

# Montague Regional High School

<https://montaguehigh.edu.pe.ca>



## Course Description Booklet

September 2024 - June 2025

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To ensure that all graduation requirements are fulfilled and that all students' courses coincide with their career choices, it is extremely important that individuals opt for the appropriate course selections. In order to assist, teachers will be advising students about their course selections; assemblies with each grade level will also ensure that students have the necessary information for registration. Course selections for September are ensured only if a student completes any prerequisite subjects in June.

## - HIGH SCHOOL ACADEMIC PLAN -

All students, especially those entering Grade 10, are encouraged to create a plan for their high school program. Information explaining course codes, as well as graduation and university entrance requirements can be found on the next three pages.

Grade 10 Course		Level
1	English	
2	Math	
3	Science	
4	Physical Education	401A
5	CEO	401A
6		
7		
8		

Grade 11 Course		Level
1	English	
2	Math	
3		
4		
5		
6		
7		
8		

Grade 12 Course		Level
1	English	
2		
3		
4		
5		
6		
7		
8		

## – COURSE CODING SYSTEM –

### Course Coding System — Grades 10 to 12

Each unique course code is composed of seven characters, with a course title associated with it.

Example: **MAT521A – Foundations of Mathematics 11**

Subject Description	Grade	Category	Credit Value	Program Identifier
(3 characters) <b>MAT</b>	(1 character) <b>5</b>	(1 character) <b>2</b>	(1 character) <b>1</b>	(1 character) <b>A</b>
e.g., <b>MAT</b> = mathematics <b>HIS</b> = history	<b>4</b> = Grade 10 <b>5</b> = Grade 11 <b>6</b> = Grade 12 <b>7</b> = Grade 10 or 11 <b>8</b> = Grade 11 or 12 <b>9</b> = Grade 10, 11, or 12	<b>0</b> = Open <b>1</b> = Enriched or Advanced <b>2</b> = Academic <b>3</b> = General <b>5</b> = Practical <b>6</b> = Modified <b>7</b> = Intervention	<b>0</b> = no credit (for Grades 7-9) <b>1</b> = one credit <b>2</b> = two credits <b>3</b> = three credits <b>4</b> = four credits <b>5</b> = one half credit	<b>A to E, K</b> = English- language courses <b>F to J</b> = French immersion courses <b>M to Q</b> = French- language courses <b>S</b> = AP and IB courses <b>T</b> = external credential courses <b>W to Z</b> = local program courses

### Administration

Phone: 838-0835 or Fax: 838-0840

**Principal – Robyn MacDonald**  
**Vice Principal – Chris MacKinnon**  
**Vice Principal – Sandra Walker**

### Student Services

Phone: 838-0835

**School Counsellor – Li Tsai, Ext. 236**  
**School Counsellor- Rachel Gillis Ext. 253**  
**School Counsellor – Natasha Nabuurs Ext. 235**

<p><b>Senior High Graduation Requirements</b>  <b><u>For Students Who Started High School in September 2015 or Later</u></b></p>
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- ❖ The minimum number of credits required for senior high school graduation (Grade 12) is **twenty (20)** credits.
- ❖ The number of **compulsory credits** which a senior high school student must take to receive the Prince Edward Island Senior High School Graduation Diploma is **twelve (12) credits**. These compulsory credits must be taken from the following areas:
  - 3 English credits, one of which must be ENG621A or ENG671A/C;
  - 2 math credits (post secondary institutions may require 3 or more math credits);
  - 2 science credits;
  - 2 social studies credits, one of which must focus on Canadian social studies (CAS401A, CIV421A, GEO421A, LAW521A, LAW531A, HIS621A, HIS621B, or POL621A);
  - 1 physical education credit (PED401A);
  - 1 career education and personal development credit;
  - 1 credit from the following list that fosters creativity or innovation:
    - Automotive 801A, 801B, 801C, 801D, 801E
    - Carpentry 801A, 801B, 801C, 801D, 801E
    - Welding 801A, 801B, 801C, 801D, 801E
    - Computer Studies 521A, 621A
    - Creative Multimedia 801A
    - Creative Writing 521A
    - Culinary 801A, 801B
    - Dramatic Arts 801A
    - Global Issues 621A, 631A
    - Independent Study 521A, 621A
    - Music 421A, 421B, 521A, 521B, 621A, 621B, 801A
    - Robotics 801A
    - Visual Arts 401A, 501A, 601A, 621
    - External Credentials – Some courses only:
      - PEI 4-H Council
      - Conservatory Canada Music - 621 only
      - Dance Umbrella
      - Down East Dance
      - Cadets
      - Island Dance Academy
      - College of Piping
      - Royal Conservatory of Music - 621 only
      - Skills Canada PEI

or one of FRE421A or B, FRE421F, FRE521A or B, FRE521F, FRE621A or B or FRE621F.
- ❖ Students who leave school without fulfilling the requirements for the Provincial Senior High School Graduation Certificate will be given a **Provincial Certificate of Accomplishment**. In order to receive this certificate, a student shall require a minimum of twenty (20) credits, including:
  - 3 language arts credits;
  - 2 mathematics credits;
  - 2 science credits;
  - 2 social studies credits.
  - Students who receive a Provincial Certificate of Accomplishment and return to school to complete additional credit courses at a later date will have their transcript updated accordingly. The Provincial Senior High School Graduation Certificate will be granted when students fulfill the appropriate requirements.
- ❖ The number of Grade 12 level credits which a student is required to complete is five (5) full course credits.

**Honours Criteria:**

To be recognized as an honour graduate, a student must:

- ❖ successfully complete the Provincial Graduation Requirements, and
- ❖ achieve an aggregate of 480 in six (6) Grade 12 courses (600 and 800 level), one of which is English, and
- ❖ have no mark lower than 70% in the six (6) Grade 12 courses included in the aggregate calculation.

**Montague Regional High School Diploma in Distinction:**

To obtain a Diploma in Distinction, a student must complete the requirements for the Provincial certificate (as above), plus additional credits for a total of twenty-three (23) credits in three years.

**Granting of External Credits:**

- ❖ The following organizations offer external credentials to Prince Edward Island high school students:
  - The Canadian Cadet Organization;
  - The Royal Conservatory of Music;
  - Sport PEI;
  - The Duke of Edinburgh Award Program;
  - Conservatory Canada Music;
  - Prince Edward Island 4-H Council;
  - Down East Dance Academy;
  - Royal Canadian Naval Reserve
  - Skills Canada PEI;
  - Island Dance Academy
  - Royal Canadian Army Reserve
- ❖ External Credentials may be granted in Grades 10, 11, and 12.
- ❖ External Credentials may be equivalent to half or full credits.
- ❖ Within the 20 credits (English school system) a high school student requires for graduation, one non-compulsory credit can be an external credential.
- ❖ The student is responsible for making requests to his/her school for the recognition of their proposed external credential(s).

**-- DISTANCE EDUCATION --**

**Some courses not offered at Montague Regional High School may be available through Distance Education. See the Administration or School Counsellors for more information.**

**Transition Action Plan (T.A.P.)**

TAP courses are specific course offerings based on the individual needs of the student. Students will be working on their Transition Action Plan (noncredit courses created to support students acquiring various skills in Literacy, Numeracy, Employment, Personal Development, Leisure and Wellness, Communication, Social and Life Skills) with staff in the Learning Center. By upgrading basic skills and cooperating with other agencies, attempts are made to ensure continued educational opportunities for all. Students on a TAP plan will graduate with a provincial Transition Certificate.

**– POST-SECONDARY ENTRANCE REQUIREMENTS –**

For entrance, universities require high school applicants to have completed a minimum of five Grade 12 academic (621) courses and to have obtained a specific average in those five courses, usually 70% or better. Whether one possesses a diploma or a certificate is irrelevant.

***However, since most universities and some colleges have some restricted enrollment programs, satisfaction of minimum requirements does not guarantee admission. Students who will be attending university or college should, in Grade Ten or Eleven, familiarize themselves with the specific admission requirements of the universities that interest them.*** This can be done by meeting the School Counsellor and researching admission information in the various catalogues or calendars in the Student Services area, by contacting the college or university or by visiting their web pages.

### University Programs:

For the most part, university programs require English 621, four other 621/611 courses, and in some cases, a 65% or higher grade in each of these courses. Arts (B.A.) programs at some universities require at least one Grade Twelve social studies course.

For Science and Applied Science programs, in most cases, English 621, Math 621B, Math 611B, and two of Biology 621, Chemistry 621, and Physics 621, as well as an additional accepted 621 level course are required. Students who have all three 621 Science courses will be better prepared. Please note: Meeting entrance requirements does not necessarily guarantee that students can take all courses within their chosen program. Some first year university courses have very specific high school prerequisite requirements. (For example, at UPEI, students need to have grade 12 Chemistry to take Intro Chemistry, and academic high school Biology to take Intro Biology.) Although not required for admission to most Science programs, Math 611 is recommended as first year calculus will be all the more difficult without it.

Academic electives usually counted for admission are Biology 621, Chemistry 621, Physics 621, Geography 621, History 621A, History 621B, History 621X, Political Studies 621, Economics 621, French 621. ACC621A, OCN621A and PSY621A. **Other 621 courses may or may not be used depending upon the program and/or the university.**

University scholarships may be awarded to applicants with an average of 85% or better on the courses used for admission purposes. Depending on the university, a separate application for scholarships may be required. Students are encouraged to research university entrance scholarships by checking the Scholarship sections of the respective home pages. ([www.upei.ca](http://www.upei.ca))

### Holland College:

The admission requirements for Holland College programs vary from program to program. Students should obtain a catalogue/calendar from the College or the School Counsellor's office, or consult the College web site for specific admission information related to specific programs. A resume must accompany each Holland College application, and including letters of recommendation is advised.

