



**Kensington Intermediate Senior High School  
Registration Handbook  
2026-2027**

**TABLE OF CONTENTS**

Introduction	3
Credit System	3
Promotion	3
Changing Course Levels	4
Types of Courses	4
Course Requirements-Full Time Students	5
Recommendations	5
Graduation Requirements	5
Course Identification	7
Course Selection	7
Specific Information for Grade 12 Students	8
Summary of Entrance Requirements for Maritime Post-Secondary	8
Program Planning Sheet	9
ESAP	12
English Courses	14
French Courses	18
Mathematics Courses	20
Science Courses	22
Social Studies Courses	25
Music Courses	27
Physical Education Courses	28
Art Courses	28
Family Living / Home Economics Courses	30
Computer Studies / IT Courses	31
Career and Technical Education	32
Peer Helping	38
Resource	40
Creativity/Innovation and Canadian Content Courses	50

## **Introduction**

Students entering or moving from grade to grade in high school have many important decisions to make when they are selecting their courses of study. Your course selection is very important to you and may play a role in determining your life's work. We advise you to carefully read the following pages which describe the system of education presently in place at Kensington Intermediate-Senior High School. In addition, you should consult your parents, teachers and counsellor for advice in selecting your courses. Parental and school approval of courses selected are required before your timetable can be completed.

KISH offers a variety of courses in each grade. These courses are given at different levels of difficulty to better meet the needs of each individual student. Courses may be chosen which prepare students for university, technical college, trades training or the work force. We urge you to choose courses that are at as high a level of difficulty as you can handle. This will ensure that you will keep as many career options open as possible.

We believe a good high school program should include a basic education in English, Mathematics, Science and Social Studies. These subjects are required at each grade level. In addition, elective courses are available and are designed to meet your other interests and to aid in your future career decisions.

## **Credit System**

KISH operates on a credit system and your progress is measured by how many credits you successfully complete. Credit is obtained in a course if a mark of 50% or more is achieved. Students are allowed to register for eight (8) credits during each school year. Exceptions are made for students enrolled in music, when students may select nine courses.

### **PROMOTION - Grade 7,8 & 9**

1. Board policy states that the following requirements must be met in order for a student to be promoted to the next level:
  - a. a minimum of 60% Math and English. All other subjects the requirement is a minimum of 50%
  - b. an overall average of 60%
2. Students who have met some but not all of the above requirements may be given consideration for CONDITIONAL promotion or a PLACEMENT in the next level. This decision will be made after a meeting of the Promotion Committee consisting of the school administration, guidance counsellor, and staff involved with the student being considered. Grade 9 students who are conditionally promoted to Grade 10 will be provided with resource assistance and course adaptation or modification.

### **PROMOTION - Grade 10, 11 & 12**

Grade levels at high school are assigned mainly for home room purposes and your grade level placement will be according to the following guidelines:

**Grade 10** - You must be in your first year of senior high school or have obtained fewer than four full credits during a previous year in Grade 10.

**Grade 11** - You must be in your second year of high school and have obtained at least four credits at the Grade 10 level (one of which is Eng. 421) OR You may be in your third year of study and have not obtained enough credits to graduate in that year.

**Grade 12** - You must be eligible to graduate at the end of the current year, or have previously graduated.

Promotion is by individual subject and students may be enrolled in courses at different grade levels. For example, you could be taking a Grade 12 level English and a Grade 11 level Mathematics course or vice versa.

If you do not pass a course (a mark less than 50%) you will not earn the credit value for that course.

This would mean that in the following year you will have to do one of the following:

- (a) repeat the course;
- (b) take a course in the same subject at a lower level of difficulty;
- (c) Choose a course in another subject area if the one failed was not a required one.

Some courses are sequential and build directly on the knowledge and skills developed in previous courses. Experience has shown that moving to the next grade level in sequential courses with a minimum pass mark of 50% is suspect in terms of chances for success, particularly if your achievement level has been declining. All such cases will be reviewed and a recommendation will be made for placement.

### **GUIDELINES FOR CHANGING COURSE LEVELS**

A student who attains a mark of 50% in a subject will be permitted to take the same subject at the next grade and at the same level. However, students who have not attained a mark of 50% may register according to the following general guidelines subject to school approval:

1. A student who has a mark below 35% in a subject may NOT take the same subject at a lower level in a higher grade. EXAMPLE: Math 421, mark of 28% - he/she is NOT permitted to take Math 521K.
2. A student who has a mark of 35% to 49% in a subject may request to take the same subject at a lower level in a higher grade. EXAMPLE: History 421, mark of 42% - he/she may be permitted to take Law 531. Of course, he/she would not get credit for History 421.
3. A student who wishes to change from a general course to an academic course at the same grade level may request to do so provided he/she has passed the subject at the general level.
4. A student who wishes to choose an academic course at the next grade level after successful completion of a general course may request to do so provided he/she has met both requirements listed below:
  - a) an average of 80% or more at the general level
  - b) obtained school permission and approval from his/her teacher

### **TYPES OF COURSES**

Courses are offered at various levels of difficulty to better match the needs, interests and ability levels of students.

- A. **ENRICHED** - Math 611 is offered to students who have demonstrated a high degree of competency and interest in mathematics. This course will provide a higher level of preparation for studies beyond high school.
- B. **ACADEMIC** - (University Preparatory) - Courses at this level provide the student with an in-depth understanding of the subject matter. Students choosing these courses will normally be those who have demonstrated the ability to cope with subjects requiring a studious approach. The content and method of instruction will require a high degree of student performance. Courses at this level are necessary for admission to university.
- C. **GENERAL** - Courses at this level provide basic training and understanding in the subject area. Students choosing these courses are normally those who have experienced difficulty in coping with the more academic aspects of the subject area. The content and approach of these courses should provide a broad general understanding of the subject matter. General level courses will not normally prepare students for admission to university but may allow entry into some trade and technical training programs.
- D. **CAREER & TECHNOLOGY STUDIES** - These courses familiarize students with current career and occupational opportunities. Each course will reflect current technology and will provide hands-on experience.

These courses are valuable components of both general and academic programs.

E. **OPEN** - These programs are open to all students. Generally speaking, these are elective courses and are activity oriented. Students planning on attending university should limit the number of open courses to no more than 2 in grade 12.

### **COURSE REQUIREMENTS - FULL TIME STUDENTS**

Our system allows for a maximum course load of eight (8) credits per school year

As a **Grade 10 student**, you **must** register for a complete eight (8) credit program which would include courses in English, writing, math, sciences, computer and social studies.

As a **Grade 11 student**, you **must** register for eight (8) credits which would include at least 1 course in English, science, social studies and mathematics.

