# Avon View High School

## COURSE REGISTRATION HANDBOOK

### 2017 - 2018

**Telephone:**
(902) 792-6740
(Main Office)

(902) 798-6622
(Student Services)

*I can't change the direction of the wind,*
*but I can adjust my sails to always reach my destination.*

Jimmy Dean

# Avon View High School

## General Course Registration Information: Grades 10 - 12

### THE SEMESTER SYSTEM

Avon View High School divides the school year into two semesters. Courses may be structured as a year-long course or a semestered course. Students take half of their courses in Semester 1 from September through January and the remaining courses in Semester 2 from February through June. Final marks are issued at the end of each semester or in June for year-long courses. Not all courses may be offered in each semester. Note: *Students will not have the option in Semester 2 to repeat a course in which they were unsuccessful in Semester 1.*

### THE CODING SYSTEM

At Avon View High School, students will find a variety of courses and at different levels to meet the individual needs. All courses offered will provide the student with a Nova Scotia High School Graduation Diploma. There are five types of courses offered at AVHS:

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

**Academic Courses (Academic)** - These courses are designed for students who plan to enter university or certain post-secondary institutions (i.e. nursing).

**Open Category Courses (Open)** - These courses are designed for students who are in high school leaving programs. Some post-secondary (i.e. post high school) institutions may accept some of these courses as credits for university entrance. Check with the attending institution and AVHS Student Services Office for information.

**Graduation / Foundation Courses (Graduation)** - These courses are designed for students who wish to obtain a graduation diploma with a view to proceed to employment or to some selected area of post-secondary education. Normally, universities and similar post-secondary institutions will not accept these courses to meet entrance requirements.

*Note: Post–secondary institution requirements are constantly changing; therefore, students need to regularly check the entrance and program requirements. These are accessed through the institutions' web sites and calendars.*

### SELECTING COURSES

The Province of Nova Scotia (Department of Education and Early Childhood Development) and Avon View High School operate on a credit system for graduation. Students in grades 9 and 10 register for 8 credits per year. Students in grade 11 register for a minimum of 7 credits. Grade 12 students typically register for a minimum of 3 credits per semester. It is very important that students take care in selecting the courses and program which they follow in order to ensure that they meet the requirements for the career or post-secondary institution for which they wish to qualify.

### SCHEDULING

It may not be possible to schedule all the courses requested by all students. There may be courses with insufficient enrollment, some courses in conflict within the individual student's timetable, or courses may have enrollments that exceed the maximum capacity of the course. Some courses may be available through virtual school.

### GRADUATION CERTIFICATES

At Avon View High School you have the opportunity to graduate with a specific A.V.R.S.B. Graduation Certificate:

- Fine Arts Certificate
- Business Certificate
- Options and Opportunities
- Career Access
- Integrated French
- French Immersion
- Diplome d'Etudes de la Langue Française (DELF- see French program information)

### HONOURS

In grades 9, 10 and 11, it is the mean (average) of any 6 courses. In Grade 12, the mean of any 5 courses can be considered for an Honours standing (an average of 80% or higher of the selected courses). For an average of 90% or higher, the student will receive an Honours with Distinction standing. The student may not have a failing final mark in any course for the semester or year. Students in their final year who are enrolled for one semester only, must take a minimum of three courses in that semester and a minimum of five courses for the year to be eligible to graduate with an honours standing.

### GRADUATION REQUIREMENTS

**English** **3 credits**
(1 at each grade level)

**Mathematics** **2 credits**
(Essentials, Mathematics at Work, Academic, Pre-Calculus and Calculus)

**Science** **2 credits**
(Science 10 / Sciences 10 French and one other from Agriculture, Chemistry, Biology, Physics, Oceans, Human Biology)

**Social Studies** **1 credit**
(Mi'k maw Studies 11, African Canadian Studies 11, Canadian History 11, Histoire du Canada)

**Global Studies** **1 credit**
(Global History 12, Geographie Planétaire 12, Global Geography 12)

**Physical Education** **1 credit**
(Phys. Ed. 10, PAL 11, Yoga 11, Dance 11, Mode de Vie Actif 11, Phys. Ed. Leadership 12)

**Fine Arts** **1 credit**
(Art, Drama, Art Dramatique, Dance, and Music)

**Others** **2 credits**
(Math, Science, Technology)

**Electives** **5 credits**

***Important: A credit can only be counted once towards the 18 credit requirements. A maximum of seven Grade 10 level credits can be counted towards the graduation requirements. A minimum of five Grade 12 level credits must be completed in order to meet graduation requirements. These requirements are for the high school completion only, and do not necessarily meet the entrance requirements of any education after high school.***

***Compulsory Credits** = 13 (see above)*
***Additional Elective Credits** = 5*
***Total Required Credits** = 18*

***Maximum** = Seven Grade 10 credits*
***Minimum** = Five Grade 12 credits*

# AVON VIEW COURSE OFFERINGS

**Business Education**
Economics 11
Accounting 11
Arts Entrepreneurship 12
Business Management 12
Entrepreneurship 12

**Career Education and Personal Development**
Co-op Education 11
Co-op Education 12
Options and Opportunities Program 10 - 12

**English Language Arts**
English 10
English Communications 11
English 11
Advanced English 11
English Communications 12
English 12
English 12: African Heritage
Advanced English 12

**Family Studies**
Child Studies 11
Canadian Families 12
Food Studies / Hospitality 12

**Fine Arts**
Visual Arts 10
Visual Arts 11
Visual Arts 12
Dance 11
Drama 10
Drama 11
Drama 12
Music 10 Instrumental
Music 11 Instrumental
Music 12 Instrumental
Music Strings 11- Guitar
Music Strings 12 - Guitar

**French Program**
Core French 10
Core French 11
Core French 12
Integrated French 10
Integrated French 11
Integrated French 12
Immersion FLA 10
Immersion FLA 11
Immersion FLA 12
Art Dramatique 10
Sciences 10
Histoire du Canada 11
Mode de Vie Actif 11
Geographie Planétaire 12

**Mathematics**
Mathematics Essentials 10
Mathematics at Work 10
Mathematics Academic 10 (220 hours: 2 credits)
Mathematics Essentials 11
Mathematics at Work 11
Mathematics Academic 11
Pre-Calculus 11
Math Essentials 12
Math at Work 12
Mathematics Academic 12
Pre-Calculus 12
Calculus 12

**Physical Education**
Physical Education 10
Physically Active Living 11
Fitness Leadership 11
Dance 11
Yoga 11
Physical Education Leadership 12

**Science**
Science 10
Agriculture 11
Human Biology 11
Biology 11
Biology 12
Chemistry 11
Chemistry 12
Oceans 11
Physics 11
Physics 12

**Social Studies**
Geography 10
History 10
Mi'k maw Studies 11
African Canadian Studies 11
Canadian History 11
Global Geography 12
Global History 12
Law 12
Political Science 12
Sociology 12

**Technology**
Construction Technology 10
Skilled Trades 10
Construction Trades 11
Food Technology 10 & Food Preparation and Service 10
Business Technology 11
Business Technology 12
Design 11
Computer Programming 12
Electrotechnology 11
Film and Video Production12
Production Technology 12

**Resource 10, 11, 12**
**Career Access 10, 11, 12**

# BUSINESS EDUCATION

**Accounting 11 (ACC11, Academic, 1 credit)**
Accounting 11 is designed to prepare students for employment in accounting and related business occupations. Instruction is intended to develop a basic understanding of modern accounting procedures applicable to single proprietorships, partnerships and corporations. This course is a definite asset for students who are planning to take accounting at the university level.

