

This Guide Belongs To: _____

Course Selection Guide

For Incoming Grade 10 Students

2017 – 2018



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The purpose of this booklet is to provide students and parents with information regarding the first year of high school at Cole Harbour District High. We welcome you as new Cavaliers and encourage you to carefully read the provided information before choosing your courses.

The Student Services Office, sometimes referred to as the Guidance Office, provides career and academic counselling as well as confidential personal counselling to students. We encourage students to visit their counsellor frequently during their years at Cole Harbour District High.

This booklet and the full course selection guide are both available online at the Cole Harbour District High website www.coleharbourhigh.ednet.ns.ca

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Principal's Message

Welcome to Cole Harbour District High School, where our students are immersed in a high quality learning environment and where students and teachers work together in a caring, vibrant learning community that fosters personal and intellectual growth.

Cole Harbour District High School has the distinction of serving four uniquely diverse communities: Lawrencetown, North Preston, Eastern Passage and Cole Harbour. Our feeder schools are Ross Road, Sir Robert Borden and Eastern Passage Educational Center. The uniqueness of our communities provides for the diversification of our programming. We also have a number of international students each year from all around the world, who add their own diverse experiences into our community mix, creating a unique experience for our students.

In addition to regular public school programs, we offer the following options for our students: French immersion, International Baccalaureate (IB), Options and Opportunities, Cooperative Learning, Skilled Trades as well as in the option for students to receive an International French Diploma called DELF. Keep in mind at Cole Harbour District High School collaboration increases productivity, creativity, and harmony amongst teams to produce a standard of excellence that lays a successful foundation for our students' entrance into top ranked Colleges, Universities and Skills Programs in Atlantic Canada. Our "student centered" programs are designed to support individual learning styles and provide students with a rewarding educational experience that allows them to reach their full potential. At Cole Harbour District High School our teachers, staff, counsellors and administrators are professionals who are committed to understanding each student's goals.

We take pride in the knowledge that students leave Cole Harbour District High School with the confidence, skills and responsibility to make their marks in divergent academic pursuits. This stems from our strong Student Council, Leadership Team and Teen Health Center which often help coordinate many initiatives to foster local and global community development that celebrates the diversity of each individual student at our school. Our students make a difference until difference makes no difference anymore. Our students understand that in times of darkness, one must stop searching for the light and become the flame for others to follow. That is the school mantle.

This booklet is designed to assist you and your family in beginning your planning for the three years at our school. It will also help you consider post-secondary opportunities that foster a better opportunity for you to contribute to your own future and the future of Nova Scotia. Your guidance counsellors and teachers are there to support you in working your way through this booklet and creating your initial plan. Ensure that your family participates in your growth.

You will enjoy your high school experience if you take the time to invest in your future by making proper course selections. This is why we brought all grade 9 students to our school - so you can invest in your future. This is most enjoyable and remarkable change in your educational career. By selecting the appropriate courses, you are taking the first steps and engaging in your own future.

As your principal I look forward to you joining our school and all that you offer to the diverse students we have. We wish you every success at our school and in your future post-secondary and university aspirations.

Kenneth M Fells

Cole Harbour District High School Grade 10 Course Selection Guidelines For School Year 2017-18

The Importance of Course Selection

The transition from Junior to Senior High is a big and important step in a student's education and career/life planning. The goal is to plan a well-balanced high school program that fulfills graduation requirements and maximizes post secondary options. Achievement and success are clearly linked to appropriate placement in courses at the grade 10 level. Students and parents are encouraged to read this guide carefully and then use the worksheets on pages 22 - 23 to make tentative course choices for grade 10.

Please note that both this booklet and the full Course Selection Guide are available on-line in the *Student Services* section of the school website at www.coleharbourhigh.ednet.ns.ca

Nova Scotia High School Diploma Requirements

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

Post-Secondary Admission Requirements

Listed below are the grade 12 courses required for several post-secondary programs. It is important to check the specifics for each institution as they vary, especially outside Nova Scotia.

University Entrance Requirements: Academic or Advanced Courses are Required; IB Programs differ

Bachelor of Arts

English + 4 other academic courses

Bachelor of Science

English, Pre-Calculus Math, 2 Sciences + 1 other academic course

Bachelor of Commerce (Business)

English, Mathematics (Academic within N.S., normally Pre-Calculus outside the province) + 3 other academic courses

Bachelor of Engineering

English, Pre-Calculus Math, Chemistry, Physics + 1 other academic course

Calculus is required for Science and Engineering in many universities outside of Atlantic Canada.

Bachelor of Computer Science

English, Pre-Calculus Math + 3 other academic courses

Bachelor of Nursing

English, Math (academic) Chemistry, Biology + 1 other academic course

Community College Entrance Requirements

Grade 12 or equivalent (some programs have specific subject requirements, particularly in mathematics and science)

Semesters, Course Load, and Timetable

In a semester school, the year is divided into two equal semesters. The semesters run as follows: first semester runs from September to the end of January and second semester runs from February to the end of June. Each semester has 4 blocks for scheduling classes – 8 blocks per year. During each semester grade 10 students take four courses, for a total of eight for the year. Each semester ends with a final examination period.