### Dual Credits:

The Department of Education and Early Childhood Development and Holland College are pleased to announce the recognition of Introductory Economics - ECO621A as a dual credit. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ECO621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (BUSI 2030). BUSI 2030 is found as either an elective or a core course in the following Holland College programs:

- Business Administration
- Accounting Technology
- Marketing and Advertising Management
- Sport and Leisure Management

Students who are interested in enrolling in the above mentioned programs at Holland College can choose to complete a credit transfer form from Holland College. Students will also be exempt from any fees related to this credit. Therefore, students will receive a reduction in tuition for the equivalent of one course if they choose to enroll in one of the four programs mentioned above. This agreement will remain in effect until the agreement is amended or terminated by one or both parties.

### Accelerated Secondary Apprenticeship Program (ASAP):

Students contemplating the trades or apprenticeship programs can register through "ASAP: Accelerated Secondary Apprenticeship Program", which will allow the hands-on work through high school to count as part of the trade experience. This information is also in the Counsellor's office.

If you achieve a mark of 70 per cent or higher in an 800-level high school trade course, you can transfer up to 110 hours per course to post-secondary apprenticeship training, providing the course has Provincial Apprenticeship Board approval. Contact the Youth Apprenticeship Coordinator to have your file and hours transferred.

## Focus on Information Technology (FIT) Certificate Program:



### **What will FIT do for me?**

The FIT program is valuable for any career path a student chooses, as computer information technology is used in every industry and profession. The work skills and experiences acquired through the FIT program are needed in every career. In fact, information technology employers say that work skills and experience are twice as important as technical skills. In addition to work skills and experience, by the end of the FIT program, students have the option to write the Comp TIA A+ industry standard certification exam.

### **What are the advantages of FIT?**

FIT certification is recognized by most businesses in the IT industry and gives you an advantage when applying for employment. CISCO Systems provides a course completion certificate along with a listing of student competencies when the IT Essentials course is completed. For those who receive a mark of over 75% in the course, a further recognition document is provided.

With FIT certification, students may receive entrance recognition points or advanced standing in specific post-secondary programs, giving them a head start in a diploma or degree program. Check with your school FIT program teachers or School Counsellor for up-to-date information on agreements with post-secondary institutions.

### **What is FIT?**

The Focus on Information Technology (FIT) program was developed in 2001 by the Information and Communications Technology Council (ICTC). FIT is a national program for Grade 11 and 12 students. The program is designed to provide high school graduates with technology and business/entrepreneurial knowledge and with essential workplace skills, and IT related work experience. The FIT program focuses on developing employability/essential skills, business/entrepreneurship aptitude, PC maintenance skills, and technical proficiency.

### **How does FIT work?**

In collaboration with ICTC, the Department of Education and Early Childhood Development has matched the requirements of the FIT program to existing provincial curriculum so that without taking on any extra course load, students may earn FIT certification. The FIT program uses Prince Edward Island high school courses in business, communication and information technology, and co-op education to help students obtain the knowledge and skills needed for an IT-related career. There are two levels of certification. The Fit Basic certificate recognizes completion of study in a specific combination of four courses during grades 11 and 12. The Fit Experience certificate recognizes the completion of the **four courses** and at least **220 credit hours of co-op education or equivalent documented and approved volunteer or paid work outside of school in an appropriate IT-related workplace.**

High school course requirements that must be successfully completed to qualify for FIT certification include the following:

IT Essentials (ITE 801A) (offered in 2024-25) ...

**and one of:**

Entrepreneurship (ENT 521A)

The World of Business (BUS 701A); or

Introductory Economics (ECO 621A)

**and two of:**

Creative Multimedia (CMM 801A);

Robotics (ROB 801A);

Introductory Computer Studies (CMP521A); or

Computer Studies (CMP621A) (offered by Distance Education).

Please see Administration for more information.

**The Essential Skills Achievement Pathway (ESAP)** offers students in high school the opportunity to earn a high school diploma that prepares them for post secondary education, apprenticeship, or the world of work. Students will personalize their learning with opportunities to explore their skills, talents, interests, and abilities all while developing the 9 federally identified Skills for Success. Mastery of these skills are

demonstrated and evaluated through the Essential Skills classroom, problem and project based learning experiences, community experiential learning, work place opportunities, and standard curriculum courses. The ESAP program prepares students for their future work, training, and life by developing skills and competencies that build confidence and success.

## -- ARTS & MUSIC --

### **VISUAL ARTS - ART401A**

This introductory course is to provide a study of basic art skills such as drawing, painting, printmaking and creating three-dimensional forms. There is a strong emphasis on the elements of art, basic colour theory and drawing skill development. Students will learn to put their art into a context of art history from Prehistoric cultures to Greek and Roman times. As well, students will learn to critically view and articulate about visual images that they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook on a regular basis.

#### **Creativity and Innovation Credit**

**This course is a recommended prerequisite for ART501A.**

### **VISUAL ARTS - ART501A**

This course builds upon the knowledge, skills, ideas and experiences introduced in Art401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design and spatial understanding. Students will learn to critically view using the appropriate vocabulary to examine the art and the artists of the Renaissance to the Impressionistic time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook on a regular basis.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful completion of ART401A or permission from teacher (based on level of skills and knowledge).**

### **VISUAL ARTS -- ART601A**

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view an artwork using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements, and apply this knowledge to their artwork. Students will select and describe three pieces of artwork that represent their growth in a year-end exhibition. The ART601A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful completion of ART501A or permission from the teacher (based on level of skill and knowledge).**

### **VISUAL ARTS -- ART621A**

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting



historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual personal statement/message. Students will critically view a comparative study of two artworks using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements, and apply this knowledge to their artwork and writings. In the first half of the semester, students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to research for an inquiry-based project. Students are expected to present their research in both visual and written form. In the second half of the semester, students are expected to create a community-based project that develops a close relationship between investigation and a purposeful, creative process in their artwork and writings. The community-based project will encourage students to understand themselves and their relationship to each other and the wider community. Both the inquiry-based project and the community-based project encourage a respect for cultural and aesthetic differences, and promote creative thinking and problem solving. Students will be expected to exhibit and present a body of three artworks that supports their exploration, research, and experience from the following: the development of their artistic thought and voice; an inquiry-based project; and a community-based learning project. The ART621A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing.

**Creativity and Innovation Credit**

**Prerequisite: ART501A or permission from the teacher (based on level of skill and knowledge).**

**DRAMATIC ARTS- DRA621A**

This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. Students will be introduced to a foundational component that will explore and analyze theatre production, script writing, and acting. Students will critically view dramatic works using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the creation of their selected focus in their dramatic work. Students will present the results of their PBL in a performance and in a reflective presentation. Throughout this course, students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

**Creativity and Innovation Credit**

**DRAMATIC ARTS -- DRA801A**

This course will focus on the technical aspects of theatre production. Students will be expected to work collaboratively with their classmates on a class production. It will build upon technical skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A, plus they will be introduced to a foundational component that will explore and examine theatre production, script writing, and acting. Students will critically view the technical approach to dramatic works and discuss their findings using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the technical production of a dramatic work. Students are expected to develop and demonstrate growth in their proficiency of technical skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis. Students will be expected to develop and reassess their artist statement throughout the course.

**Creativity and Innovation Credit**

### **MUSIC -- MUS421A**

Music 421A will refine and build upon the musical concepts, knowledge, and skills of the Grade Nine instrumental music program. The Music 421 course will explore and investigate pieces from a variety of styles and time periods with a specific emphasis on Canadian content and the Baroque Era. Students will be expected to choose one piece from the Baroque time period as a musical study. Through the strands of **Create and Perform, Listen and Perform, and Read and Perform**, students will be introduced to scale identification of whole time; interval identification: major and perfect ascending; relative harmonic and melodic minor scales/arpeggios of C, Eb, Ab. They will demonstrate an understanding of the following musical expressions: *affectuoso, brillante, espressivo, glissando, risoluto*. Students will be expected to perform a solo and be an independent part in a small ensemble.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of a Grade 9 Instrumental Music Course or Permission from Teacher (based on musical level).**

### **MUSIC -- MUS521A**

The course builds upon the musical concepts, knowledge, and skills of MUS421A. Students will be expected to refine, build upon and explore the musical concepts of rhythm and metre, pitch and harmony, form, expression, and content through the three strands of **Create and Perform, Listen and Perform, and Read and Perform**. They will demonstrate an understanding of the following musical expressions: *ad libitum, alla marica, ben maracato, con forza, con spirito, furioso, quasi, and vigoroso*. In MUS521A students will be introduced to rhythmic dictation in compound time; pentatonic scale identification; melodic dictation, chord identification of augmented, diminished, or dominant 7<sup>th</sup>; identification of intervals played simultaneously: major, minor, and perfect; and identification of chord change. They will demonstrate that they are able to play major scales/arpeggios/thirds: A and E concert; relative harmonic and melodic minor scales/ arpeggios of Db, G, D concert; and read and play pentatonic scale. Through the context of music, students will explore the characteristics of the Classical Era. They will be expected to choose one composer from this time period to do a musical study. Students will also examine their own Canadian culture and how music plays a role in creating and defining that culture.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful completion of Music 421 or Permission from Teacher (based on musical level).**

### **MUSIC – MUS621A**

This course is built upon the musical concepts, knowledge and skills studied in MUS521A. Students are expected to refine these concepts, knowledge and skills. They will also be introduced to new concepts, knowledge and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions) and demonstrate an understanding of the following musical expressions: *a cappella, attacca, con fuoco, deciso, mesto, and troppo*. Through creating and performing, students will harmonize to familiar simple melodies and compose using a selected form with harmonization. They will be expected to read and perform major scales/arpeggios/thirds at increased tempi: C F Bb Eb Ab Db/C# G D E plus Gb/F# B/Cb . Students will listen and perform intervals (augmented, diminished, ascending and descending) and identify intervals played simultaneously augmented and diminished. They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of Music 521 or Permission from Teacher (based on musical level).**

### **MUSIC -- MUS421B**

This course is designed for the student who has an interest in choral music. It includes theory and history of choral music as well as instruction to choral methods. Students will practice reading through solfege. They will relate these elements to each other and to singing encountered through performance. Listening skills will be developed as instruction in materials of choral music will be offered. Students will learn proper vocal care and maintenance. They will be exposed to a variety of choral singing genres including classic, vocal jazz, gospel, and show choirs.

