



# Bluefield High School Course Handbook 2026-2027

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## **Principal's Message**

This handbook is created for students, parents, and teachers. With it, each student should develop a plan to have a successful high school experience. The courses to be chosen, the requirements to be met, and the options available are all explained within these pages.

It is extremely important to choose the level of course that will challenge students to do their best and allow them to be successful. As well, each plan should involve courses that are of interest to the students yet will allow them to pursue their post secondary plans. Although we do not expect all students to have post secondary plans in place, it is essential everyone involved be aware of the basic requirements for graduation and further study.

I want to remind parents to follow their students' attendance and marks on Power School. If you do not know how to do this or have difficulties with this at any point in time throughout the year, please contact the school for support.

We hope this handbook will be helpful in the planning of courses for high school. It is only one of the resources available. The school administration and school counsellors are also available to answer any questions in this area. Please feel free to contact any of us via email. All emails are also listed on the website.

Stephen Wenn  
Principal

## Updated in 2026-2027

- **Rotation of Culinary Skills Courses**
- 2026 - 2027 offering Culinary Skills A
- 2027 - 2028 offering Culinary Skills B

## School Programs

Bluefield attempts to offer programs to meet the needs and interests of its students. In addition to the traditional academic, open, general, practical, and pre-vocational courses, Bluefield also offers the following programs.

- **Transition Action Plan (T.A.P.)**
  - The school attempts to adjust programming to provide for the needs of a select number of students whose needs are not met through existing course offerings. These adjustments are individual in nature and may include the assistance of resource teachers or educational assistants. By upgrading basic skills and cooperating with other agencies, attempts are made to ensure continued educational opportunities for all.
- **Co-operative Work Study**
  - Co-operative Work Study is a program that integrates classroom theory with practical experience in the work place. The program is based on a partnership between the school, business community, and industry, and involves the participation of students, teachers, employers, and, in most cases, employee supervisors. Students may acquire up to eight credits toward high school graduation.
  - The objectives of the “Co-operative Work Program” are:
    - (1) To assist students to make realistic career choices;
    - (2) To assist students to relate school subjects to career interests;
    - (3) To develop positive personal attitudes which are essential to succeed;
    - (4) To develop an appreciation and respect for people and the work they do;
    - (5) To develop employability skills for entrance to the world of work;
    - (6) To enable students to make the transition from school to work with competence and confidence;
    - (7) To develop an understanding of the world of business and industry; and
    - (8) To develop consumer survival skills.
- **Transition Program**
  - Transitions is a career exploratory program offered at Holland College as an introduction to their programs. This program has been designed to facilitate a smooth transition from high school to Holland College for interested students who have the maturity and motivation to explore their options while still completing high school.
  - Open to Grade 11 and 12 students, students will attend Holland College on a half-day basis, spending 14 half-days in each of five post-secondary areas.
  - Holland College chooses these areas on a yearly basis and they may include:
    - (1) Business;
    - (2) Health;
    - (3) Arts and Media;
    - (4) Trades and Technology; and
    - (5) Tourism and Culinary.
  - Program Mentors will support the students to complete and present a project for each area. While attending Holland College, students will be expected to participate in all aspects of the various programs.
  - **Note:** In addition to successfully completing CEO401A, acceptance into this program will be based upon a review of attendance and effort in CEO401A and will be at the discretion of the Administration. All those applying must fill out an application form provided by the student’s homeroom teacher.
- **Academy Diploma Program in Arts and Culture**
  - Bluefield students can apply to participate in the Academy Diploma Program in Arts and Culture. The Arts & Culture ADP provides opportunities for students to expand their learning as they explore career pathways and unlock their potential for an exciting future within the visual, technical and performing arts. More information can be found at: <https://sites.google.com/a/cloud.edu.pe.ca/career-education-pei/home/adp/arts-culture-adp/>.
- **French Immersion Certificate**
  - A French Certificate is obtained by completing 6 credits in French Immersion. It is expected that students will register in two courses in each calendar year. French Immersion students will have the opportunity in grade 12 to take the **DELF (an internationally recognized language proficiency test)**.

- **Bluefield Career and Technical Education (CTE) Skilled Trades Certificate**
  - A CTE Skilled Trades Certificate will be obtained by completing 6 credits from the Career and Technical Education (CTE) Skilled Trades course selection area. Each course must be completed with a minimum mark of 70%. Students are also encouraged to complete a Co-op Work Placement in a skilled trades area.

## Flexible Learning Opportunities

The Prince Edward Island Department of Education and Early Childhood Development offers a number of flexible learning opportunities for students in Prince Edward Island high schools. Flexible learning occurs in situations when the curriculum is not currently part of the *Senior High Program of Studies and List of Authorized Materials*, the method of curriculum delivery is not in a traditional classroom setting, or both. Visit the websites:

<http://www.gov.pe.ca/eecd/index.php3?number=1051627&lang=E>,  
[https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_flex\\_learning.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_flex_learning.pdf), and  
<https://www.princeedwardisland.ca/en/publication/md-2016-05-granting-credit-educational-activities-not-provided-education-authority> for more information on the following opportunities.

- **Independent study courses**
  - **ISC521A – Independent Study Course** 🌟 [Academic] - Grade 11 - 1 Elective Credit
  - **ISC621A – Independent Study Course** 🌟 [Academic] - Grade 12 - 1 Elective Credit
    - 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 that 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 his or her 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 enroll in this course. Independent study courses are developed cooperatively by the student and a supervising teacher, and are 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. The Independent Study Course 521A/621A Curriculum Guide and application forms are available online on the Department of Education, Early Learning and Culture website (<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/independent-study-curriculum>).
    - ***Please note that first semester applications are to be submitted by July 31 and second semester applications are to be submitted by December 31.***
- **External credential courses**
- **Distance education courses**
- **Summer school courses**

**Note:** for further information on **Flexible Learning Opportunities** please visit the following website for the most up to date version of the *Senior High Program of Studies and List of Authorized Materials*:

<https://www.princeedwardisland.ca/en/publication/senior-high-10-12-program-studies-and-authorized-materials>

## Essential Skills Achievement Pathway

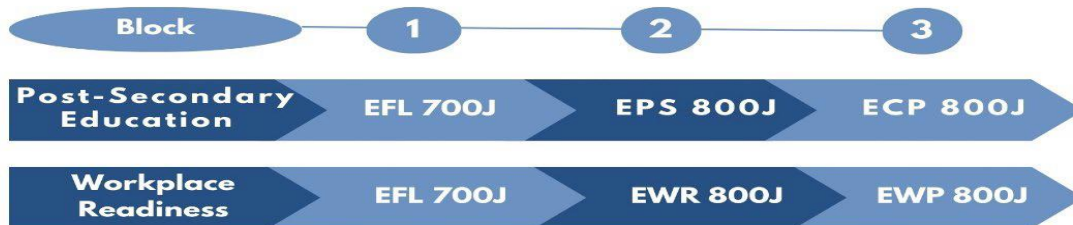
The Essential Skills Achievement Pathway (ESAP) graduation program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the nine federally identified Skills for Success.

Proficiency in these skills are demonstrated and evaluated through problem and project based learning in the essential skills classroom, standard high school courses, community experiential learning and workplace opportunities. The ESAP program prepares students for the current skills-based economy as well as future work, learning and life.

In this program, once students determine their career goal, they will select one of two post graduation pathways: Workplace Readiness or Post Secondary Education. Students take a mix of Essential Skills courses and standard high school courses. Students apply through the school counsellor office. Students begin the program in the second semester of grade 10.

In the ESAP – Post-Secondary Education pathway (ESAP-PSE), an individual has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:

### COURSE SEQUENCE FOR ESAP PATHWAYS



#### EFL 700J - ESAP Foundational Learning

Students complete a foundational learning block which consists of personalized opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the nine federally identified Skills for Success. Proficiency in these skills are demonstrated and evaluated through problem and project-based learning.

#### EPS800J - ESAP Post-Secondary/Apprenticeship Pathway

Students select a specific career pathway they are planning to pursue after high school. Students will explore outcomes directly related to their field of interest to prepare them to be successful in their postsecondary endeavor. There will be opportunities for experiential learning in the workplace to gain a better understanding of the duties required in the chosen field.

Prerequisite: successful completion of EFL 700J

#### EWR800J - ESAP Workplace Readiness Pathway

The Workplace Readiness Pathway is designed for those students who plan to engage in on-the-job training and do not plan to attend post-secondary education directly out of high school. Students demonstrate proficiency in workplace readiness objectives that are based on the federally identified Essential Skills which will prepare them for future work, learning and life. There will be opportunities for experiential learning in the workplace to gain a better understanding of the duties required by the chosen field.

Prerequisite: successful completion of EFL 700J

## Bluefield High School Incoming Grade 9 Registration Guidelines

Current Subject	Percent Grade	Discuss Registering for the following with school staff.
English	70% or higher	ENG421A (Academic)
	50% - 69%	ENG471C (Literacy)
	49% and lower	ENG471A (Essential Literacy)
Math	70% or higher	MAT421A (Academic)
	50% - 69%	MAT421K (Essential Skills)
	49% and lower	MAT451A (Practical)
Science	70% or higher	SCI421A (Academic)
	50% - 69%	SCI431A (General)
	49% and lower	SCI461A (Practical)
Social Studies	70% or higher	HIS421A/CIV421A/GE0421A/ HIS421G (Academic)
	50% - 69%	CAS401A (Open)
	49% and lower	SOC451A (Practical)

### Registration Notes

\*All grade 10 students must take PED401A (pre-chosen) due to graduation requirements

\*All grade 10 students must take CEO401A (pre-chosen) due to graduation requirements

\*In order to register for ACADEMIC courses you MUST have a 70% or higher mark in that grade 9 course.

\*Grade 11 and grade 12 students will have priority in the 701A courses; therefore, these need to be chosen as additional choices after the original 8.

\*Elective options:

- ADC701A: Applied Digital Communications
- ART401A: Art
- AUT 701A: Intro to Auto Service
- BUS701A: The World of Business
- CAR 701A: Intro to Carpentry Tech
- DRA701A: Dramatic Arts
- FAM421A: Family Life
- FDS421A: Foods and Nutrition
- FRE421A: Core French (Gr. 9 F. I. students cannot take FRE421A\*)
- MUS421K: Popular Music Performance
- SCI 701A: Applied Science
- WEL 701A: Intro to Welding.
- WRT421A: Writing [Academic]

### French Immersion Certificate

- 6 courses must be completed in French Immersion (2 in each grade).
- 3 must be French Immersion Language Credits.
- It is required that students take 1 French Immersion course each semester.
- Students are required to complete 2 FI courses in grade 10:
- FRE421F - Language Arts; and
- HIS421G – Comprendre le Canada.