As a **Grade 12 student**, you must register for a minimum of eight (8) credits which would include at least 1 course in English, mathematics, science and social studies.

\*\*\* Students looking at a University path need to select at least 5 621A courses and attain a minimum average of 70% in these courses to meet University entrance requirements. Meeting minimum requirements does not guarantee admission. Please check University Calendars for specific course requirements.

### **RECOMMENDATIONS**

1. Students are advised to learn about requirements for university by the end of Grade 10. Canadian university calendars and information are available on-line or in the Student Services Office.
2. Every student should be tracking their progress on the MyBluePrint program.
3. Science - If you are registering for science courses at the academic level, You should plan to complete at least two of biology, chemistry or physics at the Grade 12 level. If you plan to go on to university, especially in the science related areas, **you must take two of the above, one of which should be Chemistry.**

### **GRADUATION REQUIREMENTS**

An individual is eligible to receive a Senior High Graduation Diploma if the individual has successfully completed the course credit requirements for a Senior High Graduation Diploma described in Part B of this Directive and

1. (a) is enrolled in a senior high school operated by the Public Schools Branch; or  
(b) is enrolled in an affiliated school that, in the opinion of the Deputy Minister, offers courses that are substantially equivalent to courses offered by the Public Schools Branch.

2. This Directive does not apply to the eligibility of individuals to receive a Canadian Adult Education Credential (CAEC) High School Equivalency Certificate, General Educational Development (GED) High School Equivalency Certificate or a High School Graduation Certificate for Mature Students for the completion of senior high level courses as an adult learner who is not enrolled in a school operated by an education authority. Certification for the above programs is the responsibility of the Minister of Workforce, Advanced Learning and Population.

#### **PART B -Academic Requirements for a Senior High Graduation Diploma – 20 Credit Pathway**

3. (1) An individual who is enrolled in an English language education program has completed the course credit requirements to be granted a Senior High Graduation Diploma if the individual has successfully completed twenty (20) course credits comprised of
  - (a) at least five (5) course credits from courses designated in the Senior High Program of Studies and List of Authorized Materials as Grade 12 courses (600 or 800 level courses); and
  - (b) at least eleven (11) course credits from the compulsory course credits described in

subsection (3).

(2) A course credit may be used to satisfy the course credit requirements described in both clause (1)(a) and clause (1)(b).

(3) The compulsory course credit requirements referred to in clause (1)(b) include:

(a) Three (3) English credits, one (1) of which must be ENG 600 level;

(b) two (2) mathematics credits, one of which must be MAT 500 or 800 level;

(c) two (2) science credits;

*Senior High School Program of Studies* or a social studies credit approved by the Director of the English Education, Programs and Services division of the Department as a compulsory course credit;

(e) one (1) physical education credit, which must be PED401A;

(f) one (1) career education and personal development credit, which must be CEO401A or CAR421F;

4. (1) An individual may apply in writing to the Director of the English Education, Programs and Services division of the Department for an exemption from the following compulsory course credit requirements referenced in section 4.

(a) Physical education (PED401A);

(b) Career education and personal development (CEO401A or CAR421F).

(2) 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.

(3) On receiving a completed application made in accordance with this section, the Director of English Education, Programs and Services 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.

### **PART C – Academic Requirements for a Senior High Graduation Diploma – Essential Skills Achievement Pathway**

5. (1) In the Essential Skills Achievement Pathway–Post-Secondary Education (ESAP-PSE), an individual who is enrolled in an English language education program has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:

(a) attained mastery level in the Foundational Learning Block;

(b) attained mastery level in one of the designated Post-Secondary Education Achievement Pathway Blocks; and

(c) demonstrated a minimum level-two complexity Capstone Project.

(2) In the Essential Skills Achievement Pathway–Workplace Entry (ESAP-WE) program, an individual who is enrolled in an English language education program has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully:

(a) attained mastery level in the Foundational Learning Block;

(b) achieved mastery level in Workplace Readiness Block; and

(c) met the requirements of an experiential Work Placement (minimum 400 hours).

**PART D -Academic Requirements for a Senior High Graduation Diploma – International Baccalaureate Diploma Program**

6. An individual who successfully completes eight (8) credits from the Prince Edward Island Senior High Program of Studies and the International Baccalaureate Diploma Program will meet Provincial Graduation requirements and receive a Prince Edward Island Senior High Graduation Diploma.

**PART E -Academic Requirements for a High School Transition Certificate**

8. An individual who fulfills the requirements of transition planning at the high school level, as outlined in an individual Transition Action Plan in accordance with guidelines of the Prince Edward Island Department of Education and Early Years has successfully completed the course requirements to be granted a High School Transition Certificate.

9. This directive replaces Minister's Directive No. MD 2020-04, which is revoked.

This Minister’s Directive is effective February 26, 2024.

Dated at the City of Charlottetown, this 26 day of February 2024.

**COURSE IDENTIFICATION**

Each type of course described in the previous section may be recognized by its full name followed by a three digit number.

To map out a program of study you must understand this system of identification as each number tells you something about the course. The following diagram explains the system.

ENGLISH	4	3	1
Area of Study	Year in which course is usually attempted	Type of Course	Credit Value
English Science	4-grade 10(first) 5-grade 11(second) 6-grade 12(third) 7-grade 10 or 11 8-grade 11 or 12	0- Open 1- Enriched 2- Academic 3- General 4- Vocational 5- Practical 6- Modified 7 - Bridging	1 - 1 credit 2 - 2 credits
EXAMPLES			

English 571A - this course is Grade 11 Bridging English and is valued at one credit.  
History 421A - this course is Grade 10 Academic History and is valued at one credit.  
Hospitality 801A - this course is a Grade 11 or 12 open level course and is valued at one credit.

## **COURSE SELECTION**

You are about to make some very important decisions. Remember to follow these guidelines:

- Get help from your subject teachers, home room teacher, and/or school counsellor.
- Discuss your course selection with your parents/guardians.
- Make sure you know the level of course for which you qualify.
- Keep future plans in mind as you select your courses, and be sure to read the section entitled, "Summary of Entrance Requirements for Maritime Post- Secondary Institutions".
- Choose at least one course in English, mathematics, science and social studies each year.
- Read carefully the course descriptions.
- Grade 10 & 11 students choose 8 credits. Grade 12 students choose 7 or 8 credits.
- Remember to make any necessary changes in your course selection prior to the end of this school year.
- Courses offered each school year are based on student choices from the previous spring. It is very important that students choose what they would like to study.

## **SPECIFIC INFORMATION FOR GRADE 12 STUDENTS**

### **SUMMARY OF ENTRANCE REQUIREMENTS FOR POST SECONDARY INSTITUTIONS**

Graduation from high school does not guarantee admission to a university or college program. Students who are considering study beyond high school should consult university and college calendars in the Guidance Office to determine what courses to choose during high school.