**Arts Entrepreneurship 11 (ARTENT12, Open, 1 credit)**
Arts Entrepreneurship 11 is exploratory in nature, focuses on project-based and portfolio learning, emphasizes inquiry, and focuses on 21st-century skills, including critical thinking, problem solving and risk taking, communication and collaboration, and creativity and innovation.
Arts Entrepreneurship 11 will provide learners with opportunities to
• apply knowledge, skills, and interests fostered by learning in arts courses
• develop a sense of their own creative potential
• develop an entrepreneurial spirit
• become personally involved in their learning
• explore and make connections with local and global cultural sectors
• take inquiry beyond traditional classroom walls into the community and workplace
• deepen their understanding of Nova Scotia's vibrant cultural sector and its contribution to quality of life in communities
• provide skills and knowledge for future learning
Arts Entrepreneurship 11 has four modules with the following suggested time allocations:
Module 1: The Culture Business (25–30 hours)
Module 2: The Artist within Me (25–35 hours)
Module 3: The Mini-venture (25–30 hours)
Module 4: The Arts Entrepreneurship Project (30–40 hours)

**Business Management 12 (BMAN12, Academic, 1 credit)**
An introductory course in management theory and practices, this course covers the key concepts of management. Students will be provided with a solid foundation for understanding key issues in managing in today's world, workforce diversity, ethical/environmental considerations, and understanding leadership styles and management roles. Organized around four traditional functions of management – *planning, organizing, leading, and controlling*, the course reflects current business practices. Various Canadian companies will be researched in projects completed throughout the year.

**Economics 11 (ECON11, Academic, 1 credit)**
In general, economics is about the way people and nations earn their income and how they decide to spend it. The course deals with the basic terminology of economics found in the daily newspapers, magazines and financial literature. The textbook provides a background to classroom discussion, simulations and assignments. The course is definitely geared to current events (e.g. international trade, stock market trends, labour unions, monetary policies, export markets) while using the text to provide the basic framework of the course. A unit on entrepreneurship is also included. Reports, projects, simulations and discussion form an important part of the course. Reading of the daily newspaper and/or current magazines is a vital part of this course.

**Entrepreneurship 12 (ENT12, Academic, 1 credit)**
This is a "cutting edge" course that offers entrepreneurship as a viable career option. The student will examine opportunities for innovation and initiative that reflect a range of techniques, characteristics and qualities required for successful entrepreneurial ventures. The course consists of three components: theory, the business plan, and the venture component that are interrelated and interdependent. In other words, students will learn what it takes to start a business and then actually start a business. The course makes extensive use of group work, videos, guest speakers, case studies, and individual projects. Entrepreneurship 12 is structured in such a way to help make the transition from school to work or school to continued post-secondary education and training. Courses in Economics and Accounting are definite assets for this course.

**AVRSB BUSINESS EDUCATION CERTIFICATE**
Avon View students may wish to obtain the ***A.V.R.S.B. Business Certificate*** as outlined by the Annapolis Regional School Board. For more information contact Mrs. Muggridge.

# CAREER EDUCATION

**Co-op Education 11/12 (COOPOP11 / COOPOP12, Graduation/Foundation, Open, Academic - if attached to academic subject)**
A Co-op credit may be earned at both the grade 11 and 12 level. This means that you could work at one placement for the grade 11 credit and choose another placement for a grade 12 credit. Co-operative Education is an opportunity for senior students to participate in a unique form of learning that combines in-school academic courses with related out-of-school work placements. A sample of work placements now enjoyed by students in the program include: day-care, police, banks, hospital, teaching, veterinarian, secretary, cable TV, garage, lawyer, etc. Work experience hours may be completed during the day (co-op block), after school, or on weekends. In certain situations these hours may be completed during the summer. This program provides students with an opportunity for practical career exploration and decision making which will assist in the transition from high school to post-secondary studies or direct entry to the work force. In addition, the student will gain valuable work experience and employer references, which will help in future job search efforts. **Co-operative Education is now accepted** by **many universities as an entrance credit.** The credit earned may be designated as open, graduation or at the academic level. Depending on which level (graduation, open, academic) of Co-op you register for, the work hours required range from 100 to 120 hours.

# OPTIONS AND OPPORTUNITIES

$0^2$ is an academic career focused high school program where students get to explore career options and opportunities through Co-op or work placements while earning academic credits. This exciting academic program option for high school offers priority seating at NSCC in a program of choice and still provides the opportunity for university. While cohorted in a small class of 20 for only some grade 10 courses, every high school course is available to $0^2$ students along with the added advantage of Co-op courses. $0^2$ is a great academic option for hands on learners. Applications are available from the main office, guidance or they can be downloaded from Avon View's school website at http://avhs.ednet.ns.ca/. For further information contact Sean Connolly at sconnoll@gnspes.ca or 902-792-6740.

# ENGLISH LANGUAGE ARTS

**English is a required subject at all grade levels.** All students must complete Academic English 10. AVHS offers three program options for grade 11 and 12 students: Graduation (ECM) courses, Academic courses, and Advanced courses.

**English 10 (ENG10, Academic, 1 credit)**
English 10 is an integrated course for all grade 10 students. The purpose of English 10 is to help students develop skills in thinking, speaking, listening, reading, and writing. Students will become more proficient in the use of oral language. They will be encouraged to use language and literature to understand themselves and others better. They will study language usage to help themselves communicate their ideas to others more effectively. All students will write the Nova Scotia Provincial Exam (Department of Education and Early Childhood Development: ENG 10).

**Academic English 11 (ENG11, Academic, 1 credit)**
English 11 is intended for students whose goals include post-secondary study. The program continues to develop students' skills in reading, viewing, listening, speaking, writing, and other ways of representing. These areas will be addressed primarily through the study of novels, drama, short stories, poetry, and essays. The course will enable students to be critical and reflective readers, viewers, and listeners and to communicate confidently and effectively. (**Recommended: Academic English 10)**

**English Communications 11 (ECM11, Graduation, 1 credit)**
English Communications 11 is a graduation course intended for students who may need additional support in their development as readers, writers and language users. English Communications is based on the abilities of the students and enables them to meet the literacy demands of the workplace and extends their thinking through exploring a range of issues encountered in both print and visual media. (**Recommended: Academic English 10)**

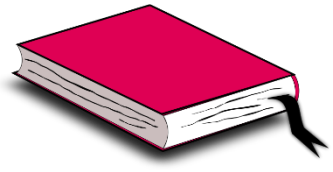
**Advanced English 11 (ENG11AD, Advanced, 1 credit)**
Advanced English 11 is an enriched and intensive program of study and offers a challenging curriculum for self-motivated students with a passion for language and literature. It is designed to broaden knowledge, hone skills, and foster initiative, risk-taking, independence, responsibility, and leadership. Advanced English 11 is characterized by additional content and curriculum outcomes that expand and extend learning in both theoretical and applied aspects of the subject area. Learning experiences in Advanced English 11 focus on in-depth treatment of selected topics, independent learning and reflection, extended research projects/case studies, and related learning experiences. Students who demonstrate the following behaviours may be interested in Advanced English 11. These behaviours may include, but are not limited to: expresses a passion for language and literature (reading, writing, thinking); displays intellectual curiosity; comprehends complex ideas quickly; engages in abstract thought and manipulates seemingly disconnected concepts; demonstrates a willingness to work and learn independently, cooperatively, and collaboratively; is an avid reader; demonstrates a focused and laudable work ethic; exhibits accelerated vocabulary and verbal expression; displays creativity and determination; and exhibits leadership qualities.
**(Recommended: A minimum of 80% in Academic English 10)**

**Academic English 12 (ENG12, Academic, 1 credit)**
English 12 is an academic course designed for students planning to further their education at a higher institute of learning. The objective of English 12 is to encourage students to develop as independent thinkers and proficient communicators. The program follows the learning outcomes framework developed by the Department of Education and Early Childhood Development. The course focuses on listening, speaking, reading, viewing, writing, and other ways of representing. These areas are addressed through the study of many genres. Short stories, novels, plays, poetry, essays and letters will form the core of both reading and writing. No specific titles are given as these are subject to change from semester to semester. Canadian content will be a highlight. Drama, art and music may be incorporated into the program. Grammar will be addressed to further improve writing and speaking skills.

**Academic English 12: African Heritage (ENG12AH, Academic, 1 credit)**
African Heritage English 12 is designed to prepare students to meet key stage outcomes for Grade 12: Speaking and Listening; Reading and Viewing; and Writing and Other Ways of Representing, through a variety of learning and teaching strategies, and assessment practices. This course will engage students in a critical and analytical response to numerous literary texts, with a major focus on African Heritage, including: short fiction, the novel, poetry, spoken word, and various elements of African oral traditions. Students are given increased opportunities to demonstrate their ability as thoughtful, critical readers/viewers of literary and other texts. Effective argument is emphasized in oral, written forms and other ways of representing. English 12: African Heritage fulfills the English language arts requirements for graduation.