### Bluefield Registration Notes:

Timetabling for both semesters occurs prior to the opening of school in September. Timetabling and staffing are governed by the courses the students select on registration forms. Every effort is made to provide a timetable that enables students to take courses of their choice. Hence, accurate registrations are essential. Choosing the right courses at the proper level is vitally important for all students. **Students who are not successful in attaining their first semester courses should be aware that they will usually not be able to attempt them again in the second semester of the same calendar year and will have to retake these course in their following school year regardless of the implication to their graduation date.** Students should not expect registration changes to be possible after June 30<sup>th</sup>. The following are a few basic guidelines to assist in this area:

- 1) Choose subjects at a level which will offer appropriate challenges. Students who have had success in academic programs/courses (70% or higher) to this point and possess good study and work habits will most likely find continued success in academic courses.
- 2) Ask questions of your current teachers and school counsellors.
- 3) Select courses based on future plans.
- 4) Attend meetings about registration.

**STUDENTS WILL RECEIVE THEIR SCHEDULES ON THE FIRST DAY OF SCHOOL.**

### TIMETABLING

- **Study Periods**
  - Some senior students who have had success in previous years may have a scheduled study period. Study periods may be used for student-teacher conferences, student tutoring, independent study projects, extended time in labs or shop projects, mini courses, student socialization, remedial work, and so on. In the broadest sense, this time is to be used to meet the specific needs of individuals.
  - All students registering for grade 11 must have successfully attained **all 8 credits** from their grade 10 year to apply for a study period.
  - All students registering for grade 12 must have successfully attained a minimum of **15 credits** from their grade 10 and 11 years to apply for a study period.
  - All study period registrations **must** be approved by administration.
- **Course Changes**
  - Requests for course changes must be submitted to the office on a completed course-change form. Priority for course changes is given to students who need to complete a prerequisite, have changed career plans, and/or need to meet graduation requirements. Students will be notified of the deadline for course change requests.
  - Requested changes may not be possible due to class size or timetable conflicts.
  - **All course/schedule changes must be made through the administration.**
- **Withdrawing From a Course**
  - Grade 11 and Grade 12 students who wish to withdraw from a course are encouraged to meet with a school counsellor. Parental permission will be required. Final approval is at the discretion of the school's administration. Students granted approval after the *full disclosure date* will have DSC noted on his/her transcript. Study period course credit guidelines will be strictly followed in these situations. A student dropping a course may be assigned to a specific location to work on his/her other course work for the remainder of the semester. Grade 10 students are required to take a full schedule (4 courses) each semester and will not be permitted to discontinue courses.

- Our goal is to have each student properly placed during the registration process. This is the time for discussion with parents and teachers to create a graduation plan and reduce the number of course changes during the year. **Class sections are created as a result of student registrations. It is important to make the best selections possible at the time of registration.**

## 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

## Transferring in from Out of Province

- Students are expected to have an official transcript sent to Bluefield that includes all credits earned in grade 10, 11, and 12.
- The transcript will be assessed to determine equivalent credits that can be transferred to meet PEI graduation requirements. There can be a maximum of 8 credits transferred for each school year.
- Course selection and a graduation plan will be determined based on the credits transferred and a registration interview.

## International and EAL Students

- Students for whom English is an additional language are often new to Prince Edward Island and to Canada. Before entering the school system, students are required to contact the Department of Education Intake site at (902) 620-3738. The EAL Reception Centre is located in the Aubin Arsenault Building, 3 Brighton Road, Charlottetown, PEI, C1A 8T6. Visit <https://www.princeedwardisland.ca/en/information/education-developpement-prescolaire-et-culture/register-your-child-for-school> for more information.
- An English language proficiency assessment is required to determine the proper entry level for language training in the EAL program.
- For community support and information The PEI Association for Newcomers to Canada can be contacted at (902) 628-6009. Visit <http://www.peienc.com/> for more information.

## Grade 12 Students - Potential Graduates

- Grade twelve students are expected to carefully consider course selection in accordance with the graduation requirements and the necessary pre-requisites for post secondary education.
- Grade 12 students will be granted priority for registration in 600 and 800 level courses.
- Honour Criteria - To be recognized as an PSB 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.
- Academic Achievement Recognition
  - Each year the top (8) academic grade twelve students are recognized. The aggregates will be calculated based on (6) courses taken at Bluefield from September to June during the graduate's graduation year. These aggregates will include English 621A, four more 621A/611 courses plus one more course at the 600 or 800 levels (excluding Independent Studies).
- Governor General's Medal, Provincial Policy:
  - The Governor General's Medal is awarded to the graduating student who achieves the highest average. The average includes all grade 11 and grade 12 courses as listed on the student's official transcript of grades. The Governor General's medal will be presented during the graduation ceremony.
- Students are required to return all textbooks and pay all fees etc. prior to graduation.

## Graduation Requirements

- **Public Schools Branch (English and French Immersion)**
  - The **minimum** number of credits required for senior high school graduation (Grade 12) is twenty (20) credits (12 compulsory, and 8 elective).
  - Full-course credits will consist of 110 hours of instruction time. A student will be awarded a credit upon completion of the course and with a pass mark of 50%.
  - The number of Grade 12 level (600/800) credits which a student is required to complete is five (5) full course credits.
  - The number of compulsory credits which a senior high school student must take to receive the Prince Edward Island Senior High School Graduation Certificate 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, HIS421G/J, LAW521A, LAW521F, LAW531A, HIS621A, HIS621B, or POL621A), or a social studies credit approved by the Director of the English Innovation, Education and Programs Division of the Department as a compulsory course credit;
    - 1 physical education credit, which must be PED401A or PED401F;
    - 1 career education and personal development credit, which is CEO401A;

- **An individual may apply in writing to the Director of the English Innovation, Education and Programs Division of the Department for an exemption from the following compulsory course credit requirements: PED401A/F or CE0401A.**
  - An individual shall provide the following information with an application for an exemption
    - (a) a description of the reason why the individual should not be required to complete the compulsory course credit requirement;
    - (b) a description of the steps taken by the education authority or affiliated school to accommodate the individual's specific circumstances within the curriculum associated with the compulsory course credit requirement; and
    - (c) a written recommendation from the principal of the school or affiliated school, as the case may be, that the individual be exempted from the compulsory course credit requirement.
  - On receiving a completed application made in accordance with this section, the Director of English Innovation, Education and Programs Division of the Department may exempt an individual from a compulsory course credit requirement if, in the Director's opinion,
    - (a) the individual's personal health, religious or physical circumstances prevent the individual from fully participating in the compulsory course, and the health, religious or physical circumstances of the individual cannot be reasonably accommodated within the curriculum of the compulsory course; or
    - (b) the individual has transferred into the education program from another jurisdiction in the individual's third year of study at the senior high level, and enrolment in the compulsory course would unduly delay the completion of the individual's senior high program of studies.
- **Students who leave school without fulfilling the requirements for the Provincial Senior High School Graduation Certificate may be given a Provincial Certificate of Accomplishment.**
  - In order to receive this certificate, a student shall require a minimum of twenty (20) credits, including:
    - Grade 12 level (600/800) credits required to complete is five (5) full course credits.
    - 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 requirements for entry into post-secondary institutions, apprenticeship programs, or the workplace may require additional and/or specific courses.**

## Post Secondary Entrance Guidelines

Each College and University has specific entrance requirements for their programs. It is necessary that students research the prospective institutions to see what is required for admission. Students should visit Student Services to meet with a school counsellor to confirm that their course selection will meet the requirements for the schools and programs in which they are interested.

The following are a few websites to help with this process:

Holland College Admission Process: <http://www.hollandcollege.com/admissions>

The UPEI Calendar lists the following requirements: [http://www.upei.ca/registrar/admission\\_high\\_school\\_grad](http://www.upei.ca/registrar/admission_high_school_grad)

For Information on Programs offering in Canadian Universities: <http://www.univcan.ca/universities/>

**Note:** Any open level course does not count toward university admission.

## Academic Expectations

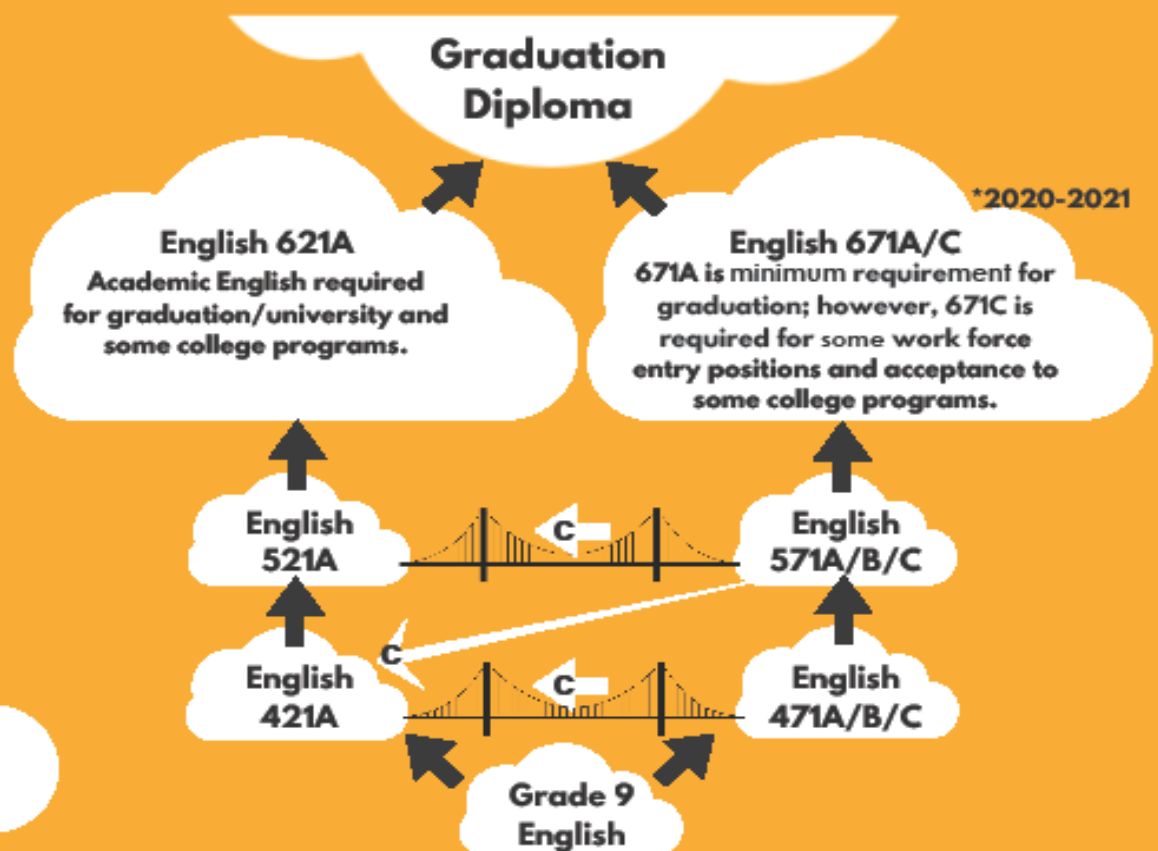
The passing mark is fifty percent and each course successfully completed counts as one credit with the exception of Cooperative Education and some Career Exploration Courses.

