Arts) * 2 other credits from Technology, Mathematics or Science * No more than 7 credits may be from courses coded as Grade 10 and at least 5 must be from courses coded as Grade 12. * Only one credit will be given for a course in the same subject at the same grade level, although both will show on the students’ transcript. For example, if a student completes English Communications 12 and English 12, it will only count as one credit toward the 18 credits required for graduation. |

**High School Credits**

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

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

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

**Registration Matters**

**Please Note: The information contained in this publication is as accurate as possible at the time of printing. It is important that you familiarize yourself with its contents. Students and parents are encouraged to work together to develop a three year educational plan that respects graduation requirements.**

To assist you in course selections consult with your Guidance Counsellor and check the **Department of Education** website**:** <http://www.ednet.ns.ca>. Follow the Document Depot link to **Career Fact Sheets and Educational Planning**.

**ABOUT SEMESTERING**

In a semestered school, the year is divided into two. First Semester runs from the beginning of September to the end of January. Second Semester runs from February until the end of June.

During each semester, a student may take up to four courses. Each semester ends with a final examination period.

In a semestered school, a student has each course daily. Every effort will be made to balance the load of subjects between semesters. Students should consult with their Guidance Counsellor if they have any timetabling concerns.

**Exception:** Courses that are not semestered are indicated in the course descriptions section of this booklet.

Grade 12 students apply to post-secondary institutions throughout the year, but mostly at the end of the first semester. Please note that some Grade 11 marks are used by universities in conjunction with the Grade 12 marks to determine an admission average and award scholarships. Students in Grade 11 may apply to Nova Scotia Community College but acceptance is conditional on graduating from High School.

**TYPES OF CREDITS**

**Academic -** Academic courses are designed for students who plan to attend college, university, or other post-secondary institutions.

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

**Graduation –** Graduation courses are designed for students who plan to proceed directly to employment or selected areas of post-secondary study. Please check with your Guidance Counsellor for information regarding post-secondary programs that recognize these courses.

**Open -** Open courses, although **not** designed to meet the specific entrance requirements of post-secondary institutions, may be recognized by some institutions. Please check with your Guidance Counsellor.

**COURSE LOAD REQUIREMENTS**

Students are eligible to register for a total of 24 courses over a three year period. The following are the minimum course load requirements.

• Grade 10 students must register for 8 courses, 4 in each semester. One must be a Grade 11 course.

• Grade 11 students must register for a minimum for 7 courses per year (3 in one semester, 4 in the other).

• Grade 12 students must enroll in a minimum of 6 courses.

• Returning graduates will be accepted subject to available space. Course selection will be dependent on course availability in September.

• All course selections should be approved by a parent or guardian. Selections are tentative pending receipt of final marks.

**COURSE SELECTION**

• All courses offered are conditional upon adequate enrollment. It may also be necessary to limit the number of students in a course because of factors such as space, resources and safety.

• Course changes will be based on academic need and assessed on an individual basis only in exceptional circumstances. Course selections in the spring for September should be considered final. All students are expected to follow their second semester timetables for courses assigned in September. Repeating failed courses in second semester should not be expected.

• Before registering for advanced level courses, students should have the required approval and/or the recommended prerequisites.

• Students and parents are encouraged to use the services of Guidance Counsellors, Department Heads, Subject Teachers, or Administration for information on course selection, career and educational opportunities, study skills, and other areas of concern.

• Students and parents should investigate the entrance requirements of post-secondary institutions so that you register for the required subjects. Please note that graduation from High School does not necessarily qualify a student to enter university or other institutions. Specified prerequisites, both in courses and in standards (marks) may be required.

• The course selection process will take place with a Guidance Counsellor at the end of first semester and the beginning of second semester.

**Please note:** Priority will be given to "regular three year program" students with regard to registration for courses. Returning graduates and other students enrolled under special circumstances will be assigned courses only where there is room.

**GRADE 10 COURSE SELECTIONS**

Unless there are unusual circumstances, all students entering Grade 10 must take the following courses:

* English 10
* An appropriate Grade 10 Mathematics Course as recommended by their grade 9 teacher.
* An Appropriate Science 10 (Science 10F if in French Immersion)
* Physical Education 11, Dance 11, Physically Active Living 11, or Yoga 11
* One of Visual Art 10, Instrumental Music 10, Drama 10, Vocal Music, Music Performing Arts 10, Intro to Music 10, Dance 11 or Art dramatique 10
* Three electives from all available Grade 10 Courses and from allowable Grade 11 courses, if all necessary prerequisites are met.
* Students enrolled in O2 (Options and Opportunities) will be required to make a normal selection, but it will change to match the year one O2 program requirements.
* In exceptional circumstances, other Grade 11 courses may be approved by the Guidance Counsellor.

**GRADE 11 COURSE SELECTIONS**

Grade 11 students will register for both semesters. Grade 11 students who received all eight credits in the grade 10 year are eligible for one study period, but may take a full load of eight courses if desired and staffing permits.

**GRADE 11 STUDENTS WILL SELECT IN THE FOLLOWING ORDER:**

1. NECESSARY COURSES FROM GRADE 10 (IF ANY WERE FAILED OR NOT TAKEN)
2. CORE COURSES (Grade 11 level unless indicated)

* Required: English 11 or English/Communications 11
* Required: Academic Mathematics 11, Mathematics at Work 11, Mathematics Essentials 11.
* Required: at least one Grade 11 Science chosen from Biology 11, Chemistry 11, Physics 11, Oceans 11, Human Biology 11 (if one has not already been completed)
* Required: one of African Canadian Studies 11, Canadian History 11, or Histoire du Canada 11, Mi’kmaq Studies 11

**C.** **ELECTIVE COURSES**

Students may choose from all available Grade 11 Courses and from allowable Grade 12 courses, if all necessary prerequisites are met. Many Grade 12 courses are not open to Grade 11 students (see course selection form). It is advisable for university-bound students to take at least five academic courses each year.

**GRADE 12 COURSE SELECTIONS**

**The following applies to students in Grade 12 including returning graduates.**

**GRADE 11 STUDENTS WILL SELECT IN THE FOLLOWING ORDER:**

1. NECESSARY COURSES FROM GRADE 11(IF ANY WERE FAILED OR NOT TAKEN)
2. CORE COURSES (Grade 12 level unless indicated)

* Required: English 12 or English/Communications 12 or English African Heritage 12
* Required: Academic Mathematics 12, Pre-Calculus 12, Mathematics at Work 12, Mathematics Essentials 12.
* Required: Other Tech, Math or Science Credit
* Required: one of Global Studies Course: Geography, History or Politics

**C.** **ELECTIVE COURSES**

Students may choose from all available Grade 12 Courses and from allowable Grade 11 courses, if all necessary prerequisites are met.

**ASSESSMENT AND EVALUATION POLICY**

Teachers will achieve balanced assessment of student learning by using a variety of assessment strategies. In the first week of the course, each student will receive a written outline of the assessment and evaluation plan, including course components and values. Teachers will inform their students of any changes to the plan. No single assessment event will be valued at more than 30% of the final mark.

**CHALLENGE FOR CREDIT**

Challenge for Credit opportunities exist in certain courses (Fine Arts, Languages, Mathematics, and Physical Education). There is no Challenge for Credit for Language Arts programs (this includes Français 10, 11 & 12).

Challenge for Credit provides a process for students to demonstrate that they have already acquired the skills, knowledge, and attitudes outside of the classroom setting that an existing course seeks to develop.

Check with your Guidance Counsellor for further information on this process.

**INDEPENDENT STUDY**

An independent Study Course expands the curriculum of a Public School Program course a student is taking or has already taken. Opportunities exist for students to be granted one Independent Study Credit in Grade 11 and one in Grade 12. See your Guidance Counsellor for further information.

**PERSONAL DEVELOPMENT CREDITS**

Beginning in September 2012, all high school students in Nova Scotia will be able to earn personal development credits and have this count as one of the five elective credits they need to graduate. Students can earn personal development credits in three areas: arts, languages and leadership. Personal development credits will be awarded for approved courses, programs, for approved courses or programs of a high school standard that contribute to the Atlantic Essential Graduation Learnings and meet standards defined in the policy directives and guidelines. The Personal Development Credit Policy will acknowledge the value of student learning outside the public school system by recognizing for high school credit, achievements and credentials earned in the community.

Check with your Guidance Counsellor for further information on this process.

**RETURN OF SCHOOL MATERIALS**

All students are expected to care for the texts and other materials provided for their use, and to return those materials in good condition at the conclusion of the program. Marks, transcripts and textbooks will not be issued to students and charges will apply if all materials have not been returned.

**ATTENDANCE**

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

**THE LEARNING AND RESOURCE CENTRES**

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

Teaching strategies, classroom organization, curricular content and assessment and evaluation techniques will be adapted to assist these learners in meeting provincial outcomes. When students with adaptations are not able to meet provincial outcomes, an Individual Program Plan (IPP) will be developed. Parents/guardians will be involved in decisions regarding program adaptations and IPP’s.

**PROGRAM OPTIONS**

**French Immersion Program**: The Immersion certificate requires that nine credits taught in French be obtained. Please refer to the course selection sheets to see which course will be offered. There are also additional FI credits that can be taken through Nova Scotia Virtual School.

**Instrumental Music (Concert Band) Program**: The music program is co-curricular. This means that although there are regular classes in the schedule and credits awarded, there are also requirements outside of school involving both practices and performances. In addition, fund-raising and extra expenses may be involved.

**Options and Opportunities (O2):**

Options and Opportunities, referred to as O2, is a program designed to help students work toward a career or occupation in contexts that respond to their learning needs. Students develop connections to the workplace, postsecondary institutions and training programs that assist with transitioning to new environments beyond high school. Students in O2 must complete specific courses to earn an O2 certificate which provides them with assured seating status at the Nova Scotia Community College. Effective September 2020, O2 course requirements will change. Students entering the O2 Program in Grade 10 (September 2020) must complete the following courses along with courses required for a graduation diploma: ● Career Development 10 ● Community Based Learning 11 ● 3 Cooperative Education courses Career Development 10 is a prerequisite for Community Based Learning 11 and should be offered in the first semester of Grade 10. Community Based Learning 11 prepares students for their learning and placements in Cooperative Education and it is strongly recommended this course be offered in second semester of Grade 10 as many O2 students enter the worksite for co-op placements in the fall of their Grade 11 year. All O2 students moving to Grade 11 in September 2020 will still be expected to complete Career Development 11, Workplace Health and Safety 11 and three Cooperative Education credits in order to achieve O2 recognition on their high school transcript.

**Co-operative Education**: See course description in the Business Education Section.

**The Advanced Placement Program (AP**) offers students the opportunity to take one or more college-level courses while in High School. Based on their performance on rigorous AP examinations, students may earn credit, advanced placement, or both for university. The program is suited for students who are willing to accept the challenge of a rigorous curriculum.

AP courses follow course guidelines developed and published by the College Board. Each course covers the breadth of information, skills and assignments found in the corresponding college course.

Please refer to the course selection pages to see which courses are being offered this year. Our teachers continue to participate in professional development and have each had the syllabus for their course approved by the College Board through the course audit process. Millwood’s AP courses are recognized in the AP Course Ledger, a comprehensive registry of all AP authorized courses.

At Millwood, the Grade 12 curriculum is combined with Advanced Placement material and presented in a unified all-year course. Each AP course commences formally in September; however, readings or other independent work may be required in the preceding summer. Students should note that taking several AP courses may result in scheduling difficulties.

**Course Change Policy**

**Course changes can only be made if:**

* A student failed a course and needs the course as a prerequisite to a course he or she is presently enrolled in.
* A student needs a Math or English level change (with parent permission).
* A student needs a course for graduation and it is not on his/her schedule.

**Academic and Career Pathways**

In order to assist students in planning their career and academic path, Millwood High presents thematic course groupings as listed in the following table. These are not formal course pathways and are not meant to address all occupations or academic programs, but are intended to help students navigate the myriad of courses available to them at the high school level.

It is also important to note that each post-secondary institution (university, community college, etc.) and their corresponding programs have their own unique admission requirements; therefore, it is imperative that students research these requirements and keep abreast of any changes so they are not disappointed. Students are asked to contact the post-secondary institutions directly, or contact their guidance counsellor for assistance. Please note that during registration, counsellors attempt to meet with every student to discuss post-secondary planning.

For each pathway; a short descriptor, typical career opportunities, interests and abilities, and a list of suggested and related courses follow. This should allow students to gain an insight on typical career goals and possible paths to reach them. It is important to note that many careers/programs have multiple entry points and that following one pathway in no way will exclude others. For the many students who are unsure what they want to do in the future or even if they are sure, they should feel comfortable dabbling in more than one pathway. Hopefully this will make future selection easier and more meaningful. Students are also reminded to make sure they fulfill their graduation requirements.