**English Communications 12 (ECM12, Graduation, 1 credit)**
English Communications 12 is a graduation course designed for students who may need additional support in developing as independent readers and writers. The program follows the learning outcomes framework developed by the Department of Education and Early Childhood Development. The object of the English Communications 12 course is to encourage students to develop as competent communicators. (**Recommended: Academic English 11 or English Communications 11)**

**Advanced English 12 (ENG12AD, Advanced, 1 credit)**
Advanced English 12 is an intensive program of study and offers a challenging curriculum for self-motivated students with a passion for language, literature, and learning. It is designed to broaden knowledge, hone skills, and foster initiative, risk-taking, and responsibility. These attributes are developed in an environment that promotes both independent and collaborative learning. Advanced English 12 is characterized by enriched content and extended curriculum outcomes. Learning experiences in Advanced English 12 focus on in-depth treatment of selected topics and sophisticated texts, independent learning and reflection, extended research projects, creation of texts, and interrelated learning experiences. Advanced English 12 is an extension of Advanced English 11 and preparation for further post-secondary study. Because of the academic rigor, it is strongly recommended students have successfully completed Advanced English 11. A student who demonstrates several, or all, of the following attributes may be interested in Advanced English 12: has a passion for language, reading , writing , and literature; is a proficient writer, eager to develop a range of writing; is a conscientious, self-directed learner; is an avid reader; explores contemporary and non-contemporary literature in a variety of genres; challenges comfort levels by taking risks as a reader and writer; contributes enthusiastically to collaborative learning experiences; relishes sophisticated learning experiences; explores creative potential and imagination in a variety of ways; is inquisitive, reflective, open to new ideas; is intrigued by diverse interpretations of a text or event; and seeks to comprehend and connect complex ideas and perspective. **(Recommended: a minimum of 80% in Advanced English 11)**



# FAMILY STUDIES

**Child Studies 11 (CHLDST11, Open, 1 credit)**
Child Studies is a 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.

**Canadian Families 12 (CANFAM12, Open, 1 credit)**
A course designed to develop an understanding of the nature of the family. This course is designed to help students make the transition *from dependent adolescents to independent adults* as they prepare themselves for the "real world". The course develops an understanding of the nature of families in historical, social, and cultural contexts. It promotes awareness of the role played by economics, work, and shelter in maintaining successful families and examines the physical, social, and emotional dimensions of family health.

**Food Studies / Hospitality 12 (FDHOSP12, Open, 1 credit)**
This introductory curriculum is designed to explore food studies through a hospitality perspective. Students will have the opportunity to learn about basic food preparation skills both for personal development and for entry level employment possibilities. Professional food presentation and service are also explored.

# FINE ARTS

**AVHS FINE ARTS CERTIFICATE**
Avon View students may wish to obtain the ***A.V.R.S.B. Fine Arts Certificate*** as outlined by the Annapolis Regional School Board. For more information, contact Student Services.

## VISUAL ARTS NOTES

*If you plan to follow a course of post-secondary study that requires visual arts (such as graphic arts, fine arts, photography, design and fashion for example) you should enroll in all three visual arts credits offered at the school (one at each grade level). Students interested in pursuing a career in the Visual Arts field should be prepared to create a portfolio to present as part of the application process. Portfolios are started in advance of Grade 12. See Student Services if you are planning to explore this area of study.*

**Visual Arts 10 (VISART10, Academic, 1 credit)**
This introductory course consists of units in drawing, coloured pencil, collage, pastel, watercolour and three dimensional construction. A semester long drawing assignment with twenty completed drawings is required. There is some project work. Art History and Art Theory are also components. Students are expected to develop self motivation and good studio skills. This course is foundational for the grade 11 art course.

**Visual Arts 11 (VISART11, Academic, 1 credit)**
Students need to have successfully completed the foundation course, Art 10, have a genuine interest in the subject, be willing to be self motivated and work independently, and be willing to develop good studio skills. There are five studio challenges which require considerable independent work. Deadlines and project considerations are critical. Specific art history and art theory will be covered as required on an individual basis. A sketch book with fifty drawings is required. This course prepares a student for the grade 12 art course.

**Visual Arts 12 (VISART12, Academic, 1 credit)**
Grade 10 and 11 Art form the foundation for this course. Students will work independently. The course is aimed at the production of a significant portfolio of diverse art work: a portfolio that could be submitted towards acceptance into a post-secondary course in art. The maintenance of an art journal is a central requirement for completion of this course. The open-ended assignments require considerable self-motivation and independent work. Theory and history are tied directly to art projects and assignments. The final assessment is based on the student's portfolio. **(Recommended: Art 10 and Art 11)**

**Drama 10 (DRA10, Academic, 1 credit)**
Drama 10 is an introductory course focusing on the personal, intellectual, and social growth of the student. Through extensive work in improvisation, in both large and small groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Drama 10 is made up of four components: Foundation, Movement, Speech, and Theatre. The Foundation component creates a supportive learning environment and focuses on building student confidence and trust. Experience in Movement and Speech are extended in the exploration of the various dramatic forms. The acting experience is on-going throughout the course and culminates with a small group theatre creation.

**Dance 11 (DAN11, Academic, 1 credit)**
Dance 11 is an introductory course in dance, focusing on the personal growth of the student. Students will have opportunities to explore basic expressive and movement skills and to combine these in a wide range of dance forms. The emphasis is on the process of creating dance, through improvisation, and bringing dance to various forms of presentation. Students will both create original dances and learn set choreography. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society. Students should be prepared for significant physical activity, as well as, work outside the classroom. Appropriate attire required.

**Drama 11 (DRA11, Academic, 1 credit)**
Drama 11 is a course designed for the more advanced drama students who want to continue their theatre experience. It builds on what was learned in Drama 10 and further develops the individual. Selected dramatic forms are explored in depth. Drama 11 emphasizes the process of creating script and bringing it to production. Students will create original scripts or theatre pieces from other texts. They will also explore script using improvisation and other dramatic forms both to understand the original and to create new ideas for performance. Students will make and incorporate artistic choices regarding design elements, particularly with regard to lighting, costume, stage movement and sound. Students may take their original productions to other schools for presentation. **(Drama 10 highly recommended.)**

**Drama 12 (DRA12, Academic, 1 credit)**
Drama 12 is a course for the very ambitious theatre students. It is not just for those that want to pursue theatre-related careers, but for students who see the value in a theatre background helping them in any career choice. Students will develop skills in acting, directing, and stagecraft. In addition, they will learn how to approach the business of production (publicity, planning, etc.). They will be exposed to new technology used in design and production. The focus of Drama 12 will be on production work and development of skills appropriate for work in theatre. Both stage and film acting will be explored. **(Drama 11 highly recommended.)**

## MUSIC NOTES

*There are associated fees and extra-curricular responsibilities that are associated with the AVHS Music Program. Fees will be paid and managed by the Band Parents Association with the Instrument Rental Fee at $75/year and the Program Operational Fee at $50/year. In addition, the parent support program will require parents to support the band program with volunteer time (10 credits) or financial support ($50.00). The Stage Band is a wonderful opportunity to keep in the musical world and participate in the Senior Band Trip to Boston/New York this year.*

**Music 10-Instrumental (MUSIC10, Academic, 1 credit)**
This course is designed to develop instrumental techniques on traditional band instruments at an intermediate level. It includes the study of various elements of music through performance, including but not limited to, theory, history, tone production, intonation, interpretation of non-verbal cues, sight reading, and the connection of music to life and culture. **(Recommended: Successful completion of a Junior High Instrumental Music Program, equivalent, or the permission of the instructor.)**

**Music 11 - Instrumental (MUSIC11, Academic, 1 credit)**
This instrumental music course is designed to further develop instrumental music skills as outlined in Music 10. Students will be exposed to larger and more complex forms of music through ensemble performance. **(Recommended: Successful completion of Music 10 or the permission of the instructor.)**

**Music 11 – Guitar/ Music Performance Strings 11 (MUSIC11S, Open, 1 credit)**
This course is designed to develop guitar playing skills for students who already have some working knowledge of the instrument. It includes the study of various elements of music through performance, including but not limited to, theory, history, tone production, intonation, interpretation of non-verbal cues, sight reading, and the connection of music to life and culture. **(No prerequisite required, but students must own an acoustic guitar**. No electric guitars or amplifiers please.)