In the Cole Harbour District High timetable, a student has one 75 minute class for each course every day (see timetable below).

Grade 10 students must have a full schedule of 8 credits. Students pick courses for the entire year. All courses offered are conditional upon adequate enrollment. Course selections in the spring for September should be considered final. All students are expected to follow their second semester timetables for courses assigned in September. So...choose carefully and wisely.

Repeating failed first semester courses in second semester should not be expected, as it may not be possible due to class sizes and staffing.

Timetable

Our school operates on a four day rolling schedule with four classes each day. A student cycles through her or his various courses as shown on the timetable below:

Period	Time:	Day A1	Day B1	Day A2	Day B2
1	7:55 – 9:10	Course 1	Course 4	Course 3	Course 2
2	9:15 – 10:30	Course 2	Course 1	Course 4	Course 3
3	10:30 – 11:05	LUNCH	LUNCH	LUNCH	LUNCH
3	11:05 – 12:25	Course 3	Course 2	Course 1	Course 4
4	12:30 – 1:45	Course 4	Course 3	Course 2	Course 1

A few courses run every second day all year long: Music Band or Vocals 10; English 10 matching with Music; Family Studies 10; full-year English 10/Canadian History 10. In these cases, the student will have a mid-term mark at the end of January and a final mark in June. Math 10 Academic runs every day in the same block, all year long.

Period	Time:	Day A1	Day B1	Day A2	Day B2
1	7:55 – 9:10	Course 1A	Course 4	Course 3	Course 2
2	9:15 – 10:30	Course 2	Course 1B	Course 4	Course 3
3	10:30 – 11:05	LUNCH	LUNCH	LUNCH	LUNCH
3	11:05 – 12:25	Course 3	Course 2	Course 1A	Course 4
4	12:30 – 1:45	Course 4	Course 3	Course 2	Course 1B

High School Credits

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

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

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

Registration

ASSESSMENT AND EVALUATION POLICY

Teachers will achieve balanced assessment of student learning by using a variety of assessment strategies. In the first week of the course, each student will receive a written outline of the assessment and evaluation plan, including components and values. The teacher will inform the students of any changes to the plan.

No single assessment event will be valued at more than 20% of the final mark. The school reviews its Communicating Student Learning document annually and copies are available through Student Services or online.

CHALLENGE FOR CREDIT

Challenge for Credit opportunities exist in certain courses (arts education, languages, mathematics, and physical education). There is no Challenge for Credit for Language Arts programs (this includes Français 10, 11 & 12). Challenge for Credit provides a process for students to demonstrate that they have already acquired the skills, knowledge, and attitudes outside of the classroom setting that an existing course seeks to develop. Check with your School Counsellor for further information on this process as an application must be made before the end of November.

RETURN OF SCHOOL MATERIALS

All students are expected to care for the texts and other materials provided for their use, and to return those materials in good condition at the conclusion of the program.

ATTENDANCE

Student success is **directly linked** to attendance. Students are expected to attend all classes regularly. Please check the school website in September for the complete attendance policy.

THE LEARNING AND RESOURCE CENTRES

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

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

Special Programs

FRENCH IMMERSION

The Immersion Program provides opportunities for students to improve their ability to think and to communicate effectively in French as well as to appreciate and enjoy French language and culture. Speaking and listening are particularly emphasized as these constitute the most prevalent modes of communication in everyday life. However, an increased emphasis is placed on reading and writing through meaningful and varied activities. **All courses are conducted in French and students are expected to communicate exclusively in French.**

French Immersion students must complete 9 credits in French to receive their French Immersion Completion Certificate. Français 10F, 11F, and 12F are mandatory. Students must register for a minimum of 2 French Immersion courses per year.

The following French immersion courses will be available, on a rotation basis, at Cole Harbour District High School:

Grade 10	Grade 11	Grade 12
Français 10F Arts Dramatiques 10F Sciences 10F Histoire Ancienne 10F	Français 11F Biologie 11F Histoire du Canada 11F Mode de Vie Actif 11F Tourisme 11	Français 12F Biologie 12 Droit 12 Géographie Planétaire 12F Histoire Planétaire 12F

INTERNATIONAL BACCALAUREATE PROGRAM

We are pleased to offer the International Baccalaureate Program with the support of the Department of Education and the Halifax Regional School Board.

The IB Diploma Program provides a rigorous academic experience for students in their grade 11 and 12 years that prepares them for success in university and beyond. This comprehensive and challenging program teaches students critical thinking, writing and research skills and requires that the students develop a community mindedness and value for others. Please note that students who complete the IB Diploma are exempt from the Nova Scotia graduation requirements. However, if for some reason a student must leave the IB Program s/he must then complete the Nova Scotia graduation requirements.