**Creativity and Innovation Credit**

### **MUSIC -- MUS521B**

This course is a continuation of Choral Music 421B. Students will progress to a higher level of theory and singing. The theory aspect will include choral music composition, sight singing, and solfege. Students will be introduced to conducting techniques. They will continue to study choral music history and listening.

**Creativity and Innovation Credit**

**Prerequisite: Successful Completion of Music 421B.**

### **MUSIC -- MUS621B**

This course is a continuation of Choral Music 521B. The theory aspect will include advanced choral music composition, form/analysis, sight singing, and solfege. A project paper will be included on an aspect of the history of choral music. Students will be expected to achieve a high level of technique, interpretation, and ability in choral music. Students will have the opportunity for solo performance within the choral group.

**Creativity and Innovation Credit**

**Prerequisite: Successful Completion of Music 521B.**

### **MUS421D – Popular Music Performance**

This course is a continuation of the Intermediate StoMP course.

Popular music performance is a learner driven class that could be made up of small groups or individuals working towards goals *they* have designed. A wide variety of musical styles and ensembles are possible. Learners will develop an artist's statement and action plan to begin working through the creative process. Learners are expected to perform publicly. Learners are encouraged to make connections with other like-minded musicians/mentors in the community. Some possibilities may include:

- Rock Band
- Traditional Music (Celtic, Acadian, African, and more)
- RnB Band
- Individual Studies
- Jazz Ensemble
- Songwriting
- Improvisation Prerequisites
- Intermediate StoMP program
- Application and/or audition
- or permission from the teacher based on skill and knowledge

### **MUS521D – Popular Music Performance**

Popular music performance is a learner driven class that could be made up of small groups or individuals working towards goals *they* have designed. A wide variety of musical styles and ensembles are possible. Learners will develop an artist's statement and action plan to begin working through the creative process. Learners are expected to organize and participate in a public performance. Learners are encouraged to make connections with musicians/mentors in the community. Some possibilities may include:

- Rock Band

- Traditional Music (Celtic, Acadian, African, and more)
- RnB Band
- Individual Studies
- Jazz Ensemble
- Songwriting
- Improvisation Prerequisites
- 421C Popular Music Performance
- Application and/or audition
- or permission from the teacher based on skill and knowledge

### **MUS621D – Popular Music Performance**

This course is a continuation of the Intermediate StoMP course.

Popular music performance is a learner driven class that could be made up of small groups or individuals working towards goals *they* have designed. A wide variety of musical styles and ensembles are possible. Learners will develop an artist's statement and action plan to begin working through the creative process. Learners are expected to prepare and perform a showcase of their work. Learners are encouraged to make connections with musicians/mentors in the community. Some possibilities may include:

- Rock Band
- Traditional Music (Celtic, Acadian, African, and more)
- RnB Band
- Individual Studies
- Jazz Ensemble
- Songwriting
- Improvisation Prerequisites
- 521C Popular Music Performance
- Application and/or audition
- Or permission from the teacher

## – BUSINESS EDUCATION --

### **ACCOUNTING PRINCIPLES – ACC621A**

Accounting Principles (ACC621A) is a full-credit course offered at the Grade 12 level. The course is designed for students who plan to take accounting courses at the college or university level, however, it is important to note that the knowledge and skills learned throughout this course can be applied across a broad range of disciplines and occupations, and support people in their daily lives. The major areas of study within ACC621A include accounting fundamentals, the accounting cycle for a service and merchandising business, and internal control, financial analysis and decision making. Students will also apply accounting practices in a computerized environment.

The Department of Education, Early Learning and Culture and Holland College recognize Accounting Principles - ACC621A as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ACC621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (ACCT1001). ACCT1001 is found as either an elective or a core course in the following Holland College programs:

- Golf Club Management;
- International Hospitality Management;
- Marketing and Advertising Management;
- Tourism and Travel Management;
- Sport and Leisure Management.

### **Accounting-ACC801A**

Accounting is designed as a foundation course in fundamental accounting principles, terminology, the significance of accounting in business, and accounting process as applied to manual and automated data processing systems. The course stresses the preparation and maintenance of basic accounting records as a basis for further study, entrance to employment, or personal use.

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of accounting and business.

### **ENTREPRENEURSHIP -- ENT521A (Course Eligible for "FIT" Program)**

Offered 2024-2025. This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture, and individually plan a business venture. Topics will include identifying opportunities, assessing risk, generating and refining ideas, marketing, organization options, and financing and financial management. Learning resources will include speakers, videotapes, software, and current print resources. Learning activities will involve group and individual projects.

*This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Accounting and Business.*

### **THE WORLD OF BUSINESS – BUS701A (Course Eligible for "FIT" Program)**

Offered 2025-2026. This course provides students with an introduction to the functional areas and concepts of business. Topics to be covered include economics, production, human resource management, marketing, accounting, finance, leadership and management, entrepreneurship, and international business. Within the final unit, students will demonstrate their ability to apply these concepts to practical real-world situations by completing a business evaluation. Students will make connections among the various themes by exploring local, regional, national, and global business events, and infusing them into the dialogue and discussions on the topics covered within the course. This course provides students with the confidence and competence to engage in the world of business while building a solid foundation for students interested in pursuing further studies in ACC621A, ECO621A, and ENT521A.

## **-- CAREER EDUCATION AND PERSONAL DEVELOPMENT --**

### **COOPERATIVE EDUCATION (Course Required for "FIT" Program)**

<b>CWS 501A</b> .....	<b>[1032]</b>
<b>CWS 601A</b> .....	<b>[1036]</b>
<b>CWS 502A</b> .....	<b>[1034]</b>
<b>CWS 602A</b> .....	<b>[1035]</b>

Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. These plans outline the specific goals the students, teachers, and employers have regarding opportunities to apply and extend knowledge and practice and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

Course Codes: Schools may offer two credit or one credit cooperative education courses. The following course codes are authorized: CWS502A, CWS502B, CWS602A, CWS602B, CWS501A, and CWS601A.

Credit Guidelines: A maximum of four cooperative education credits is recognized for high school graduation purposes. Under exceptional circumstances and with authorization of the board superintendent and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight. Pre-placement orientation for a first time cooperative education student must be a minimum of forty hours.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

**Please note: priority will be given to students who have not taken Cooperative Education. Transportation to the workplace rests with the student/guardian as a limited number of placements are within walking distance. Regular attendance is a must in order to get the required number of hours.**

### **CAREER EXPLORATIONS AND OPPORTUNITIES – CEO401A**

Career Explorations and Opportunities is a course that enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will develop a personal career portfolio as they move through the career development process focusing on the following questions: Who am I? What are my opportunities? What are my next steps and why? What is my action plan? Throughout this process, students will increase self-awareness, explore a wide range of education and career options, think critically about their decisions, develop financial literacy skills, and begin planning their career pathway.

By helping students understand the knowledge, skills, and attitudes considered essential in today's labour market, this course helps to prepare students to achieve greater success in our ever-changing global economy. It also provides opportunities for students to learn how to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

**Note: This course is a graduation requirement.**

### **CREATIVE MULTIMEDIA—CMM801A**

Creative Multimedia students will acquire basic web and multimedia production skills through practical experience with digital media technologies. The course will be activity-based, and taught from a design point –of-view. Creations will be presented in a portfolio format. Modules include Digital Design Principles, Digital Imaging, Animation, Audio/Video Editing, and Web Authoring.

This is an introductory level course and no prerequisites are required.

### **INDEPENDENT STUDY COURSE – ISC521A**

The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and community mentor, is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student's care, attention to detail, and overall pride in their work while requiring a considerable commitment of time, effort, and energy on the part of the student. Early planning is required for a student to enrol in this course. Independent Study Courses are developed cooperatively by the student and a supervising teacher and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Please contact the Coordinator, English Programs Division of the Department of Education and Early Childhood Development for more information.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

**Creativity and Innovation Credit**

**Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.**

**INDEPENDENT STUDY COURSE – ISC621A**

The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. Students have the opportunity to investigate a self-selected topic or theme that extends the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and community mentor, is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student's care, attention to detail, and overall pride in their work while requiring a considerable commitment of time, effort, and energy on the part of the student. Early planning is required for a student to enrol in this course. Independent Study Courses are developed cooperatively by the student and a supervising teacher and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Please contact the Coordinator, English Programs Division of the Department of Education and Early Childhood Development for more information.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

**Creativity and Innovation Credit**

**Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.**

**PEER HELPER – PHP501A**

Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special unique educational needs. Peer helpers help students meet the many challenges they encounter in a differentiated learning environment and the resource room. The peer helpers will facilitate learning with students, and are closely monitored by the classroom teacher and peer helping teacher. After being selected through an application process, the successful applicants will participate in a brief training program which outlines the roles and responsibilities of peer helpers and are provided with strategies and techniques to implement while meeting the specific individual needs of his/her students. Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

**PEER HELPER – PHP601A**

Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students. Peer helpers help students meet the many challenges they encounter in a differentiated learning environment and the resource room. The peer helpers will facilitate one on one learning with students, and are closely monitored by the classroom teacher and peer helping teacher. After being selected through an application process, the successful applicants will participate in a brief training program which outlines the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of their students. The peer helpers will enhance their understanding of the student they are assigned by researching the student's particular condition. Selection of these peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process. Through special consideration, students may take PHP601A without having taken PHP501A.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview or successful completion of PHP501A

### **PSYCHOLOGY-- PSY621X**

Psychology is the study of behaviour and mental processes. PSY621X a rigorous academic grade 12 course that will introduce students to the study of psychology and its implications for issues in society. It is a science that seeks to describe, predict, understand and influence thoughts and behaviours. Students will explore human nature and consider ethical issues as they learn about essential concepts of psychology. Topics may include Research Techniques, States of Consciousness, and Cognition: Learning and Memory, Neurobiology, Individuality and Personality, and Abnormal Psychology.