**Music 12 - Instrumental (MUSIC12, Academic, 1 credit)**
This course is designed to extend the individual contribution of band students to the advanced level. Through increased sophistication in understanding and advanced technical skill, students will be challenged with difficult and representative band literature.
**(Recommended: Successful completion of Music 11 or the permission of the instructor.)**

**Music 12 – Guitar/ Music Performance Strings 12 (MUSICS12, Open, 1 credit)**
This course is designed to further develop guitar playing skills for students who have knowledge of the instrument. Students will continue the study of various elements of music through performance, including but not limited to, theory, history, tone production, intonation, interpretation of non-verbal cues, sight reading, and the connection of music to life and culture. **(Prerequisite of Guitar 11 required. Students must own an acoustic guitar**. No electric guitars or amplifiers please.)

# FRENCH

There are three levels of French offered at Avon View:
**Core French (Français de Base)**
- This level provides a basic platform of conversational French, grammar, and language structure.
- Although mandatory at the middle school level, Core French becomes an elective in grades 10-12.
- The Core French program is designed for students with a Core French background only

**Integrated French (Français Intégré)**
- Students wishing to be more proficient in French may choose to take "Français Intégré". Many students continue on with the program that they began at the middle school level
- Students must successfully complete Français Intégré 10, 11, and 12, plus three French electives for a total of six French language credits to receive the "Certificat de Français Intégré"
- Classes are conducted entirely in French

**Immersion (Français Immersion)**
- French Immersion is open to those students who were registered in an early or late French Immersion program before entering high school, or with permission from the Student Services and Administration.
- Students must successfully complete Français Immersion 10, 11, and 12, plus six French elective courses for a total of nine immersion credits to receive the "Certificat en Français immersion".
- Classes are conducted entirely in French

**Core French 10 (FR10, Academic, 1 credit)**
Following the current direction in language learning, Core French puts an emphasis on communicative aspects of the language and on learning through interaction. Grouping and collaborative learning are used to encourage authentic interaction and to develop second language social skills. Course activities target experiential goals and make communicating a valid, realistic and enriching experience by developing life skills and expanding general knowledge. The course includes the unit La Croisière (The Cruise). La Croisière is based on "Global Simulations", a communicative, authentic language unit based on real life situations. Participation from students will require acting in role-plays and communicating with classmates in French. Although some course instruction is communicated in English, strategies for second language comprehension are taught in class, resulting in a continued increase during the semester and throughout the program of French as the language of instruction and communication. **(For students who have a Core French background only.)**

**Core French 11/12 (FR11 / FR12, Academic, 1 credit each)**
These two courses build upon the skills and exercises completed in Core French 10. Students will continue to gain valuable knowledge of French language and culture through a variety of interactive and individual activities. As in grade 10 Core French, a large portion of the course is dedicated to a global simulation which encourages students to create and participate in a wide variety of written and spoken activities designed to give students an experience in a "real life" French environment. The activities concentrate not only on building the student's grammar and vocabulary, but also the enjoyment of creating a character which interacts with others while speaking French. In Core French 11 and 12, French is the primary language of instruction and the primary language of communication. Skills learned for comprehension and expression in Core French 10 allow for a more authentic experience with the French language. **(For students who have a Core French background only.)**

**Integrated French 10 - 12 (FRE10IN / FRE11IN / FRE12IN, Academic, 1 credit each)**
These three courses form the language component required for the Integrated French certificate. They are the continuation of the integrated French program beginning in grade 7. The integrated French program offers students the opportunity to increase their comprehension and proficiency in French. Through a variety of written, spoken, and literary experiences, students explore the diversity of the French language and culture. Similar to the immersion program, integrated courses are offered entirely in French

and focus on the development of strong oral interaction and written skills.

**Immersion FLA 10 (FRA10IM, Academic, 1 credit)**
Le programme de français en immersion repose sur une vision préconisant de la formation d'élèves qui sont en mesure de communiquer d'une façon efficace en français, d'utiliser le français comme outil d'apprentissage et de démontrer une compréhension de cultures diverses, tout particulièrement celle des collectivités francophones. Le programme comprend quatre volets : La valorisation de la langue française et de la diversité culturelle; l'écoute et l'expression orale; la lecture et le visionnement; l'écriture et la représentation. Ce cours est requis pour ceux et celles qui veulent atteindre le certificat d'immersion française.

**Immersion FLA 11 et FLA 12 (FR11IM, FR12IMM Academic, 1 credit each)**
Ces deux cours sont la continuation du programme d'immersion.
FLA11 et FLA12 sont requis pour ceux et celles qui veulent atteindre le certificat en français immersion.

**Art Dramatique 10 (ARTDRA10, Academic, 1 credit)**
Art Dramatique 10 is an introductory course in Drama focusing on the personal development of the student. It provides a foundation for every student's future regardless of what his/her interest may be. This is a course designed to encourage the social growth of the individual, as well as, developing their ability to work with others. Through extensive work in improvisation, in both large and small groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms: movement, mime, dramatization, speech, group drama, and Readers Theatre. Art Dramatique 10 made up of four components: foundation, movement, speech, and acting. The foundation component creates a supportive learning environment and focuses on building student confidence and trust. Experiences in movement and speech are extended in the exploration of the various dramatic forms. The acting experience is on-going throughout the course. Students may even develop a piece of collective theatre. This course will be conducted entirely in French. This course is open to students in the Immersion and Integrated French Program, but students who have a Core French background may be able to take this course with permission of the instructor. This course can be counted towards an Integrated French or Immersion certificate, as well as, the Fine Arts requirement.

**Sciences 10 (SCS10IM, Academic, 1 credit)**
Le cours de sciences 10 offre une introduction aux sciences de la biologie, la chimie, la physique et la météorologie. This course is open to students in the Immersion and Integrated French Program and can be counted towards an Integrated French or Immersion certificate.
**(This course should be taken in your Grade 10 Year)**

**Histoire du Canada 11 (HC11IM, Academic, 1 credit)**
This course is part of the Integrated French and Immersion French program as well as fulfilling the Canadian Studies requirement. It will examine the development of Canada as a nation through key themes and issues such as globalization, development, governance, sovereignty, and justice. There will be a strong technology component and independent study is required. This course is open to students in the Immersion and Integrated French Program. This course can be counted towards an Integrated French or Immersion certificate. **(Recommended that students take Histoire du Canada in Grade 11.)**

**Mode de Vie Actif 11 (MVA 11, Open, 1 credit)**
Mode de Vie Actif (Physically Active Lifestyles – PAL – in French) is a compulsory full credit course offered at the grade 11 level, but students are recommended to take this during grade 10. The course is designed to help students make informed decisions concerning enjoyable physical activity both in high school and in adult life. Students will be introduced to a variety of pursuits so that by the end of the course they will have demonstrated improved self-esteem, and knowledge of the importance of fitness, fair play, and healthy lifestyles. Students will have the opportunity to visit and become actively involved in using a variety of public recreational facilities within the local community. This course will be conducted entirely in French. This course is open to students in the Immersion and Integrated French Program, but students who have a Core French background may be able to take this course with permission of the instructor. This course can be counted towards an Integrated French or Immersion certificate. **(Recommended that students take MVA during Grade 10 or 11.)**

**Géographie Planétaire 12 (GP12IM, Academic, 1 credit)**
GGS 12F examines on a global scale the two-way interaction between the natural world and its human inhabitants. It seeks, in short, to find answers to questions: "How did our world arrive at its current state at the close of the 20th century?" As such, it encourages active participation in the resolution of environmental and sustainable development programs by identifying and developing optimum solutions. It seeks to create an informed global geography student by bringing to bear (1) geographic skills and techniques, (2) a body of geographic information, and (3) planet management awareness. The course seeks to develop an understanding of the inter-dependence of nations in time and in space: frameworks within which to consider global conditions/issues and their solutions and cross-cultural awareness and sensitivity. Some of the major topics studied include the environment, population, food, resources, urbanization, industrialization, development and planetary management and stewardship. This course will be conducted entirely in French. This course is open to students in the Immersion and Integrated French Program. This course can be counted towards an Integrated French or Immersion certificate. **(Recommended that students take GEOPLA in grade 12)**

**Certification**
In addition to the Board Certificates of integrated and immersion French, the Department of Education and Early Childhood Development is offering students the opportunity to obtain a "Diplome d'études de la langue Française" or DELF. The DELF is an internationally recognized certificate. The certificate is awarded in Grade 12 to students who sign up for and successfully complete the examination. The DELF evaluation takes place over 3 days in April and tests students' abilities in reading, writing, listening, and speaking. Preparation for all 4 components of the DELF is built in to the existing curriculum. For more information on the DELF certificate, please visit http://www.fsl.ednet.ns.ca/de

# MATHEMATICS

*It is important that each student has the opportunity to achieve the highest level possible in mathematics given his/her fundamental abilities and willingness to achieve. Therefore, it is extremely important that each student, with assistance from his/her mathematics teacher, Student Services and his/her parents or guardians, and prerequisites consider, carefully, the options available in mathematics. You should:*

1. *Learn about and discuss your post-secondary (different level courses are required for different programs) and employment options.*
2. *Consider your apparent abilities in mathematics. Talk to your math teacher, past and present, and counselors in Student Services.*
3. *Realistically judge your own willingness to work.*
4. *Consider whether you are willing to exert yourself in order to obtain extra help when needed.*

**Mathematics Essentials 10 (MTHE10, Graduation, 1 credit: 110 hours)**
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.