**For further planning** <http://millwoodstudentservices.weebly.com/career-planning.html>​

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Career Pathway** | **Description** | **Typical career Opportunities** | **Typical Interests and Abilities** | **Related Courses** |
| **Health Science and Recreation** | Students studying health sciences are interested in health and human anatomical function. The recreation aspect combined with this field of study includes practical experience with sport and fitness. | Sports broadcasting/announcing, physical education, fitness training, sports medicine, dietetics, occupational therapy, nursing, pharmacy, public health, coaching, recreational facilitation, physiotherapy, orthopaedics. | * sports and fitness * human anatomy and physiology * health and nutrition * Strong interpersonal skills * Leadership and planning skills * Strong communication Skills | PHEAL11; PHE10,11,12; DAN11, YOGA11, HBIO11,  SCI10, PHY11, PHY12, CHE11, 12; BIO11, 12; CST11, MATH (ACAD & PRE-CAL) 10, 11, 12, COOP11, 12. |
| **Business**  **Entrepreneurship** | People involved in business and finance are interested in planning, financial reporting, the dynamics involved in running a business, investing, financial security analysis, and risk management. From making profits in high risk investments to managing a group of employees in a small business, those involved in business and commerce see the benefits of their work in both financial gains and job satisfaction. | Marketing, advertising, accounting, financial advising, entrepreneur, banking, Investment counselling, real estate sales, customer service, sales, insurance | * Creative * Self-motivated * Strong interpersonal skills * Reasonable Math ability * Strong communication skills | BUS10, ENT12, BMT12, ACC11, ACC 12, ECON12, TOUR11,SOC12AC,LAW12, CMT12, FRE10, 11, 12; Math (ACAD & PRE-CAL) 10, 11, 12; VISART10, 11, 12; DRA10, 11, 12, COOP11, 12. |
| **Computer, Trades and Technology** | People pursuing studies in the field of computers and technology are interested in how information and data are organized and managed. People attracted to careers in trades may like to build things, work with both their hands and technology and solve problems with practical solutions. Careers in trades require individuals to be highly skilled in physical work and working with equipment and machines. | Aircraft maintenance, computer programming, electrical wiring, logging and forestry, web development, metal fabrication, computer network development, heavy equipment operation. | * Technically oriented * Skilled with technology * Logical Thinker Good hands on skills * Problem solving skills | CMT 11 & 12, DES11, BT 11 & 12, FVP12, COMPPROG 12, MATH (ACAD &PRE-CAL) 10, 11, 12; PRE CAL 12, APCAL12, CHE11 & 12; PHY11, 12; GEOL12, COOP11, 12. |
| **Humanities** | Students studying the humanities are interested in the study of the social, cultural and physical world. The humanities investigate how human cultures have developed historically and continue to develop today. They allow an understanding of one’s role in contemporary society, promote cultural literacy and promote the appreciation of diverse value systems. Studies in the humanities help with the evaluation and critical reflection of a variety of cultural and societal ideas and issues. | Teaching, law, journalism, writer and editing, business, public relations, marketing, librarian, archaeology, politician, fashion, fine art, theatre, film, religion, social work, counseling | * Reading & writing * current events * debating * Global understanding & cultural sensitivity * Research skills * Good communication skills * Critical thinking skills * Problem-solving skills | HIST10 , GEOG10, MIMQ10, ART10, 11, 12; DRA10, 11, 12; ENG10, 11, 12; ACS11, CHS11, ECON12, TOUR11, GGS12, GHS12, SOCOP12, LAW12, FVP 12, French (Core & IMMER) 10, 11, 12, COOP11, 12. |
| **Science and Engineering** | Scientists and engineers are concerned with developing practical solutions to problems in their fields using the scientific method, mathematics and the knowledge previously obtained by others in the field. From plant biology to aerospace engineering to the development of new medicine, scientists and engineers are on the forefront of scientific and technological advancements. | Engineering, medicine, construction/architecture, nursing, teaching, dentistry, refrigeration, computer programming, kinesiology, graphic design, electrical, plumbing, welding | * Logical thinkers * Excellent problem solvers * Curious * Good language skills | MATH ADV 11, 12; PRE CAL 12, CAL12, SCI10, OCE11, BIO 11, 12; CHE11, 12; PHY11, 12, GEOL12, SOCOP12, ECON12, COOP11, 12, GGS12, HGS12. |
| **Sales and Service** | People attracted to careers in sales and service may be interested in influencing and persuading others as well as selling things and ideas. In addition, the service industry involves people who are motivated to provide services in areas travel and tourism, food and beverage and event planning to name a few. | Customer service, restaurant/hotel management, sales, advertising, recreation, special event planning, product distribution | * Self-motivated * People oriented * Excellent communication skills * Good interpersonal skills | ENT12, BMT12, BUS10, TOUR 11, ECON12, LAW12, SOC12, GGS12, HGS12, COOP11, 12. |
| **Applied and Fine Arts** | People attracted to applied and fine arts are creative. They may enjoy drawing, painting, music, writing, singing and dancing. They may also enjoy using computers and technology to create art. | Digital animation, music production, photography, fashion designer, television/radio, film, recording, restoration | * Creative * Artistic * persistent | ART10, 11, 12; MUSIC10, 11, 12; DRA10, 11, 12; DES 11, DAN11, FVP12, ENT12, BMT12, COOP11, 12. |

**COURSE DESCRIPTIONS**

The following course descriptions are arranged by subject area in the order *English, Mathematics, Science, Social Studies, Fine Arts, French, Business and Technology, Family Studies and Personal Development.* The six digit codes, such as 004163, are provincial codes identifying authorized courses in Nova Scotia, and are for counsellor use only.

**ENGLISH LANGUAGE ARTS**

English Language courses are designed to help students achieve the Public Schools Programs general and specific curriculum outcomes. These outcomes are organized under the headings of: ***Speaking and Listening, Reading and Viewing, Writing and Representing***. All of these language processes are inter-related and teachers employ various learning and assessment strategies which address numerous outcomes at one time.

**ENGLISH 10**

**Academic 1.0 Credit**

All students entering grade 10 will take this course. Students who have experienced significant difficulty with Junior High English Language Arts should consider enrolling in Learning Strategies 10 as well as ENG10; however this will require the agreement of Junior High resource staff.

Students are required to demonstrate awareness of the social implications of language and communication and of the role of the literary world. The focus of experiences builds confidence as language users. It moves students toward an informed awareness of their roles and responsibilities as thinkers, speakers, listeners, readers, viewers, and creators of media texts. It involves exploration and examination of issues in their worlds and how they connect to others. Increased emphasis is on oral communication, both formal and informal. Students will role-play, select text/form to represent ideas and information. They will become aware of concepts related to awareness of audience, purpose, and situation. Students will discover how texts operate and how meanings are constructed. The texts are unique and divergent. These will include editorials, notices, public letters, business letters, biographies, articles, journals, reports, essays and research papers. Students will read poetry, short stories, novels, mythology, and plays. They will be involved in collaborative learning involving small group workshops, panels, debates, seminars, reports, interviews, and discussions. The Integrative Concepts are expressed in identities: understanding ourselves, our communities, our cultures, and interaction with peers and others. The level of achievement in English 10 is the major factor in deciding which stream of the English Language Arts program will be followed in Grade 11: English 11 or English/Communications 11 or Advanced English 11.

**ENGLISH COMMUNICATIONS 11**

**Graduation 1.0 Credit Prerequisite: English 10**

The Focus of Experiences will be based on personal response to engaging and stimulating texts. Students will move toward a more critical examination of meaning. They will explore and investigate social, political, ethical, and economic issues. Increased emphasis will be on writing. Non-narrative forms of practical writing used in student, family, service organizations, political organizations, and business communities will be examined. Students will write reports in various forms for different purposes. Students will be conversant in letter writing (application, request, and “to the editor”, and persuasive). Oral communications in the world of work is highly emphasized, especially interviews. Students who take the course will normally proceed to ECM12 in Grade 12; however with excellent marks and/or the teacher’s recommendation it may be possible to enroll in the academic stream in English 12.

**ENGLISH 11**

**Academic 1.0 Credit Prerequisite: ENG10**

This course or Advanced English 11 is normally required for students planning to attend university or similar institutions.

Students are required to examine and evaluate ideas and style in materials studied and in their own work. The Focus of Experiences will be based on using language in wider, public, and more formal contexts; allowing for a more critical examination of meaning; moving towards greater objectivity in students’ own style and an improved ability to engage in abstract ideas and complex issues, as well as social, political, ethical, and cultural issues in the wider community. Increased Emphasis is on writing and other ways of representing; expanding and controlling language; skill building in and through drama; exploring information, media, and visual literacy; and constructing meaning in graphic communication and desktop publishing. The texts emphasize a variety of articles, essays, short stories, poetry and plays; songs, film, video; docudrama, newscasts; radio, television, and live drama; and multimedia texts (databases, CD-ROM reference sources, and news groups). The Integrative Concepts include the individual and society; career choices/opportunities with their language requirements; and the importance of work for individuals and society.

**ADVANCED ENGLISH 11**

**Advanced 1.0 Credit Prerequisite: ENG10**

Those who enroll in ENG11A should have had excellent marks in ENG10 and the teacher’s recommendation. They would have a strong interest in reading and writing and a willingness to consistently work hard. This course is designed to lay the groundwork for those students intending to continue onto English 12 Advanced Placement Literature and Composition. This is a demanding advanced course that puts emphasis on an historical awareness of literature and on the development of the English language itself. The literature is a mixture of Canadian, British and American works, as well as some additional international works. The emphasis on listening, speaking, reading, viewing and writing is continued here with increased attention to the development of argument.

**ENGLISH COMMUNICATIONS 12**

**Graduation 1.0 Credit Suggested Prerequisite**: ECM11 or ENG11.

Emphasis will be on consolidation of the essential communication skills, with continuing attention to effective use of oral and written language for relatively limited and specific purposes. Students' present achievement levels and future career goals will influence the choice of many practical activities to develop increased ability and confidence in language use. Oral communication forms an important strand of this course and should be given particular attention as it relates to students' present and future language needs. Literary genres will be given some degree of attention, but the focus throughout this sequence will be on the effective use of language in everyday life situations for specifically defined social and occupational purposes.

ECM12 is not a pre-requisite for university.

**ENGLISH 12**

**Academic 1.0 Credit Suggested Prerequisite:** English 11 or teacher recommendation and/or exceptional marks from ECM11.

***This course or AP ENG12 or AHL12 is required for students planning to attend university or similar institutions.***

Students are required to apply a wide variety of forms (media, genres) to various communicative situations and to demonstrate knowledge of influences on language in literary forms. The Focus of Experiences will be based on using language in public, formal, and global contexts. Students will deal effectively with different communication situations including these addressing unfamiliar audiences. They will apply communication and stylistic skills to a variety of forms. Increased Emphasis is on crafting written language in a range of forms, polishing stylistic skills and writing with conviction. They will critically examine literary texts and cultural contexts of works and their creators. They will write reflectively, critically, and analytically about the ideas, values, and social effects of their own and other texts. The texts will emphasize an exposure to, and use of, a wide variety of forms: poetry, prose, allegory, biography, novel, short story, drama, script, live theatre, and Shakespearean drama. The Integrative Concepts include the individual in a global community and the human predicament.

**ADVANCED PLACEMENT (AP) ENGLISH 12**

**Advanced 1.0 Credit Prerequisite:** ENG11A or ENG11 (with teacher recommendation). *Prior to enrolment, students are expected to have completed English 11 Advanced and /or displayed a strong interest in reading and writing, a willingness to work hard and a recommendation of the teacher of Advanced English 11 or English 11.*

This course is designed to engage students in the careful reading and critical analysis of literature. Students will be performing close reading of texts with a focus on deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers. The course is constructed to provide students with intellectual challenges and workload consistent with first-year undergraduate courses in English Literature. Students will read a variety of texts, studying literature of various periods and genres and using a wide reading knowledge to discuss literary topics. A focus will be placed on examining how a work is influenced by its social and historical context. As such, the course also entails a strong writing component.