Most Maritime universities require five grade 12 (621 or 611) academic courses for admission with a minimum average of 70%. Some have higher requirements. For some programs with limited enrolment a still higher average is required. Universities usually require that these five courses be taken in the student=s final year of study (grade 12).

- To be eligible for most universities, students should choose English, Mathematics, a Science (Chemistry, Biology or Physics), a social studies, plus one more acceptable academic elective.
- Students who plan to pursue studies in Science, Engineering, Forestry, Medicine, Dentistry, Pharmacy, Dental Hygiene, X-Ray Technology, Lab Technology, Nursing, or Physiotherapy should include Chemistry and at least one of Physics and Biology. For most of these programs, it is to your advantage to take all three sciences.
- Students who plan to pursue studies in Engineering, Science or Mathematics related areas beyond high school are advised to select the Enriched Mathematics course in Grade 12 (Math 611).
- Students are reminded that some universities will not accept Phy Ed 621 and Family Studies 621 or Music 621 as one of the five subjects for admission. Others will accept only one of these for admissions purposes.
- Students are encouraged to make use of the Guidance Office and web sites for up-to-date information on entrance requirements for various post-secondary universities and colleges.

Post-secondary institutions such as Holland College may accept students graduating with General courses into

some programs. However, many courses require academic high school programs for entrance. Students are advised to check well in advance as to what doors they are closing when they transfer from Academic to General courses. Each student must accept the responsibility of selecting appropriate courses in high school. Remember- Courses you select now will have a strong bearing on avenues open to you beyond high school. Please make your decisions with care.

### **STUDENT SERVICES (GUIDANCE OFFICE)**

The school counsellor is available to assist students in three main areas: educational, vocational, personal-social. The school counsellor is available to students on an individual basis to discuss matters relative to school progress, future planning, course selection, post-secondary information and personal development. Assistance is also provided by means of group or class sessions.

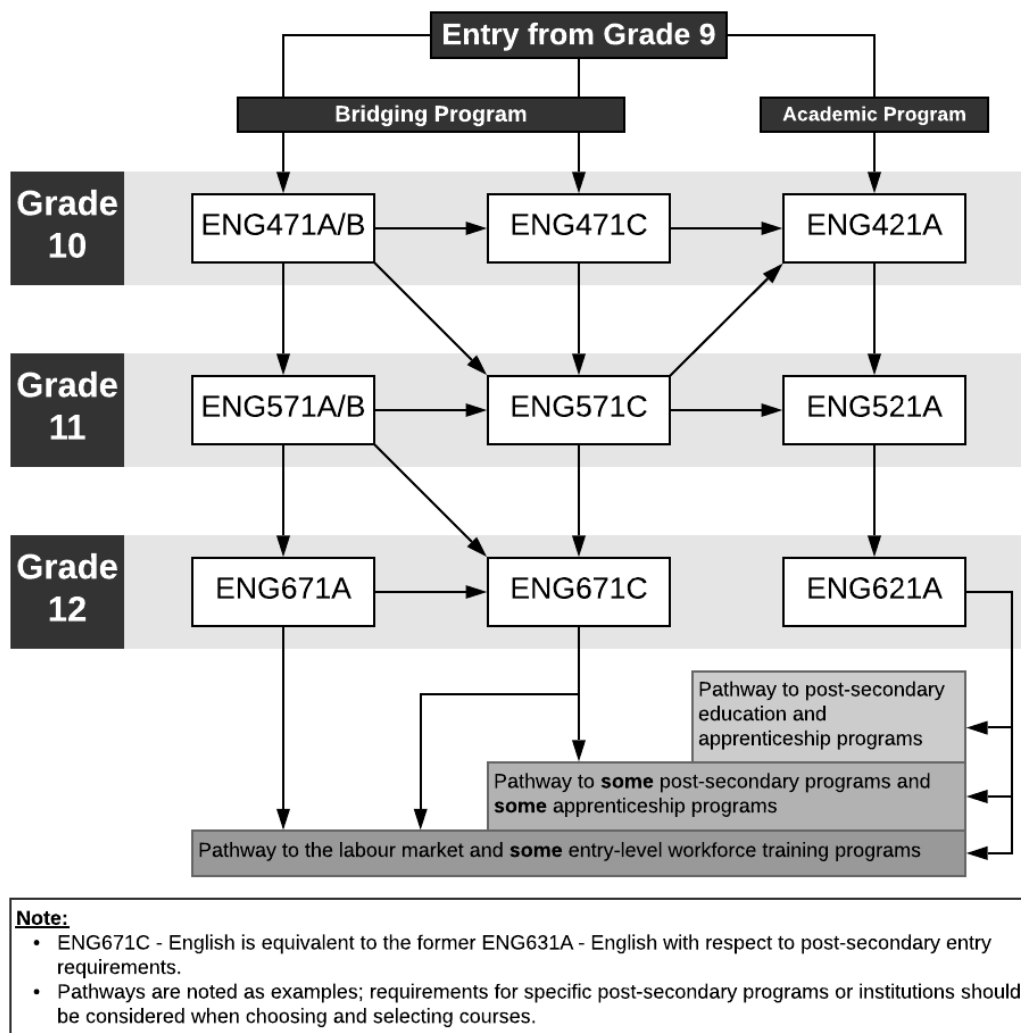


## COURSE DESCRIPTIONS

This section of the handbook contains a brief description of each of the courses offered at KISH. Descriptions include an outline of content covered as well as level of difficulty and credit value. Prerequisite courses mean those courses that must be successfully completed before the course in question is taken. Only with special agreement may a course be taken without the prerequisite. These descriptions are brief due to space limitations in this booklet. If you wish more detail as to the content covered or the method of instruction used in the course, please talk to a teacher of that subject.

## ENGLISH

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



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

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

## 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**

### **ECP800J - ESAP /Post-Secondary/Apprenticeship-Capstone Project**

Students will complete a Capstone Project which is designed to solve a real-world problem. Students will demonstrate their growth from the Foundational Learning objectives and the CAMET Essential Graduation Competencies while addressing an issue in the world, their school, a nearby school, their community or their home.

**Prerequisite: successful completion of EPS800J or EWR800J**

### **EWP800J - ESAP Workplace Readiness-Work Placement**

Students will complete a 400-hour work placement in a field of their choice. Throughout their placement, their outcomes will directly relate to their field of interest. This will prepare the student for the current skills-based economy as well as future work, learning and life.

**Prerequisite: successful completion of EPS800J or EWR800J**

### **Protocol for Returning to the Standard Graduation Pathway**

Based on the student's performance and preferences, a student may decide to return to the standard graduation pathway. Ideally, this decision should be made by June during the Foundational Learning block.