**Math at Work 10 (MTW10, Graduation, 1 credit: 110 hours)**
Mathematics at Work 10 is an introductory high school mathematics course which demonstrates the application and importance of key math skills. The Mathematics at Work course 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. 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 (MT10, Academic, 2 credits: 220 hours)**
This course is a 220-hour course (and 2 credits). This means 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. For those students intending to follow the academic pathway, Mathematics 10 will be followed by Mathematics 11 and then Mathematics 12. (Mathematics 11 and 12 are designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do require the study of theoretical calculus). For those students intending to follow the advanced pathway, Mathematics 10 can be followed by Mathematics 11, then Pre-Calculus 11 and Pre-Calculus 12. 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 (MTHE11, Graduation, 1 credit, 110 hours)**
Mathematics Essentials 11 is designed for students who either do not intend to pursue post-secondary study or plan to enter post-secondary programs that do not have any mathematics pre-requisites. The Mathematics Essentials pathway is designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their everyday life and will become more confident in their mathematical abilities. The typical pathway for students who successfully complete Mathematics Essentials 11 is Math Essentials 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.
**(Prerequisite: Successful completion of Math 10 Essentials or Math at Work 10.)**

**Math at Work 11 (MTW11, Graduation, 1 credit, 110 hours)**
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. **Prerequisite: Successful completion of Mathematics at Work 10 or Mathematics 10.**

**Mathematics 11 (MT11, Academic, 1 credit, 110 hours)**
Mathematics 11 is an academic 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. **Prerequisite: Successful completion of Mathematics 10.**

**Extended Mathematics 11 (Academic, 2 credits, 220 hours)**
**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.

**Pre-Calculus 11 (PCAL11, Advanced, 1 credit, 110 hours)**
Pre-calculus 11 is an advanced 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. **Prerequisite: Successful completion of Mathematics 11.**

**Math Essentials 12 (MTHE12, Graduation, 1 credit, 110 hours)**
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

**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.

**Math at Work 12 (MTW12, Graduation, 1 credit, 110 hours)**
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

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

**Mathematics 12 (MTH12, Academic, 1 credit, 110 hours)**
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

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

**Pre-Calculus 12 (PCAL12, Academic, 1 credit, 110 hours)**
**Prerequisite:** Successful completion of Pre-calculus 11. Pre-calculus 11 must be taken and successfully completed prior to starting Pre-calculus 12. Therefore, these courses are to be taken consecutively, not concurrently, and the order may not be reversed.
The Pre-calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus.
Students who select Pre-calculus 12 should have a solid understanding of the Pre-calculus 11 curriculum.
Students in Pre-calculus 12 will study the following topics:
- transformations
- radical functions
- polynomial functions
- trigonometry
- exponential and logarithmic functions
- rational functions
- function operations
- permutations, combinations and the binomial theorem

**Calculus 12 (CALC12, Advanced, 1 credit, 110 hours)**
This course includes the following topics: the concept of a limit, simple derivatives, properties of derivatives, derivatives of trigonometric, exponential and logarithmic functions, applications of derivatives - tangents, rates of change, motion, curve sketching, anti-derivatives, differential equations and applications of anti-derivatives.
**Prerequisite:** Successful completion of Pre-calculus 12.

# PHYSICAL EDUCATION

*Students are required to earn one physical education credit toward graduation requirements. The following courses are eligible to meet the physical education requirement: Physical Education 10, Fitness Leadership 11, Physically Active Living 11, Dance 11, and Physical Education Leadership 12.*

**Physical Education 10 (PHE10, Open, 1 credit)**
This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 10 includes some theory components, coupled with predominately active experiences whereby students will have the opportunity to participate in a variety of indoor fitness, sport, and recreational experiences. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life. The course is divided into four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

**Physically Active Living 11 (PAL11, Open, 1 credit)**
This full-credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. They 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.

**Fitness Leadership 11 (FITLDP11, Open, 1 credit)**
This course is designed to give students in depths look at the culture of fitness. Classes will range from performing various workouts including cardiovascular, muscular strength, power, endurance, plyometric and cross training. We will study the human body and how it moves, grows, is fuelled and is healed. You will learn how to create and lead short warm ups to developing full fitness programs. Students of various fitness levels will be challenged. The course is based on the Nova Scotia Fitness Association (NSFA) Youth Leadership Program which will have student lead fitness classes for various age and ability levels. (i.e.: elementary, junior high, adult, special needs, senior).This course will satisfy the physical education provincial graduation requirement.

**Dance 11 (DAN11, Academic, 1 credit)**
Dance 11 is an introductory course in dance, focusing on the personal growth of the student. Students will have opportunities to explore basic expressive and movement skills and to combine these in a wide range of dance forms. The emphasis is on the process of creating dance, through improvisation, and bringing dance to various forms of presentation. Students will both create original dances and learn set choreography. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society. Students should be prepared for significant physical activity as well as work outside the classroom. Appropriate attire and some fees may be required.

**Yoga 11 (YOGAPE11, Open, 1 credit)**
Yoga 11 will introduce students to the tradition of Yoga with its various forms and styles and provide students with the opportunity to develop a personal practice of yoga to maintain vibrant health, enhance healthful relationships with self and others and understand that yoga can be enjoyed as a regular form of physical and leisure activity throughout the lifespan. Throughout the course, students will be participating in various learning experiences which will include physical practice, personal reflection, group discussion, and classroom theory. The physical aspect of yoga will include the acquisition and development of skills including strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental focus. All of these skills are of great benefit to overall health and to other physical pursuits. Classroom sessions will address topics such as: meditation, the essentials of good nutrition, ethical yogic principles like kindness and generosity and discussion on becoming positive contributing members of society.

**Physical Education Leadership 12 (PEL12, Academic, 1 credit)**
Physical Education Leadership 12 focuses on Leadership and Group Dynamics. As an academic course, students must be mature with a desire to be a positive role model. Students will be put in various positions and experiences that will enable them to try out their leadership skills. Areas of study include: leadership, group dynamics, outdoor education, sport psychology, kinesiology, care and prevention of athletic injuries, teaching, coaching, volunteerism, anatomy, and physiology. There are three (no cost) certifications available during the course: Standard First Aid, National Coaching Certification Theory Level 1, and Nova Scotia Fitness Leader.

# SCIENCE

**Science 10 (SCI10, Academic, 1 credit)**
Science 10 has been developed as an overview of the sciences that are taught, usually, at the grade 11 and 12 levels. It will give a thorough introduction to the following topics: Chemistry, Physics, Biology (Ecology) and Weather. The lessons learned here will be very helpful with future science courses. Throughout Science 10, laboratory investigations will be used to reinforce concepts. It is a good way for students to find the field of science that most interests them. It is highly recommended that this course be taken before other sciences including Biology 11.

**Agriculture/ Agrifood 11 (AGRICC11, Academic, 1 credit)**
This course will give students an introduction to the agriculture and agrifood industry. It is open to students in any high school grade. This course offers students opportunities to explore the processes of agriculture and agrifood in provincial and global contexts. Students will gain an understanding of the role of technology, science, and government in the production of primary agricultural products, of the role of systems which support sustainable practices within agriculture and agrifood related activities beyond the farm gate. Learning experiences generally have a strong applied focus with an emphasis on integrating, applying, and extending learning, making connections with learning in other courses, and exploring career opportunities.