**AFRICAN HERITAGE LITERATURE 12**

**Academic 1.0 Credit**

African Heritage Literature is a grade 12 academic English course that is the equivalent of a grade twelve academic English credit. Thus, it counts as a graduation requirement and students are required to write the grade twelve English provincial exam. African Heritage Literature focuses on writers and artists of African descent and their contributions to the world. The writers, artists, and the history and culture reflected by their works can all contribute to the intellectual growth of students. This course encompasses the experience, study and appreciation of language, literature, media and communication from an African heritage perspective. The course has been developed with the intent of responding to continually evolving education needs of students and society, providing greater opportunities for all students to become literate to prepare them for the literacy challenges they will face throughout their lives. This course will help students understand and appreciate African heritage as being part of the heritage of us all. (Nova Scotia Department of Education, African Canadian Services Division)

**MATHEMATICS**

Students need to complete a **minimum** of 3 mathematics courses at different grade levels to graduate from high school in Nova Scotia in 2020 or later. Post-secondary institutions (universities, colleges, professional and private institutions) have different minimum requirements for entrance to their programs and requirements for the same program may vary in different institutions, therefore it is important to check the institution’s calendar or website for verification. The diagram at the end of the course descriptions illustrates likely course pathways for senior high mathematics.

**Three mathematics courses will be available at the grade 10 level:**

• Mathematics Essentials 10: (110 hours), 1 graduation credit

• Mathematics at Work 10: (110 hours), 1 graduation credit

• Mathematics 10: (220 hours), 2 academic credits

**MATHEMATICS ESSENTIALS 10**

**Graduation 1 credit**  *This course will be presented as a 110-hour course.*

Mathematics Essentials 10 is an introductory high school mathematics course designed for students who do not intend to pursue post-secondary study or who plan to enter programs that do not have any mathematics pre-requisites.

* Mathematics Essentials courses are designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities.
* The typical pathway for students who successfully complete Mathematics Essentials 10 is Mathematics Essentials 11 followed by Mathematics for the Workplace 12.
* Students in Mathematics Essentials 10 will explore the following topics:
  + mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

**MATHEMATICS AT WORK 10**

**Graduation 1 credit**  *This course will be presented as a 110-hour course.*

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

* The new Mathematics at Work courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.
* The typical pathway for students who successfully complete Mathematics at Work 10 is Mathematics at Work 11 followed by Mathematics at Work 12. Some students who successfully complete Mathematics at Work 10 may choose to take Mathematics Essentials 11 followed by Mathematics for the Workplace 12.
* Students in Mathematics at Work 10 will explore the following topics:
  + measurement, area, Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

**MATHEMATICS 10**

**Academic 2 credits** *This course will be presented as a 220-hour course.*

This will mean that students will have mathematics class every day for their grade 10 year.

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

* ***Note: Mathematics 10 is a 220-hour, two-credit course.***
* All students following the academic or advanced pathway will need to take Mathematics 10 followed by Mathematics 11. These courses are to be taken consecutively, not concurrently.
* There are two typical pathways for students who successfully complete Mathematics 10:
  + For those students intending to follow the academic pathway, Mathematics 10 will be followed Mathematics 11 and then Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus).
  + For those students intending to follow the advanced pathway, Mathematics 10 will be followed by Mathematics 11, then Pre-Calculus 11 and Pre-Calculus 12.
  + Alternatively, students who successfully complete Mathematics 10 may choose to select a graduation credit in Grade 11.
* Students in Mathematics 10 will explore the following topics:
  + measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

**MATHEMATICS ESSENTIALS 11**

**Graduation 1 credit** *This course will be presented as a 110-hour course.*

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

Mathematics Essentials 11 is designed for students who either do not intend to pursue post-secondary study or plan to enter post-secondary programs that do not have any mathematics pre-requisites.

* The Mathematics Essentials pathway is designed to providestudents with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities.
* The typical pathway for students who successfully complete Mathematics Essentials 11 is Mathematics for the Workplace 12.
* Students in Mathematics Essentials 11 will explore the following topics:
  + mental mathematics; collecting, organizing and graphing data; borrowing money; renting or buying; household budgets; investing money’ measuring; and 2-D and 3-D design, mathematics in content areas such as science and social studies.

**MATHEMATICS AT WORK 11**

**Graduation 1 credit** *This course will be presented as a 110-hour course.*

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

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

* The typical pathway for students who successfully complete Mathematics at Work 11 is Mathematics at Work 12. (The Mathematics at Work pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the work force or for entry into programs of study that do not require academic mathematics.)
* Some students who successfully complete Mathematics at Work 11 may choose to take Mathematics for the Workplace 12.
* Students in Mathematics at Work 11 will explore the following topics:
  + measurement systems volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and formula manipulation for various contexts.

**MATHEMATICS 11**

**Graduation 1 credit Prerequisite:** Successful completion of Mathematics 10.

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

Mathematics 11 is an academic high school mathematics course.

* Students who select Mathematics 11 should have a solid understanding of the Mathematics 10 curriculum. Mathematics 11 is a prerequisite for Pre-calculus 11. These courses are to be taken consecutively, not concurrently.
* There are two typical pathways for students who successfully complete Mathematics 11:
  + For those students intending to follow the academic pathway, Mathematics 11 will be followed Mathematics 12. (Mathematics 11 and Mathematics 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require an academic or Pre-calculus mathematics credit).
  + For those students intending to follow the advanced pathway, Mathematics 11 will be followed by Pre-calculus 11, and then Pre-calculus 12.
  + Alternatively, students who successfully complete Mathematics 11 may choose to select a graduation level course in grade 12.
  + Students in Mathematics 11 will explore the following topics:
* applications of rates, scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions.

**Extended Mathematics 11**

(academic, 2 credits)

**Prerequisite:** Successful completion of Mathematics 10.

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

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

The typical pathway for students who successfully complete Extended Mathematics 11 will be to take Mathematics 12. Alternatively, students who successfully complete Extended Mathematics 11 may choose to select either Mathematics at Work 12 or Mathematics Essentials 12. *While not the typical pathway, Extended Mathematics 11 can also be used as a pre-requisite for Pre-calculus 11.* *These courses are to be taken consecutively, not concurrently.*\*

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

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

**PRE-CALCULUS 11**

**Advanced 1 credit** **Prerequisite:** Successful completion of Mathematics 11.

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

Pre-calculus 11 is an advanced high school mathematics course.

* + Students who select Pre-calculus 11 should have a solid understanding of the Mathematics 11 curriculum.
* Pre-calculus 11 is a prerequisite for Pre-calculus 12. These courses are to be taken consecutively, not concurrently.
* The typical pathway for students who successfully complete Pre-calculus 11 is Pre-calculus 12. (Courses in the Pre-calculus pathway are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.)
* Some students who successfully complete Pre-calculus 11 may choose to take Mathematics 12.
* Alternatively, students who successfully complete Pre-calculus 11 may choose to select a graduation credit in grade 12.
* Students in Pre-calculus 11 will explore the following topics:
* absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions.

**MATHEMATICS ESSENTIALS 12**

**Graduation 1 credit** *This course will be presented as a 110-hour course.*

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

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

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

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

Students in Mathematics Essential 12 will do the following modules.

• Module 1: Measurement

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

• Module 3: Ratio, Rate, and Proportion

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

**MATHEMATICS AT WORK 12**

**Graduation 1 credit** *This course will be presented as a 110-hour course.*

**Prerequisite:** Successful completion of Mathematics at Work 11 or Mathematics 11.

Mathematics at Work 12 demonstrates the application and importance of key mathematical skills.

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

Students in Mathematics at Work 12 will study the following topics:

• measurement and probability

• measures of central tendency

• scatterplots

• linear relationships

• owning and operating a vehicle

• properties of polygons

• transformations

• trigonometry

**MATHEMATICS 12**

**Academic 1 credit Prerequisite:** Successful completion of Mathematics 11.

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

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

Students who select Mathematics 12 should have a solid understanding of the Mathematics 11 curriculum.

Students in Mathematics 12 will study the following topics:

* borrowing money
* investing money
* set theory
* logical reasoning
* counting methods
* probability
* polynomial functions
* exponential and logarithmic functions
* sinusoidal functions

**PRE-CALCULUS 12**

**Advanced 1 credit** **Prerequisite:** Successful completion of Pre-Calculus 11.

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

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

The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.

Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.

Students in Pre-calculus 12 will study the following topics:

* transformations
* radical functions
* polynomial functions
* trigonometry
* exponential and logarithmic functions
* rational functions
* function operations
* permutations, combinations and the binomial theorem

**CALCULUS**

**Advanced 1.0 Credit Prerequisite: Pre-Calculus 12**

This course is taken in the second semester of the Grade 12 year following the completion of PC12. This course is not a necessity for entry into any university program but provides a valuable introduction to university level Calculus.

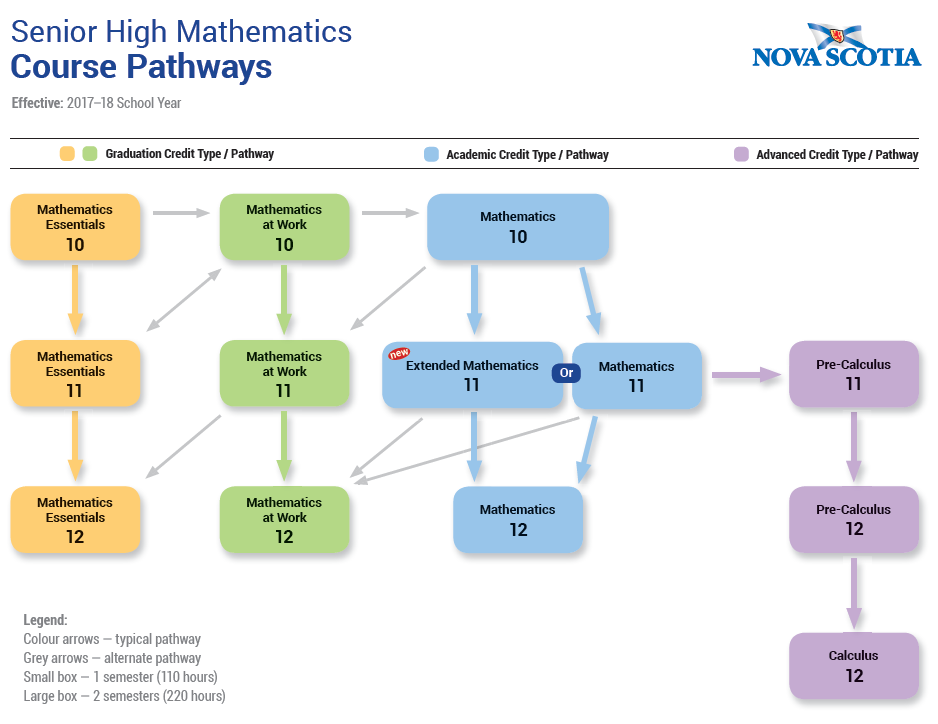
This course is designed for students who wish to build a deeper foundation in Calculus (beyond that given in Pre-Calculus Mathematics 12). The concepts of a limit, derivative, definite integral and indefinite integral will be developed numerically, verbally, graphically and algebraically using applications. Students will examine the fundamental properties of derivatives and explore derivatives of polynomial, rational, trigonometric, exponential and logarithmic functions. The use of area under the curve to approximate distance (as a product of time and variable speed) will evolve into the study of The Fundamental Theorem of Calculus. Applications will include displacement, velocity, acceleration, exponential and logistic population growth, area between curves, volumes of solids, length of curves and surface area. Throughout the course, the development of and connections between concepts will be emphasized through multiple representations and real-world contextual situations.

Mathematics is a subject which is specifically required for many post-secondary programs. Although **only two Mathematics credits of any type are needed for High School graduation**, many institutions require a certain type of Mathematics program and a minimum mark in specified courses; therefore, students should check with their Guidance Counsellors and admissions personnel at the various institutions

Mathematics is offered in four levels at Millwood High: **Essentials, At Work, Academic, and Advanced.**

* **Mathematic Essentials** is designed for students who do not intend to pursue post-secondary study or who plan to enter programs which do not have any Mathematics pre-requisite. Typically, students who enroll in Mathematics Essentials will have a history of difficulty in achieving the outcomes of the Junior High Mathematics program.
* **Mathematics at Work** is designed for students who want to maintain a high standard of Mathematics but who do not intend to enter post-secondary programs that require Academic Mathematics as a pre-requisite. Please check with the institution to obtain accurate information on entrance requirements.
* **Academic Mathematics** is designed for those who plan to enter into fields requiring further post-secondary study of Mathematics. Examples include, but are not limited to, the Sciences, engineering, and business administration at university, college, or private institutions.
* **Advanced Mathematics (including Pre-Calculus 11/12 and Calculus 12 AP).** The Department of Education recommends that students taking Advanced Mathematics courses will typically have been very successful in prior Mathematics courses and will remain successful because of their level of understanding of their previous Mathematics experiences, their willingness and ability to work in abstract, and their work ethic.

Pre-Calculus Mathematics 12 is required for entry into many university and college Science and engineering programs, as well as, many commerce programs outside of the Atlantic area. It is not necessary to take Calculus 12 AP; however it is generally recommended for preparation if a Calculus Course will be taken in university.