Students can receive credit for the portion of the ESAP program completed. Credit allocation will be determined by the ESAP team at the school, using the information in the chart below.

#### **Grade 10**

**Semester 2** (2 blocks)

#### **Grade 11**

**Semester 1** (2 blocks)

Foundational Learning Outcomes to Credit Ratio

Outcomes

completed:

110 – 219 = 1 credit (EFL701J)

Outcomes

completed:

220 – 329 = 2 Credits (EFL702J)

Outcomes

completed:

330 – 437 = 3 credits (EFL703J)

Outcomes  
completed:  
438 = 4 Credits (EFL704J)

**Please Note:** students who exit are not required to complete CEO provided they have demonstrated proficiency in the mapped outcomes from the Foundational Learning block.

## **English Core Courses**

### **ENG421A – English**

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.

### **ENG471A/B – English (Bridging Program)**

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.

### **ENG471C – English (Bridging Program)**

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.

### **ENG521A – English**

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 skills in new ways, thus leading them to higher levels of achievement and increasing their skills in Speaking and Listening, Reading and Viewing, Writing and Representing. ENG 421A, ENG 521A and ENG 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.

### **ENG571A/B – English (Bridging Program)**

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 (Bridging Program)**

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 identify 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.

## **ENG621A – English**

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.

## **ENG671A – English (Bridging Program)**

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. 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. While it is not required, students are encouraged to take English 671C prior to graduation.

## **ENG671C – English (Bridging Program)**

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 and will be academically ready to take on some college programs. While other bridging program courses are evaluated only with a continuum of learning, students in English 671 C will also receive a percentage grade.

## **English as an Additional Language**

### **EAL771A – English as an Additional Language (Foundational Level)**

The Foundational Level EAL course focuses on developing the foundational English language competency and foundational literacy skills of students. Students begin to acquire the English code while developing an awareness of Canadian and PEI cultural patterns. These building blocks form a fundamental path for later to literacy students to facilitate their successful transition into PEI schools and the overall PEI society.

The EAL 771A course (grade 10-12) is part of the literacy continuum offered by the EAL and English Language Arts Curriculum.

### **EAL701A – English as an Additional Language (Beginning/Introductory Level)**

This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development and progression of English language proficiency, which is required for success in school and the community. It will be highly recommended to students whose English language proficiency level in listening and speaking is assessed at the beginning/introductory level. This course intends to provide students with ample opportunities to listen and speak in English, while developing their English language fluency, accuracy, and comprehension. Although the four strands of language (listening, speaking, reading, and writing) are interrelated, the main emphasis of this course is on listening and speaking.

Students will be recommended to take EAL701B the same semester as EAL701A, where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

### **EAL701B – English as an Additional Language (Beginning/Introductory Level)**

This beginning/introductory level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in reading and writing is assessed at the beginner/introductory level. This course intends to provide students with ample opportunities to read and write in English, while developing their reading and writing strategies, comprehension, response, and analysis. Although the four strands of language (listening, speaking, reading, and writing) are interrelated, the main emphasis of this course is on reading and writing.

Students will be recommended to take EAL701A the same semester as EAL701B where possible, as both courses complement one another. Students who have successfully met the outcomes in EAL701A and EAL701B will be highly recommended to take EAL701C.

### **EAL701C – English as an Additional Language (Intermediate Level)**

This intermediate level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the intermediate level, or for those who have successfully completed EAL701A and EAL701B. This course provides students with ample opportunities to listen, speak, read, and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading, and writing.

It is recommended that students who successfully complete EAL701C will then take EAL701D to further progress in their English language proficiency.

## **EAL701D – English as an Additional Language (High/Intermediate/Advanced Level)**

This high intermediate/advanced level course will be offered to students who already speak at least one other language, or who come from a home in which another language is used. This course will support students' further development and progression of English language proficiency, which is required for success in school and in the community. It will be highly recommended to students whose English language proficiency level in listening, speaking, reading, and writing is assessed at the high-intermediate level, or for students who have successfully completed EAL701C. This course provides students with ample opportunities to listen, speak, read, and write in English. The emphasis of this course is on the four interrelated strands: listening, speaking, reading, and writing.

It will be highly recommended that students successfully complete EAL701D before taking ENG421A or ENG471A/B/C.

## **FRENCH IMMERSION**

### **FRE421F – French Immersion**

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.

### **FRE521F – French Immersion Language Arts**

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.

Prerequisite: FRE421F

### **FRE521G – French Communication and Culture**

The content and skill requirements of this course are met through participation in the PEI-Québec Exchange program. Building on foundational communication skills which are solidified in FRE421F, or basic communication skills acquired in FRE421A, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar contexts through an immersion experience. The context of the exchange provides an additional challenge with an unfamiliar, authentic francophone environment. It also provides meaningful opportunities for students to develop 21st century transdisciplinary skills and experience intense personal development. In order to register for this course, students must apply to the exchange program in accordance with associated deadlines and requirements, and if selected, must agree to terms of participation. Interested students should consult a

teacher/counselor for course planning purposes. For more information, please contact the program coordinator.

*Prerequisite: FRE421F (immersion students only), FRE421A (core French students only)*

### **FRE621F – French Immersion**

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

### **HIS421G – Canadian History/Histoire du Canada**

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 promote the development of historic conscience in order to enable students to understand better contemporary Canada.