**Human Biology 11 (BIOHUML11, Open, 1 credit)**
This course can only be used as a second science credit. The course is designed for those students not wishing to pursue a post-secondary academic career, especially in the sciences. It has been developed to introduce students to the study of human biology, especially with regard to how the body is built and how it functions. Students cannot receive a credit in both BIO11 and Human Biology 11. Students will take a practical look at the maintenance and functioning of a healthy body and its role in nature. As a result of this information, it is hoped that students will be able to make more informed decisions that will lead to healthy lifestyles. Human Biology 11 units include the following systems: muscular, skeleton, nervous/endocrine, digestive, cell structures/function, circulatory/respiratory, and reproductive.

**Biology 11 (BIOL11, Academic, 1 credit)**
After a general introduction to biology in Grade 9 and 10, this course will concentrate on specific subject areas in the world of living organisms. From the simplest virus, worms, and marine life to the complex human being, we will have a close look at how they reproduce, their internal systems, habitat, how they are classified and adapt to the changes over time. These investigations will include labs, notes, projects, discussion, and the microscope. There are several interesting dissections that students will do in order to expand on the topics. Anyone considering a career in a medical field, kinesiology, or the health sciences or just wishing to broaden his/her

horizons would be well advised to consider biology. **(Recommended: Science 10)**

*Note: Students cannot receive a credit in both BIO11 and Human Biology 11.*

**Biology 12 (BIOL12, Academic, 1 credit)**
Students with a general interest in health and health related issues would enjoy this series of topics. Biology 12 explores the Human Body, genetics, and natural selection in detail. The brain, eye, ear as well as the endocrine system (hormones) and the cardiovascular system are investigated in depth, making this course very relevant to all students. Several dissections, research papers, and other labs are involved as we explore finer details firsthand. Students interested in any Health Sciences or science related professions, should seriously consider Biology 12. University students in Medicine, Nursing, Physiotherapy, Pharmacy, Kinesiology, and lab technician courses etc., are often required to take electives, like biology, that relate to their area of study. **(Recommended: Biology 11)**

**Chemistry 11 (CHE11, Academic, 1 credit)**
Grade 11 chemistry starts out with a look at the periodic table and what it tells us about atoms and elements. A closer look at atomic composition and structure will lead to an understanding of how atoms bond to form molecules. The various types of bonds will help explain the compounds' resulting properties and, therefore, their potential functions. Students will become proficient at chemical formula and equation writing along with predicting the products of reactions and, therefore be able to come up with potential ways of producing various substances. These concepts will be extended as students learn about stoichiometry; mathematical prediction of quantities of substances involved in reactions. This will include a study of solution concentration. The course concludes with a look at the diversity of matter through a study of carbon compounds. The course includes a lab component where students will have opportunity to reinforce classroom concepts. Throughout the course, students will develop an appreciation of how chemistry is such an integral part of our everyday existence. **(Recommended: Science 10 and Math 10)**

**Oceans 11 (OCNS11, Academic, 1 credit)**
This is a high school science credit. The course is designed into a modular form. There will be four modules for this course: Marine biome, Marine physiography, aquaculture and coastal zone management. The course is designed to have a variety of evaluation methods as well as testing. Students will have the opportunity to study marine related topics that interest them personally.

**Chemistry 12 (CHE12, Academic, 1 credit)**
Chemistry 12 is a university preparatory extension of Chemistry 11. Thermochemistry provides opportunities to study the concept of heat and associated issues using a Science, Technology, Society and the Environment (STSE) approach. From Solution to Kinetics to Equilibrium they all involve the balance of opposing reactions in systems and address issues relating to commercial and industrial processes. The science in the Acids and Bases unit is described quantitatively based on applications in society and the environment. In Electrochemistry, students are expected to comprehend the relationship between science and technology with regard to the progress, evolution, and processes and many uses of electrochemical cell technology. Within this context, other electrochemical processes and applications are also addressed (from N.S. Dept. of Education Testing and Evaluation Division). The course includes a lab component where students will have the opportunity to reinforce classroom concepts. Throughout the course, the curriculum will always involve problem solving placed within the context of everyday life situations. (**Recommended: Chemistry 11 and Math 11)**

**Physics 11 (PHY11, Academic, 1 credit)**
This introductory course in physics covers the basic principles of motion. The first topic is linear motion, involving both uniform motion and acceleration. This is followed by a unit on forces, including Newton's Laws and the concept of vectors. Impulse, momentum and conservation of momentum follow. That will lead us into work, power and energy. The final unit on waves begins with a study of general wave properties and concludes with wave diagrams and mathematical problems used to demonstrate the application of waves. (**Recommended: Grade 10 Science and Math 10)**

**Physics 12 (PHY12, Academic, 1 credit)**
This course starts with a quick review of motion from Physics 11, and then jumps into two dimensions, with specific problems about projectiles and circular motion. A unit on Universal Gravitation leads into the study of Fields: magnetic, gravitational and electrical. Static and current electricity are covered, which helps with the unit focusing on generators, motors and transformers. This course ends with a unit on Quantum Physics and Nuclear Physics. **(Recommended: Physics 11, Math 11)**

# SOCIAL STUDIES

There are very definite links among the skills, abilities, knowledge and interests needed to complete courses in Social Studies in grade 10 through 12. Reading and interpreting textbooks and resource materials, planning and presenting projects; understanding and expanding usage of social studies vocabulary, concepts and generalizations, and critically analyzing information and situations are major requirements of students in the social studies area. Training in these skills, with increasing expectations at each grade level, forms a major part of each course.

**Geography 10 (GEO10, Academic, 1 credit)**
This course includes a systematic study of land forms, climate, oceans, vegetation and the formation of the earth and the environmental consequences of physical processes and human activity. Wherever possible, all materials presented will be related to Nova Scotia. Projects, assignments, tests, and an exam will make up the evaluation for this course. Note: This is not a Social Studies Credit. This course counts as an elective credit only.

**History 10: Ancient & Medieval History (HIST10, Academic, 1 credit)**
This course allows students the opportunity to develop an understanding of the concept of civilization through the examination of the origins of civilization and a comparison of the various civilizations which have shaped the nature of the modern world. There are six broad chronological divisions in the course: The Evolution of Human Beings, Social Animal; The Birth of Civilization, Mesopotamia, Egypt, China, etc.; Greece - The First Western Civilization, Rome; The Middle Ages and The Renaissance and Reformation. Note: This is not a Social Studies Credit. This course counts as an elective credit only.

**Mi'k maw Studies 11 (MKS11, Academic, 1 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.

**African Canadian Studies 11 (ACS11, Academic, 1 credit)**
African Canadian Studies offers students the opportunity to acquire a greater understanding and knowledge of African culture and its contributions to the development of Canada as a nation rich in diversity. The study will incorporate an issues based approach and explore such topics as African geography, ancient African kingdoms, colonialism, legacy of slavery, civil rights, justice, the African Canadian experience, African Nova Scotian experience, and contemporary issues. Students will reflect on the contributions of African Canadians to their own community, to Canada, and to the global community. Students are expected to become critical thinkers, interested in understanding the challenges and triumphs of people of African descent in Canada and the world. ACS 11 is an eligible credit for the Canadian Studies graduation requirement.

**Canadian History 11 (CHS11, Academic, 1 credit)**
Canadian History 11 is a course that will examine Canadian history from the pre-contact to modern era. It will cover this history through thematic units such as Development, Justice, Globalization, and Governance. The course hopes to examine the persistent questions that have faced Canadians for the past 500 years through a variety of activities, projects, and presentations.

**Global Geography 12 (GGS12, Academic, 1 credit)**
Humanity has reached a most challenging moment in its occupation of planet earth. The Global Geography course will investigate how mankind has arrived at this point and to evaluate the various components which will ultimately shape our future. This course features eight compulsory units which are based upon the standard themes and skills of the discipline of geography: Units of study include: Our Fragile Planet - A Geographical Perspective, Environmental Hazards - Our Planet at Risk, The Peopled Planet - Standing Room Only?, Feeding the Planet - Food for Thought, Global Resources - The Good Earth, Global Factory - For Whose Benefit?, Urbanization - A Mixed Blessing, and The Future Planet - Under New Management. Each unit is based upon a theme of study of which is fundamental to an understanding of our contemporary planetary conditions.