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| --- | --- | --- |
| **Suggested Routes Through Mathematics** | | |
| **The following are some suggested routes through High School Mathematics depending on initial competency and post-secondary plans.** | | |
| **For students who may have not met the Grade 9 Mathematics outcomes and plan to pursue a post-secondary program that does not have a Mathematics pre-requisite.** | | |
| Grade 10 | Grade 11 | Grade 12 |
| Mathematics Essentials 10 (1 Credit / 1 Semester) | Mathematics Essentials 11 (1 Credit / 1 Semester) | Math Essentials 12 (1 Credit / 1 Semester) |
| **For students who have met the Grade 9 Mathematics outcomes, and plan to pursue a post-secondary program that does not have a Mathematics pre-requisite.** | | |
| Grade 10 | Grade 11 | Grade 12 |
| Mathematics At Work 10 (1 Credit / 1 Semester) | *Mathematics At Work 11 (*1 Credit / 1 Semester) | *Mathematics At Work 12 (*1 Credit / 1 Semester) |
| **For students who have met the Grade 9 Mathematics outcomes, and plan to pursue a post-secondary program that does have a Mathematics pre-requisite of Academic Mathematics 12 Example: Business and Nursing** | | |
| Grade 10 | Grade 11 | Grade 12 |
| Mathematics 10 Academic (2 Credits / Full Year) | Mathematics 11 Academic (1 Credit / 1 Semester) | Mathematics 12 Academic (1 Credit / 1 Semester) |
| **For students who have met the Grade 9 Mathematics outcomes, and plan to take a post-secondary program that does have a Mathematics pre-requisite of Pre-Calculus 12 Example: Science, Mathematics, Computers, and Engineering** | | |
| Grade 10 | Grade 11 | Grade 12 |
| Mathematics 10 Academic (2 Credits / Full Year) | Mathematics 11 Academic (1 Credit / 1st Semester) and | Mathematics 12 (Pre-Calculus)(1 Credit / 1st Semester) |
| Mathematics 11 Pre-Calculus (1 Credit / 2nd Semester) | Calculus (Optional) (1 Credit / 2nd Semester) |
| **Please feel free to ask a Guidance Counsellor for clarification and/or help when selecting your courses** | | |

**SCIENCES**

**SCIENCE 10 (English) / SCIENçES 10F (French Immersion)**

**Academic 1.0 Credit**

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

**ASTRONOMY 12**

**Academic 1.0 Credit**

Billions of dollars from many countries, including Canada and the United States, are being fed to a highly motivated space program. Its most basic goal is the exploration of our Solar System with the eventual possibility of reaching the stars and planets beyond. Students should have a good knowledge of mathematics and some of the lab experiences will involve calculations. Several evening observing sessions will complement the classroom work. The topics covered in the course include: the history of astronomy; Earth’s sky; the stars; the universe; the solar system; space exploration; and life and the possibility of life beyond Earth.

Night Sessions (star parties) are held during the semester to view some of the more well-known celestial bodies through a telescope.

**HUMAN BIOLOGY 11**

**Graduation 1.0 Credit**

***Credit will not be given for both HBI11 and Biology 11 Academic or Advanced.***

Human Biology is a general interest course that counts as the second Science credit for graduation purposes. It is not normally acceptable as preparation for Biology 12. Rather than covering the wider range of plant and animal life, HBI concentrates on the human body and its environment. Structure will be covered, but other aspects such as health and nutrition will also be important components. Students planning to continue on to university Science studies should not take this course.

**BIOLOGY 11 / BIOLOGIE 11 (French Immersion)**

**Academic 1.0 Credit**

The objective of Biology 11 is to introduce students to the diversity of life and to better understand the intricate balance that exists between the biotic (animals, plants and micro-organisms) and abiotic (water, air and soil) components of the Earth’s Biomes. The course is designed to explore the world on microscopic level and to experience a variety of labs and activities that reinforce the topics of diversity, microscopy, ecology, human organ systems, photosynthesis and respiration. Students will develop lab skills to effectively use microscopes, use and prepare slides, study microbiology, and explore the diversity of animal structure and function through dissections.

**ADVANCED BIOLOGY 11**

**Advanced 1.0 Credit**

Advanced Biology 11 is an excellent introduction to biology for those students who have an above average interest and proven ability in science. Similar to Biology, Advanced Biology 11 focuses on students’ ability to analyze, problem solve and determine scientific conclusions based on the seven science practices. Four main topics: cell theory, metabolism, diversity of organisms, biomes and homeostasis are studied. Students will be expected to perform an independent investigation that encompasses the seven science practices. This course has a mandatory research/experimental project.

**BIOLOGY 12**

**Academic 1.0 Credit**

The Biology 12 program is based on four units of study. The principle emphasis is on macromolecular biochemistry, change, diversity, homeostasis, evolution and systems. The course 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 of the nervous system and endocrine system)

• Reproduction and Development

• Chromosomes, Genes and DNA (Genetics)

• Change in Population Communities and Species (Evolution)

**ADVANCED BIOLOGY 12**

**Advanced 1.0 Credit**

This course is designed for students who have excelled in Biology 11/Advanced Biology 11 and are planning a career in Biology or a Biology related field. This course is very content oriented and students must be self-motivated to be successful. Topics are broad and as much material as possible will be presented. 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. This course has a mandatory research/experimental project.

**CHEMISTRY 11**

**Academic 1.0 Credit Recommended Prerequisites:** MAT10 and SCI10

***This course is a strongly recommended prerequisite for BIO12 and is required for CHE 12.***

Chemistry is a qualitative and quantitative Science. Chemistry 11 is designed to introduce students to the fundamental concepts in Chemistry, including atoms and molecules, chemical reactions and organic compounds. Students will begin with a review of the development of atomic theory, become fluent with the use of the periodic table and be able to describe different types of bonding. With the basics of modern Chemistry mastered, they will progress to specific chemical reactions, developing chemical formulas, balancing reactions and predicting reaction yield. Finally, an in-depth discussion on organic Chemistry will introduce the student to the different families of organic compounds, reactions that may occur with these compounds and naming rules.

**ADVANCED CHEMISTRY 11**

**Advanced 1.0 Credit Recommended Prerequisites:** Science 10 and Mathematics 10

Recommended: Completion or current enrolment in Math 11

This course is similar to Chemistry 11 but is intended for those students who have a very strong background in Mathematics and Science and who either intend to take Science at the post-secondary level or who have a particular interest in Chemistry. In addition to the above topics, which are studied at a more in-depth level, students will undertake a research project.

**CHEMISTRY 12**

**Academic 1.0 Credit Recommended Prerequisites:** Chemistry 11

It is highly recommended that Academic Mathematics 11 be passed before this course is attempted.

Chemistry 12 is a course that introduces the fundamentals of Chemistry, including its relevance to technology and society. Certain components of this course require that the student possess a good foundation of knowledge from Chemistry 11 as well as strong Mathematics skills. Topics include: Thermochemistry, Solutions, Kinetics, Equilibrium, Acids and Bases, and Electrochemistry. This course is recommended for students who are considering a career in Chemistry, medicine, dentistry, pharmacy or who need Chemistry 12 for acceptance into a university program.

**ADVANCED CHEMISTRY 12**

**Advanced 1.0 Credit Recommended Prerequisites:** Chemistry 11 or Adv

Recommended: Completion of Pre-Cal 11

This course is designed for students who have excelled in Chemistry 11 and are planning a career in Chemistry or a Chemistry related field. Advanced Chemistry 12 will cover the same four areas of study as the Academic Chemistry 12; however, each unit will be more content driven with a larger range of topics studied. It is essential that any student considering taking this course feel comfortable working independently and being self-motivated with the ability to critically analyze and solve scientific problems. This means that students taking this course must be academically prepared to move at a faster pace with a greater individual effort. This course has a mandatory research/experimental project.

**GEOLOGY 12**

**Academic 1.0 Credit**

Geology is the study of the earth. It involves the application of Chemistry, Physics, and Biology to natural phenomena. The course places considerable emphasis on Canadian and Nova Scotian environments. Lab experiences form an integral part of the course. Topics include: composition of the crust - minerals, rocks, chemical composition, volcanoes, weathering; erosion - rivers, winds, glaciers, shorelines, ground water; internal processes - earthquakes, continents, oceans, plate tectonics; Earth history; mining and environmental geology.

**OCEANS 11**

**Academic 1.0 Credit**

Oceanography concerns itself with the study of the waters of the ocean, the life within these waters and the solid earth beneath. The course involves the use of many scientific skills such as: observing, recording data, graphing, analyzing and making conclusions. Topics: chemical oceanography (equations, composition of sea water, salinity, chemical cycles); biological oceanography; physical oceanography; geological oceanography; offshore resources and the fisheries. An interdisciplinary approach is taken. This course is not recommended for students planning to enter university Science programs unless they are also intending to complete Chemistry, biology and/or Physics courses.

**PHYSICS 11**

**Academic 1.0 Credit Prerequisite:** MAT10 **Recommended Prerequisite**: SCI10

This course develops students’ understanding of the basic concepts of Physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, and thermal), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between Physics and technology, and consider the impact of technological applications of Physics on society and the environment.

**ADVANCED PHYSICS 11**

**Advanced 1.0 Credit Prerequisites:** MT10, Science10

Advanced Physics 11 is an enriched version of PHYSICS 11 for students with above-average ability and with a particular interest in science. This Advanced course 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. This course has a mandatory research/experimental project.

**PHYSICS 12**

**Academic**  **1.0 Credit Prerequisites: PHY11/PHY11A, MAT11 *if*** *not already completed*

*should be taken concurrently. May not be taken in the Grade 11 year.*

Physics 12 completes the Physics curriculum. Physics may be required for entry into medicine, some Sciences, forestry, engineering, some community college courses and other post-secondary institutes. Topics: mechanics (motion, velocity, acceleration); forces, law of motion and vectors, projectiles, circular motion and centripetal forces.

**ADVANCED PHYSICS 12**

**Advanced 1.0 Credit Prerequisites:** Physics 11/AP Physics 11/ Advanced Physics 11

***Recommended: Math 11 Pre-Calculus***

Advanced Physics 12 is an enriched version of PHYSICS 12 for students with above-average ability and with a particular interest in science. This Advanced course 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. This course has a mandatory research/experimental project.

**SOCIAL STUDIES**

**GEOGRAPHY 10**

**Academic 1.0 Credit**

The aim of this course is to develop awareness of the processes that have contributed and continue to contribute to the shaping of our physical environment, both at the local level and across the globe. It also serves to illustrate the close relationship between people and their environment, and emphasizes the significance of the effects of human activities. Although theoretical explanations of physical processes will be stressed, laboratory work in the form of map usage, plotting, graphing, aerial, and ground photo studies should be an essential part of this course. Field trips are also considered to be very important in giving students first-hand knowledge of key geographical features and the relation of people to them.

**History 10/ Histoire 10**

**Academic 1.0 Credit**

This course traces the development of people from our prehistoric beginnings to the time of the Roman Empire. The development of early civilizations is stressed with in-depth studies of Mesopotamia, Egypt, 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.​

**MI’KMAQ STUDIES 11**

**Academic 1.0 Credit**

Mi'kmaw Studies 11 is a course that serves not only to highlight the Mi'kmaw experience, but also to provide opportunities for learners to gain an understanding how they are connected to the history and culture of the First Peoples of the Maritimes.  The course incorporates an inquiry-based approach and examines broad concepts such as governance, culture, justice, spirituality, and education.  Students will analyse historical and contemporary Mi'kmaw issues, which enables them to achieve a greater understanding of, and respect for, both Mi'kmaw society and Mi'kmaw contributions to Canadian society. **This course fulfills the provincial Canadian History graduation requirement.**

**AFRICAN CANADIAN STUDIES 11**

**Academic 1.0 Credit**

This course will take students on an exciting journey all the way from ancient Africa and the beginning of civilization to present day. Students will learn to view history from a different perspective and in many cases, be exposed to ideas and concepts not previously considered. This course examines the tragedies and triumphs that particularly involve or affect people of African descent. Students will explore how people of African ancestry came to Canada and contributed to its development as a nation. This is history as most students have never experienced it before. The major themes of the course are: Evolution and Change, Elements of the African Diaspora, Impact of Colonial Expansion, the Struggle for Identity, Independent Study, Pursuit of Justice and the Journey Toward Empowerment. This course meets the requirement for a credit in Canadian History. Students will learn how the culture and contributions of people of African descent are important components of Nova Scotian and Canadian history. **This course fulfills the provincial Canadian History graduation requirement.**

**CANADIAN HISTORY 11 / HISTOIRE DU CANADA 11 (French Immersion)**

**Academic 1.0 Credit**

Canadian History 11 is organized around five continuing or persistent questions in Canada’s history. These are questions of current concerns that have deep historical roots that previous generations of Canadians have had to address. Their efforts have shaped the development of Canada and its identity. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. Historiography and the historical method are central to this course in its examination of Canada’s history from the first peoples in North America to the present. Key topics studied through these approaches include, but are not limited to: First Nations, Colonialism, Confederation, the World Wars, Free Trade, Constitutional Issues, Canada’s Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration. **This course fulfills the provincial Canadian History graduation requirement.**

**ECONOMICS 12**

**Academic 1.0 Credit**

Economics 12 provides a deeper study of selected economics issues as well as consideration of certain theories. The unit on microeconomics considers such topics as demand and supply, product differentiation, production, and markets. Macroeconomics considers national accounts; economic indicators and government policy; money, banking, and finance; and economic growth.