- Grade level is determined by the number of credits that a student has earned at the beginning of the school calendar year.
  - Grade 10 students have completed less than 5 credits.
  - Grade 11 students have completed 5–11 credits.
  - Grade 12 students as potential graduates must have 12 or more credits.
- The courses offered in a calendar year are based on staffing and the number of students requesting each course. Alternate choices are required when students are selecting courses in case a selection is not offered because enrollment is too large or too small.
- Regular attendance in all courses is expected and required for success.
- **If a student has not met the requirements of a specific course in two attempts, they will not be registered in the course for a third time without special permission from administration.**

# BRIDGING PROGRAM

We are excited to tell you about our new English Language Arts program. This program was created by Prince Edward Island teachers for students who need more support with reading and writing. This program helps students improve their literacy skills and provides opportunities for them to move to the academic program. Grade 10 (471) and 11 (571) programs are marked using a pass or fail only and grade 12 (English 671C) is marked using a percent grade. Students who are at 471A/B or 571A/B are working on reading and writing skills; students who earn credits in 471C and 571C should have the skills needed to complete the academic English Language Arts program.

The diagram below shows the paths students can travel while working towards the Prince Edward Island High School Graduation Diploma:



## English Courses

### Course Descriptions

#### Grade 10

##### **ENG421A – English [Academic] - Grade 10 - 1 English Credit**

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.

*Bluefield Recommendation for success: Minimum 70% in grade 9 Academic English*

##### **ENG471C - English [Bridging Program] - Grade 10 - 1 English Credit**

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will evaluate purpose, structure and characteristics of text and will also refine writing skills to construct increasingly complex texts (narrative, expository, persuasive, and visual/multimedia). Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also evaluate speaker's verbal and nonverbal language.

Although this course will not be graded with a percentage, students will be regularly evaluated 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 achievement of essential literacy skills. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 571C.

Please note: there are no prerequisites for English 471C.

*Bluefield Note: This is an intervention course for students who have the ability to learn literacy skills needed for success in ENG421A but have not by the end of their grade 9 year. It is designed for students working just below grade level. Entry to course is based on Grade 9 administration and teacher referral, and parent permission. Students will focus on essential literacy skills. It is a pass/fail course. Students who successfully complete this course with teacher/administrative referral would either register for ENG421A in their second semester of grade 10 or register for ENG531A in their grade 11 year depending on the student's success in the ENG471C.*

### **ENG471A - English [Bridging Program] - Grade 10 - 1 English Credit**

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will examine purpose, structure and characteristics of text, and will also refine writing skills to construct a variety of texts. Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also examine oral texts.

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. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Successful students may choose to take a second 471 course or proceed to English 571. Students are encouraged to work towards English 671 C by graduation.

*Bluefield Note: This is an intervention course for students who have the ability to learn literacy skills needed for success in ENG571A but have not by the end of their grade 9 year. It is designed for students working well below grade level. Entry to course is based on Grade 9 teacher referral, and parent permission. Students will focus on essential literacy skills. It is a pass/fail course. Students who pass this course will usually register for ENG571A in their grade 11 year. Under exceptional circumstances, and with teacher/administrative referral, a student could register in either ENG471C and/or ENG421A depending on the student's success in the ENG471A instead of ENG531A.*

### **Grade 11**

#### **ENG521A – English [Academic] - Grade 11 - 1 English Credit**

Examines major genres such as drama, poetry, fiction, nonfiction and visual/multimedia. While recognizing the diverse community of learners, ENG 521A 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.

*Departmental Prerequisite: ENG421A (Recommended overall mark of at least 60%)*

*Departmental Note: English 421A, 521A, and 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.*

#### **ENG571A – English – Grade 11 – 1 English Credit**

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. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students choose to take a second 571 course or they may transition to English 671A or 671C.

### **ENG571C – English – Grade 11 – 1 English Credit**

This course is designed to support students in refining their literacy skills. Students will apply before, during and after reading strategies to evaluate increasingly complex texts. Students will also be expected to independently apply research skills and critique how identity and gender are portrayed in texts. Students will develop oral communication in formal and informal settings and write for a variety of purposes and audiences. Students will demonstrate their writing skills in a variety of genres (narrative, expository, persuasive, and visual/multimedia).

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. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 671C.

### **Grade 12**

#### **ENG621A – English [Academic] - Grade 12 - 1 English Credit**

This course is, for most students, the last high school English Language Arts prior to entering post-secondary studies. Therefore, in writing, attention is given to argumentative texts; and in literature, the study of form becomes more important. The reading of various genres in earlier years is continued in this course. Research continues to be a major component with students applying the inquiry process, gathering sophisticated research to support their work. Furthermore, the process approach to writing is continued. ENG 421A, ENG 521A and ENG 621A are sequential courses. However, there may be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.

*Departmental Prerequisite: ENG521A (Recommended overall mark of at least 60%)*

**Departmental Note:** *English 421A, 521A, and 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG521A or ENG621A from another program.*

#### **ENG671A - English [Pilot] - Grade 12 - 1 English Credit**

This course is for students working towards essential literacy skills. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies.

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. Students and teachers will co-construct pathways to graduation. Students are encouraged to take English 671C prior to graduation.

*Bluefield Prerequisite: ENG571A/C or ENG521A.*

**Departmental Note:** *English 471A/C, 571A/C, and 671A/C are sequential courses.*

#### **ENG671C - English [Pilot] - Grade 12 - 1 English Credit**

This course is, for most students, the last high school English Language Arts prior to entering the workforce or college studies. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Successful students will demonstrate essential literacy skills necessary for life after high school. While other bridging program courses are evaluated only with a continuum of learning, students in English 671C will also receive a percentage grade.

*Bluefield Prerequisite: ENG571A/C.*

# Language Courses

## Grade 10

### **WRT421A – Writing** [Academic] - Grade 10 - 1 Language Credit

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, 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.

*Bluefield Recommendation for success: Minimum of 70% in grade 9 Academic English*

## Grade 11

### **WRT521A – Writing** [Academic] - Grade 11 - 1 Language Credit

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 practise 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.

*Bluefield Recommendation for success: Minimum of 70% in ENG421A*

## **French Core**

### **Grade 10**

#### **FRE421A - Core French** [Academic] - Grade 10 - 1 Language Credit

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.

*Bluefield Recommendation for success: Minimum 70% in grade 9 Core French*

## **French Immersion**

### **Grade 10**

#### **FRE421F - Language Arts - French Immersion [FI]** [Academic] - Grade 10 - 1 Language Credit

This course integrates vocabulary development, grammar, composition, literature and culture. At this level, the emphasis is on the written text; whether it be fiction or non-fiction, students are exposed to a variety of genres. Students are asked to improve their writing skills through a variety of structured and progressive assignments; students will be asked to give short oral presentations and become acquainted with short drama activities. Culture is integrated throughout the course.

*Departmental Prerequisite: Completion of a grade 9 French Immersion Program or equivalent.*

#### **HIS421G – Understanding Canada - Comprendre le Canada [FI]**

[Academic] - Grade 10 - 1 Social Studies Credit

This course has been developed around the fundamental concept of citizenship. Its aim is to engage students in the process of historical thinking and exploration. As students find themselves encouraged or lead by essential questioning, they are required to study Canadian history from the first Aboriginal settlements to today's preoccupations. The main objective of this course is to simplify the development of historic conscience in order to enable students to understand better contemporary Canada.

*Departmental Prerequisite: Completion of a grade 9 French Immersion Program or equivalent.*

*Bluefield Recommendation for success: Minimum 70% in grade 9 Academic Social Studies in the French Immersion program.*

### **Grade 11**

#### **FRE521F - Language Arts - French Immersion [FI]** [Academic] - Grade 11 - 1 Language Credit

Building on foundational communication skills which were solidified in FRE421F, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar subjects. Students incorporate pertinent details to defend ideas and are able to compare and contrast elements pertaining to abstract elements. Spontaneous communication is increasingly fluid and students are able to advance a conversation through effective use of language functions. Please note, the programme d'études for FRE521F - French Immersion Language Arts is currently being revised.

*Departmental Prerequisite: FRE421F*

**LAW521F – Canadian Law - Le Droit [FI]** [Academic] - Grade 11 - 1 Social Studies Credit

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 Youth Criminal Justice 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.

*Departmental Prerequisite: FRE421F*

**Grade 12**

**FRE621F - Language Arts - French Immersion [FI]** [Academic] - Grade 12 - 1 Language Credit

This course continues to emphasize the development of communication skills. Emphasis is on literature, oral and written expressions, with special attention given to the functional aspect of grammar.