**Global History Studies 12 (HGS12, Academic, 1 credit)**
Global History 12 is comprised of 2 units covering 5 ranges of outcomes, each of which focuses on historical constructs of the post-WWII era. Unit one will explore the East-West divide during the Cold War era followed by an exploration of North-South relations, moving toward present day. The study of these units is based upon historical methods and employs political, economic, and social perspectives. You are expected to become critical and analytical thinkers about, not only historic events, but current events affecting the world. Global History 12 is an eligible credit for Global Studies requirements for successful completion of the senior high program.

**Law 12 (LAW12, Academic, 1 credit)**
This course will cover the following topics: an introduction to our legal system, treatment of the historical and philosophical background of our legal system, criminal law, civil law, law of torts, family law (marriage, divorce), contract law, buying and selling goods, wills, property buying, selling, renting, Charter of Rights, Civil Procedure.

**Political Science 12 (POL12, Academic, 1 credit)**
The goals of Political Science 12 include: 1) to develop an understanding of the concept of politics focusing on Canada, but include a global perspective 2) to do a comparative study of democratic and other systems of government from both a historical and current perspective. The primary text is: Canada and World Politics, (Ruypers, Austin, Carter & Murphy). The units included are: The Nature of Politics, Decision Making and Participation, The Politics of Internationalism, and The Global Community.

**Sociology 12 (SOCAC12, Academic, 1 credit)**
This course is an introduction to sociological thought and inquiry, with emphasis on particular selected topics. Sociology is the study of human behaviour, a way of looking at and understanding the social world in which we live. This course attempts to analyze those social processes which contribute to the way in which we know, understand, and experience our everyday world. The major emphasis of this course is to introduce the student to a critical understanding of a wide range of social settings, processes and of one's own social relationships with these contemporary settings and processes.

# TECHNOLOGY

**Construction Technology 10 (CNT10, Open, 1 credit)**
Construction Technology is a study of planning, designing, building, and servicing of various structures. Students work individually and in groups on activities related to residential dwellings, commercial and civil structures. In performing their activities on assigned and personal projects, students will learn the proper use of hand and machine tools along with the ability to work with wood and other construction materials. Safety in every aspect of the course is emphasized and students are expected to follow national safety standards in the lab. Problem-solving activities are an important part of this course. The goal of this course is to give students knowledge and skills they can apply safely in the workplace.

**Food Technology 10 (FDTCH10 , Open, 0.5 credit)**
Food Technology 10 is one of the half–credit options, matched with Food Preparation and Service, that may be used towards a technology credit for graduation purposes. It is an exciting course in which students explore food technology for the home and industry. This course takes students from a historical perspective to understanding current technology and encourages them to anticipate future developments in food preparation, food preservation, and consumer practices. Each unit has a theory and practical component. Students sample foods prepared using various technologies and examine issues such as genetic modification, organic food production, and the impact of kitchen and industrial food technology on families and the environment.

**Food Preparation and Service 10 (FDPRSV10, Open, 0.5 credit)**
Food Preparation and Service 10 is one of the half–credit options, matched with Food Technology 10, that may be used towards a technology credit for graduation purposes. Through food preparation and presentation students develop skills which may be transferred to food service skills in the workplace. Students are provided with practical experiences in food preparation and service. They look at the impact of technology on the preparation of food in the home and the workplace. Topics include Meal Planning and Preparation, Food Service and Hospitality; Food Handling Procedures; Health and Safety in the Food Industry; and Food Marketing.

**Business Technology 11 (BTEC11, Academic, 1 credit)**
Business Technology 11 is an academic credit and meets the requirement for a technology credit. Business Technology consists of five modules: Module 1: Touch Keyboarding, Module 2: Document Processing, Module 3: Spreadsheets, Module 4: Desktop Publishing, Module 5: Business Technology Fundamentals. All five modules must be completed to receive a full credit. As a result of their learning experiences in Business Technology 11, students will develop a basic proficiency in touch keyboarding, integrating touch keyboarding skills with skills in document processing and design, creating spreadsheets to manage data, applying the principles and practices of desktop publishing to design and produce documents, and students will become confident and purposeful users of technology.

**Business Technology 12 (BTEC12, Academic, 1 credit)**
Business Technology 12 is an academic program offering high school students an opportunity to acquire in depth software application skills. This course is designed to further develop a student's transferable skills as a preparation for computer courses at the post-secondary level. This course is designed for students who have acquired a basic keyboarding competency and a working knowledge of the concepts of word processing as it applies to document preparation. Students will use advanced features of word processing, desktop publishing, database and spreadsheet software. Slide show presentation will be designed using presentation software and students will also explore web page design and software choices. Recommended Prerequisite: Business Technology 11. Note: *Although BT 12 is an academic credit, it is not accepted by many universities.*

**Design 11 (DES11, Academic, 1 credit)**
Students will use hands on materials, drawing, and the computer to be creative and develop solutions to problems. Topics include building structures, architecture, products, advertising, packaging, marketing, graphics, and computer design.

**Computer Programming 12 (COMP12, Academic, 1 credit)**
In this class students will design, create, write, and implement computer programs using a programming language. Basic skills such as conditional statements, variables, loops, and declarations are taught. Some math background is necessary. Understanding the computers role in today's society is discussed. Not recommended for grade 10 students or students who have not taken academic math.

**Electrotechnology 11 (ELECTRO11, Academic, 1 credit)**
This course is for those who wish to make and understand electronic circuits. Students will learn analog and digital electronics by building circuits using hands on materials and electronics theory will be taught. Students learn key electronic components and their functions. Some math background is required for working with formulas.

**Film and Video Production 12 (FVP12, Academic, 1 credit)**
The focus of this course is on the student production of short videos. The curriculum is designed for students who have an interest in learning more about videography and video production as an art form or as a career. Students will learn about the process of meaningful video production including skills related to script writing, planning, performing, directing, recording and editing. Previous experience with Art or Drama is highly recommended. This course does not count as a Fine Arts credit, but as a technology credit.

**Production Technology 12 (PDT12, Open, 1 credit)**
This course is about hands-on learning dealing with the production of products that fulfill the needs of people. Students will produce these products using a large variety of equipment and techniques available in the Production Technology Lab. You will have to follow a research and design problem solving loop that will ensure effective and well thought out solutions to your problems. Units on mass production and computer sided production will also be looked at with the help of the CNC router in the Production Lab. The emphasis is on developing skills and safety habits that can be carried over and be applied to real world job situations.

**Skilled Trades 10 (STR10, Open, 1 credit)**
All Skilled Trades courses comprise four topical clusters: Safety, Trades Living, Measurement and Calculation for Trades, and Tools and Materials. These courses will require a minimum of 110 hours of instruction, investigation, and physical work in the Skilled Trades Centre. Students will work individually and in groups. They will develop an appreciation for the skilled trades, professionalism, and the rewards of such a life career choice. Students will be expected to act as they would in a workplace with regard to attendance, work ethic, respect for others and safety standards. A person choosing to work in the skilled trades will have to be familiar with, and able to competently use, a range of tools. These skills include, but are not limited to, the selection of appropriate tools, manual dexterity, well developed hand-eye co-ordination, and balance. Skilled Trades 10 will introduce the student to these skills through practical exercises and project-based learning. In addition to the use of tools, students will work on other basic trades skills including safety, measurement, blueprint reading, materials, document use, and materials handling. The Skilled Trades Center will be treated as an industrial work site and students will be provided with and required to use personal protection equipment. Students and parents will sign a safety contract and students are expected to follow both National and Provincial Occupational Health and Safety standards.

**Construction Trades 11 (CTR11, Academic, 1 credit)**
Construction Trades 11 will continue to focus on the skills developed in prerequisite Skilled Trades 10 and will define them in a construction environment. Trades that will be examined include Carpenter, Construction Electrician, Floor Covering Installer, Lather (Interior Systems Mechanic), Painter and Decorator, and Plumber.
Students will learn and develop the skills necessary to work on a construction site. Based entirely on the construction of a full-size building, each student will actively use the skills specific to each of the trades required to complete the project. For example, she or he will frame, wire, plumb, and finish a section of the project.
Continuing inside a culture of safety, emphasis will be placed on professional trade practices and the essential employability skills. Students will anticipate, engage and reflect as they learn.
**Prerequisite:** Successful completion of Skilled Trades 10

# STUDENT SERVICES

Avon View Student Services supports students with school counsellors, resource teachers, and programming. At present, it is comprised of 2 School Counsellors, 2 Resource teachers, 1.5 Learning Centre teacher, and 1.5 Career Access teacher. Teachers are responsible for facilitating Individual Program Plans (IPP) and Individual Transitional Plans (ITP). Identified students receive support with their programming. Additional assistance for students can be obtained from Capital Health, Board Programs Advisors, Speech and Hearing Consultants and a RCMP Liason Officer.