**GLOBAL GEOGRAPHY 12**

**Academic 1.0 Credit**

There is no requirement to have taken a prior course in Geography.

The world can be viewed as a global village in which the world’s people and their environment interact. This course will examine current issues and events based on the reality of the world we live in today. Students learn to view global issues from a geographical perspective and will aim to understand how the world arrived at its current state at the close of the 20th century. The course is based on five units of study: Skills of Geography, Planet Earth, Population, Resources and Commodities and Urbanization. This course meets the grade twelve global studies requirement.

**GLOBAL HISTORY 12 / HISTOIRE PLANETAIRE 12 (French Immersion)**

**Academic 1.0 Credit**

This course examines major themes in the history of the 20th century, post-World War II. By examining these themes, students will aim to understand how the world arrived at its current state at the end of the 20th century. This course is based on five units of study: The Global Historian (learning the skills and methods appropriate to the discipline of history), the Dynamics of Geo-Political Power, the Challenge of Economic Disparity, the Pursuit of Justice and Societal Change. This course meets the grade twelve global studies requirement.

**GLOBAL Politics 12**

**Academic 1.0 Credit**

Global Politics 12 explores a cross-section of global political issues through a critical inquiry process and is organized into five units: The Global Citizen introduces students to a range of issues associated with global politics and establishes important year-long expectations related co critical inquiry and research skills, including the importance of engaging in active citizenship; Political Systems provides an opportunity for students to examine a range of global political ideologies, political organizations, and political systems; The Canadian Political System examines the historical roots of the Canadian political system; the structures of Canadian federal, provincial, territorial, First Nations, and municipal governments; and the division of power among federal, provincial, territorial, First Nations, and municipal governments; Comparative Politics explores various contemporary global governing systems and compares and contrasts Canadian and United States governing systems and electoral systems; and, International Relations looks at the issues related to global interconnectedness, organizations that govern relations among nations, the influences of cultural beliefs on global policies, and the role of media/technology on global politics.​

**LAW 12**

**Academic 1.0 Credit**

The law course is designed to provide students with knowledge of law and its function in society. Students will attain the skills and attitudes that will enable students to understand the process of law. Topics include: The Canadian Charter of Rights, the Canadian legal system, crimes and crime control, Civil law (may include: injuries and wrongs, human rights, property rights, promises and agreements, business relations, and family relations), courts and trials.

**SOCIOLOGY 12**

**Academic 1.0 Credit**

We can only grow as individuals if we understand more about ourselves. This course will allow us to understand the motives and reasons for approaching life as we do, in this society and in others. This course is designed to give an understanding of the basic aspects of sociology, to allow for in-depth studies in Canadian sociological issues, and to allow for active participation of the students in a local community-sociological project. Canadian sociological issues which might be considered are the family, students and schools, poverty, minority groups, women in society, labour and management, conflict, crime in Canada, punishment and rehabilitation, and the future.

**FRENCH**

**Part 1: IMMERSION FRENCH *For details on the Immersion certificate requirements see "Special Programs"***

**Français 10 Académique 1.0 Credit *This course is compulsory for the French Immersion Certificate and is taught***

***entirely in French.***

It may also be taken by students who have left the French Immersion program but feel capable of remaining in French Language Arts at this level or are Francophone.

Les objectifs des cours offerts en langue française aux élèves d'immersion au niveau secondaire ne sont pas seulement d'améliorer l'habilité des élèves à réfléchir et à communiquer efficacement en français mais aussi d'apprécier et de prendre plaisir à la langue française et à la culture. On soulignera l'importance de la compréhension, de l'expression et de la production orale et écrite à tous les niveaux d’études. Les élèves liront et analyseront des romans, des narrations, des articles, de la poésie, des pièces de théâtre et d'autres proses. Un minimum de deux romans seront étudiés en profondeur. Les élèves exprimeront par écrit leurs réactions personnelles (leurs sentiments et leurs émotions) sur certains événements et certaines situations. Les élèves apprendront les conventions de la langue écrite et ils pratiqueront les principes de l'écriture efficace en styles variés pour des raisons variées. La rédaction en groupe et la correction sur épreuves feront une partie intégrante des cours à tous les niveaux, une variété de méthodes d'évaluation dans le domaine oral et écrit, sera utilisée par l'enseignant et les élèves. Les élèves écouteront et feront des présentations orales sur des faits divers en soulignant surtout ceux qui décrivent des sentiments et des émotions.

**Français 11 Académique 1.0 Credit Prerequisite: FRA10 *This course is compulsory for the French Immersion***

***Certificate.***

On soulignera l'importance de la compréhension, de l'expression et de la production orale et écrite à tous les niveaux d’études. Les élèves liront et analyseront la lecture et la littérature à partir de publicités, articles de magazines et journaux, poèmes, contes et légendes. Un minimum de deux romans, dont un sera un conte, seront étudiés en profondeur. Les élèves auront à produire des rapports oraux de nature expressive et informative. Les activités écrites comprendront des lettres (d'affaires et personnelles), des exposés, des expressions d'opinions et la création d'un conte court.

**Français 12 Académique 1.0 Credit Prerequisite: FRA11 *This course is compulsory for the French Immersion***

***Certificate. (May not be taken in the Grade 11 year.)***

L'élève écoutera des poèmes, des messages publicitaires et des comptes rendus oraux. Le cours amènera l'élève à faire des exposés oraux à caractère informatif visant à expliquer un sujet d'actualité. La lecture pourrait inclure des nouvelles littéraires, des lettres d'opinion, des poèmes, des articles de journaux ou des pièces de théâtre. Au moins un roman ou une pièce de théâtre sera étudié à fond. L'élève pourrait rédiger des textes apparents à la nouvelle littéraire, des lettres d'opinion et/ou des textes à caractère informatif.

**Part 2: CORE FRENCH  *(Non-Immersion French)***

**FRENCH 10**

**Academic 1.0 Credit Recommended Prerequisite:** student has passed Grade 9 French

In keeping with the emphasis on speaking and listening, every class period will involve some partner work and/or group work during which students have a chance to practise new structures and vocabulary. Evaluation of speaking and listening will be through such means as daily participation charts, dialogue presentations, small group discussions, free conversation, and oral manipulation of new grammar. There is no English spoken in the classroom, and each student will be continuously encouraged to participate as much as he/she can in French.

**FINE ARTS**

**VISUAL ARTS 10**

**Academic 1.0 Credit**

This course concentrates on the development of basic art skills and a basic understanding of art history. The course does not simply provide an opportunity to draw as students are engaged in rigorous processes and are expected to experiment with techniques in creative and challenging ways. Evaluation is based on effort, skill development, and the understanding of visual concepts.

**VISUAL ARTS 11**

**Academic 1.0 Credit Recommended prerequisite:** ART10 or equivalent proficiency

This course focuses on building technical skills and broadening knowledge of art process and art history. Students will strengthen their abilities in painting, mixed media, drawing, and be introduced to conceptual artwork and artists. It is strongly recommended that students complete Grade 10 Visual Arts prior to taking this course.

**VISUAL ARTS 12**

**Academic 1.0 Credit Recommended prerequisite:** ART11 or equivalent proficiency.

***May not be taken in the Grade 11 year.***

In this course, students will create a portfolio of work that will be of a standard expected by university entrance requirements. The emphasis at this level is on independent experimentation, technical competence, originality and conceptual awareness and development. Students will be introduced to the work of contemporary artists. Evaluation continues to be based on effort, skill development and the use and understanding of concepts covered in class. It is strongly recommended that students complete Grade 11 Visual Arts prior to taking this course.

**DANCE 11**

**Academic 1.0 Credit**

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

**DRAMA 10 Academic/Art Dramatique IMM 1.0 Credit**

Are you shy? Are you outgoing? Are you somewhere in the middle? If so Drama 10 is for YOU! Drama 10 is designed as a developmental course in drama, so it does not matter where you begin! Through a series of interactive games, projects and presentations, students will build on their self-awareness and self-confidence. Students will progress through a series of units, from mime to scripted plays to writing their own pieces, and at the end of each unit do a group presentation in front of the class. (That’s right, no written tests☺) They will be marked on preparation, performance and reflection, and will have a barrel of fun! By the end of the semester, students will be prepared to show off their stuff to an audience of fellow students! Emphasizing participation and team work skills, this course lays the foundation for Drama 11.

**DRAMA 11**

**Academic 1.0 Credit Recommended prerequisite:** DRA10/ADR10

Students will be presented with opportunities to discover principles of theatre through practical experience in acting and play production. Class study will include the nature of drama, the analysis, interpretation and appreciation of plays, the writing of scene and the evaluation of productions. Practical activities will include further work in developmental drama and improvisations as well as movement, voice production, the development of roles from scripts and the staging of short scripted scenes. A major focus will be the development of several original scripts for production that will be performed for “in school” audiences. Students must choose a performance style and develop a design which includes set, lighting, costumes and make-up.

**DANCE 12**

**Academic 1.0 Credit**

This course is designed for students to build on their previous dance education. Dance 12 will provide students with increased opportunities for specialization in technique, choreography and performance. Students will increase their knowledge and develop skills in all aspects of dance preparation, stagecraft and production. Students will research dance historically, interpret others’ choreography using dance annotation, and may use digital cameras and software to create individual portfolios. The student must take part in all class dance sequences for public performances. This is a practical approach to creating, making and refining dance individually and with others. Dance 12 will provide students with the knowledge and skills that will allow them to pursue further studies in dance. Successful applicants must have completed Dance 11 and/or be interviewed by the instructor. This course satisfies the Fine Arts or the Physical Education credit requirement for high school graduation.​

**DRAMA 12 THEATRE ARTS**

**Academic 1.0 Credit Recommended prerequisites:** DRA10/ADR10 and DRA11

This program is modelled on the workings of a professional theatre company. As such, the goal is to produce a season of shows for a given community. This means that students will write, produce and act in theatre pieces that may be taken “on the road” to various locations in the local community. In Drama 12: Theatre Arts students experience the collaborative nature of theatre performance. Students will develop skills and attitudes necessary for working in performing groups such as teamwork, leadership, adaptability, and support.

**MUSIC**

**What music courses are offered at Millwood High?** There are a number of music courses offered at Millwood High School: Music Performing Arts (“Rock Band”) 10/11/12, Instrumental Music (“Band”) 10/11/12, and **\*New offer!\*** Beginner Guitar 10/11/12.

**How are these classes scheduled? Music Performing Arts 10/11/12 & Guitar 10/11/12** classes are offered in scheduled semestered course format. **Instrumental Music** is scheduled throughout the year outside of regular school hours as opposed to semestered courses. This means that students *(for example)* could have Band on Tuesdays 8-9am , Thursdays 3:30-5pm, and one class at lunch every other week for the full year vs. every day for one semester.

**BEGINNER GUITAR 10/11/12**

**Academic   1.0 Credit**

This course is designed for beginners who want to learn guitar with no or minimal previous experience. Emphasis will be on learning how to play chords, reading different notations, reading and playing a variety of strum patterns, and proper technique. Students will learn a variety of songs from many genres including rock, pop, folk, and classical. Students will also have the opportunity to complete an independent projects in which they will choose their own repertoire and work through it with the support of a teacher mentor. The course also looks at the social and cultural aspects of music, and how music connects to self.   
Students will be provided with an instrument for the semester, but are welcome to bring one in.

**MUSIC INSTRUMENTAL BAND 10**

**Academic   1.0 Credit Prerequisite**: Music Instrumental Band 9 or equivalent

This course is designed for students who play a concert band instrument. Students enrolled in this course typically start learning a band instrument in either grade six or seven and have continued to play in a concert band throughout their junior high years. Students will be expected to attend 3 Band classes per week. Please note that these rehearsals/performances occur outside of the school schedule. In addition to studying music repertoire, students will also be guided through musical theory concepts that will assist them understand the music they are playing and creating.  The course also looks at the social and cultural aspects of music, and how music connects to self.