### **TRANSITIONS-- 602Y**

This course is offered in conjunction with Holland College. Students who register and are selected will attend this course for half days with personell from Holland College, spending 10-14 days in each post-secondary area, which may include; Business Administration, Community Health, Information Technology, Trades and Technology, and Culinary and Tourism. A program mentor will support students. In each area, students will complete and present a project. The right to attend and participate in this career exploratory opportunity carries with it responsibilities and each student must adhere to the Code of Conduct expected of Holland College students, especially as it pertains to attendance.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

**Please note: application process and record of good attendance may be required.**

## **– CAREER AND TECHNICAL EDUCATION –**

**To enroll in any of the following programs, students are responsible for purchasing protective clothing and eye wear as indicated by the instructors.**

### **CULINARY SKILLS A - CUL801A**

Offered 2024-2025. Culinary Skills 801A is a Career and Technical Education course designed to explore careers in the culinary service industry. Th e student will develop an awareness of the essential knowledge, skills, positive attitude and dedication needed to become a food service professional. Culinary Skills 801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

**Prerequisite: FDS421A**

### **CULINARY SKILLS B - CUL801B**

Offered 2025-2026. Culinary Skills 801B is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude and dedication needed to become a food service professional. Culinary Skills 801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

**Creativity and Innovation Credit**

**Prerequisite: FDS421A**

### **FISHERY -- FIX701X**

This is an introductory course preparing students for further education in the marine industry. The course will introduce students to marine law, navigation, safety and vessel stability. It will also provide students with an overview of the types of fish and shellfish harvested on PEI and their economic impact on the province. Students will get to explore some marine equipment including electronics, marine engine/transmissions, haulers and winches, etc. Students will also be introduced to radio operations and basic fisherman skills (knots, trap building, and net mending, etc.) Conservation, enhancement, and management of the fisheries resources will also be explored.



## **PHOTOGRAPHY -- CAR801W**

Photography 801 is a course designed to introduce students to the world of photography and provide them with all the skills necessary to become a competent photographer, working beyond the point-and-shoot level. This course is for students who have a keen interest in photography. Students will learn the basics of light and the photographic image before moving to digital photography. Digital SLR cameras will be used throughout the course, and various technical and artistic assignments will be given to develop an understanding of the camera, exposure, image effects, and processing. A three-ring binder will be required to create a course long portfolio document.

## **ROBOTICS - ROB801A (Course Eligible for "FIT" Program)**

Robotics 801A is composed of technical learning opportunities as well as scientific knowledge, skills, and technological/societal connections through an automated and radio-controlled robotics design context. This course extends the knowledge and skills in Applied Science (SCI701A) through the introduction of automation (computer programming) into the engineering design process along with a greater emphasis on synthesis through open-ended project based design challenges.

### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of Applied Science 701A or SCI421.**

## **INTRODUCTION TO AUTO SERVICE – AUT701A**

Introduction to Auto Service introduces students to tools, equipment, theories, and practices common to the trade with a constant emphasis on safe work habits. In this course, students will learn how to communicate effectively and present themselves professionally; assemble components using a variety of fasteners and adhesives; perform basic heating, cutting, and welding procedures; diagnose and service wheels and tires, and perform basic maintenance.

**This course is a prerequisite for all other-Automotive courses.**

## **BASIC POWER TRAIN – AUT801A**

A basic working knowledge of the major systems of a vehicle is essential for any auto service technician. The basic powertrain course introduces students to engine operation, cooling systems, and vehicle drivelines. Students will learn about the operation of internal combustion engines and various fuel types and practice performing accurate measurements using a variety of common measuring tools. Students will conduct tests and service vehicle cooling systems, learn to diagnose and repair problems related to vehicle drivelines.

### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of AUT701A**

## **BRAKE SYSTEMS – AUT801B**

Brakes are one of the most fundamental safety systems on a vehicle. This course focuses on the components, types, service and diagnosis of brake systems. Students will develop a clear knowledge of the fundamentals of friction and hydraulics related to brake component function. Students will learn to service, repair, and diagnose drum brake systems, disc brake systems and power brakes. Students will also be introduced to Antilock Brake Systems.

### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of AUT701A.**

**Recommended: Successful Completion of AUT801A.**

## **ELECTRICAL SYSTEMS - AUT801C**

Today's automobiles use electricity to operate many different devices and systems. During this course, students will develop a basic understanding of electrical principles, fundamentals of magnetism and scientific principles related to vehicle electrical systems. Students will learn to service, test and diagnose problems related to batteries. They will service and repair basic electrical circuits and use electrical meters and scan tools to test and diagnose vehicle electrical systems.

### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of AUT701A.**

**Recommended: Successful Completion of AUT801A.**

### **STEERING SYSTEMS - AUT801D**

The steering gear mechanism is an integral component of any vehicle system. Service Technicians must have a clear understanding of the principle of operation and components of steering systems. Students will learn how to diagnose and correct problems related to vehicle steering components. They will also learn about the service and repair of manual and power steering systems. Students will learn about the service and repair of steering columns and basic frame construction.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of AUT701A.**

**Recommended: Successful Completion of AUT801A.**

### **SUSPENSION SYSTEMS - AUT801E**

Suspension and steering components are second only to brakes among the most crucial safety systems in any vehicle. Students will learn about common steering angles and how each affects vehicle handling, and about basic alignment procedures. They will also learn to diagnose and correct problems related to vehicle suspension and steering components and perform a standard motor vehicle inspection.

#### **Creativity and Innovation Credit**

**Prerequisite: Successful Completion of AUT701A.**

**Recommended: Successful Completion of AUT801A.**

### **CAREER AND TECHNICAL EDUCATION—CTE801A**

Offered 2024-2025 CTE801A provides students an opportunity to explore technical occupations and/or skilled trade related careers. Students are expected to work safely, build problem solving skills, work collaboratively, think critically, and take responsibility for their own learning within the course. These courses should strive to integrate both the practical and theoretical components of the area of focus, providing time for students to practice the skills needed, acquire the knowledge base, and develop projects that require the active engagement of both the hands and the mind.

Students are expected to think reflectively and critically of their work and be prepared to suggest ways in which their work/skills can improve.

### **CAREER AND TECHNICAL EDUCATION –CTE701A**

Offered 2025-2026

### **INTRODUCTION TO CARPENTRY TECHNOLOGY – CAR701A**

Introduction to Carpentry Technology is a project based course where students can expect to be engaged in carpentry projects that will develop their technical skills and challenge their critical thinking. CAR701A provides students the opportunity to develop technical skills with tools, equipment, and safe work practices within a Carpentry setting. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

**CAR701A is the prerequisite course for all 800 level CTE-Carpentry Technology courses.**

### **FRAMING SYSTEMS LEVEL 1 -- CAR801A**

Framing Systems Level 1 is a project based course that introduces students to the fundamentals of framing within the Carpenter trade. Students will develop technical skills related to wall and floor framing and develop knowledge related to the effect forces have on, and how forces are transferred through, structures. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

#### **Creativity and Innovation Credit**

**CAR801A is the prerequisite course for CAR801B – Framing Systems Level 2**

### **FRAMING SYSTEMS LEVEL 2 – CAR801B**

Offered 2023-2024. Framing Systems Level 2 builds on the technical skills introduced in the Framing Skills Level 1 course. Students are expected to perform framing tasks with an increased proficiency and be able

to articulate why particular techniques are used in different situations. Students will explore the building envelope and understand its implication related to framing and structures. Students are expected to continue to develop safe work habits, effective time/project management skills and work effectively with others.

**Creativity and Innovation Credit**

**Prerequisite: Successful Completion of CAR701A and CAR801A**

**FRAMING SYSTEMS LEVEL 1 and 2- Double Credit - CAR802A**

Framing Systems Level 1 is a project based course that introduces students to the fundamentals of framing within the Carpenter trade. Students will develop technical skills related to wall and floor framing and develop knowledge related to the effect forces have on, and how forces are transferred through, structures. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others. Framing Systems Level 2 builds on the technical skills introduced in the Framing Skills Level 1 course. Students are expected to perform framing tasks with an increased proficiency and be able to articulate why particular techniques are used in different situations. Students will explore the building envelope and understand its implication related to framing and structures. Students are expected to continue to develop safe work habits, effective time/project management skills and work effectively with others. **Prerequisite: Successful Completion of CAR701A**

**CARPENTRY SKILLS LEVEL 1 – CAR801C**

Carpentry Skills Level 1 is a project based course designed to introduce students to the wide range of carpentry and construction skills required when working within the carpentry trade. Students are expected to develop their technical skills related to the safe operation of common woodworking tools, technical drawings, and essential skills required within the Carpenter trade. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

**Creativity and Innovation Credit**

**CAR801C is the prerequisite course for CAR801D – Carpentry Skills Level 2**

**CARPENTRY SKILLS LEVEL 2 -- CAR801D**

Carpentry Skills Level 2 builds on the technical skills and knowledge introduced in the Level 1 course. Students are expected to perform construction and carpentry related projects/tasks with a high level of technical skills and be able to articulate why particular techniques are used in different situations. Students are expected to continue to develop safe work habits, effective time/project management skills and work effectively with others.

**Prerequisite: Successful Completion of CAR 701A and CAR801C**

**Creativity and Innovation Credit**

**CARPENTRY APPRENTICESHIP - CAR801E**

Carpentry Apprenticeship is designed to provide students who are considering a future career related to the skills trades an understanding of the skills and knowledge expected from an apprentice. The course will provide students an opportunity to explore the full range of topics expected from a level 1 Carpenter apprentice. Students will work on projects that support the continued development of their technical skills while becoming more articulate in their knowledge related to the carpentry trade.

**Creativity and Innovation Credit**

**Students wanting to challenge the Level 1 Apprenticeship Exam for Carpenter will require this course plus a minimum of four other CTE-Carpentry courses. The student's average in all courses must be at or above 70% to qualify to challenge the Apprenticeship Exam.**

### **SHIELDED METAL ARC WELDING (SMAW) LEVEL I -- WEL701A**

The SMAW Level I course is the entry level course to Welding Technology. Students will be introduced to tools, equipment, theories and practices that are common to the trade with a constant emphasis on safe work habits. Students will develop attention and concentration skills that will allow them to minimize the hazards associated with welding. The course will focus on the SMAW process to establish a basic foundation of welding skills. Students may also experience other welding processes as determined by the course projects.