***The Counselling Centre*** is part of student services. The counselling program relates to the personal, social, academic and career development of students. Please contact Ms. Church, Ms. Starratt (Grade 9, 10) or Ms. Fraser (Grades 11, 12) to book a guidance / counselling appointment.

***Resource 10, 11, 12 (Upon recommendation)*** Students can only be enrolled in resource with advanced approval from administration or a resource teacher. Students in resource are scheduled in for individual small group assistance. Small group work may include assisting with

***The Career Access Program*** provides students with an opportunity to develop employability skills while achieving their High School Graduation Diploma. The program is designed for students who are going to enter the work force after graduation. The students wishing to pursue their high school education through Career Access will:

- Make application to enter the program,
- Participate with their parent/guardians in an interview process
- Be sixteen years of age and older
- Attend school three days each week and spend two remaining days in a work setting

- While in the work place, assume the same responsibilities as their co-workers
- Display a positive attitude in school and the workplace
- Be monitored closely by the Career Access teacher
- Attend work experience on the days specified during school hours
- Attend all scheduled classes while in school

# ADVANCED PLACEMENT

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

**Advanced Placement Biology 12 (BIO 12AP, Advanced, 1 credit)**
The AP Biology 12 course is equivalent in depth and breadth to an introductory university biology course. Students meet virtually with the AP Biology teacher twice per week beginning in September, ending upon completion of the AP Biology exam in May. During the second semester, leading to the AP exam, the AP course is enhanced by tutorials and on-line sessions. Lab afternoons take place periodically throughout the year. **AP Biology is designed to have a pre-requisite of Biology 11 and Chemistry 11 (Academic or Advanced).**

**Advanced Placement Calculus 12 (CAL12AP, Advanced, 1 credit)**
AP Calculus 12 presents the rigor and depth comparative to introductory university calculus. The focus of this course includes both a study of differential calculus and integral calculus. As well, the AP Calculus course contains topics to develop rich problem-solving skills. Students meet virtually with the AP Calculus teacher twice per week beginning in September, ending upon completion of the AP Calculus exam in May. AP Calculus is designed to have a pre-requisite of Math 11 Advanced and Math 12 Advanced and a co-requisite of Pre-Calculus 12.

**Advanced Placement Chemistry 12 (CHE12AP, Advanced, 1 credit)**
The AP Chemistry 12 course is equivalent in depth and breadth to an introductory university chemistry course. The AP Chemistry course is a content-intensive course that expands on many of the topics covered in Chemistry 11 Advanced and Chemistry 12 Advanced with some additional topics such as Nuclear Chemistry and Gas Laws. Throughout the course there is an emphasis on inquiry and critical thinking skills including: problem solving, mathematical reasoning, and experimental investigations**.** Students meet virtually with the instructor twice per week beginning in September, ending upon completion of the AP Chemistry exam in May. The AP Chemistry course is enhanced by more than 20 laboratory experiments and activities that are part of the course requirements. **The AP Chemistry course is designed to have a pre-requisite of Advanced Chemistry 11 or Chemistry 11 and Math 11 and a co-requisite of Math 12.**

**Advanced Placement English Literature and Composition 12 (ENGLIT12AP, Advanced, 1 credit)**
This AP English Literature and Composition 12 course provides students with an enriched program of study on literature and writing, using a variety of texts as the means to achieving this goal. Students meet virtually with the AP English teacher twice per week beginning in September, ending upon completion of the AP English exam in May. Although the AP English credit does satisfy the requirements as a third English credit, students are still expected to write the Nova Scotia English 12 Exam in June. The AP English course is designed to have a pre-requisite of Advanced English 11 or English 11.

**Advanced Global Geography12/Advanced Placement Human Geography 12 (HUMGEO12 AP, Advanced, 1 credit)**
The AP Global Geography 12/Human Geography course is designed to be the equivalent of an introductory human geography course usually taken by geography majors during their first year of university. This course is an in-depth, content-intensive study of geographic concepts/topics and models dealing with all aspects of human geography. Students meet virtually with the AP Human Geography teacher twice per week beginning in September, ending upon completion of the AP Human Geography exam in May. Special tutorials and field trips to supplement the course occur throughout the year. The AP Human Geography credit does satisfy the global studies requirements for Nova Scotia graduation. The AP Human Geography course is designed to have a pre-requisite of Geography 11.

# NOVA SCOTIA VIRTUAL SCHOOL

The Nova Scotia Virtual School provides online high school courses to students enrolled in public high schools in Nova Scotia. In general, an NSVS online course should be one of the four that a student would enroll in during a semester. Students must have space in their timetable to take an online course. Courses are taught by Nova Scotia certified teachers using both synchronous (when teacher and student are communicating in real-time through video conferencing or echat) and asynchronous (when students can complete activities independently) methods. NSVS teachers have office hours and students can log in to touch base with them individually. They can also instant message or email their online teacher at any time. NSVS online courses use the Nova Scotia Public School Program (PSP) with curriculum and learning outcomes that are identical to those used in a classroom at school. NSVS courses are reported on in the report card at mid-semester and end of the semester, but are not fully integrated yet with PowerSchool. This means that parents cannot yet look at all the information about a student's achievement in the Parent Portal. However, each student has a record of their marks in the NSVS online gradebook and parents can access that information with their child.

NSVS online courses currently run according to semesters – courses start in September and in February. Students are expected to sign in to their course everyday to complete course activities and assignments and to interact with their teacher and fellow students.

If interested in taking a course via NSVS, students and parents should contact the school counsellor well in advance of start of the semester to determine if a student is suitable and prepared for this type of learning / instruction. Students must apply for courses in advance via the school counsellor.

# PERSONAL DEVELOPMNENT CREDITS

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 that follow.
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. See Student Services for a full list.

Cadance Academy
- Canadian Teachers' Association Intermediate Ballet
- Canadian Teachers' Association Advanced Ballet

Canadian Cadet Organizations
- Air Rifle Marksmanship Instructor
- Drill and Ceremonial Instructor
- Fitness and Sport Instructor
- Intermediate Sail
- Military Band C Intermediate Musician Course
- Pipe Band C Intermediate Musician course
- Ship's Boat Operator
- Advanced Aerospace
- Advanced Aviation Technology Course C Aircraft Maintenance
- Advanced Aviation Technology C Airport Operations
- Boatswain's Mate
- Military Band C Advanced Musician Course
- Sail Coach
- Glider Pilot Scholarship
- Power Pilot Scholarship
- Expedition Instructor Course – Royal Canadian Army Cadet Program

Dance Nova Scotia
- Highland Dance Premier Dance Personal Credit Program
- Pre-professional Ballet Program

Girl Guides of Canada
- Canada Cord
- Chief Commissioner's Gold Award
- NCCP Gymnastics Foundation in Coaching

Junior Achievement
- The Company Program A (English)
- The Company Program B (English)
- The Company Program A (French)
- The Company Program B (French)

Italian Language School
- Italian Language and Culture Level A1
- Italian Language and Culture Level B1
- Italian Language and Culture Level B2, C1, C2

Lifesaving Society of Nova Scotia
- Lifesaving Instructor

Nova Scotia 4-H Program
- Nova Scotia 4-H Gold

Nova Scotia Equestrian Federation
- NCCP – English Instructor of Beginning Coaching
- NCCP – Western Instructor of Beginning Coaching

Nova Scotia Registered Music Teachers' Association
- Royal Conservatory of Music Grade 6 with Intermediate Rudiments
- Royal Conservatory of Music Grade 7 with Advanced Rudiments
- Royal Conservatory of Music Grade 8 with Advanced Rudiments

Nova Scotia Scouts Canada
- Chief Scout Award
- Queen's Venturer Award

Skate Canada Nova Scotia
- Primary STAR Skate Coach

## Notes

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