**MUSIC INSTRUMENTAL BAND 11**

**Academic   1.0 Credit Prerequisite**: Music Instrumental Band 10 or equivalent

The Music 11 course is designed to continue to develop and expand upon performance and interpretation skills, and further explore the function and role of music in society. Students perform in the Wind Ensemble and small ensembles. In addition to studying music repertoire, students will also be guided through musical theory concepts that will assist them understand the music they are playing and creating.  The course also looks at the social and cultural aspects of music, and how music connects to self.

**MUSIC INSTRUMENTAL BAND 12**

**Academic 1.0 Credit   Prerequisite:** MusicInstrumental Band 11 or equivalent

The Music 12 course is designed to continue to develop and expand upon performance and interpretation skills, and further explore the function and role of music in society. Students are also encouraged to take a leadership role within the performing ensemble. Students perform in the Concert Band and small ensembles. In addition to studying music repertoire, students will also be guided through musical theory concepts that will assist them understand the music they are playing and creating.  The course also looks at the social and cultural aspects of music, and how music connects to self.

***All students, through participation in music are encouraged to develop concepts of teamwork, self-discipline and goal setting. Students experience the satisfaction of setting long and short term goals, and seeing them through to excellent performances.***

**MUSIC PERFORMING ARTS Grades 10/11/12**

**Academic 1.0 Credit**

The **MUSIC PERFORMING ARTS** course is designed for students who are already proficient at playing instruments such as electric/acoustic guitar, bass guitar, drum set, vocals, piano, and the occasional wind or string instrument. Students enrolled in this course typically have been playing their instrument for several years throughout junior high and possible private lessons. Please note that some of these rehearsals / performances occur outside of the school schedule. In addition to studying and arranging music repertoire, students will look at the social and cultural aspects of music, and how music connects to self.

Music Performing Arts is a performance based course designed for the student who is interested in learning popular music styles such as Rock, Folk, Country, and other genres through performance.

Students must have their own instruments/chords, and sometimes amps (with the exception of the drum kit). It should be noted that certain skills and a level of ability in the performance area are relevant to participation in this course. Please contact Ms. Wesley for more information!

**TECHNOLOGY AND BUSINESS**

**COMMUNICATIONS TECHNOLOGY 11**

**Academic 1.0 Credit**

*Suggested as a grade 10 course, but may be taken in Grade 11.*

Communications 11 is an academic credit that involves using a hands-on, minds-on approach to electronic, print and web communication. Students will be provided with hands on activities at the beginner and intermediate level in a broad range of technological concepts in areas such as digital photography, web publishing and technical design. By the end of the course, students are able to demonstrate a number of skills, such as the ability to use a range of technological tools, abilities in applying technological skills to other areas, and experience in solving technological problems. This course is accessible for students at all levels of computer competence.

**COMMUNICATIONS TECHNOLOGY 12**

**Academic 1.0 Credit** *May be taken in Grade 11 or 12,* ***Recommended Prerequisite:*** *CMT11*

Communications 12 is an academic credit that involves using a hands-on, minds-on approach to electronic, print and web communication. Students will be provided with hands on activities at the intermediate and advanced level in a broad range of technological concepts in areas such as digital photography, web publishing and technical design. By the end of the course, students are able to demonstrate a number of skills, such as the ability to use a range of technological tools, abilities in applying technological skills to other areas, and experience in solving technological problems. Although not necessary, it is highly recommended that students have successfully completed CMT 11 prior to taking CMT 12.

**DESIGN 11**

**Academic 1.0 Credit**

Design 11 involves students in using communications and information technologies to develop solutions to design problems and to conduct inquiries into design issues. Students work independently and as part of design teams to explore design in a range of practical contexts. Modules for this course include the following: Design Fundamentals; communication Design; The Built Environment; Product Design; and Design Team or Independent Project

**BUSINESS TECHNOLOGY 11**

**Academic 1.0 Credit**

Business Technology 11 introduces students to a range of business productivity software tools and their applications. The course consists of five modules. In Module 1, students will learn proper keyboarding technique and develop speed and accuracy in touch keyboarding. In Module 2, students will integrate their proficiency in touch keyboarding to design and apply document processing skills using Microsoft Word. In Module 3, students will learn to apply the principles and practices of spreadsheet software, including charting, using Excel. In Module 4, students will apply the principles and practices of desktop publishing, using Word and/or Publisher. Module, 5, computers and technology, will be integrated throughout the course.

**FILM AND VIDEO PRODUCTION 12**

**Academic 1.0 Credit** *May be taken in Grade 11 or 12.*

This course involves students in the production of a film or video. Students work independently and as part of a production team to explore roles in the film industry, develop skills required in production roles, develop a critical awareness of historical and cultural aspects of film, and work through the process of producing a film or video from script development to final edit. Modules for this course include Fundamentals, Production Team Skills, Film Industry Disciplines and Careers, and Film Development and Production.

**COMPUTER PROGRAMMING 12**

**Academic****1.0 Credit Prerequisite** Math 10 / *May be taken in Grade 11 or 12.*

Computer Programming 12 provides learning opportunities for students interested in extending their skills and understanding of computers and computer systems. Students work independently and collaboratively to formulate and solve real-world problems using structured problem solving approaches similar to those found in the workplace. Students implement solutions by creating programs using a structure programming language. Modules include: Problem Solving in Computer Programming, Fundamentals of Programming, Applied Program Solving and Project Development.

**BUSINESS 10**

**Open 1.0 Credit**

Students taking this course will explore the theory of introductory business concepts, explore the introductory theory and processes of entrepreneurship, accounting and marketing, use and apply technology for research, analysis activities and presentations. This course will help prepare students to make sound decisions as consumers, employees and responsible citizens within the Canadian economy. Students will recognize the globalization of the marketplace and the positive aspect it has for Nova Scotian businesses. They will understand the impact of trade agreements, ethics and business technology on a business’ ability to develop markets.

**ACCOUNTING 11**

**Open 1.0 Credit**

The aim of the course is (1) to develop an understanding of accounting principles and concepts encountered in business and personal activities; (2) to provide a sound foundation for additional study; (3) to become acquainted with the principles, applications, and importance of data processing in accounting procedures. The following topics are covered in the introductory course: the accounting equation, the analysis of business transactions, journalizing and posting, processing cash receipts and payments, financial statements, and the complete accounting cycle for merchandising firms. This course will be useful to anyone who plans to own or manage a business.

**PRODUCTION TECHNOLOGY 11/12**

**Open 1.0 Credit**

Production Technology 11 and 12 are an introduction to the production process based on custom production. Students will solve real world problems in both the production and computer labs, paralleling today’s commercial production. This will give students the opportunity to take part in product planning, product design, product fabrication, product testing, and product analysis. Impact of production on society, individuals, and the environment will also be discussed. By the end of the course students will have had the opportunity to learn about and use various types of hand and power tools, as well as several production machines used in industry today. Students will also be given time to further develop any specialty skills that interest them.

**CONSTRUCTION TECHNOLOGY 10**

**OPEN 1.0 Credit**

Construction Technology is designed to develop an understanding of the Construction Trade. This will be accomplished by exploring construction development, planning, tools, light construction, future developments, and careers in a problem solving fashion.  Activities will include Blue Print reading, surveying, foundations, guidelines to building construction, finish carpentry and design. In addition, students will have the opportunity to learn about and use various types of hand/power tools, as well as several production machines used in the industry.

**SKILLED TRADES 10 (STR 10)**

**Academic                  1.0 Credit**

**Prerequisite:             Acceptance into program**

In Skilled Trades 10, you learn about the tremendous impact the skilled trades have on society, find out what life in the skilled trade is really like, and experience how rewarding it is to work with both your mind and your hands. You also get the opportunity to meet tradespeople in your community, who serve as guest speakers.  Skilled Trades 10 is designed to help you to build on the math, science, and language arts skills you already have in a relevant way. Find out "why do I need to know this?"​

**TOURISM 11**

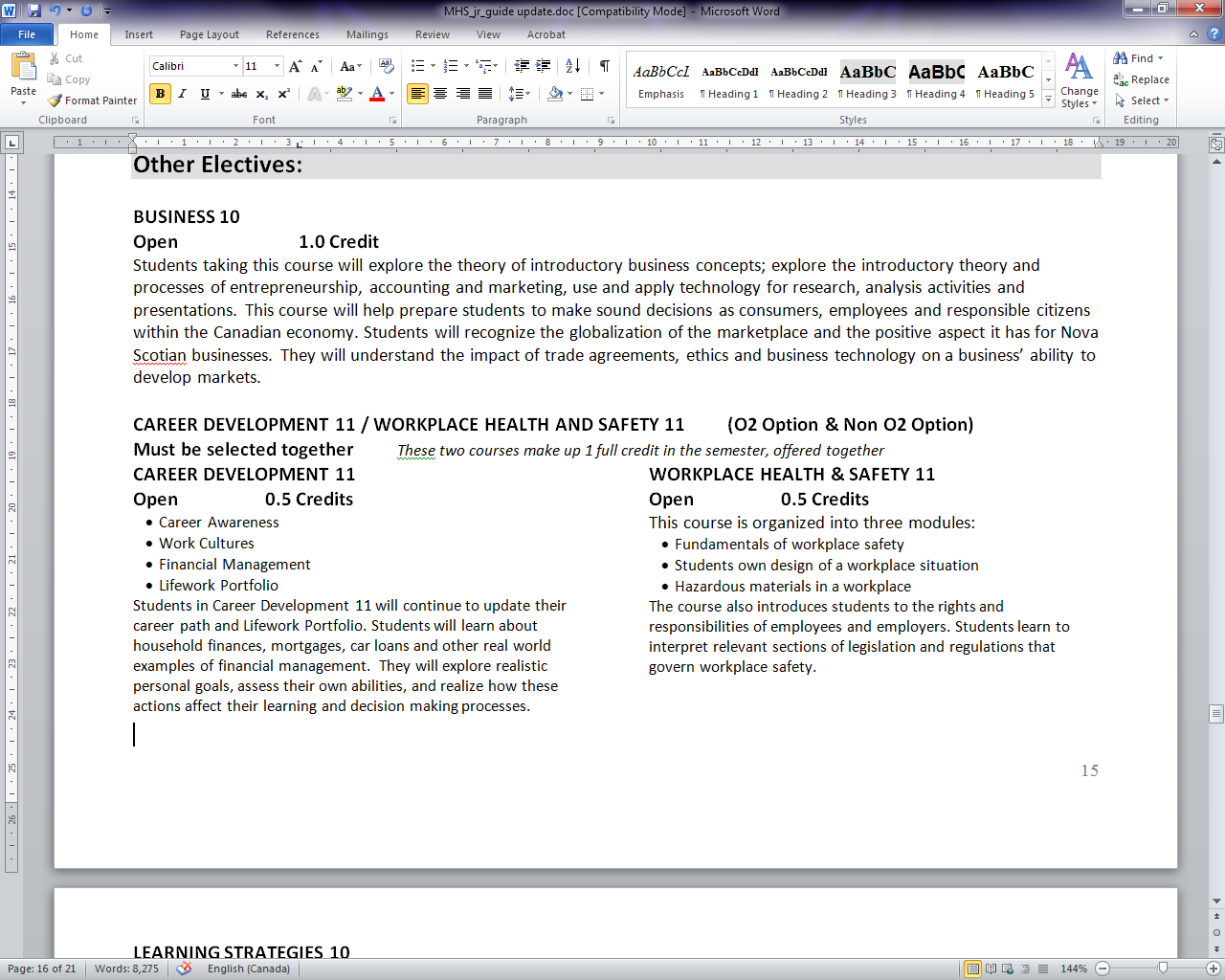
**Academic 1.0 Credit**

Students who obtain 75% in TUR11 will receive advance credit in the NSCC Tourism Management Program.

Tourism 11 gives students an introduction to the tourism industry. The course offers students opportunities to develop the essential knowledge and skills needed to enter the tourism industry or post-secondary tourism programs. Students develop their skills in communicating, problem solving, organizing and managing information, working with others and working independently, and using and adapting to new technology. The course focuses on career planning and employability skills and on industry design and development (for example, develop a plan for eco-tourism in South America). Students apply and expand their learning in community or workplace settings through job shadowing, field trips, and work experience. Learning experiences have a strong applied focus with an emphasis on integrating, applying, and reinforcing learning in other courses. In addition to the compulsory modules Fundamentals of Tourism and Career Exploration in Tourism, other modules may include Transportation, Hospitality, and Attractions; Tourism Attractions, Travel Trade, and Tourism Services; and Tourism Development and Design.