*Departmental Prerequisite: FRE521F*

**SOC621F – The Individual in Society - L'Individu en Société [FI]**

[Academic] - Grade 12 - 1 Social Studies Credit

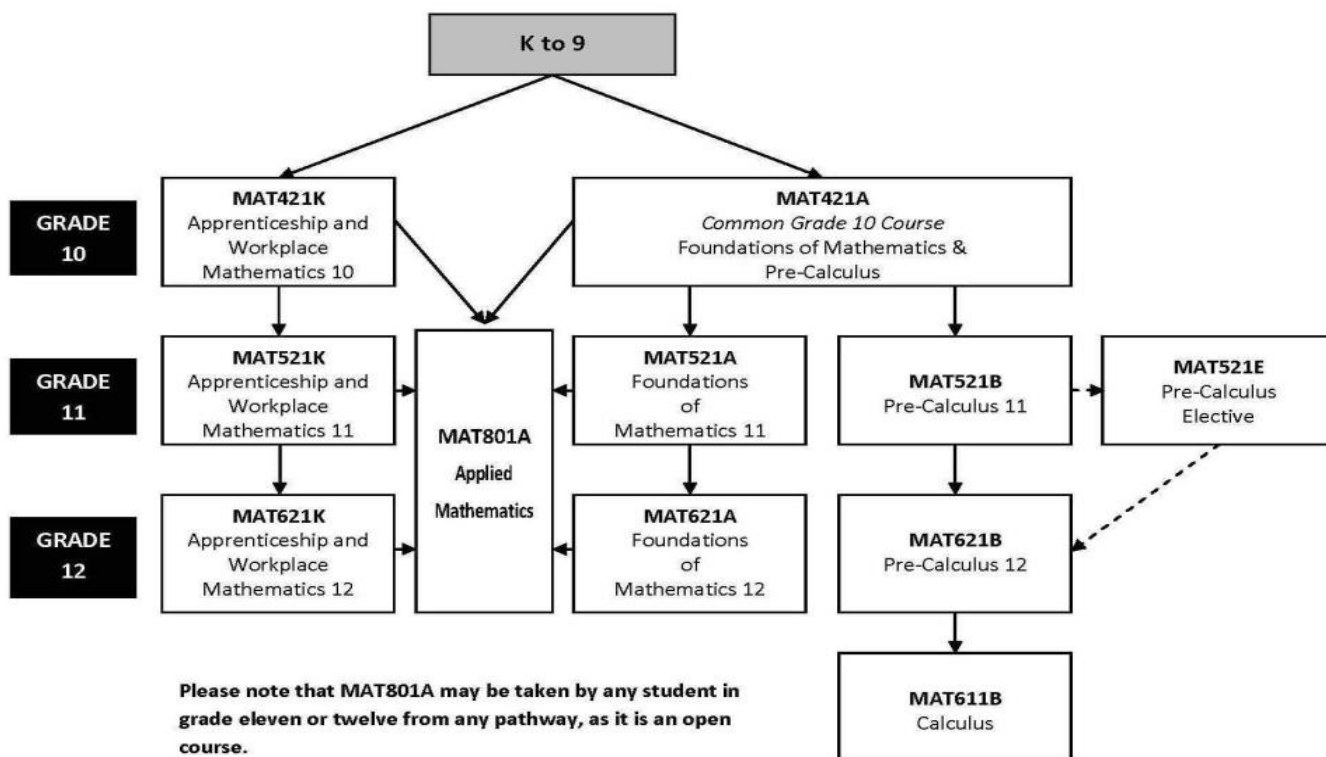
This course is an introduction to social and psychological issues and is designed to develop students' understanding of society and of their own needs and motivations. Students will learn social science research procedures involving experiments, surveys and reports. Learning activities also include discussions, debates, role-playing, case studies, and exposure to a variety of print and non-print media. The course embraces four major themes: The Individual in Society; Human Communication; The Impact of Culture; and Social Institutions.

*Departmental Prerequisite: FRE521F*

# Math

## Math Pathways Graphic

The Prince Edward Island high school mathematics curriculum includes three pathways: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings. These pathways are illustrated in the following diagram:



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 work force. All three pathways provide students with specific mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. Each pathway is designed to provide students with the mathematical understandings, rigor, and critical thinking skills that have been identified for specific post-secondary programs of study or for direct entry into the work force. When choosing a pathway, students should consider their interests, both current and future.

### **Apprenticeship and Workplace Mathematics**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics, and probability.

### **Foundations of Mathematics**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, algebra and number, logical reasoning, relations and functions, statistics, probability, and a mathematics research project.

### **Pre-Calculus**

This pathway 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. Topics include algebra and number, measurement, relations and functions, trigonometry, combinatorics, and introductory calculus.

## Grade 10

### **Math 401A: (pilot) Open Grade 10**

This academic preparatory course is designed to further develop essential mathematical skills prior to enrolment in Math 421A. The curriculum focuses on fundamental concepts, including number sense (place value, estimation, and operations with whole numbers, decimals, and integers), fractions sense and operations, introductory algebra (expressions, equations, and exponents), linear relationships, and the Cartesian plane. Note: This course DOES NOT count as a math credit towards Graduation Requirements but is an elective course that is strongly recommended for students who demonstrated challenges with foundational math skills (overall grade approximately 50-65% ) in Grade 9 Mathematics and who are determined by the feeder and intake high school to meet the Math 401 Student profile criteria.

The successful learner profile are students who have a clear desire to succeed, aspire to academic /post secondary pathway. Have a strong work ethic and commit to attend regularly.

### **MAT421A - Foundations of Mathematics and Pre-Calculus 10 [Academic] - Grade 10 - 1 Math Credit**

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.

*Bluefield Recommendation for success: 70% + in grade 9 Academic Math.*

### **MAT421K - Apprenticeship and Workplace Mathematics [Academic] - (Prior course code MAT431A) – Grade 10 - 1 Math Credit**

MAT421K 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 such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

*Bluefield Recommendation for success: 50% - 69% in grade 9 Academic Math*

### **MAT451A – Practical Math 10 [Practical] - Grade 10 - 1 Math Credit**

This is an introductory high school mathematics course which emphasizes the basic math skills used in daily activities. Students learn about whole numbers, fractions, decimals, percents, ratios, proportions, graphs, measurements, geometry and introductory algebra. Workplace mathematics includes the building of calculator skills and estimating results, figuring out measurement, and calculating the cost of various items and materials. Please contact the school to register for this course.

## Grade 11

Computer code [019]

### **MAT521A - Foundations of Mathematics 11** [Academic] - Grade 11 - 1 Math Credit

This is a second 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 inductive and deductive reasoning, angles and triangles, trigonometry, statistics, systems of linear inequalities, quadratic functions, and proportional reasoning.

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

**Bluefield Note:** This course is highly recommended for students planning to attend arts, business, nursing, and some science programs. Students who are pursuing university science and/or college programs should consult with a School Counsellor due to different program requirements at various post secondary institutions.

**Bluefield Prerequisite:** Math 421 (Recommended overall mark of at least 60% in Math 421A with a mark of 65% or above in each of the following chapters in Math 421A: Chapter #5 – Relations and Functions, Chapter #6 – Linear Functions, and Chapter #7 – Systems of Equations.)

### **MAT521B - Math [Pre-Calculus 11]** [Academic] - Grade 11 - 1 Math Credit

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.

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

**Bluefield Note:** This course is highly recommended for students pursuing chemistry, physics, engineering, math, computer science, and some science programs. Students who are pursuing other science programs should consult with a School Counsellor due to different program requirements at various post-secondary institutions.

**Bluefield Prerequisite:** Math 421 (Recommended overall mark of at least 70% in Math 421A with a mark of 70% or above in each of the following chapters in Math 421A: Chapter #3 – Factors and Products, Chapter #4 – Roots and Powers, Chapter #5 – Relations and Functions, Chapter #6 – Linear Functions, and Chapter #7 – Systems of Equations.)

### **MAT521K - Apprenticeship and Workplace Mathematics II** [Academic] - (Prior course code MAT531A) – Grade 11 - 1 Math Credit

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

**Bluefield Prerequisite:** MAT421K or MAT421A

### **MAT551A - Practical Mathematics 11** [Practical] - Grade 11 - 1 Math Credit

This course emphasis the concepts and skills associated with comprehending and using mathematics on a day-to-day basis. Included are the mathematics associated with utility bills, food buying and preparation; transportation; mortgages and loans; credit buying and insurance. In addition, the course includes interpreting charts, tables, graphs, rate schedules, scale drawings, and statistical information. Please contact the school to register for this course.

**Bluefield Prerequisite:** MAT451A or MAT421K

## Grade 11 or 12

### **MAT801A - Applied Mathematics** [Open] - Grade 11 or 12 - 1 Math Credit

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 a number of community college programs. The units of study include mathematical essentials, construction/housing, electrical, spatial sense, and fabrication.

**Bluefield Note:** *This course is highly recommended for students pursuing the trade's route.*

**Bluefield Prerequisite:** MAT421K (Recommended: Minimum 70%) or MAT421A

## Grade 12

Computer code [024]

### **MAT621A - Foundations of Mathematics** [Academic] - Grade 12 - 1 Math Credit

This is a third level mathematics course which is intended for students planning to enroll in postsecondary programs that do not require the study of calculus (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as financial mathematics; logical reasoning, combinatorics, probability, and functions (polynomial, exponential, logarithmic, trigonometric).

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

**Bluefield Note:** *This course is highly recommended for students planning to attend arts, business, nursing, and some science programs. Students who are pursuing university science and/or college programs should consult with a School Counsellor due to different program requirements at various post secondary institutions.*

**Bluefield Prerequisite:** MAT521A or MAT521B

Computer code [025]

### **MAT621B - Pre-Calculus 12** [Academic] - Grade 12 - 1 Math Credit

This is a third level mathematics course which is intended for students planning to enrol 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.