**This is a recommended prerequisite course for all other Welding Technology courses.**

### **SHIELDED METAL ARC WELDING (SMAW) LEVEL II -- WEL801A**

Welders always strive to achieve a high standard of quality in their work. During this course, students will identify and describe the various types of weld joints and learn to select the proper electrodes for various SMAW tasks and diagnose and correct problems that arise when using SMAW equipment. They will also identify and safely use power tools common to the trade, and develop the theoretical and practical knowledge to perform high quality SMAW welds.

**Creativity and Innovation Credit**

### **GAS METAL ARC WELDING (GMAW), LEVEL I -- WEL801B**

Gas metal arc welding is extensively used in industry and is a process that a welder is most likely to use throughout his/her career. During this course, students will learn to identify, describe and safely use the equipment and tools required to perform GMAW welds. They will select the proper GMAW filler metals and shielding gases and correctly identify and select proper weld joints. Industry demands and sets a high standard for welders. Students are expected to develop the physical hand skills in GMAW required by industry and perform SMAW welds in all relative positions.

**Creativity and Innovation Credit**

**This course is a prerequisite for WEL801C GMAW Level II.**

### **GAS METAL ARC WELDING (GMAW), LEVEL II -- WEL801C**

The GMAW Level II course will focus on students building proficiency and accuracy within the skill of GMAW welding. Industry demands and sets a high standard for welders, and students are expected to develop the physical hand skills required to perform GMAW welds in all relative positions. This will include maintaining and adjusting equipment, power sources, and consumables to ensure quality welds.

**Creativity and Innovation Credit**

### **FLUX CORE ARC WELDING (FCAW) - WEL801D**

Flux Core Arc Welding is recognized as a high production process for welded fabrication projects. During this course students will learn to select and safely use the correct FCAW equipment, shielding gases and filler metals and perform FCAW welds in all positions. They will also combine the GMAW and FCAW welding processes.

**Creativity and Innovation Credit**

**Prerequisite: Successful Completion of WEL701A.**

### **GAS TUNGSTEN ARC WELDING (GTAW) - WEL801E**

Gas Tungsten Arc Welding is a precise method of welding various types of metal. GTAW is a widely used welding process in the welding fabrication industry. During this course students will learn to identify, describe and safely use the equipment and tools required to perform GTAW welds in a variety of positions on various types of metal.

**Creativity and Innovation Credit**

**Prerequisite: Successful Completion of WEL701A**

**INTRODUCTORY COMPUTER STUDIES -- CMP521A (Course Eligible for “FIT” Program)**

Offered 2024-2025. CMP 521A is an introduction to Computer Science provides exposure to four big ideas: data analysis, prototyping, computer literacy, and programming skill development. The course focuses on the introduction of principles, methodologies, and skills that provide a foundation for understanding how computer science can enable students to better understand the world in which they live. Students will strive to complete meaningful work using a range of tools and software that builds resilience, confidence, and competency in computer science. This is an introductory level course and no prerequisites are required.

**Creativity and Innovation Credit**

**COMPUTER STUDIES -- CMP621A (Course Eligible for “FIT” Program)**

Offered 2025-2026. CMP621A is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming and dynamic website publishing/app programming. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course. Topics include: HTML, CSS, JavaScript, Python and web scrapping.

**Creativity and Innovation Credit**

**Note: Good mathematical skills and the successful completion of the CMP521A course are highly recommended for students enrolling in this course**

**APPLIED DIGITAL COMMUNICATIONS – ADC701**

ADC701A will provide foundational computer technology experiences. In this course, students have the opportunity to enhance skills in the following: keyboarding, word processing, desktop publishing, visual presentations, spreadsheet and graphing, computer literacy/operating systems, and effective Internet and email usage. The above skills are essential for computer integration across the curriculum, for computer literacy, and for participation workplace. Proper keyboarding skills help to reduce injury and strain as a result of increased use of computer technology.

**IT ESSENTIALS – ITE801A**

Offered in 2024-2025. The CISCO IT Essentials: PC hardware and Software Networking Academy curriculum is used for this course. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Further topics include connecting to the Internet, sharing network resources, configuring wireless connectivity, maintaining laptops and portable devices, examining security, safety, and developing communications skills. Students participate in hands-on activities and lab based learning to become familiar with various hardware and software components and discover best practices in maintenance and safety. The curriculum aligns to the Comp TIA A + Essentials industry certification, preparing students for entry level careers in field service technician, bench technician, help desk support, and computer sales representative occupations. Students who enroll in ITE801A are not expected to have any previous technical skills or knowledge.

IT Essentials is a required course for the Focus on Information Technology (FIT) certificate program. Advanced standing based on the successful completion of ITE801A, IT Essentials, will be granted to students who apply to the following Holland College programs: Computer Networking Technology or Computer Information Systems.

In addition to advanced standing, Holland College will provide transfer credit to students who successfully complete the ITE801A course with an overall average of 70%. Full transfer credit applies to the following Holland College courses: CMPH1000, CMPS1000, CIS1301, or CIS1306.

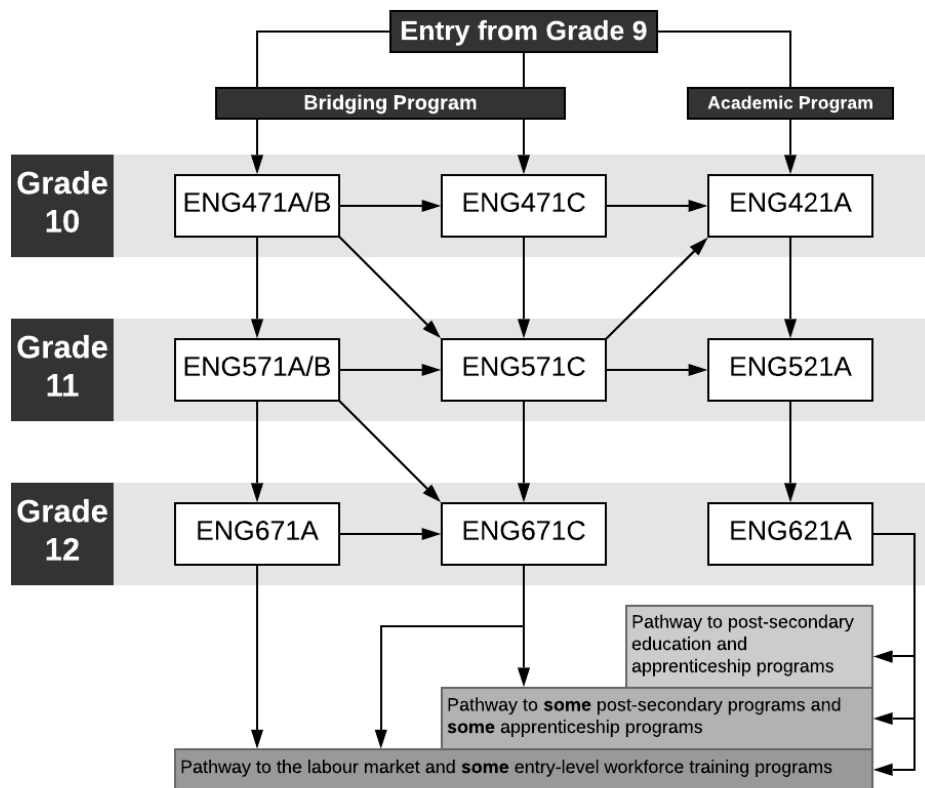
**Note: This is an introductory level course and no prerequisites are required.**

## ENGLISH

The goals of all three pathways are to provide the prerequisite knowledge, skills, understandings, and attitudes for specific post-secondary programs or direct entry into the workforce. All three pathways support students in developing skills within the three strands of the English Language Arts Program: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing.

Note the 10-12 English Language Arts Bridging Program (English 471A/B, 471C, 571A/B, 571C, 671A, 671C) replaces the former general (English 431A, 531A and 631A) and practical (English 451A, 551A, and 651A) programming. Students who earn C level courses should have the literacy skills to be successful in the academic program. As a result, students may decide to transition from C level courses to academic (English 421A, 521A, and 621A) at any point in their high school years. Students and teachers will co-construct pathways to graduation.

With the exception of English 671C, all other Bridging Program courses are Pass/Fail. Students demonstrate growth on a continuum within the Specific Curriculum Outcomes and their work is illustrated in a portfolio of learning. English 671C is assessed with a percentage grade and is equivalent to English 631A with respect to post-secondary requirements. 671C students will be assigned a grade at the end of the semester based on their academic achievement in relation to the Specific Curriculum Outcomes. English 421A, 421B, 521A and 621A reflect the academic program. These courses will continue to be assessed with a percentage grade. Students should always refer to specific post-secondary institution requirements while planning their pathway to graduation.



### Note:

- ENG671C - English is equivalent to the former ENG631A - English with respect to post-secondary entry requirements.
- Pathways are noted as examples; requirements for specific post-secondary programs or institutions should be considered when choosing and selecting courses.

## -- ENGLISH CORE COURSES --

### **ENGLISH -- ENG421A**

This integrated Language Arts course is designed to help students reach a high level of skill in all three strands of the English Language Arts Curriculum: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. This course is grounded in fundamental skills that ensure students are prepared for the variety of pathways they may take after high school. This course will include a balanced literacy program with a variety of resources to engage students in meaningful activities that will support their development in the ten specific curriculum outcomes.

### **English--ENG471A/B/C**

This course is designed to support students working toward basic literacy skills. Students will learn a wide range of strategies that will support them throughout the reading process. Students will apply these strategies before, during, and after reading. Students will also refine writing skills to construct a variety of texts. English 471A/B is an individualized pass/fail program. Students are regularly evaluated on a continuum of learning and must make a minimum of one grade level gain in reading and writing to earn credit.

**Upon entry, students should register for English 471A. Students who decide to continue in this program second semester but are not ready for English 471 C, may register for English 471B.**

### **ENGLISH -- ENG521A**

ENG521A examines major genres such as drama, poetry, fiction, nonfiction and visual/multimedia. While recognizing the diverse community of learners, ENG521A requires all students to apply previously attained knowledge and skill in new ways, thus leading them to higher levels of achievement and increasing their skill in Speaking and Listening, Reading and Viewing, Writing and Representing.