**CAREER DEVELOPMENT 11 / WORKPLACE HEALTH AND SAFETY 11 (O2 Option & Non O2 Option)**

**Must be selected together** *These two courses make up 1 full credit in the semester, offered together*



**CO-OPERATIVE EDUCATION 11/12**

**Academic 1.0 Credit Prerequisite:** Application form, student interview

Cooperative Education is a credit course designed to meet the needs of the students in this ever-changing world. The two central purposes of Cooperative Education are to assist students bound for post-secondary education and / or the workplace to make informed decisions and to acquire relevant knowledge and skills. In this way, transitions from school to work and / or further education are made more successfully.

Cooperative Education is a method of learning which involves the school, the student and a community placement supervisor in a relationship where each shares responsibility for the student’s learning experience. Students earn a High School credit by combining an in school academic component and an 80 hour community placement. Cooperative Education consists of three components:

* Pre-placement and orientation
* Community placement
* Reflective learning experience

The student indicates an occupational interest and the community are then carefully designed for that student through cooperation between the student, school, parent / guardian and placement supervisor. The placements include but are not limited to Tourism Industry, Physiotherapy Clinics, Red Seal trades, Armed Forces, Hospitals, Animal Care, RCMP, HRPD, DNR, Elementary Schools, Continuing Care Facilities, Culinary Trades, and Law School.

Placements occur at various times throughout the year. The community placement is monitored on a regular basis and carefully evaluated making use of the student’s education learning plan. Reflective sessions are held on a regular basis providing the students an opportunity to make specific connections between their community placement and their school courses. Students are required to complete a log book, learning plan A and B, reflective assignment and a portfolio. Each student and his or her parent / guardian must sign a commitment agreement before the placement begins.

Units of work include: community connections / learning through work experience; planning your future career; your career skills; quality of work life and the community placement. Students will be given a detailed course of outline, which outlines the specific learning outcomes, units of study, assessment and evaluation, the school expectations and the structure of the program. Parents are to sign this.

Students register for the course on the course selection form. The students are then contacted and given an application form to complete and return to the school. Upon receipt of the application, an interview is conducted with the student. This process must be followed for a student to be accepted into the program. Those students not accepted into the course will be notified. Students may obtain more than one credit in Co-operative Education. Co-operative Education is open to all students whether they are proceeding to University, Community College or work. Students who have a specific occupational interest and who are considering Community College, apprenticeship, or university (some universities recognize Co-op 12 for admission requirements) for post-secondary education will benefit greatly from the experience. By combining Co-operative Education with occupational related courses, the student can better prepare for work and / or enrollment in Community College or Apprenticeship Training.

**BUSINESS MANAGEMENT 12**

**Academic or Open 1.0 Credit**

Business Management 12 reflects change in our economic and business environments. While the need for office skills continues, there is an opportunity to strengthen the skills of a much broader student base and to 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. Business Management 12 is based on a learning outcomes framework which identifies knowledge, skills, and attitudes which students are expected to demonstrate as a result of their learning experiences. 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. Although the focus is on management, similar knowledge, skills and attitudes are now required of all employees. Everyone benefits from understanding the manager’s many roles and responsibilities, regardless of position.

The Business Management 12 curriculum meets the needs of all learners. Teachers can adapt and modify learning activities for different ability and interest levels. A wide variety of scenarios and management decisions emerge from studying the manager’s role in different companies and business issues. The course is student-centred and well suited for supporting individualized programs and self-directed learning.

**ENTREPRENEURSHIP 12**

**Academic 1.0 Credit**

Are you highly motivated? Are you ready to make a plan for the future? Have you ever considered starting a small business? If you answered yes to these questions, this course is for you! This course will provide students with a number of skills, which will help them set-up and run a small business. The focus of Entrepreneurship 12 is “learning by doing” and therefore, students of Entrepreneurship 12 will engage in a number of hands-on activities that will help them prepare for a business career. As part of the Entrepreneurship 12 program students are required to participate in a number of activities outside of the classroom, including:

* Participation in school based activities in which students play a leadership role. Activities may include but are not limited to Students’ Council, Safe Grad, Year Book, and Athletic teams.
* Students will set up and run a small business in the school.
* Students will shadow an entrepreneur and learn about the day to day tasks involved in this demanding career.
* Students will create a professional business plan, which could be used to apply for CEED Students in Business loan.

**PERSONAL DEVELOPMENT / FAMILY STUDIES**

The **LEARNING STRATEGIES** curriculum emphasizes the principles of Universal Design for Instruction (UDI) and is designed to enhance and develop the students’ skills in the following areas: Self-awareness / Organization / Transitioning / Literacy / Numeracy

**Students interested in finding out more about the Learning Strategies courses should check with their guidance counselor or resource teacher.**

**LEARNING STRATEGIES 11**

**Open 1.0 Credit**

This course is for students who have successfully completed Learning Strategies 10 and who have been identified through the program planning process. An examination of post-secondary goals is a major component of this course as is the building of skills necessary for the successful transition to work or studies beyond high school. Assistive technology will be a key component of support for students.

**CANADIAN FAMILIES 12**

**Open 1.0 Credit**

Canadian Families 12 is designed to develop an understanding of the nature of families in historical, social, and cultural contexts; to promote awareness of the role played by economics, work, and shelter in maintaining successful families; and to examine the physical, social, and emotional dimensions of family health in adopting a preventive approach to family well-being. This course is developed around three modules:

• Images of Families (historical perspective, families today, family law, families of the future)

• Family Development (relationships, family arrangements, parenting, families in later life, death as a process)

• Family Well-Being (family health, family economics, family and work, family shelter)

**CHILD STUDIES 11**

**Open 1.0 Credit**

Child Studies 11 is a one semester course designed to help students explore the meaning and implications of responsible parenthood; to help them acquire current information regarding reproduction, pregnancy, and childbirth; to help them explore significant issues of early childhood; and to help them apply the understanding of child development to the care and guidance of children. The course is developed around five modules:

• Decisions about Parenthood (the decision to become a parent, parenthood alternatives).

• The Beginning of Parenthood (human reproduction, pregnancy, childbirth, the newborn).

• Early Childhood Development (the infant, the toddler, the preschooler, the school-age child).

• Special Concerns in Child Development (day care, children with special needs, children in crisis, support services, occupational opportunities with children).

• Practical Experiences with Children (an in-school or out-of-school practicum).

**HEALTH AND HUMAN SERVICES 12**

**Open/Academic 1.0 Credit**

This is an introductory course of interest to those who are considering post-secondary education or employment in health services or human services including psychology, social work, continuing care, nursing, addictions counselling, youth worker, corrections, law enforcement, educational support, and gerontology, recreation, and leisure studies. This course provides students with skills and knowledge in human development, ethics, the helping process, interpersonal and personal development, wellness, written and verbal communications, and computer applications. Students will explore skills and knowledge specific to defined occupations.

Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community –based education is encouraged in order to enhance the knowledge and skills developed in the classroom.

**LEADERSHIP DEVELOPMENT 12**

**Academic 1.0 Credit**

A goal of Millwood High is to produce graduates who have acquired the skills and knowledge necessary to become responsible, productive citizens prepared to meet the challenges of the 21st century. A leadership class will administer these opportunities to students who take the course. Good leaders are found in all aspects of life and serve as models for their achievements, accomplishments and triumphs. LDP 12 students will learn to develop and discover leadership attitudes, values and skills. Students will develop personal skills and build positive, realistic attitudes toward both self and society**.**

**Students must be prepared to participate in events and activities that extend the hours of the regular school day (i.e. community and school service hours, school events organized by the class, etc.*).*** Modules include the following: communication skills, goal setting, project planning, meeting skills, leadership development, service to others, and organizational techniques. The course highlight is the creation of a large-scale event that benefits the school and community (i.e. a fundraising event, a Junior High leadership conference, or a cross-curricular project).

**PHYSICAL EDUCATION**

**PHYSICALLY ACTIVE LIVING 11**

**Open 1.0 Credit**

This course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. PAL11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

**PHYSICAL EDUCATION 11**

**Open 1.0 Credit**

The main objective of the grade eleven Physical Education course is to develop skill acquisition and advanced techniques in a wide variety of sports and activities. This course will focus on students who are and will continue to be active as participants and leaders in a wide variety of physical activities. The theory components are an important aspect of the program where the students can learn and discuss the concepts dealt with on the playing field and in the gymnasium.

**PHYSICAL EDUCATION 12**

**Open 1.0 Credit**

This course is designed for students who show an interest in coaching, refereeing, teaching or becoming involved in community recreation. Emphasis will be placed on developing students' leadership qualities and capabilities.  The course will focus on outdoor and indoor individual, dual, and team recreational activities.  The major theory components of this course may require students to spend considerable time in a variety of learning environments, including the classroom.

**PHYSICAL EDUCATION LEADERSHIP 12**

**Academic 1.0 Credit**

Physical Education Leadership 12 will examine various styles and characteristics of effective leadership. It is an expectation that students will develop their leadership skills by participating in and organizing a variety of challenging, interactive and enjoyable activities. The course is designed around an Experiential Learning Model that contains both theoretical and practical components. Classroom sessions educate the student in learning to understand concepts surrounding leadership and group dynamics, as well as the development of planning and organizational skills.

Students will participate in running or assisting school-based functions and will develop, organize and run their own school or community service project(s) as part of their learning experience. In addition, students will be involved in planning and delivering outdoor educational experiences and activities within the gymnasium and/or community. The goal of this program is to not only teach effective leadership skills to the students, but to promote physical activity for youths.

Physical Education Leadership 12 is also designed to build students’ self-confidence so that they will eventually assume leadership roles in their community once they graduate from school. Students will be able to identify their leadership strengths and challenges, while opportunities will be provided so that they can make improvements in both areas.

This course is designed for students who like to be active, enjoy working in groups and are willing to take responsibility for enhancing the learning experiences of the members of their school community.

Students should be prepared to meet with the teacher before selecting this course to select between Leadership 12 and Physical Education: Leadership 12.

Note: Meets Elective or Physical Education Requirements in the community resulting in healthy lifestyles.

**YOGA 11**

**Open 1.0 Credit**

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

This course is a specialized variant of Physical Education 11 and is open to all students from all grade levels. It meets the requirements for a physical education credit. If the number of classes offered must be restricted, Grade 10 students will have priority for enrollment. This course has no pre-requisite.

**Online Course Options**

**Note, courses are taken fully online but taken as one of students scheduled** courses on site at school – scheduled as a course in a scheduled course block.

Below is a DRAFT list of courses that may or may not be offered during the 2020-2021 school year. Full information will also be posted on the Nova Scotia Virtual School website at <http://nsvs.ednet.ns.ca>

**Draft Course Offerings for** 2020-2021

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| **Course Name** | **Course Name** |
| Visual Art 10 |  |
| Advanced Biology 11 | Science 10 |
| Advanced Chemistry 11 | Advanced Visual Art 11 |
| Advanced English 11 | Advanced Physics 11 |
| African Canadian Studies 11 | Arts Entrepreneurship 11 |
| Biology 11 | Biologie 11 |
| Career Development 11 (½ credit) | Biologie 11 Avancée |
| Chemistry 11 | Business Technology 11 |
| Fitness Leadership 11 | Canadian History 11 |
| Mathematics 11 | Mathematics 11 |
| Océans 11 (immersion) | Océans 11 (immersion) |
| PreCalculus 11 | Physics 11 |
| Tourism 11 | PreCalculus 11 |
| Workplace Health and Safety 11 (½credit) | Tourism 11 |
| Visual Art 11 |
| Advanced English 12 | Accounting 12 |
| Advanced Global Geography 12 | Advanced Chemistry 12 |
| Advanced Physics 12 | Biologie 12 |
| Entrepreneurship 12 | Biologie 12 Avancée |
| Film and Video Production 12 | Calculus 12 |
| Geology 12 | Canadian Families 12 |
| Global Geography 12 | Chemistry 12 |
| Global Politics 12 | Computer Programming 12 |
| Law 12 | Entrepreneurship 12 |
| Physics 12 | Film and Video Production 12 |
| Sociology 12 | Global Politics 12 |
| Visual Art 10 | Introduction à la littérature 12 |
| Advanced Biology 11 | Law 12 |
| Advanced Chemistry 11 | Mathematics 12 |