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

**Bluefield Note:** *This course is highly recommended for students pursuing chemistry, physics, engineering, math, computer science, and some science programs. Students who are pursuing other science programs should consult with a School Counsellor due to different program requirements at various post secondary institutions.*

**Bluefield Prerequisite:** MAT521B (Bluefield Recommendation for success: Minimum 70%)

Computer code [023]

### **MAT611B- Calculus** [Academic] - Grade 12 - 1 Math Credit

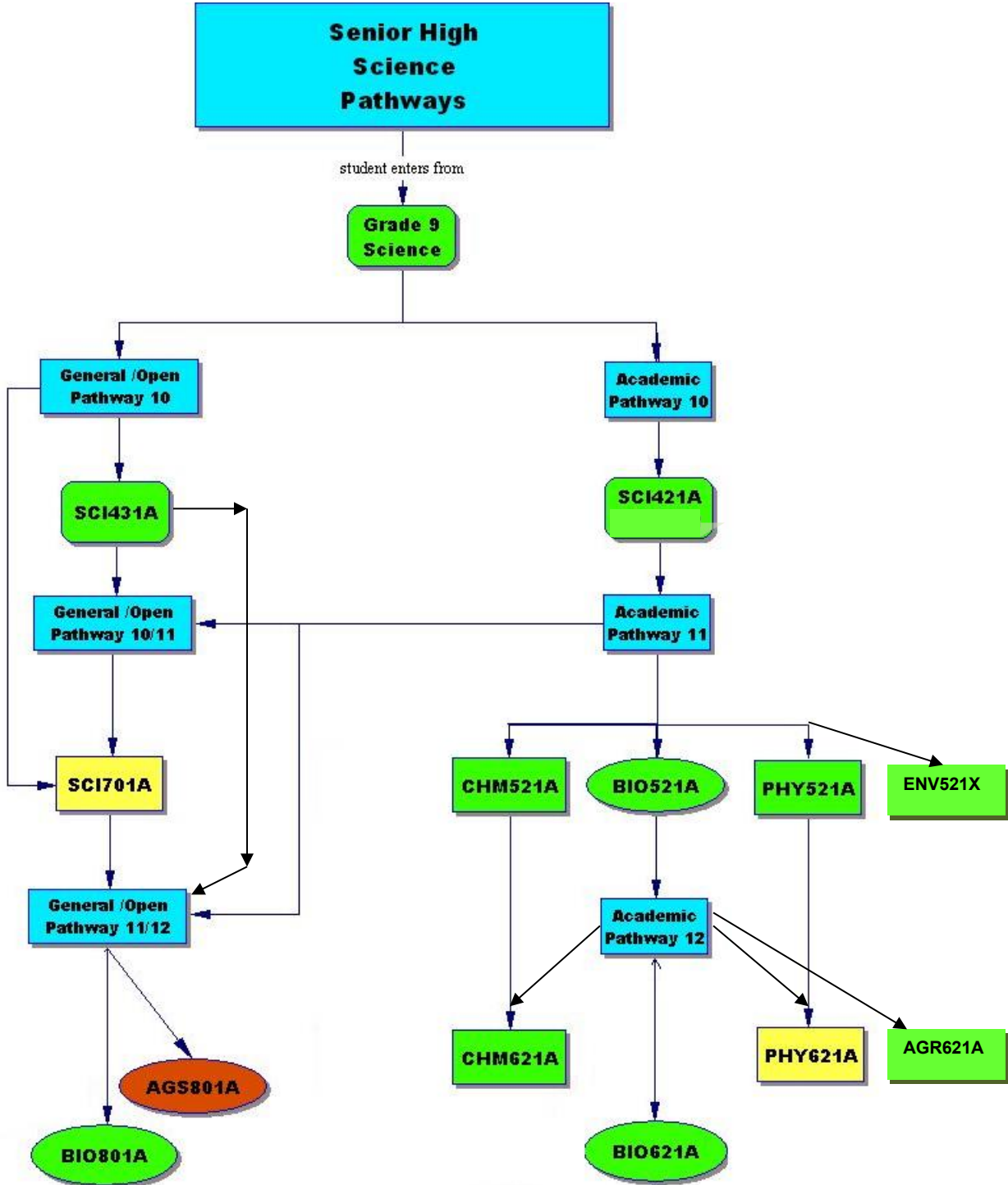
This is an introductory calculus course which is intended for students planning to enrol in post-secondary programs that require the study of calculus, such as science or engineering programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals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

**Bluefield Note:** *This course is highly recommended for students pursuing chemistry, physics, engineering, math, computer science, and some science programs. Students who are pursuing other science programs should consult with a School Counsellor due to different program requirements at various post secondary institutions.*

**Departmental Prerequisite:** MAT621B (Bluefield Recommendation for success: Minimum 70%)

# Science

## Science Pathways Chart



## Grade 10

### **SCI421A – Science [Academic] - Grade 10 - 1 Science Credit**

Science 421A is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives. Seventeen specific curriculum outcomes (SCOs) within these four foundations are used to identify the skills, knowledge, attitudes and connections that students are expected to develop. Content remains an integral part of this course but is viewed as the context through which “science” is learned.

The three topics identified as context for Science 421 include:

- Cells and Infectious Disease (life science);
- Real World Chemical Reactions, (physical science –chemistry); and
- Designing Mechanical Systems (physical science –physics).

*Bluefield Recommendation for success: Minimum 70% in grade 9 Academic Science and Grade 9 Academic Math*

### **SCI401A - Science [General] - Grade 10 - 1 Science Credit**

SCI401A provides an opportunity for students to develop scientific literacy as defined by the four identified foundations: Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives. Content remains an integral part of this course, viewed as the context through which science is learned, helping connect concepts to real-world applications.

The content knowledge topics identified as context for Science 401 include:

- Cells and Infectious Disease (life science);
- Climate Change and Energy Transformation (earth and space science);
- Everyday Chemical Reactions (physical science); and
- Motion (physical science).

*Bluefield Recommendation for success: 50% - 69% in grade 9 Academic Science and Grade 9 Academic Math*

## Grade 10 or 11

### **SCI701A - Applied Science [Open] - Grade 10 or 11 - 1 Science Credit**

SCI701A 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.

*Bluefield Recommendation for success: Minimum 70% in grade 9 Academic Science*

## Grade 11

### **BIO521A – Biology [Academic] - Grade 11 - 1 Science Credit**

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:

1. Matter and Energy for Life;
2. Biodiversity;
3. Maintaining Dynamic Equilibrium I (Systems: Circulatory, Respiratory, Digestive, Excretory, Immune);
4. Interactions Among Living Things.

*Bluefield Prerequisite: SCI421A (Recommendation for success: Minimum 70%)*

**CHM521A – Chemistry** [Academic] - Grade 11 - 1 Science Credit

This course provides an opportunity for students to develop scientific literacy through the study of:

- the structure and properties of chemicals and chemical bonds;
- stoichiometry;
- organic chemistry; and
- the nature of science as it relates to atomic theory.

These topics, along with procedural knowledge, provide the content and skill framework that will be used to engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies. Chemistry 521A forms the foundation required for the future study of chemistry.

Prerequisite: Science 421A

*Bluefield Prerequisite: SCI421A and MAT421A (Recommendation for success: Minimum 70%)*

**ENV521X – Conservation** [Academic] - Grade 11 - 1 Science Credit

This course provides the student with the opportunity to develop an appreciation and awareness of the natural and human environment. Time is spent investigating both theoretical and practical aspects of many ecological principles and environmental issues which affect Islanders. The program includes a range of environmental topics such as forestry, waterfowl habitat, wildlife management, ecology, orienteering, and native plants and animals of this province. Skills relevant to accessing the outdoor environment may be taught i.e. cross-country skiing and canoeing. These skills and activities are utilized to demonstrate why we must live in harmony with and have an understanding of our environment. A portion of the program will be conducted in the outdoor environment.

*Bluefield Prerequisite: SCI421A*

**PHY521A – Physics** [Academic] - Grade 11 - 1 Science Credit

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. Physics 521A 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.

The units of study in Physics 521A include:

- Unit 1 - Kinematics (study, and description, of motion);
- Unit 2 - Dynamics (study of forces that explain motion);
- Unit 3 - Momentum and Energy;
- Unit 4 – Waves.

*Bluefield Prerequisite: SCI421A and MAT421A (Recommendation for success: Minimum 70%)*

## Grade 11 or 12

### **AGS801A – Agriscience** [Open] - Grade 11 or 12 - 1 Science Credit

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest.

The major topics include:

- An Overview of Agriscience;
- Soil and Water Management;
- Plant Biology;
- Crop Production;
- Green Spacing.

*Bluefield Prerequisite: SCI431A, SCI701A, or SCI421A*

### **BIO801A - Human Biology** [Open] - Grade 11 or 12 - 1 Science Credit

This course is designed to introduce students to the structure, function, and inter-relation of the various systems in the human body that are required to maintain homeostasis. Biology 801A will provide students with the opportunity to develop knowledge, skills, and science-technology-society-environment connections concerning the function of their body. In addition, students will hopefully develop positive attitudes towards, and an appreciation for, the life sciences.

Topics include:

- |                       |                       |                          |
|-----------------------|-----------------------|--------------------------|
| • Homeostasis;        | • Respiratory System; | • Endocrine System;      |
| • Nutrition;          | • Excretory System    | • Reproductive System;   |
| • Digestive System;   | • Skeletal System;    | • Embryonic Development; |
| • Circulatory System; | • Muscular System;    | • Genetics.              |
| • Blood and Immunity; | • Nervous System;     |                          |

*Bluefield Prerequisite: SCI431A, SCI701A, or SCI421A.*

### **ROB801A – Robotics** [Open] - Grade 11 or 12 - 1 Science Credit

Robotics involves hands-on technical learning opportunities as well as scientific knowledge, skills, and societal connections through automated and tele-operated design challenges. This course extends the knowledge and skills learned 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. The introduction of coding for automated devices will be initially accomplished through using EasyC, a simple graphical version of the C programming language, however other projects will involve languages such as *Python* and *Arduino IDE* along with devices such as *Raspberry Pi*, *Arduino* micro-controllers, and compatible sensors. Machine coding physical design, and automated manufacturing will also be explored through exposure to 3D printing technology.

*Bluefield Prerequisite: SCI701A (recommended or an interest in computer coding)*

## Grade 12

### **AGR621A – Animal Science** [Academic] - Grade 12 - 1 Science Credit

This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare. AGR621A requires students to follow a guided inquiry process that will result in an investigation and presentation of an animal care and management issue.

The major topics include:

An Overview of Animal Science;  
Genetics and Reproduction;  
Animal Nutrition;  
Animal Care and Management.

*Bluefield Prerequisite: SCI421A (Recommendation for success: 70%)*

### **BIO621A – Biology** [Academic] - Grade 12 - 1 Science Credit

This is a 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.

Units of study include:

1. Maintaining Dynamic Equilibrium II (systems: Nervous, Endocrine)
2. Reproduction and Development
3. Genetic Continuity
4. Evolution, Change and Diversity

*Bluefield Prerequisite: BIO521A (Recommendation for success: Minimum 70%)*

### **CHM621A – Chemistry** [Academic] - Grade 12 - 1 Science Credit

This course provides an opportunity for students to develop scientific literacy through the study of:

- thermochemistry;
- solutions, kinetics, and equilibrium;
- acids and bases; and
- electrochemistry.

These topics, along with procedural knowledge, provide the content and skill framework that will be used to engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies. Chemistry 621A is a university preparatory course that builds on the foundational learning in Chemistry 521A.