**ENG421A, ENG521A, and ENG621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.**

### **ENGLISH -- ENG571 A/B/C**

This course is designed to support students working towards essential literacy skills. Students will continue to improve before, during and after reading strategies to evaluate increasingly complex texts. Students will write in a variety of forms while improving written communication. Students will also experience a range of learning opportunities in research and oral communication. Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Successful students will demonstrate at least one grade level of growth in the Specific Curriculum Outcomes.

**Please note: Students who completed ENG471A or ENG471C should register based on their teacher's recommendation. Students who successfully completed ENG421A are to register for ENG521A.**

### **ENGLISH -- ENG621A**

This course is, for most students, the last high school course in English prior to entering post-secondary studies. Therefore, in writing, attention is given to research and argumentative essays; and in literature, the study of form becomes more important. The reading of novels, drama, short stories, essays, and poetry begun in earlier years is continued in this course, but with increased emphasis on structure and authors' techniques. However, the inquiry approach with its emphasis on active student involvement is followed. Furthermore, the process approach to writing is continued.

### **ENGLISH -- ENG671A/C**

Students in this course will read a wide variety of texts and write in wide variety of forms to help them make meaning of the world they experience now, and will experience as adults. Students will be provided with opportunities to speak clearly and with confidence, and to listen attentively and respond appropriately in a small or a large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding and appreciation for this medium.

**Please note: Students who completed ENG571A or ENG571C should register based on their teacher's recommendation. Students who successfully completed ENG521A are to register for ENG621A.**

## -- ENGLISH ELECTIVES --

### **WRITING—WRT421A**

Offered 2025-2026 This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (prewriting, drafting, revising, editing, and publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, documenting sources): practical strategies are explicitly taught and modeled to support each stage of the above processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise. Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters, and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

**Note: This course is highly recommended to students wishing to improve their writing skills.**

### **CREATIVE WRITING -- WRT521A**

**Offered 2024-2025** This course encourages students to develop creative ideas and express them through writing in a variety of forms and genres. The four major genres featured are poetry, short fiction, play writing, and nonfiction, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing. Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have opportunity to develop and practice the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work. The purpose of Creative Writing 521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

**Creativity and Innovation Credit**

### **COMMUNICATIONS—COM801A**

This course is designed to help the student become proficient with the fundamental principles of communication in order to be successful in an ever-changing marketplace. Emphasis is placed on the six strands of the communication process: reading with comprehension, writing with clarity and purpose, speaking with confidence and precision, listening with sensitivity and perception, viewing with understanding, and representing as a means of exploration. In addition, students will acquire the technological skills needed for tomorrow's workplace with include word processing skills, advanced features of email, and effective Internet searching.

This course will have entrance recognition at Holland College, with the curriculum designed to link to post-secondary opportunities in the studies of Office Systems Administration and Business Administration.

## -- CORE FRENCH --

### **FRENCH -- FRE421A**

FRE421A is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: Canadians, Childhood Memories, Volunteering, and Getting a Driver's License. Both oral and written communication skills are developed in the context of authentic situations, and French is the working language of the classroom. For each module studied, the student will be responsible for completing a final project or task, and all work in that unit will contribute to the achievement of that goal. Evaluation will be based on listening, reading comprehension, written, and oral production.



**FRENCH -- FRE521A**

FRE521A is a continuation of the FRE421A program but with different themes which include Extreme Weather, Film-Making, Planning a Trip, Lifestyles – Knowing Yourself, Crime and Violence, and The Theatre.

**Prerequisite: Successful Completion of French 421A.**

**FRENCH -- FRE621A**

Offering 2025-2026. The same philosophy, methodology, and organization of modules is used in FRE621A as is outlined at the two previous levels. The themes identified for this level are Racism and Discrimination, The Arts, Media, Life after School, and Technology in Society.

**Prerequisite: Successful Completion of French 521A.**

<b>-- FRENCH IMMERSION --</b>
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**FRENCH -- FRE421F**

This course integrates lexic development, grammar, composition, literature, and culture. At this level, the emphasis is on both oral and written texts, whether it be fiction or non-fiction, where students are exposed to a variety of genres. Students are asked to improve their writing skills through a variety of structured and challenging assignments, and will develop their oral skills by giving presentations and presenting short drama skits. Culture is integrated throughout the course.

**FRENCH -- FRE521F**

This course is a continuation of FRE421F with more emphasis on literature, including plays, novels, short stories and comic strips. Students are expected to improve their communicative skills, both written and orally, as well as present several projects throughout the semester individually and in groups.

**Prerequisite: Successful Completion of FRE421F.**

**FRENCH -- FRE621F**

This course continues to emphasize the development of communicative skills, the study of literature, oral and written projects, and learning the functional aspects of grammar.

**Prerequisite: Successful Completion of FRE521F.**

**GLOBAL ISSUES/ Les enjeux mondiaux --GEO621F**

Offered 2024-2025. This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of “global issue” and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

**CANADIAN LAW/ Le droit—LAW521F**

Offered 2025-2026. This is an introductory law course designed to give students an overview of the following legal topics: introduction to the Canadian legal system, rights of the individual, criminal law, civil law, the Young Offenders Act, family law, the law on drugs and alcohol, and immigration laws. Students will be expected to research and examine current legal issues and case studies.

## **SCIENCE--SCI421F**

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in sciences in later years. The units of study include: Sustainability of Ecosystems; Chemical Reactions; Physics; and Weather Systems. Lab and field activities will complement the curriculum.

**NOTE: French Immersion students require six (6) French Immersion credits (3 French credits, 2 Social Studies Credits, and one Science 421F credit) to obtain a French Immersion Graduation Certificate.**

## **-- SOCIAL SCIENCES AND HUMANITIES --**

### **FOODS AND NUTRITION -- FDS421A**

Foods and Nutrition 421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide. Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post-secondary education, or a career in food services.

**This is a recommended prerequisite course for all Culinary Skills courses.**

### **FAMILY LIFE EDUCATION -- FAM421A**

**Offered 2025-2026** This personal development curriculum has themes on relationships, human sexuality, and healthful living. It is intended to help students know and appreciate themselves – their values, interests and abilities – develop a variety of skills, attitudes, and behaviours that promote successful relationships, assume responsibility for personal health and well-being, and to enhance the central roles played by work and family in daily life. Its main focus is on adolescence. This course is designed to be participatory with emphasis upon effective communicating and decision-making.

### **FAMILY LIFE -- FAM621A**

**Offered 2024-2025** Unit topics included are: Family as a Basic Unit, Choosing a Partner, Getting Married, The Marriage Relationship, Facing Family Challenges, Transition to Parenthood, Late Adulthood, and the Nature of Marriage and the Family.

### **CHILD CARE -- CHD802X**

This program is designed to provide a broad range of basic skills in the area of child care. It consists of a combination of theories of child development as well as practical experience in operating a day care. It is recommended that students enrolling in CHD802 also enroll in FAM621. After being selected through an application process, successful applicants will acquire skills which will be of personal benefit to them. The program will aid them in gaining employment in the area of child care, and will provide students with a firm basis to pursue studies at the post-secondary level. Note: This course is open to Grade Twelve students only. Strongly recommend to take FDS421 prior to CHD802X

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

### **CLOTHING -- CLO521A**

**Offered 2025-2026** This course is designed to create an interest in all aspects of clothing, including fabrics, fibers, construction, and wardrobe planning. Students will learn to use and care for a sewing machine and other sewing equipment, to select and use commercial patterns, and to select and prepare fabric for clothing construction. Students will be required to construct sufficient sewing projects to practice such techniques as waistbands, collars, sleeves and cuffs, zippers and buttonholes, pockets, hems, and pressing techniques. In addition to these skills, students should also have the knowledge to help them make wise clothing related choices in the marketplace, and to maintain and care for their own clothing.

Prerequisite: Formal application, teacher recommendation(s), excellent attendance, and successful interview.

### **FASHION--PSI701X**

Offered 2024-2025 This course is designed to create and/or further an interest in all aspects of clothing with an emphasis on 1) The history of clothing 2) Textiles (natural fabrics, synthetic materials) 3) The elements of design (colour, line, proportion etc.) 4) Designing your own pattern or modifying commercial patterns to suit specific needs. Students will learn enhanced techniques of clothing construction such as different types of zipper applications, buttonholes, specialized darts. These will be included in a variety of sewing projects that students must complete.

### **HOSPITALITY AND TOURISM -- HOS801A**

This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the various sectors of the industry such as accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services, and transportation. Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called Super Host.