**If you are interested in taking an online learning course, please advise your Guidance counsellor of which one you are interested in, and which semester it is scheduled in. We enrol you through a different procedure than our regular course selection.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Post-Secondary Options** | | | |
| **Please note: The following shares general information about minimum entrance requirements for most post-secondary programs. Different post-secondary institutions have different prerequisites and should be carefully investigated. In addition, most university programs have minimum grade average requirements. Also, many post-secondary programs do not have a Mathematics prerequisite and, therefore, graduation-level Mathematics credits will satisfy admissions requirements.** | | | |
|  | **Private/ Career College Programs** | **Community College Programs** | **University Programs** |
| **General Admission Requirements** | High School Graduation or Equivalent. Contact the institution for specific details about further entrance requirements. | Grade 12 or equivalent. Some programs have specific subject requirements.  Admissions Policy – Students may apply as early as September of their Grade 11 year with their current transcript. | **Bachelor of Arts** - English + 4 other academic courses  **Bachelor of Science** – English, Pre-Calculus Math, 2 Sciences + 1 other academic course  **Bachelor of Commerce** – English, Math 12 (in some cases Pre-Calculus) + 3 other academic courses  **Bachelor of Engineering** – English, Pre-Calculus Math, Chemistry, Physics + 1 other academic courses. Calculus 12 is required for Science and Engineering in many universities outside of Atlantic Canada.  **Bachelor of Computer Science** – English, Pre-Calculus Math + 3 other academic courses.  **Bachelor of Nursing** – English, Math 12, Chemistry, Biology + 1 other academic course |
| **Approximate Annual Cost** (excludes books, travel, and living expenses) | ~ $7000 - $10000 + | ~$2000 – $3000 (some programs significantly more) | ~$7000 + |
| **Approximate length of programs** | One to two years (or more). | One to two years (or more). | Usually three to four years for an undergraduate degree. |

**COURSE SELECTION FORMS**

**Course selection forms will also**

**be made available to you to**

**download from the school website.**

**Millwood High Grade 10 Course Builder – English Program**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade 10 students must take 8 courses (composed of English, Math, Science, Arts Education, and Physical Education) plus 3 electives.**

**Make sure at least one course of the eight is coded as grade 11. Write your choice from each section in the boxes provided.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Area** | **Courses** | | **Your Choice:** |
| ***Step 1: You will be enrolled in the following English Course*** |  |  | **1.** English 10 |
| ***Step 2: Record the Math course your teacher has recommended for you.*** | Mathematics Essentials 10  Mathematics at Work 10  Mathematics 10 | 1 credit  1 credit  2 credits *(if you choose this course, you must write* ***Math 10 Elective*** *in one of your elective spaces as it takes up one of your course choices)* | **2.** |
| ***Step 3: Select a first Science credit*** | Science 10 |  | **3.** Science 10 |
| ***Step 4: Select an Arts Education course*** | Visual Art 10  Drama 10  Dance 11 | Music (Performing Arts) 10  Music (Instrumental Band) 10  Beginner Guitar 10 | **4.** |
| ***Step 5: Select a Physical* *Education course*** | Physical Education 11  Physically Active Living 11 | Dance 11 *(if not selected as an Arts course)*  Yoga 11 | **5.** |
| ***Step 6: Choose 3 elective credits from the courses listed on the right OR from Arts Education or Phys Ed*** | Geography 10  History 10  Core French 10  Business 10  Construction Tech 10  Drama 10  Visual Art 10  Skilled Trades 10  Music (Performing Arts) 10  Beginner Guitar 10 | Learning Strategies 11  Accounting 11  Career Development 11 / Workplace Health & Safety 11  Child Studies 11  Tourism 11  Business Technology 11  Communication Technology 11  Design 11  Dance 11  Yoga 11  Production Tech 11 | **6.** |
| **7.** |
| **8.** |
|  |  | **Alternate #1** |  |
|  |  | **Alternate #2** |  |
|  |  |

**ENSURE YOU READ NOTES:**

* **All students will have 8 courses in total.**
* **If in step 2 Math 10 (2 credits), write “Math 10 Elective” in one of the electives spaces to designate the second credit.**
* **Students may take additional Arts Education or Physical Education courses as elective credits**.
* **French Immersion students must complete the French Immersion Course Selection Form on Pg 38**

**Millwood High Grade 10 Course Builder – French Immersion**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade 10 students must take 8 courses (composed of English, Math, Science, Arts Education, and Physical Education) plus 3 electives.**

**Make sure at least one course of the eight is coded as grade 11. Write your choice from each section in the boxes provided.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Area** | **Courses** | | **Your Choice:** |
| ***Step 1: You will be enrolled in the following Language Courses*** |  |  | **1. English 10**  **2. Français 10IMM** |
| ***Step 2: Record the Math course your teacher has recommended for you.*** | Mathematics Essentials 10  Mathematics at Work 10  Mathematics 10 | 1 credit  1 credit  2 credits *(if you choose this course, you must write* ***Math 10 Elective*** *in one of your elective spaces as it takes up one of your course choices)* | **2.** |
| ***Step 3: You will be enrolled in the following Science Course*** |  |  | 4. Sciences 10IMM |
| ***Step 4: Select an Arts Education course*** |  |  | **5. Art Dramatique 10 IMM** |
| ***Step 5: Select a Physical* *Education course*** | Physical Education 11  Physically Active Living 11 | Dance 11 *(if not selected as an Arts course)*  Yoga 11 | **6.** |
| ***Step 6: Choose 1 elective credit from the courses listed on the right OR from Arts Education or Phys Ed ONLY if you did not choose Math10*** | Geography 10  Core French 10  Business 10  Construction Tech 10  Drama 10  Visual Art 10  Production Tech 11  Histoire 10IMM  Music (Performing Arts) 10  Beginner Guitar 10 | Learning Strategies 11  Accounting 11  Career Development 11 / Workplace Health & Safety 11  Child Studies 11  Tourism 11  Business Technology 11  Communication Technology 11  Design 11  Dance 11  Yoga 11  Skilled Trades 10 | **7. Histoire 10 Imm**   |  |  | | --- | --- | |  |  | |  | |  | |  | |  | |  | |  |  |  |  |  |  | |  | |  |  |  |  |  |  | |  |  |  |  |  | |
| **8.** |
|  |  | **Alternate #1** |  |
|  |  | **Alternate #2** |  |
|  |  |

**ENSURE YOU READ NOTES:**

* **All students will have 8 courses in total.**
* **Students may take additional Arts Education or Physical Education courses as elective credits**.
* **French Immersion students must choose \*Science 10F for their Science Course and \*Français 10F & \*Biology IMM as elective credits.**

**Millwood High Grade 11 Course Builder**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade 11 students must take 7 or 8 courses. If you failed a required course from your grade 10 year you will need to retake it and choose it from your electives. Please speak with your guidance counsellor.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Area** | **Courses** | | **Your Choice:** |
| ***Step 1: Select an English course*** | English 11  Advanced English 11  English Communications 11 |  | **1.** |
| ***Step 2: Choose an appropriate Math course(s)*** | Mathematics Essentials 11  Math at Work 11  Mathematics 11  Pre-Calculus 11 (place this course in step 5) | Extended Math 11 | **2.** |
| ***Step 3: Select a Science course***  ***If you’re immersion, you must choose BIO11IMM or speak to guidance councillor***  ***If taking more than one science choose it from the electives*** | Astronomy 12  Biology 11/ 11AD  Biology 11IMM  Biology 12/12AD  Chemistry 11/11AD | Human Biology 11  Oceans 11  Physics 11/11AD  Geology 12 | **3.** |
| ***Step 4: Select a Canadian History Course*** | Mi’kmaq 11  Canadian Hist. 11  African Canadian Studies 11 | Histoire du Canada 11 (Immersion) | **4.** |
| ***Step 5: Choose 3 or 4 elective credits from the courses listed on the right (or non-chosen courses listed above)***  ***\*\*You may NOT select a course you have selected previously\*\**** | Visual Art 11  Drama 11  Music Band  Beginner Guitar  Music Performing  \*Français 11 (Immersion)  Economics 12  Law 12  Sociology 12  English 10  Science 10  Mathematics Essentials 10  Math at Work 10  Mathematics 10  Dance 11/12  Yoga 11  Phys Ed 11/12  Physically Active Living 11 | Learning Strategies 11/12  Career Development 11 / Workplace Health & Safety 11  COOP 11  Child Studies 11  Canadian Families 12  Health & Human Services 12  Accounting 11  Tourism 11  Business Management 12  Entrepreneurship 12  Leadership 12  Business Technology 11  Communication Technology 11  Production Tech 11/12  Design 11  Communications Technology 12  Computer Programming 12  Film & Video Production 12 | **5.** |
| **6.** |
| **7.** |
| **8.**  ***(this is your eighth selection, non-required)*** |
| **Choose 2 ALTERNATES from the courses listed ABOVE** | | **Alternate #1** |  |
| ***\*\*You may NOT select a course you have selected previously\*\**** | | **Alternate #2** |  |

**Millwood High Grade 12 Course Builder**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade 12 students must take 6 to 8 courses. If you failed a required course from your grade 10 or 11 year you will need to retake it and choose it from your electives. Please speak with your guidance counsellor. You require a MINIMUM of 5 Grade 12 credits by the end of Grade 12 to graduate.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Area** | **Courses** | | **Your Choice:** |
| ***Step 1: Select an English course*** | English 12  African Heritage Literature 12  Advanced Placement English 12  English Communications 12 |  | **1.** |
| ***Step 2: Choose an appropriate Math course(s)*** | Mathematics Essentials 12  Math at Work 12  Mathematics 12  Pre-Calculus 12 |  | **2.** |
| ***Step 3: Choose a Global Studies 12 Credit*** | Global History 12  Global Geography 12  Global Politics 12  Histoire Plan. 12 (Immersion) |  | **3.** |
| ***Step 4: Choose 4 to 6 elective credits from the courses listed on the right***  ***\*\*You may NOT select a course you have selected previously\*\****  **French Immersion students must select French Immersion options when choosing courses.** | Calculus 12  Biology 11/11AD  Chemistry 11/11AD  Human Biology 11  Oceans 11  Physics 11/11AD  Astronomy 12  Biology 12/12AD  Chemistry 12/12AD  Geology 12  Physics 12/12AD  Art 11 / 12  Drama 11 / 12  Music 11 / 12 Band  Music 11 / 12 Performing  Vocal Music 11 / 12  Français 12 (Immersion)  English 11  Advanced English 11  English Communications 11  Economics 12  Law 12  Sociology 12  Dance 11 or Dance 12  Physically Active Living 11  Physical Education 11  Yoga 11  Physical Education 12  Physical Education Leadership 12 | Mi’kmaq 11  Canadian Hist. 11  African Canadian Studies 11  Mathematics 11  Mathematics Essentials 11  Math at Work 11  Learning Strategies 11 or 12  Career Development 11 / Workplace Health & Safety 11  COOP 11/12  Child Studies 11  Canadian Families 12  Leadership Development 12  Health & Human Services 12  Production Tech 11 or 12  Accounting 11  Tourism 11  Business Management 12  Entrepreneurship 12  Business Technology 11  Communication Technology 11  Design 11  Communications Technology 12  Computer Programming 12  Film & Video Production 12 | **4.** |
| **5.** |
| **6.** |
|
| **7.**  ***(this is your seventh selection, non-required)*** |
| **8.**  ***(this is your eighth selection, non-required)*** |
| **Choose 2 ALTERNATES from the courses listed ABOVE** | | **Alternate #1** |  |
| ***\*\*You may NOT select a course you have selected previously\*\**** | | **Alternate #2** |  |

# ------------------------Working Copy------------------------

# Registration Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# 2020-2021 Cell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 4**

## Course Selections

**Important** – You are selecting your courses for the entire year, not the semester. Students do not determine the semester in which they take courses.

**Grade 10 students must choose 8 courses**

**Grade 11 students must choose minimum 7 courses**

**Grade 12 students must choose minimum 6 courses**

**Grade 11 or 12 students may take additional courses beyond those required.**

|  |  |
| --- | --- |
|  | Subject Name |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| **Alternates (Choose 3)** | |
|  | |

**STEP 1**

#### Graduation Requirements

(Please check if you are in or have completed the course)

###### *Eng10 □ Eng 11 □ Eng 12 □*

Math*□* Math *□* Math *□*

Science *□* Science *□*

Canadian Studies *□* Global Studies 12 *□*

Physical Education *□*

Fine Arts *□*

Other (Sci/Math/Tech) *□* Other (Sci/Math/Tech) *□*

5 Electives *□, □, □, □, □*

(\*Minimum of 5 Grade 12 courses)

**Tentative Career Plans**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If possible **identify** any Post-Secondary Institutions and Degree Programs you are planning to attend/complete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3 Year Planner** (\*Minimum of 5 Grade 12 courses)

1st Year 2nd Year 3rd Year

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 2**

**STEP 5**

**STEP 3**

**BRING THIS COMPLETED FORM TO THE COMPUTER LAB WHEN CALLED DOWN TO REGISTER**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**User Name:** millwood

**Password:** high

Department of Education Career Guidance Site



Career Planning Resources

[www.careeroptions.ednet.ns.ca](http://www.careeroptions.ednet.ns.ca)

**red bar**

Millwood High 2020 - 2021