*Departmental Prerequisite: CHM521A (Bluefield Recommendation for success: Minimum 70%)*

*Bluefield Recommendation: Minimum average of 70 % in Math 521A or Math 521B.*

### **OCN621A – Oceanography** [Academic] - Grade 12 - 1 Science Credit

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.

*Bluefield Prerequisite: SCI421A (Recommendation for success: 70%)*

**PHY621A – Physics** [Academic] - Grade 12 - 1 Science Credit

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 Physics621A. Topics related to kinematics, dynamics, and energy in Physics 621A will include two-dimensions analysis.

The units of study in Physics 621A include:

Unit 1 - Force, Motion, Work, and Energy;

Unit 2 – Fields.

*Departmental Prerequisite: Physics 521A (Bluefield Recommendation for success: Minimum 70%)*

*Bluefield Recommendation: Minimum average of 70 % in Math 521A or Math 521B.*

# Social Studies

## Grade 10

### **CAS401A - Canadian Studies [Open] - Grade 10 - 1 Social Studies Credit**

CAS401 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 vary from geography to history, to 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.

### **CIV421A - Canadian Studies [Academic] - Grade 10 - 1 Social Studies Credit**

**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.

### **GEO421A - Geography of Canada [Academic] - Grade 10 - 1 Social Studies Credit**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geo-technologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

*Bluefield Recommendation for success: Minimum of 70% in grade 9 Academic Social Studies*

### **HIS421A - Ancient and Medieval History [Academic] - Grade 10 - 1 Social Studies Credit**

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.

*Bluefield Recommendation for success: Minimum of 70% in grade 9 Academic Social Studies and enrollment in ENG 421A is recommended due to the reading level of the course material.*

### **HIS421G – Understanding Canada - Comprendre le Canada [FI]**

[Academic] - Grade 10 - 1 Social Studies Credit

Course description under French Immersion - page 16

### **SOC451A - Practical Social Studies [Practical] - Grade 10 - 1 Social Studies Credit**

This course has been designed to meet the needs of Grade 10 students who may otherwise have difficulty with academic or general courses. The program content is drawn from a number of social science disciplines with an emphasis on Canadian-based topics and materials. Current issues, citizenship topics, and the legal system are examined as well as other selected themes in Canadian history and geography.

## Grade 11

### **GEO521A - Global Studies** [Academic] - Grade 11 - 1 Social Studies Credit

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, climate, 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: Geographic Methods, Physical Patterns of the World, and Cultural Patterns of the World. A Global Classroom Initiative component of the course provides a unique PEI-Kenya link supporting the cultural unit of the course.

*Bluefield Recommendation for success: ENG 421A is recommended due to the reading level of the course material.*

### **HIS521A - Modern World Survey** [Academic] - Grade 11 - 1 Social Studies Credit

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.

*Bluefield Recommendation for success: ENG 421A is recommended due to the reading level of the course material.*

### **LAW521A - Law [Introduction]** [Academic] - Grade 11 - 1 Social Studies Credit

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 of interest.

*Bluefield Recommendation for success: ENG 421A is recommended due to the reading level of the course material.*

### **LAW521F – Canadian Law - Le Droit [FI]** [Academic] - Grade 11 - 1 Social Studies Credit

Course description under French Immersion - page 16

### **LAW531A - Canadian Law** [General] - Grade 11 - 1 Social Studies Credit

This course is similar to LAW521A in that it provides an introduction to many of the same concepts. Students will be able to gain an understanding of Canadian law through the use of case studies and explorations of legal issues. The course is organized into three units: Foundations of Law, Criminal Law, and Civil Law. The Civil Law unit also includes a section on Family Law. Topics of study include fundamentals of law, the *Charter of Rights and Freedoms*, criminal and civil law procedures, youth and law, sentencing, and remedies and defences, among other areas of interest.

### **SOC851A - Practical Social Studies** [Practical] - Grade 11 or 12 - 1 Social Studies Credit

This course is an overview of the geography, history, and society of Canada in a North American and world context. It is designed to complement and continue the study undertaken in SOC451A.

**ECO621A - Economics [Introduction]** [Academic] - Grade 12 - 1 Social Studies Credit

The major areas of study within this course include fundamental economic theories, microeconomics, macroeconomics, and global economic concepts. Students will also move through the inquiry process by exploring an economics topic that is of interest to them. The overall objective of the course is to provide students with the knowledge and skills needed to understand economic concepts and issues, and to prepare them for effective decision-making, responsible citizenship, and critical analysis. Economic issues are rooted in social, political, and environmental problems that require a great deal of attention and have important consequences. It is therefore vital that senior high school students have the opportunity to understand the fundamental principles and concepts of this subject matter, as well as develop and acquire economic literacy so they can respond to the challenges of our modern society.

***The Department of Education, Early Learning and Culture and Holland College recognize Introductory Economics – ECO621A 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 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.***

*Bluefield Recommendation for success: Grade 10 or 11 Academic Social Studies or permission of Department. ENG421A and ENG521A are recommended due to the reading levels.*

**GEO621A - Global Issues** [Academic] - Grade 12 - 1 Social Studies Credit

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.

**GEO631A - Global Issues** [General] - Grade 12 - 1 Social Studies Credit

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.

**HIS621A - Canadian History** [Academic] - Grade 12 - 1 Social Studies Credit

This course was developed specifically 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.

*Bluefield Recommendation for success: Grade 10 or 11 Academic Social Studies or permission of Department. ENG421A and ENG521A are recommended due to the reading levels.*

**HIS621B – PEI History** [Academic] - Grade 12 - 1 Social Studies Credit

A central focus of this course is the question, "What does it mean to be an Islander?" Using multiple sources and current concepts of inquiry and learning, 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 through a range of time periods 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.

*Bluefield Recommendation for success: Grade 10 or 11 Academic Social Studies or permission of Department. ENG421A and ENG521A are recommended due to the reading levels.*

**MUH801A - History of Popular Music (formally History of Rock and Roll)** [Open] – Grade 12 – 1 Social Studies Credit

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students will examine the genres, styles, cultural contexts and connections of music in relation to their lives and the global world. Students will explore the ways music can be experienced and its significant role within society. Through active listening and inquiry musical learning, students will develop knowledge of the elements of music to gain understanding of the language of music.

**POL621A - Advanced Political Studies** [Academic] - Grade 12 - 1 Social Studies Credit

This course is divided into two parts, Canada's political system and an overview of the world's major political systems. Topics covered under Canada's political system include the role of government, the electoral process, the role of political parties, the Constitution, Parliament, federal, provincial, and municipal governments, the *Charter of Rights and Freedoms*, and other political concepts such as civil protest.

This course also seeks to broaden students' views of the world's major political systems. Students will explore the values behind democratic and non-democratic forms of governments as they will be challenged to analyse world problems through different viewpoints. The course promotes critical thinking and decision-making skills, and encourages discussion and debate on current political events.

*Bluefield Recommendation for success: Grade 10 or 11 Academic Social Studies or permission of Department. ENG421A and ENG521A are recommended due to the reading levels.*

**SOC621F – The Individual in Society - L'Individu en Société** [FI]

[Academic] - Grade 12 - 1 Social Studies Credit

Course description under French Immersion - page 16

## Arts

There is a \$25.00 studio fee to cover the cost of paint, printing inks, papers and other supplies used during each course. The student will receive an art kit consisting of basic art supplies with the payment of his/her studio fee.

### Grade 10

#### **ART401A - Visual Arts** [Open] - Grade 10 - 1 Elective Credit

This introductory course provides a study of basic art techniques such as drawing, painting, sculpture, and printmaking. There is a strong emphasis on the elements of art, principles of design, basic colour theory, and drawing skill development. Students will learn to have an understanding of their artmaking within the historical context of art from prehistoric and Indigenous cultures to Greek and Roman times. As well, students will learn to critically respond to visual images they create and critically view. Students will be required to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis.

*Departmental Note: This course is a recommended prerequisite for ART501A.*

### Grade 11

#### **ART501A - Visual Arts** [Open] - Grade 11 - 1 Elective Credit

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 the application of skills, spatial understanding, and a working knowledge of the elements of art and principles of design. Students will learn critical viewing skills using the appropriate vocabulary to examine and apply their knowledge of the art and artists of Indigenous culture and the Renaissance to the Impressionist time period in their art making. There is a stronger emphasis on self criticism and working independently. Students will continue to create, collect, record, explore, and reflecting their workbook and portfolio on a regular basis.

*Departmental Prerequisite: ART401A or permission from teacher (based on level of skill shown).*

### Grade 12

#### **ART601A - Visual Arts** [Open] - Grade 12 - 1 Elective Credit

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 persuasive argument skills. They will examine art and artists of the modern and contemporary art movements of various cultures, 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

*Departmental Prerequisite: ART501A or permission from teacher (based on level of skill shown).*

**ART621A - Visual Arts** [Academic] - Grade 12 - 1 Elective Credit

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 persuasive argument skills. They will examine art and artists of the modern and contemporary art movements in various cultures, 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.

*Departmental Prerequisite: ART501A or permission from teacher (based on level of skill shown).*

**Grade 11 or 12**

**CAR801W – Photography** [Open] - Grade 11 or 12 - 1 Elective Credit

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 3 ring binder will be required to create a course long portfolio document.

*Bluefield Prerequisite: Students who are registering for this course are expected to provide a written explanation of their interest in photography by submitting a letter to Mr. Strickey.*

# **Business Education**

## **Grade 10 and 11**

### **BUS701A–The World of Business [Open] - Grade 10 or 11 - 1 Elective Credit**

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.

## **Grade 11**

### **ENT521A – Entrepreneurship [Academic] - Grade 11 - 1 Elective Credit**

This course immerses students in the dynamic world of entrepreneurship, emphasizing creativity, critical thinking, and problem-solving. Through hands-on experiences, students will develop, launch, and manage business ventures, gaining practical skills in planning, decision-making, and teamwork. By fostering an entrepreneurial mindset, the course prepares students to navigate future career paths, embrace innovation, and drive meaningful change.

*Departmental Note: 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.*

## **Grade 11 and 12**

### **ACC801A - Bookkeeping [Open] - Grade 11 or 12 - 1 Elective Credit**

ACC801A – Bookkeeping (formerly Accounting) is a course that focuses on the tasks of the bookkeeper for a small business. Students will learn how to record, organize and manage daily financial transactions, and track all accounts, journals and ledgers within a business. Topics covered in this course include the use of ledgers, journals, special and subsidiary journals, trial balances, sales tax, correcting entries, entries needed for acquiring merchandise and non-merchandise, sales and purchases, discounts, returns, bank reconciliation, working with cash, payroll and more. Please Note: Students can receive credit for both ACC801A and ACC621A.