### **LAW521F –Canadian Law- Le Droit**

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

### **SOC621F – The Individual in Society/L'individu en société**

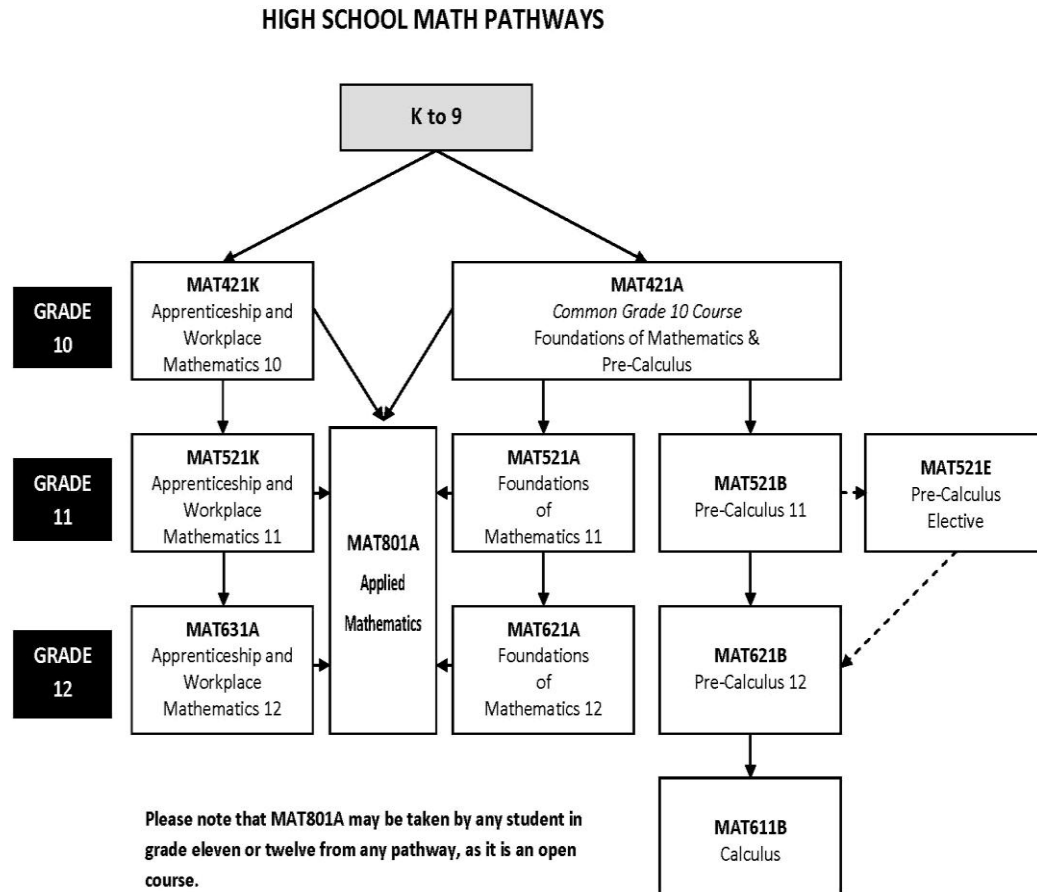
This course is an introduction to social and psychological issues. It is designed to develop students' understanding of society and/or their own needs and motivations. Students will learn social science research procedures involving experiments, surveys, and reports. Learning activities also include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

- Human Communication;
- Social Institutions;
- The Impact of Culture;
- The Individual in Society.

*Optional Themes:* Prejudice and Discrimination; The Economically Underprivileged in Society.

## MATHEMATICS

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.

### **MAT421A Foundations of Mathematics and Pre-Calculus 10**

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations.

**It is recommended that students in this course have a strong background in grade nine mathematics.**

### **MAT421K – Apprenticeship and Workplace Mathematics 10**

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.

### **MAT521A Foundations of Mathematics 11**

This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. The topics covered are logical reasoning, angles and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning.

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

### **MAT521B Pre-Calculus 11**

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

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

### **MAT611B - Calculus**

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

**MAT621B is a prerequisite for this course. As well, it is recommended that students have a strong background in MAT621B.**

### **MAT621A – Foundations of Mathematics**

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).

MAT521A or MAT521B is a prerequisite for this course.

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

### **MAT621B Pre-Calculus 12**

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

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

### **MAT801A - Applied Mathematics**

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 trades-related courses. MAT801A will meet the requirements for some community college programs. The units of study include mathematical essentials, construction/housing, electrical, spatial sense, and fabrication.

## **SCIENCE**

### **AGS621A – Agriscience**

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture.

The major topics include

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

AGS621A requires students to follow a guided inquiry process that will result in an investigation and presentation of a crop production issue.

Students who take AGS621A Agriscience may not take AGS801A Agriscience.

### **AGS801A – Agriscience**

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture.

The major topics include:

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

Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest.

Students who take AGS801A Agriscience may not take AGS621A Agriscience.

### **BIO521A - Biology**

This is the first science course in which the focus is entirely on the life sciences. BIO521A will provide students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment.

The units of study include:

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

### **BIO621A - Biology**

This is the second science course in which the focus is entirely on the life sciences. BIO621A builds upon, in part, the knowledge and skills obtained from BIO521A and will provide students with the opportunity to increase their scientific literacy by continuing to develop foundational knowledge and skills as well as the opportunity to make connections between the life sciences, technology, society, and the environment.

The units of study include:

- Maintaining Dynamic Equilibrium II (Systems: Nervous, Endocrine);
- Reproduction and Development;
- Genetic Continuity;
- Evolution, Change and Diversity.

### **BIO801A - Human Biology**

This course is designed to introduce students to the structure, function, and interrelation of the various systems in the human body that are required to maintain homeostasis.

The units of study include:

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

BIO801A will provide students with the opportunity to develop knowledge, skills, and the science-technology-society-environment connections concerning the functioning of their body. In addition, students will hopefully develop a positive attitude toward, and an appreciation for, the life sciences.

### **CHM521A – Chemistry**

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

### **CHM621A – Chemistry**

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.

Prerequisite: Chemistry 521A (CHM521A)

### **PHY521A - Physics**

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections

involving physics. PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by

introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum.

The units of study include:

- Dynamics (study of forces that explain motion);
- Kinematics (study and description of motion);
- Momentum and Energy;
- Waves.

## **PHY621A - Physics**

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A provides the foundation for the units of study in PHY621A. Topics related to kinematics, dynamics, and energy in PHY621A will include two-dimensional analysis.

The units of study include:

- Application of Vectors;
- Circular and Planetary Motion;
- Electricity and Magnetism.

***Prerequisite: PHY521A***

## **SCI421A - Science**

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).

## **SCI701A - Applied Science**

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. In a collaborative environment, this course will provide opportunities for those students interested in careers related to applied technology, engineering, and the skilled trades.

## **SOCIAL STUDIES**

### **CIV421A – Civics and Citizenship**

CIV421A allows students to understand the rights and responsibilities of citizenship and what it means to be an engaged citizen in their school, community, country and globally. Through the exploration of issues of civic importance and understanding the influence of social media, they will understand the role of civic engagement and explore the ways they can serve their communities. They will investigate the structure, operation, and selection of governments 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 as they investigate and communicate informed opinions about issues of political importance and developments of global, and national significance and of personal interest to them.

### **GEO421A - Geography of Canada**

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 geographic tools and technologies, inquiry, and communication methods to analyze and evaluate geographic issues, and to present their findings.

### **ECO621A – Introductory Economics**

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.

### **HIS421A - Ancient and Medieval History**

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.

### **LAW521A - Introductory Law**

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.

### **LAW531A - Introductory Law**

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, Charter of Rights and Freedoms, criminal and civil law procedures, youth and law, sentencing, and remedies and defences, among other areas of interest.

### **MUSIC**

#### **MUS421A – Music**

MUS421A will refine and build upon the musical concepts, knowledge, and skills of the grade nine instrumental music program. The MUS421A course will explore and investigate pieces from a variety of styles and time periods with a specific emphasis on Canadian content and the Baroque Era. Students will be expected to choose one piece from the Baroque time period as a musical study.