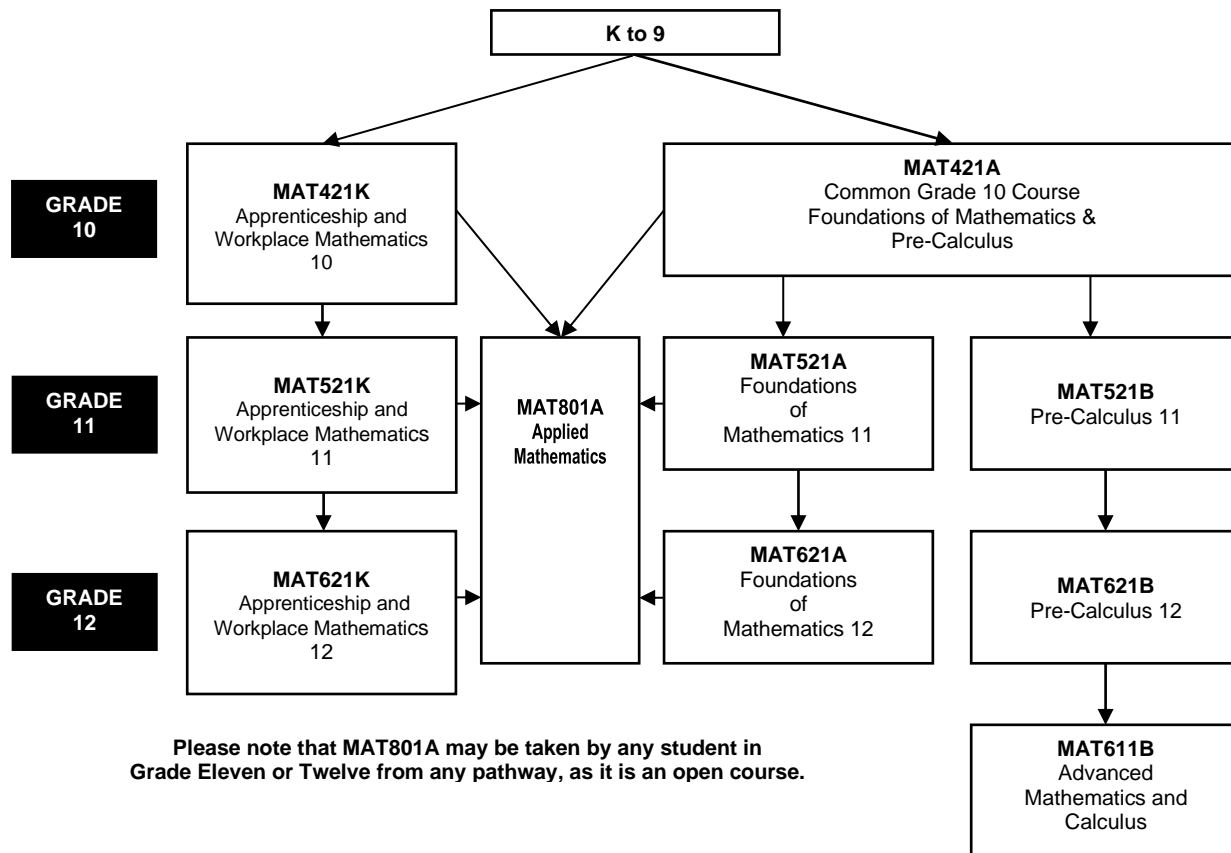
**This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of Tourism and Hospitality.**

## **-- MATHEMATICS REQUIREMENTS, RECOMMENDATIONS AND PATHWAYS --** Visit the Student Services Office for Further Clarification

The Prince Edward Island High School Mathematics Curriculum now includes three pathways:  
**Foundations of Mathematics, Pre-Calculus and Apprenticeship and Workplace Mathematics.**  
A student may choose one of the following options:

1. Students who plan on taking programs at a post-secondary institution that ***do not*** require theoretical calculus (such as arts programs) should register in the **Foundations of Mathematics** courses (MAT421A, MAT521A, MAT621A)
2. Students who plan on taking programs at a post-secondary institution that ***do*** require theoretical calculus (such as science and engineering programs) should register in the **Pre-Calculus** courses (MAT521B, MAT621B, MAT611B) after taking MAT421A in Grade 10.
3. Students who plan on taking trades programs or directly entering the work force should register for the **Apprenticeship and Workplace Mathematics** courses (MAT421K, MAT521K, MAT631A).

**Student should visit the Student Services Office for further clarification.**



**-- MATHEMATICS --**

**FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS -- MAT421A**

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations. *It is recommended that students have a good background in Grade Nine mathematics.*

**Prerequisite: Successful Completion of Grade 9 Math. Students who have not successfully achieved Grade 9 outcomes should register for MAT421K**

**APPRENTICESHIP AND WORKPLACE MATHEMATICS 10 -- MAT421K**

This is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT421K, combined with the Grade Eleven course (MAT521K) and a Grade Twelve course (MAT631A or MAT801A), will meet the requirements necessary to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as measurement, area, the Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

### **FOUNDATIONS OF MATHEMATICS 11 – MAT521A**

This is a second-level mathematics course which 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. The topics covered are logical reasoning, angles and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning.

**Note: Students cannot receive credit for both MAT521A and MAT521B, or for both MAT521A and MAT521E.**

**Prerequisite: Successful Completion of MAT421A**

### **PRE-CALCULUS – MAT521B**

This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. The topics covered are sequences and series, trigonometry, quadratic functions, radical functions, rational functions, absolute value functions, systems of equations and inequalities.

**Note: Students cannot receive credit for both MAT521A and MAT521B.**

**Prerequisite: Successful Completion of Math 421A with 75% or higher.**

### **APPRENTICESHIP AND WORKPLACE MATHEMATICS 11 -- MAT521K**

This course continues the exploration of how essential skills are used in the workplace and in everyday life. MAT521K, combined with a Grade 12 Mathematics (MAT621K or MAT801A) will meet the requirements to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

**Prerequisite: Successful Completion of Math 421A or Math 421K.**

### **FOUNDATIONS OF MATHEMATICS 12 -- MAT621A**

This is a third level mathematics course which is intended for students planning to enroll in post-secondary programs that do not require the study of calculus, such as arts programs. It introduces students to topics such as financial mathematics, logical reasoning, probability, combinatorics, functions, and polynomial, exponential, logarithmic, and trigonometric functions.

**Note: Students cannot receive credit for both MAT621A and MAT621B or for both MAT621A and MAT521E.**

**Prerequisite: Successful Completion of Math 521A.**

### **PRE-CALCULUS 12 -- MAT 621B**

This is a third level mathematics course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as transformations, functions, trigonometry, exponential functions, logarithmic functions, function operations, and combinatorics.

**Note: This course is a prerequisite for MAT611B. Note: Students cannot receive credit for both MAT621A and MAT621B.**

**Prerequisite: Successful Completion of Math 521B with 65% or higher recommended.**

### **CALCULUS -- MAT611B**

This is an introductory calculus course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.

**Prerequisite: Successful Completion of Math 621B with 65% or higher recommended.**

### **APPRENTICESHIP AND WORKPLACE MATHEMATICS 12 -- MAT621K**

This course will meet the requirements to enter many community college programs. MAT621K includes topics in measurement and probability, working with data, linear relationships, owning and leasing a vehicle, properties of geometric figures, transformations, and trigonometry.

**Prerequisite: Successful Completion of Math 521K or Math 521A.**

### **APPLIED MATHEMATICS -- MAT801A**

This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trade related courses. MAT801A will meet the requirements for some community college programs. The units of study include mathematical essentials, construction/housing, electrical, spatial sense, and fabrication.

## **– PHYSICAL EDUCATION –**

### **PHYSICAL EDUCATION - WELLNESS -- PED401A**

The purpose of PED401A (Wellness) is to develop confident and competent students who understand, appreciate, and engage in a balanced, healthy, and active lifestyle. This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person's development. Throughout PED401A, opportunities are provided for students to attain and maintain a healthy mind, body, and spirit. Young people can acquire the understandings, skills, and confidence needed, for example, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being. This course will broaden, extend, and reach beyond traditional ideas of fitness and health. It is a way of doing and is a compliment and extension of learning from the K-9 physical education curriculum. This curriculum is committed to and appreciates what students do, think, feel, and believe about their wellness. It is a positive, active approach to living and will enhance the quality of life we should enjoy when the physical, psychological, spiritual, social, and environmental dimensions in our lives are balanced. No dimension should be neglected or overemphasized.

### **PHYSICAL EDUCATION (LITERACY) - PED801A**

This course represents a unique journey for each student, can be enjoyed through a range of movement activities and environments, and contributes to the present and future development of their whole self. The learning outcomes of this course are inclusive to all students and will provide opportunities for them to Students will explore and elevate their physical literacy by developing essential and interconnected elements whose importance may change throughout life:

- Motivation and confidence
- Physical competence
- Knowledge and understanding
- Engagement in movement activities for life

Physical literacy is an elective course credit for students in their second or third year of senior high school. This course is sequential with PED401A and is intended to promote the value of physical literacy and physical activities for life.

### **HEALTHY ACTIVE LIFESTYLES – HAL601X**

Students will model an active/healthy lifestyle and recommend future changes and modifications to one's personal activity and health plan to maintain or improve their current or future health. By covering the many different aspects of health and wellness, students will be exposed to what individuals need to do to improve their overall health. The topics to be covered in class may include: outdoor recreation (i.e. camping, nutrition body image, aspects of wellness, workplace wellness, and careers in kinesiology, recreation and leisure, and health professions.

**Note: Available to Grade Twelve Students Only**

### **LEADERSHIP -- LED621A**

This course will enable students to personally develop their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects that will enhance the well-being of self and others. By building on a foundation of leadership concepts and theories, students will have many opportunities to apply their learning to develop effective communication strategies, group dynamics, and teamwork skills, and become more socially and personally responsible for their actions. Students will extend their leadership abilities and discover service learning opportunities to model effective leadership both within and beyond the classroom. This course will allow students to take pride in their learning by presenting evidence of their personal leadership and how this growth will benefit them in all areas of their lives.

**Note: Thirty (30) hours of volunteer work must be completed to receive this credit.**

**Prerequisite: Successful Completion of PED801A or Permission of the Instructor.**

## – SCIENCE –

### **AGRISCIENCE -- AGS801A**

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. The major topics include: Overview of Agriscience, Soil and Water Management, Plant Biology, Crop Production, and Green Spacing. Some course content is flexible to allow teachers and students to take advantage of selecting crops or topics of special interest.

**Prerequisite: Successful Completion of SCI431A or SCI421A.**

### **BIOLOGY -- BIO521A**

This is the first science course in which the focus is entirely on the life sciences. Biology 521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: Matter and Energy for Life, Biodiversity, Maintaining Dynamic Equilibrium (systems: Circulatory, Respiratory, Digestive, Excretory, Immune), Interactions Among Living Things.

**Prerequisite: Successful Completion of Science 421A.**

### **BIOLOGY – BIO621A.....**

This is the second science course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include: Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine), Reproduction and Development, Genetic Continuity, Evolution, Change & Diversity.