*Departmental Note: 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.*

## **Grade 12**

### **ACC621A - Accounting Principles [Academic] - Grade 12 - 1 Elective Credit**

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.

# Career and Technical Education (CTE) Skilled Trades

This framework is designed to provide students with opportunities to enrol in relevant skilled trades programming leading to post-secondary training and technical certification. *To learn more about career options related to these courses go to:* <http://www.gov.pe.ca/eecd/index.php3?number=1022404&lang=E>

*For more information on the Accelerated Secondary Apprenticeship program go to the following link:* <https://www.princeedwardisland.ca/en/information/workforce-and-advanced-learning/youth-apprenticeship-program-asap> <https://www.princeedwardisland.ca/en/information/workforce-and-advanced-learning/youth-apprenticeship-program-asap>



## Grade 10

### **FDS421A - Foods and Nutrition Science** [Academic] - Grade 10 - 1 Elective Credit

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 postsecondary education, or a career in food services.

*Departmental Note: This is a recommended prerequisite course for all CTE Culinary Skills courses.*

## Grade 10 or 11

### **AUT701A - Intro to Auto Service** [Open] - Grade 10 or 11 - 1 Elective Credit

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.

*Departmental Note: This course is a prerequisite for all other CTE-Automotive courses.*

### **CAR701A - Introduction to Carpentry Technology** [Open] - Grade 10 or 11 - 1 Elective Credit

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 will be challenged to apply math concepts to solve technical problems and develop their literacy skills through design and drawing techniques. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

*Departmental Note: This is a prerequisite for all other Carpentry Technology courses.*

### **WEL701A - Shielded Metal Arc Welding (SMAW) Level I** [Open] - Grade 10 or 11 - 1 Elective Credit

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.

*Departmental Note: This is a recommended prerequisite course for all other Welding courses.*

## Grade 11 and 12

### **AUT801A - Basic Power Train** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Departmental Recommended Prerequisite: AUT701A with an average of 70% or higher or permission from administration.*

**AUT801B - Brake Systems** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of AUT701A with an average of 70% or higher or permission from administration.

*Departmental Recommended Prerequisite:* AUT701A

**AUT801C - Electrical Systems** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of AUT801A & AUT801B with an average of 70% or higher or permission from administration.

*Departmental Recommended Prerequisite:* AUT801A

**AUT801D - Steering Systems** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of AUT801A & AUT801B with an average of 70% or higher and permission from administration.

*Departmental Recommended Prerequisite:* AUT801A

**AUT801E - Suspension Systems** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of AUT801A & AUT801B with an average of 70% or higher and permission from administration.

*Departmental Recommended Prerequisite:* AUT801A

\* **Bluefield Note:** CAR801A and CAR801C are offered back to back during the same timetable blocks to equal two credits. You must register for both the CAR 801A and CAR 801C courses at the same time. You cannot register for only one.

**CAR801A - Framing Systems Level I** [Open] - Grade 11 or 12 - 1 Elective Credit  
**CAR801C - Carpentry Skills Level I** [Open] - Grade 11 or 12 - 1 Elective Credit

**CAR801A - Framing Systems Level I**

Framing Systems Level I 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.

**CAR801C - Carpentry Skills Level I**

Carpentry Skills Level I 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.

*Bluefield Prerequisite:* Successful completion of CAR701A with an average of 70% or higher or permission from administration.

*Departmental Prerequisite:* CAR701A

\* **Bluefield Note:** The following carpentry courses can only be registered for by students who have successfully completed CAR801A/CAR801C with an average of 70% or higher and permission from administration.

**CAR801B - Framing Systems Level II** [Open] - Grade 11 or 12 - 1 Elective Credit

Framing Systems Level II builds on the technical skills introduced in the Framing Skills Level I 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 implications 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.

*Bluefield Prerequisite:* Successful completion of CAR801A/CAR801C with an average of 70% or higher and permission from administration.

*Departmental Prerequisite:* CAR701A

**CAR801D - Carpentry Skills Level II** [Open] - Grade 11 or 12 - 1 Elective Credit

Carpentry Skills Level II builds on the technical skills and knowledge introduced in the Level I 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.

*Bluefield Prerequisite:* Successful completion of CAR801A/CAR801C with an average of 70% or higher and permission from administration.

*Departmental Prerequisite:* CAR701A, CAR801C

**CAR801E - Carpentry Apprenticeship** [Open] - Grade 11 or 12 - 1 Elective Credit

Carpentry Apprenticeship is designed to provide students who are considering a future career related to the skilled 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 I 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.

*Bluefield Prerequisite:* Successful completion of CAR801A/CAR801C with an average of 70% or higher and permission from administration.

*Departmental Note:* Students wanting to challenge the Level I Apprenticeship Exam for Carpenter will require this course + a minimum of 4 other CTE-Carpentry courses. The student's average in all courses must be at or above 70% to qualify to challenge the Apprenticeship Exam.

*Departmental Recommended Prerequisite:* CAR701A

**CUL801A – Culinary Skills A** [Open] - Grade 11 or 12 - 1 Elective Credit

CUL801A 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. Topics covered include salads and sandwiches, complex batter and doughs, pastas and grains, eggs and dairy, cultural influences, and preparation and execution of meal services.

CUL801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary studies in this subject area.

Prerequisite: FDS421A

**Culinary Skills B (CUL 801B)** will be offered next year (2027-2028 school year). It is a separate course that will cover different topics.

*Departmental Prerequisite:* FDS421A

**WEL801A - Shielded Metal Arc Welding (SMAW) Level II** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of WEL701A with an average of 70% or higher or permission from administration.

*Departmental Recommended Prerequisite:* WEL701A

**WEL801B - Gas Metal Arc Welding (GMAW) Level I** [Open] - Grade 11 or 12 - 1 Elective Credit

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 preform GMAW welds. They will select the proper GMAW filler metals and shielding gases and correctly identify and select proper weld joints.

*Bluefield Prerequisite:* Successful completion of WEL801A/WEL801B with an average of 70% or higher and permission from administration.

*Departmental Recommended Prerequisite:* WEL801A

**WEL801C - Gas Metal Arc Welding (GMAW) Level II** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of WEL801A/WEL801B with an average of 70% or higher and permission from administration.

*Departmental Recommended Prerequisite:* WEL701A, WEL801B

**WEL801D - Flux Core Arc Welding (FCAW)** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of WEL801A/WEL801B with an average of 70% or higher and permission from administration.

*Departmental Recommended Prerequisite:* WEL701A

**WEL801E - Gas Tungsten Arc Welding (GTAW)** [Open] - Grade 11 or 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Successful completion of WEL801A/WEL801B with an average of 70% or higher and permission from administration.

*Departmental Recommended Prerequisite:* WEL701A

# Career Education and Personal Development

## Grade 10

### **CEO401A – Career Explorations and Opportunities** [Open] - Grade 10 - 1 Elective Credit

Career Exploration & Opportunities is a course which provides students an invaluable platform through which to develop the skills they need to become self-directed individuals who make healthy decisions, set achievable goals, and take responsibility for pursuing their goals throughout life. Students are given room to explore pathways to a wide range of post-secondary education and career options that align to their interests, skills and abilities. They set goals but also learn that it is normal for goals to change throughout life as circumstances change. This helps them to place value on resiliency in their growth and development as lifelong learners. Students learn essential workplace skills and appreciate how these competencies are further developed in their other classes and extracurricular activities. CEO provides a unit on financial literacy which explores topics related to financing their post-secondary pathway and career goals, as well as taxation and insurance.

Through relevant and experiential learning opportunities, students tie important threads together - seeing how their understanding of self and learning in school relate to the demands of the working world and the expectations of society. As they further develop their skills, attitudes, and behaviours, they will be able to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

## Grade 11 and 12

### **CWS502A - Cooperative Work Study** [Open] - Grade 11 - 2 Elective Credit

### **CWS502B - Cooperative Work Study** [Open] - Grade 11 - 2 Elective Credit

### **CWS602A - Cooperative Work Study** [Open] - Grade 12 - 2 Elective Credit

### **CWS602B - Cooperative Work Study** [Open] - Grade 12 - 2 Elective Credit

Cooperative Education provides students with meaningful work experiences that support their transition from high school to future careers. Through classroom-based pre-placement learning and on-site work placements, students gain real-world skills, workplace readiness, and essential health and safety knowledge. Students set personalized SMART goals to enhance their experiences, engage in ongoing reflection, and connect their learning to their career aspirations. Returning students build on previous experiences while continuing to refine their workplace skills. Collaboration among students, teachers, and community partners ensures a well-rounded, authentic learning journey that prepares them for success beyond high school.

A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances and with authorization of the Department of Education and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight. The CWS5/602A are offered during the afternoons of first semester. The CWS5/602B are offered during the afternoons of first semester.

*Bluefield Prerequisite: Successful completion of 6 high school credits.*

*Departmental Note:* A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances, and with authorization of the Director of Public Schools Branch 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.

**PHP501A - Peer Helping [Open] - Grade 11 - 1 Elective Credit**

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 assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room.

After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

*Bluefield Prerequisite:* Students must have: completed grade 10; filled out a formal application, teacher recommendation(s); excellent attendance; and a successful interview.

**PHP601A - Peer Helping [Open] - Grade 12 - 1 Elective Credit**

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 assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room.

After being selected through an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

This group of peer helpers will enhance their understanding of the students to which they are assigned by researching the students' particular conditions and contributing ideas to the development of the students' Individual Education Plans (as appropriate). Selection of these peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process.

*Departmental Note:* Through special consideration, students may take PHP601A without having taken PHP501A.

*Bluefield Prerequisite:* Students must have: completed grade 11; filled out a formal application, teacher recommendation(s); excellent attendance; and a successful interview.

**TRA602Y – Transitions [Open] - Grade 12 - 2 Elective Credit**

This two credit course offers hands-on, post-secondary exploration in a college setting. Students test-drive a variety of college programs, including: multiple trades, health and community, tourism and culinary, marketing, business and arts and media programs. This program is unique in several ways as students attend Holland College campus for two hours of each day and work in small teams (5-6) students, led by mentors. They also enjoy tours and volunteering in a variety of businesses in the surrounding community. Students who are well-suited to this program include those who are unsure about what they want to do after graduation and/or prefer hands-on activities in a variety of settings. This program encourages innovation, creativity and professional work ethic. Student outcomes include: increased knowledge about career options, opportunities to learn about their community, and above all, increased self-confidence and positive outlook for the future. To find out more contact your school counsellor or call the Holland College Transitions Program Coordinator, Joan Diamond, at (902) 629-4248.