Through the strands of Create and Perform, Listen and Perform, and Read and Perform, students will be introduced to scale identification of whole tone; interval identification of major and perfect ascending; and relative harmonic and melodic minor scales/arpeggios of C, E<sup>b</sup>, and A<sup>b</sup>. They will demonstrate an understanding of the following musical expressions: *affectuoso*, *brillante*, *expressivo*, *glissando*, and *risoluto*. Students will be expected to perform a solo and be an independent part of a small ensemble.

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

#### **MUS521A – Music**

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

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

#### **MUS621A – Music**

This course is built upon the musical concepts, knowledge, and skills studied in MUS521A. Students are expected to refine these concepts, knowledge, and skills. They will also be introduced to new concepts, knowledge, and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions) and demonstrate an understanding of the following musical expressions: *a cappella*, *attaca*, *con fuoco*, *deciso*, *mesto*, and *troppo*.

Through creating and performing, students will harmonize to familiar simple melodies and compose using a selected form with harmonization. They will be expected to read and perform major scales/arpeggios/thirds at increased tempi: C, F, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, D<sup>b</sup>/C<sup>#</sup>, G, D, and E, plus G<sup>b</sup>/F<sup>#</sup> and B/C<sup>b</sup>. Students will listen and perform intervals (augmented, diminished, ascending, and descending) and identify intervals played simultaneously (augmented and diminished). They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study.

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

### **MUS801A – Styles of Popular Music**

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

## **PHYSICAL EDUCATION**

### **PED401A - Physical Education (Wellness)**

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.

### **PED801A - Physical Education (Lifestyle)**

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.

## **ARTS**

### **ART401A - Visual Arts**

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

*This course is a recommended prerequisite for ART501A.*

### **ART501A - Visual Arts**

This course builds upon the knowledge, skills, ideas, and experiences introduced in ART401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design, and spatial understanding. Students will learn to critically view using the appropriate vocabulary to examine the art and artists of the Renaissance to the Impressionist time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis.

*Prerequisite: ART401A or permission from the teacher (based on level of skill and knowledge)*

### **ART601A - Visual Arts**

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

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

## **SOCIAL STUDIES AND THE HUMANITIES**

### **FAM621A – Family Life Education**

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

### **FDS421A - Foods and Nutrition**

FDS421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide. Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post-secondary education, or a career in food services.

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

### **CUL801A – Culinary Skills A**

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, baked goods, pastas and grains, eggs and dairy, and management of food 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*

### **CUL801B – Culinary Skills B**

CUL801B 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 stocks, soups and sauces, baked goods, fruits and vegetables, fish, poultry and meats, and customer service and dining.

CUL801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in CUL801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education in this subject area.

*Prerequisite: FDS421A*

### **HOS801A - Hospitality - Second or Third Year - Open - 1 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 to be familiar with the various sectors of the industry such

as: accommodations, travel trade, food and beverage, recreations, events and conferences, attractions, tourism services, and transportation.

Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called Super Host.

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

## **COMPUTER STUDIES**

### **CMM801A – Creative Multimedia**

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

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

### **CMP521A – Introductory Computer Science**

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.

### **CMP621A – Computer Studies**

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.

## **CAREER AND TECHNICAL EDUCATION**

### **AAR802X – Introduction to Aviation 802X**

Designed to provide an orientation to the many disciplines in the aviation industry, this program outlines careers available in the aviation and aerospace sectors and introduces the student to skills required to take those careers. The program includes skills transferrable to many sectors including workplace safety and safety regulations, the Workplace Hazardous Materials Information System, the use and care of basic hand tools and precision measuring. Aviation specific training includes safety in aviation environments, basic theory of flight [airplanes and helicopters], hardware, sheet metal work, and aircraft maintenance. Practical activities are

provided to enhance the training throughout the course and include the assembly of basic electronic kits. Toward the end of the semester, students may opt to take a job-shadow placement at a local aerospace company.

**Prerequisite – None.**

### **AAR802Y – Introduction to Aviation**

This course is a continuation of Introduction to Aviation 802X and will expand the knowledge and skills of the student. The course will include a more complete study of the theory of flight, and cover the operation and maintenance of piston and turbine engines and aircraft structural repair. Aircraft materials and construction, electrical basics and electrical safety, as well as aircraft inspection and maintenance documentation will form a large part of the module. Practical projects will include piston engine work, sheet metal work and maintenance and inspection of a certified aircraft. Students will also do some “on the job training”.

**Prerequisite – Introduction to Aviation 802X**

### **AAR602X/CWS602A Aircraft Maintenance Orientations**

Students may enter this program from 802X or 802Y. For those students who enjoy the aircraft maintenance environment, this course will allow them to continue in the aviation program. Most of this course will be Co-op placements with local aviation and aerospace companies.

**Prerequisite – Introduction to Aviation 802X**

## **Automotive**

### **AUT701A – Introduction to Auto Service Technology**

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

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

### **AUT801A – Basic Power Train**

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, and learn to diagnose and repair problems related to vehicle drivelines.

### **AUT801B – Brake Systems**

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. They will learn to service, repair, and diagnose drum brake systems, disc brake systems, and power brakes, and will be introduced to anti-lock brake systems.

### **AUT801C – Electrical Systems**

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. They will learn to service, test, and diagnose problems related to batteries. They will service and repair basic electrical circuits, use electrical meters, and scan tools to test and diagnose vehicle electrical systems.

### **AUT801D – Steering Systems**

The steering gear mechanism is an integral component of any vehicle system. 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, steering columns, and basic frame construction.

### **AUT801E – Suspension Systems**

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.

### **CEO401A - Career Explorations and Opportunities**

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

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

### **Carpentry**

#### **CAR701A – Introduction to Carpentry Technology**

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.

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

#### **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.

CAR801A is the prerequisite courses for CAR801B - Framing Systems Level II

### **CAR801B – Framing Systems Level II**

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.

### **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.

CAR801C is the prerequisite courses for CAR801D - Carpentry Skills Level II

### **CAR801D – Carpentry Skills Level II**

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.

### **CAR801E – Carpentry Apprenticeship**

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.

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.

### **CWS501A and CWS502A/B – Cooperative Education**

### **CWS601A and CWS602A/B – Cooperative Education**

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

knowledge and practice, and refine skills to demonstrate student achievement of placement expectations that reflect current workplace practices and standards.