**Prerequisite: Successful Completion of Biology 521A.**

### **HUMAN BIOLOGY -- BIO801A**

This course is designed to introduce students to the structure, function, and interrelation of the various systems in the human body that are required to maintain homeostasis. The units of study include: Homeostasis; Nutrition; Digestive System; Circulatory System; Blood and Immunity; Respiratory System; Excretory System; Skeletal System; Muscular System; Nervous System; Endocrine System; Reproductive System; Embryonic Development; Genetics. BIO801A will provide students with the opportunity to develop knowledge, skills, and the science-technology-society-environment connections concerning the functioning of their body. In addition, students will hopefully develop a positive attitude toward, and an appreciation for, the life sciences.

### **CHEMISTRY -- CHM521A**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A builds upon the knowledge and skills found in the unit called *Chemical Reactions* in Science 421A. The units of study in Chemistry 521A include: Stoichiometry, From Structures to Properties, and Organic Chemistry. Chemistry 521A provides the quantitative foundation, as well as the chemical structure and properties, required for the future study of chemistry.

**Prerequisite: Successful Completion of Science 421A.**

**CHEMISTRY -- CHM621A**

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A provides the foundation for the units of study in Chemistry 621A. The units of study in Chemistry 621A include: Thermochemistry, From solutions to Kinetics to Equilibrium, Acids and Bases, and Electrochemistry.

**Prerequisite: Successful Completion of Chemistry 521A.**

**OCEANOGRAPHY -- OCN621A**

OCN621A is an integrated science course that examines the geological, chemical, physical, and biological aspects of the marine environment. Students will be made aware of regional, national, and global ocean-related issues.

**Prerequisite: Successful Completion of Science 421A.**

**PHYSICS -- PHY521A**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. This course builds upon the knowledge and skills found in the unit called Motion in Science 421. The units of study in Physics 521 include: Kinematics (study and description of motion), Dynamics (study of forces that explain motion), Momentum and Energy, and Waves. This course provides the quantitative and theoretical foundation for the units of study in Physics 621A by introducing wave motion and examining, in one-dimension, the topics of Kinematics, Dynamics, and Momentum.

**Prerequisite: Successful Completion of Science 421A or Science 701A and Math 421A.**

**PHYSICS -- PHY621A**

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving Physics. Physics 521A provides the foundation for the units of study in Physics 621A. Topics related to kinematics, dynamics, and energy in Physics 621A will include two-dimension analysis. The units of study in Physics 621A include: Force, Motion, Work, and Energy; and Fields.

**Prerequisite: Successful Completion of Physical 521A.**

**SCIENCE – SCI421A**

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. The units of study include: Sustainability of Ecosystems; Chemical Reactions; Motion; and Weather Dynamics.

**SCIENCE -- SCI431A**

This course introduces students to concepts that are relevant in today's world. It encourages students to become interested and inquisitive in a variety of scientific topics. The course is divided into four units: Ecosystems; Chemical Reactions; Physics; and Weather Systems. Lab and field activities will complement the curriculum.

**APPLIED SCIENCE – SCI701A**

Applied Science 701A is a physical science course that develops students' scientific and technological knowledge and skills through the use of technology and a robotics design and construction context. It contains a balance of theory, design, and experimental activities that builds student scientific and technological literacy using the processes of inquiry, problem solving and decision making. Furthermore, this course provides students with an opportunity to investigate energy resources in order to help them appreciate the importance of energy and alternate fuel sources. As well, students will explore a range of career opportunities in the area of applied science.



## – SOCIAL STUDIES –

### **CANADIAN STUDIES -- CAS401A**

CAS401A is designed to meet the needs of students with a wide range of abilities and interests, and will engage students in a broad overview of historical and contemporary factors that form and continue to influence our identity as a country. Areas of study include geography, history, economics, culture, and citizenship. Interdependence is a persistent theme in our global world and will extend grade nine Atlantic interdependence to a broader Canadian context.

### **CIVICS and CITIZENSHIP- CIV421A**

CIV421A explores what it means to be an active citizen in a democratic society. Students will explore the rights and responsibilities which come with being an engaged citizen in their school, community, country, and globally. They will investigate the structure, operation, and selection of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models. The application of political thinking concepts will engage students in the political inquiry process to investigate and communicate informed opinions about political issues and developments that are of global, national significance, and of personal interest to them. Through the exploration of issues of civic importance and understanding the influence of social media, they will understand the role of civic engagement and explore the ways they can serve their communities.

#### **Canadian Content Credit**

### **GLOBAL STUDIES -- GEO521A**

This course investigates the study of geography, its methods and tools, and the application of geographic inquiry practices in making sense of the world around us. Students will explore patterns that exist in the natural world linking land, oceans, natural resources, and climates, and human activity. Because of the inherent interplay between people and place, current issues are an integral part of the Global Studies course although the emphasis is on physical geography concepts. The course is organized into three units of study: Geographic Methods, Physical Patterns, and Cultural Patterns. A *Global Classroom Initiative* component of the course provides a unique PEI - Kenya link during the final unit of the course.

### **GLOBAL ISSUES -- GEO621A**

This course is designed as an inquiry-focused study of world issues. Students will begin the course by exploring the concept of “global issue” and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

#### **Creativity and Innovation Credit**

### **GLOBAL ISSUES -- GEO631A**

The focus of this course is inquiry into contemporary global issues that may be political, geographic, economic, environmental, or cultural in nature. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying various topics of global concern. Course content is flexible in order to allow teachers and students to take advantage of selecting timely topics or areas of special interest. Knowledge and skill-building will be achieved through the use of multiple resources, both print and non-print. Students will engage in an inquiry project based upon a selected global issue which may become the basis for their active citizenship project. Assessment will be balanced between content knowledge and inquiry process skills.

#### **Creativity and Innovation Credit**

### **ANCIENT AND MEDIEVAL HISTORY -- HIS421A**

This survey course in ancient and medieval history traces the evolution and the principal events in human history. Students will be introduced briefly to the periods of pre-history before focusing more intently on ages and eras beginning with the Paleolithic Age (Stone Age). The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; and the Feudal System. Emphasis will be placed on relating historical events and legacies to the present.

### **20<sup>th</sup> CENTURY WORLD HISTORY – HIS521A**

History 521A is a contemporary study of the 20th Century with emphasis on conflict and the lessons learned from significant world events. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The focus will be on the impact of historical events and legacies of the early modern world on present-day society. A chronological survey of topics will include the Industrial Age and Imperialism, World War One and World War Two, The Cold War, the counterculture of the 1960's, conflict in the Middle East, the emergence of global superpowers, and changing global patterns in the 21st Century. There will be a significant focus of instruction and assessment on outcomes relative to the world wars and the Cold War era. Students of HIS 521A will demonstrate their capacity to interpret evidence, assess and defend positions, conduct inquiry related to our course topics.

### **CANADIAN HISTORY -- HIS621A**

Offered 2024-2025. This course was developed specifically to represent an Atlantic Canadian perspective within our national historical context. The course is organized into thematic units which address persistent questions in Canada's history. These questions form the basis for five of the six units in the course: Globalization, Development, Sovereignty, Governance, and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student inquiry and research using historiography and the historical method in the examination of Canada's history. Key topics studied through these approaches include, but are not limited to, First Nations, Colonialism, Confederation, World Wars, Free Trade, Constitutional Issues, Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

### **PEI HISTORY -- HIS621B**

Offered 2025-2026. A central focus of this course is the question: What does it mean to be an "Islander"? Using multiple sources and current concepts in historical inquiry, students will investigate the social, cultural, political, and economic development of PEI from its earliest records of settlement to the present. Students will study various historical themes and issues throughout a range of time to learn about Prince Edward Island's place in the world as a small island with its own unique story. Students will be challenged to deliberate on current Island issues and to recognize how history sometimes repeats itself in cases such as out-migration, economic development, and land issues. A major objective of the course is for students to utilize community resources, histories, and people as a basis for their own inquiry into a particular topic of Island history.

### **CONTEMPORARY WORLD HISTORY – HIS621X**

Contemporary World History 621 covers the period following WWII to the present. It emphasizes the global events which have shaped the world in which we live today. Topics studied include: The Cold War, Vietnam War, the Cultural Revolution of the 1960's, Middle East Conflict, the collapse of Communism and the evolution and struggle of the African continent. The course will require students to do primary and secondary research, and explore and compare the cultural, economic and political forces which have molded the contemporary world.

### **HISTORY OF POPULAR MUSIC – MUH801A**

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students' learning will center around the following: an examination of music in our lives, including its roles, genres, social context, and ways that it is experienced; distinguishing between listening and hearing (active and passive listening); and developing an understanding of terms and concepts associated with the elements of music that enable students to consider and discuss what they listen to, using the language of music.

## **INTRODUCTORY LAW -- LAW521A**

This course is an introduction to Canadian Law with an exploration of fundamental concepts such as the history and purpose of law, development of law, and administration of law in Canada. The course is organized into units that include Foundations of Law, Criminal Law, and Civil Law. Another unit, based upon an inquiry approach, provides an opportunity for students to further explore specific areas of interest that are not included in the core units such as Family Law, Contractual Law, Aboriginal Law, Media and Internet Law, and other areas.

## **– RESOURCE –**

### **RESOURCE- RES401A/501A/601A**

A number of students enter high school in grade ten with needs that cannot be addressed adequately through traditional courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student.

The goals of this course include:

- developing skills in communication, time management, organization, research, and study skills;
- exploring the relevance and potential career options resulting from the skills listed above;
- developing an awareness by the student of his/her personal learning style and academic strength;
- identifying and remediating learning difficulties and strengthening areas of academic concern;
- allowing students to experience success.

### **Course Entrance Criteria**

No student may select to take a resource credit. **Students must be referred/recommended by the school services team, the students' teachers, and school administrators.** Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.

### **MATH RESOURCE BRIDGING – MAT401X**

This credit is a bridging program that is intended for students who may require some additional support to be successful in MAT421A. Students would be identified by their current math teacher as someone who would benefit from this additional support. Supports could include, but would not be limited to: a review of foundational outcomes, gap filling, organizational strategies, and building problem solving skills. To ensure success in RES401X students must exhibit a good work ethic. As a guideline, students who finished grade 9 math between 50% - 65% might be considered as a good candidate for Resource Math.

Please note: Math Resource is a credit that is completed first semester and students are registered in their math credit course in second semester.