*Departmental Prerequisite:* CEO401A and completion of application form.

# Communication and Information Technology

## Grade 10 and 11

### **ADC701A - Applied Digital Communications** - [Open] - Grade 10 or 11 - 1 Elective Credit

ADC701A is designed to develop foundational skills and knowledge needed to use digital tools in a practice that is ethical, responsible, and reflective of the academic, social, and personal lives of students. Learners will have the opportunity to develop knowledge and enhance skills in keyboarding, word processing, visual presentations, spreadsheets, and coding. Learners will consume, curate, evaluate, create, and share digital content to express themselves and develop an awareness of their own digital wellbeing. Through practice and application, learners will discover potential interests and pathways that connect to real-world issues, and cultivate passion and purpose.

## Grade 11

### **CMP521A - Introductory Computer Studies** [Academic] - Grade 11 - 1 Elective Credit

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.

*Bluefield Recommendation for success: Good mathematical skills and the successful completion of Mat 421A.*

## Grade 11 and 12

### **CMM801A - Creative Multimedia** [Open] - Grade 11 or 12 - 1 Elective Credit

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

*Bluefield Recommendation for success: CEO401A (Recommended minimum of 65%)*

## Grade 12

### **CMP621A - Computer Studies** [Academic] - Grade 12 - 1 Elective Credit

Through the lens of website design and development, students will apply computational thinking skills to analyse problems and develop solutions. They will be challenged to think critically about the impact of technology, enabling them to become informed consumers and creators of technology, and to engage in real-world issues. Computer Studies 621A is designed to provide students with opportunities to engage in the following five focus areas: Technology and Society, Programming, Design, Computing and Networks, and Data.

Good mathematical skills and completion of CMP521 are recommended for students enrolling in this course, however this course is NOT a prerequisite.

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

*Bluefield Prerequisite: CMP521A*

*Bluefield Recommendation for success: MAT521A (Recommended minimum of 65%)*

# Dramatic Arts

## Grade 10 or 11

### **DRA701A - Dramatic Arts** [Open] - Grade 10 or 11 - 1 Elective Credit

Drama 701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation, both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Students will analyse, experience, and perform script through the study of movement and speech. Students will be required to create, collect, record, explore, and reflect in their logbook/ blog and portfolio on a regular basis.

*Departmental Note: Drama 701A is the foundation for all future course work in drama and theatre. This course is a recommended prerequisite for DRA801A/ DRA621A.*

## Grade 11 or 12

### **DRA801A – Dramatic Arts** [Open] - Grade 11 or 12 - 1 Elective Credit

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; 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 drama course.

*Departmental Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge).*

## Grade 12

### **DRA621A – Dramatic Arts** [Academic] - Grade 12 - 1 Elective Credit

This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. It will build upon the skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A plus they will be introduced to a foundational component that will explore and analyse 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 on 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; 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.

*Departmental Prerequisite: DRA701A or permission from the teacher (based on level of skill and knowledge).*

## Music

Students taking instrumental music are provided school instruments with the understanding that they accept full responsibility of such. Any theft, damage, or loss of an instrument that has been assigned to a student is the student's responsibility. Students enrolled in Instrumental music can play in the Jazz Band and/or the Show Band. Students who wish to register for

### Grade 10

#### **MUS421A – Instrumental Music** [Academic] - Grade 10 - 1 Elective Credit

Instrumental Music (Music 421A) is a performance-based course for students with an interest in instrumental music. It will refine musical concepts, skills, and knowledge from the Grade 9 instrumental music program. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large instrumental ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing. This course is a prerequisite for Music 521A.

*Departmental Prerequisite: 9MUSA (Grade 9 Music) or permission from the teacher (based on musical level).*

#### **MUS421D – Popular Music Performance** [Academic] - Grade 10 - 1 Elective Credit

Popular Music Performance (MUS421D) is a student-driven, performance-based course that provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have developed within their artist's statement and action plan while cultivating the competencies required by a professional musical environment.

In MUS421D, great emphasis is placed upon professionalism as students work through the creative process, focusing on essential musical concepts, skills and knowledge learned through the popular music performance curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analysing.

Prerequisites: Intermediate StoMP (Styles of Musical Performance) or permission from the teacher based on skill and knowledge.

### Grade 11

#### **MUS521A – Instrumental Music** [Academic] - Grade 11 - 1 Elective Credit

Music 521A will refine and build upon musical concepts, skills, and knowledge from MUS421A.. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, and composition/improvisation. This course is a prerequisite for Music 621A.

*Departmental Prerequisite: MUS421A or permission from the teacher (based on musical level)*

### **MUS521D – Popular Music Performance [Academic] - Grade 11 - 1 Elective Credit**

Popular Music Performance (MUS521D) is a student-driven, performance-based course that provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative student-centred process to achieve goals they have developed within their artist's statement and action plan, while cultivating the competencies required by a professional musical environment.

In MUS521D, great emphasis is placed upon professionalism as students work through the creative process focusing on essential musical concepts and knowledge learned through the popular music performance curriculum outcomes — creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analysing. As students' progress from MUS421D into MUS521D, their depth of learning continues to grow, with increased focus on specific musical goals to both advance the student's personal musical goals and broaden their skill set in other genres and performance situations. Students are encouraged to establish professional relationships with musicians and mentors in the broader community.

Prerequisites: MUS421D or permission from the teacher based on skill and knowledge

### **Grade 12**

#### **MUS621A – Instrumental Music [Academic] - Grade 12 - 1 Elective Credit**

Music 621A will refine and build upon musical concepts, skills, and knowledge from MUS521A. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, and composition/improvisation.

*Departmental Prerequisite: MUS521A or permission from the teacher (based on musical level).*

#### **MUS621D – Popular Music Performance [Academic] - Grade 12 - 1 Elective Credit**

Popular Music Performance (MUS621D) is a student-driven, performance-based course that provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative student-centred process to achieve goals they have developed within their artist's statement and action plan, while cultivating the competencies required by a professional musical environment.

In MUS621D, great emphasis is placed upon professionalism as students work through the creative process focussing on concept, skills and knowledge learned through the popular music performance curriculum outcomes — creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analysing.

As students' progress from MUS521D into MUS621D, their depth of learning continues to grow, with increased focus on specific musical goals that will help establish who they are as an artist. Students are encouraged to establish and foster professional relationships with musicians and mentors in the broader community.

Prerequisites: MUS521A/B/D or permission from the teacher based on skill and knowledge

**MUH801A - History of Popular Music (formerly History of Rock and Roll [Open] - Grade 11 - 12 - 1 Elective Credit**

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students will examine the genres, styles, cultural contexts and connections of music in relation to their lives and the global world. Students will explore the ways music can be experienced and its significant role within society. Through active listening and inquiry musical learning, students will develop knowledge of the elements of music to gain understanding of the language of music.

Please note: MUH801A History of Popular Music is considered as a Social Studies credit for graduation.

# Physical Education

## Grade 10

### **PED401A - Physical Education [Open] - Grade 10 - 1 Elective Credit**

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.

### **PED401F - Physical Education [Open] - Grade 10 – 1 Elective Credit**

Fit is an alternative to the standard PED401A class, PED401A - FIT has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other and share in improving both personal and group fitness levels. A typical 75 minute class will include a 10-15 minute dynamic (active) warm up, a 30-50 minute goal specific fitness training session, and a 10-15 minute cool down. Students will meet the outcomes of the PED401A curriculum. 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.

Field trips and /or guest possibilities could include: - Yoga/Pilates/hiking/snowshoe, other fitness activities - Identifying healthy food options while grocery shopping or choosing from fast food and restaurant menus. Students sign up for PED401A or PED401A-Fit

## Grade 11 and 12

### **PED801A - Physical Education (Physical Literacy) [Open] - Grade 11 or 12 - 1 Elective Credit**

PED801AY (Physical Literacy) 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 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.

## Grade 12

### **LED621A – Leadership** [Academic] - Grade 12 - 1 Elective Credit

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.

*Bluefield Prerequisite:* Students must have: At least one previous grade 10 or 11 physical education course, English 521A, filled out a formal application, excellent attendance, and a successful interview.

# Social Sciences and Humanities

## Grade 10

### **FAM421A - Family Life** [Academic] - Grade 10 - 1 Elective Credit

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.

## Grade 11

### **CHD521X – Child Development** [Academic] - Grade 11 - 1 Elective Credit

The goal of this course is to help young people prepare for their future role as parents or other type of care givers. Topics include: a study of the male and female reproductive systems, the process of conception and fertilization, the development of the embryo and fetus, family planning, a study of the physical, emotional, social intellectual development at various ages, parenting, health, etc. Students will participate in the Baby Think It Over program.

## Grade 11 and 12

### **HOS801A - Hospitality and Tourism** [Open] - Grade 11 or 12 - 1 Elective Credit

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 be familiar with the various sectors of the industry: 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 on telephone skills, interview techniques, resume writing and goal setting. Also included in this course is a five hour internationally recognized customer-service training program called Super Host.

*Departmental Note: This course will have entrance recognition at Holland College with the curriculum designed to link to postsecondary opportunities in the study of Tourism and Hospitality.*

*Bluefield Notes: This course would benefit any student presently working or planning a career in the tourism industry. There are several ½ day field trips; therefore, students will be responsible for catching up on any missed work in their other courses. Field trips will cost approximately \$20.00.*

## Grade 12

### **HSG621A Housing** [Academic] - Grade 12 - 1 Elective Credit

This course is a study of all aspects of housing as it affects the consumer. Major concepts include: factors influencing space needs and choices of housing (stages of family cycle, economic and social situation); types of architectural forms and styles (forms, multiple housing, styles), financial aspects of housing (buy, rent, build, renovate, sources of money, terms connected with buying, insurance), choosing a site (problems of location, rural versus urban, zoning, lot, size, shape/location, exposure, taxes, landscaping), structure of the housing; factors to consider in floor plan/layout; interiors (principles/elements of design), selection and arrangement of furniture (periods and styles, traditional, contemporary, and arrangement), development of architecture, and careers in housing.

*Bluefield Note: Students are advised to collect used decorating magazines and catalogues needed for projects.*