### **Course Codes**

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

### **Credit Guidelines**

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

### **TRA602Y - Career Transitions**

Transitions is a two credit career exploratory course offered in conjunction with Holland College. The purpose of the program is to encourage and motivate senior high students to continue their education after high school, and to provide them with ample information to make informed choices about post-secondary options. Students registered in Transitions attend Holland College each day for half a school day during one semester, rotating every three weeks through a different post-secondary career module. Students also have the opportunity to participate in community exploration experiences and tours relating to their career interests. One of the priorities of the Transitions Program is to create a student-centered learning environment where learners are mentored, guided, and supported with a five to one student to mentor relationship. During each career module, program mentors support student teams in completing career related projects, with team presentations following each rotation. Students are also required to make at least two high quality additions to their Portfolios during each career rotation.

**Prerequisite successful completion of Career Explorations 401, along with steel-toed footwear.**

#### **Note**

**Transitions has entrance recognition at Holland College.**

### **ROB801A – Robotics**

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

**Prerequisite: Applied Science (SCI701A) or permission from the teacher (base**

### **WEL701A – Shielded Metal Arc Welding (SMAW) Level I**

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

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

### **WEL801A – Shielded Metal Arc Welding (SMAW) Level II**

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

### **WEL801B – Gas Metal Arc Welding (GMAW) Level I**

Gas metal arc welding (GMAW) is extensively used in industry. During this course, students will learn to identify, describe, and safely use the equipment and tools required to perform GMAW welds. They will select the proper GMAW filler metals and shielding gases, and correctly identify and select proper weld joints required to complete projects.

This course is a prerequisite for WEL801C GMAW Level II.

### **WEL801C – Gas Metal Arc Welding (GMAW) Level II**

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.

### **WEL801D – Flux Core Arc Welding (FCAW)**

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.

### **WEL801E – Gas Tungsten Arc Welding (GTAW)**

Gas tungsten arc welding is a precise method of welding various types of metal. GTAW is a welding process widely used 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.

## **Peer Helping**

### **PHP501A – Peer Helping**

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.

### **PHP601A - Peer Helping**

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 they are assigned to 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.

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

## **BUSINESS EDUCATION**

### **ACC621A – Accounting Principles**

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

The Department of Education and Early Years and Holland College recognize Accounting Principles - ACC621A as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course.

Therefore, all students who have successfully completed ACC621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (ACCT1001). ACCT1001 is found as either an elective or a core course in the following Holland College programs:

Golf Club Management; International Hospitality Management;

Marketing and Advertising Management;

Tourism and Travel Management; and Sport and Leisure Management

### **ACC801A – Bookkeeping (formerly Accounting)**

Bookkeeping (ACC801A) 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.

### **BUS701A – The World of Business**

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.

### **ENT521A – Entrepreneurship**

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.

### **Independent Study Courses (ISC521A/621A)**

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 firsthand inquirer. This study should uncover new questions

and ideas for further inquiry and may solve real-life community issues. It is designed as an opportunity to pursue further studies and should not be regarded as a student entitlement. This course will showcase a student's care, attention to detail, and overall pride in their work while requiring a considerable commitment of time, effort, and energy on the part of the student.

Early planning is required for a student to enroll in this course. Independent Study Courses are developed cooperatively by the student and a supervising teacher, and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Independent study courses can be taken as a Grade 11 credit (ISC521A) or a Grade 12 credit (ISC621A). Students may earn a total of two Independent Study Course credits towards graduation requirements. The Independent

Study Course 521A/621A Curriculum Guide and application forms are available online:

<https://sites.google.com/cloud.edu.pe.ca/isc-curriculum-document-update/home>

## **Resource**

### **RES401A— Resource Grade 10**

This course provides academic support for students entering high school with identified learning needs. Enrollment is informed by recent assessment, which identifies specific challenges, required interventions, and skill development goals. The curriculum is individualized to address these needs, which may include but is not limited to literacy, numeracy, assistive technology, organization, or time management.

An individualized course plan will be developed by the Resource Teacher in consultation with each student. This plan will outline student outcomes, teaching strategies, and supports provided to address the student's learning difficulties. A strong link between subject teachers and the resource teacher is encouraged, where appropriate, to provide necessary academic support.

### **RES501A— Resource Grade 11**

This course is designed for students requiring targeted interventions and individualized support to navigate their Grade 11 course load. It provides the flexibility to support specific academic subjects or to remediate learning gaps identified through recent assessment. Students may take this course in the same academic year as RES401A if distinct support is required for separate semesters or heavy course loads. The focus remains on implementing specific teaching and learning strategies that address the student's unique academic challenges, whether they are new concerns or ongoing needs. An individualized plan will be created to track interventions and progress.

### **RES601A— Resource Grade 12**

This course provides support for students in their final year who require continued interventions and/or supports to achieve academic success. Based on recent assessment and current academic demands, this course offers a structured environment to address specific skill deficits and support

complex course work. As with previous levels, the content is determined by the teacher based on individual student needs (e.g., math, literacy, assistive tech). An individualized course plan will be maintained to document the specific supports provided and the student's progress toward their academic goals.

### ***Course Entrance Criteria***

No student may select to take a resource credit. Students must be referred/recommended by the school services team, the students' teachers, and school administrators.

Students and parents must be informed about the credit as well as the goals/outcomes established at the beginning of the course and agree to participate.

This credit is not available to students with an I.E.P. who are eligible for a special education credit.

### ***Credit Information***

Students will receive 110 hours of instruction including time spent in class (normally a maximum of one-third of a semester) prior to the beginning of the resource course.

A student may not receive a resource credit and another subject credit for same time block of study. The teacher will develop an individualized course plan for the student in consultation with the Student Services Team and the student at the beginning of the course. This plan must include student outcomes and the teaching and learning strategies for achieving such outcomes, as well as assessment strategies to be used.

A student may receive up to one resource credit per year for a maximum of three credits. A teacher will place a copy of the plan and the progress achieved by the student in the student's record file.

### **Canadian Content Courses**

The following is a list of course names which are considered a part of the Canadian Content Graduation Requirement.

- **CAS401A** – Canadian Studies
- **GEO421A** – Geography of Canada
- **HIS621A** – Canadian History
- **HIS621B** – PEI History
- **LAW521A** – Introductory Law
- **LAW531A** – Introductory Law
- **POL621A** – Advanced Political Studies
- **HIS421G** – Canadian History/Histoire du Canada
- **LAW521F** – Canadian Law/Le droit

### **Flexible Learning Opportunities**

The Prince Edward Island Department of Education and Lifelong Learning 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. These opportunities include:

- academy diploma programs;
- cooperative education courses;
- distance education courses;
- external credential courses;
- independent study courses;
- local courses; and
- summer learning courses.

Each of these flexible learning opportunities offered to Prince Edward Island high schools will be described below.

### **Cooperative Education Courses (CWS501A/502A/601A/602A)**

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.

#### *Course Codes*

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

### **Distance Education Courses**

Distance education is a mode of instruction in which the student and the teacher are separated in either time or space, or both, and where two-way communication takes place through non-traditional means for the most part. There is a broad range of both individualized and team instructional approaches and strategies used in distance education. Distance education communication may utilize various technologies and media, including but not limited to, print, computers and computer networks, telecommunications, and audio-visual equipment and resources.

Distance education is seen as a means to provide students with equitable access and/or a diversity of programs as approved by the PEI Department of Education and Lifelong Learning. Typically, this option is employed when a particular high school does not have the capacity to offer a particular course. All distance education requests must be approved by the PEI Department of Education and Lifelong Learning.

### **External Credential Courses**

External Credentials acknowledges the value of student learning that occurs outside the public school system. High school credit may be awarded for approved external courses, programs, or assessments that meet or exceed provincial standards and contribute to the Essential Graduation Competencies. These credentials, once reviewed and approved by the Director of English Education, of Programs and Services are recorded on the student transcript to reflect the breadth of student achievement.

Students may apply one non-compulsory external credential toward graduation requirements, including the option of using a Grade 12 external credential as an elective credit. While external credentials may strengthen a learner's transcript, they may not align with admission requirements for all post-secondary institutions. Students are responsible for confirming the applicability of external credentials to their chosen pathways.

Following is a comprehensive list of all external credentials that are currently available to all Prince Edward Island high school students. New providers may be given credential status during the school year, provided they are granted approval by the External Credential Advisory Committee.

#### **ANDREWS SPORTS INSTITUTE**

- **ASI621T** Successful completion of all four components of the provider's approved programming

#### **CANADIAN CADET ORGANIZATIONS**

##### **Air Cadets**

- **CAI421T** Level 4 or Equivalent
- **CAI521T** Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- **CAI621T** Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

##### **Army Cadets**

- **CAR421T** Gold Star or Equivalent
- **CAR521T** Master Cadet or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- **CAR621T** Master Cadet or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

##### **Sea Cadets**

- **CSE421T** Level 4 or Equivalent

- **CSE521T** Level 4 or Equivalent, or Be Employed as a Staff Cadet in an Instructional/Leadership Position
- **CSE621T** Level 5 or Equivalent, or Be Employed as a Staff Cadet in a Senior Leadership Position

COLLEGE OF PIPING

- **BGP621T** Great Highland Bagpipe Program
- **DRM621T** Highland Drumming Program
- **HGD621T** Highland Dance Program
- **STP621T** Island Step Dance Program

CONSERVATORY CANADA MUSIC

Piano, Voice, Strings, Winds, Brass, Guitar Classical Stream

- **CCM421T** Grade 6 with Theory Grade 2 Co-requisite
- **CCM521T** Grade 7 with Theory Grade 3 Co-requisite
- **CCM621T** Grade 8 with Theory Grade 4 Co-requisite

Piano, Voice, Guitar Contemporary Idioms Stream

- **CON421T** Grade 6 with Theory Grade 2 Co-requisite
- **CON521T** Grade 7 with Theory Grade 3 Co-requisite
- **CON621T** Grade 8 with Theory Grade 4 Co-requisite

DANCE UMBRELLA

- **DAN621T** Contact Dance Umbrella for specific details

DOWN EAST DANCE ACADEMY (Full Time Competitive and Elite Programs)

- **DEC521T**
- **DEC621T**

DUKE OF EDINBURGH

- **DOE521T** Bronze and Silver Level or Silver Level Direct Entry
- **DOE621T** Gold Level or Gold Level Direct Entry

GIRL GUIDES CANADA: TRAILBLAZER GOLD AWARD

- **GGC621T**

InSTEM

- **STM621T** Successful completion of the provider's approved programming

PRINCE EDWARD ISLAND 4-H COUNCIL

- **FRH621T** Contact the 4-H Council for specific details.

ROYAL CANADIAN ARMY RESERVE

- **ARM521T** Completion of all required components of the Basic Military Qualification Common Program
- **ARM621T** Completion of all required components of the Basic Military Qualification Land program

ROYAL CANADIAN NAVAL RESERVE

- **NAV621T** Contact Royal Canadian Naval Reserve for specific details

ROYAL CONSERVATORY OF MUSIC

Accordion, Piano, Guitar, Voice, Strings

- **RCM421T** Grade 6 Practical and Intermediate Rudiments
- **RCM521T** Grade 7 Practical and Advanced Rudiments
- **RCM621T** Grade 8 Practical and Advanced Rudiments

Brass, Percussion, Recorder, Woodwinds

- **RCM421T** Grade 4 Practical and Intermediate Rudiments
- **RCM521T** Grade 6 Practical and Advanced Rudiments
- **RCM621T** Grade 8 Practical and Advanced Rudiments

SHAD Canada

- **SHD621T**

SKILLS CANADA PEI

- **SKL621T** Multi-year provincial competitor with specific requirements.
- **SAN621T** National Competitor – 2-D Animation
- **SAS621T** National Competitor – Auto Service
- **SCB621T** National Competitor – Cabinetmaking
- **SCR621T** National Competitor – Carpentry
- **SCK621T** National Competitor – Cooking
- **SEW621T** National Competitor – Electrical Wiring
- **SEL621T** National Competitor – Electronics
- **SGD621T** National Competitor – Graphic Design
- **SHR621T** National Competitor – Hairstyling
- **SSB621T** National Competitor – IT Software Solutions for Business
- **SJI621T** National Competitor – Job Interview
- **SOP621T** National Competitor – Outdoor Powered Equipment
- **SPH621T** National Competitor – Photography
- **SJS621T** National Competitor – Job Skills Demonstration
- **SPS621T** National Competitor – Prepared Speech
- **SRB621T** National Competitor – Robotics
- **SOP621T** National Competitor – Outdoor Powered Equipment
- **STV621T** National Competitor – TV/Video Production
- **SWL621T** National Competitor – Welding
- **SWS621T** National Competitor – Workplace Safety

SPORT PEI

- **SPT421T** Contact Sport PEI for specific details
- **SPT521T** Contact Sport PEI for specific details
- **SPT621T** Contact Sport PEI for specific details

STRENGTH Program

- **STR621T** By referral only

INSIGHT Program

- **INS621T** By referral only

Policy information and application forms for organizations and students are available on-line on the

Department of Education and Early Years website

[https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_external\\_credentials\\_policy.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_external_credentials_policy.pdf)

### **Summer Learning Courses**

Each summer, the Department of Education and Lifelong Learning offers some high school courses at select locations. The courses vary from year to year, but in the past, have included courses in English, mathematics, physics, cooperative work study, and English as an additional language. The availability of courses taught during the summer depends on the availability of resources required to offer courses and student demand.