Am I the type of student who can do this?

If you are self motivated, organized, interested in being challenged and have a commitment to succeed, then the Diploma Program could be for you. Hard work, diligence and time management are important skills to have when working on the IB Diploma. The course work requires that you are a competent reader and an effective communicator. You will be asked to problem solve and to think critically and to become involved in the community. Please see The Learner Profile to learn more at: <http://www.ibo.org/programmes/profile/>

What are the benefits of the IB Diploma?

The IB Program is a comprehensive international curriculum with an emphasis on critical thinking, intercultural understanding, citizenry and extracurricular activities. Students are exposed to a broad range of subjects, but study several subjects in great depth. The ultimate benefit of this program is that IB graduates are literate, articulate, adaptable, confident young adults with expertise in at least two languages and a global understanding of issues. In addition to just wanting to participate in this excellent program, many students take the IB Diploma to improve their chances of university admission. Graduates of the IB Diploma Program consistently perform well at university, and their successful retention of scholarships is especially robust. Because of this, the IB Diploma is recognized by a growing number of universities in Canada, the United States, and further abroad. At some universities, graduates with an IB Diploma may receive preferred entrance status, scholarships and possibly advanced credit or transfer credits for IB courses in which sufficiently high results were achieved. Many Canadian universities have entrance scholarships created specifically to attract IB Diploma graduates.

Please visit the following website for more information: <http://www.ibo.org/diploma/recognition/>

If you have questions about the IB Diploma at Cole Harbour District High School, please contact Mark Sweetapple, IB Coordinator at (902) 464-5220 x 7601008 or Msweetapple@hrsb.ca

What courses do I take in grade 10?

Students in Pre-IB 10 take a combination of regular courses and Pre-IB courses which are designed with the purpose of developing skills that are needed for the successful completion of the IB Diploma. While these courses parallel the regular academic courses, the grade 10 curriculum is covered more quickly and a greater emphasis is placed on independent work, research, writing, and oral communication.

Pre-IB Course Selection

Course #	<i>Students preparing for English IB</i>	<i>Students preparing for Français IB</i>
1	Math 10 Pre-IB	Math 10 Pre-IB
2	Math 10 Pre-IB	Math 10 Pre-IB
3	French 10 Pre-IB	Français 10F Pre-IB
4	History 10 / Pre-IB	Histoire 10F Pre-IB
5	English 10 Pre-IB	English 10 Pre-IB
6	Science 10 Pre-IB	Sciences 10F PreIB
7	Elective in English (possibly Arts Education)	Elective en Français (Art Dramatique 10F)
8	Elective in English (possibly Phys Ed)	Elective en Français (Mode de Vie Actif 11F or Mode de Vie Actif and Yoga 11F)

See table illustrating math routes through high school on page 12 for typical post-secondary requirements.

OPTIONS AND OPPORTUNITIES (O2 Program)

The goals of the “Options and Opportunities” Program are for students to develop a career plan, transition to community college, university, or youth apprenticeship, and to find satisfying work within Nova Scotia.

This program is about helping students make connections between what they are learning in school and post-secondary programs and/or work. The O2 program is offered to 20 students per year through an application process. Normally, students enter the program in grade 10 but there may be opportunities to enter in grade 11.

In grade 10, approximately half of the courses are taken as a cohort. Two of these courses are Career Development and Community Based Learning, which are the core courses of the program in this year. Students participate in a number of out-of-school-learning opportunities and are expected to volunteer within the school and larger community.

In grade 11 and 12, approximately 25% of O2 classes are taken as a cohort in addition to participating in the Cooperative Education Program. Students identify possible career interests and are placed accordingly. Each CO-OP class they take is equivalent to 100 hours of Community Based Learning and is worth one high school credit.

Students who graduate from O2 will have fulfilled all graduation requirements and earned a high school diploma as well as an Options and Opportunities Certificate. In addition, they will have also graduated with a greater understanding of their skills, knowledge and strengths, a portfolio and career plan, a minimum of four co-operative education credits, and an understanding of the post-secondary options available at Nova Scotia Community College and through apprenticeship.

Upon completion of their third year, students receive priority seating in a program of their choosing at the Nova Scotia Community College.

Please Note: Registration in the O2 program requires a special application and interview process under the direction of the Junior High Counsellors. **Students wishing to apply to the O2 program should choose regular program courses during the course selection process, then request an application from their counsellor to pursue entry into the O2 program.**

SKILLED TRADES PROGRAM

This program began in September 2014. Courses are taught by certified tradespeople, and the program provides an authentic learning environment that has rigour. It is designed to attract a broad range of students and each class size is limited to sixteen students, for safety considerations. Skilled Trades 10 is offered as the mandatory introduction course to grade 10 students, and it can be taken as an eligible credit for the science/math/ technology requirement or as an elective and then continue with specialization.

Skilled Trades 10 provides an introduction to Skilled Trades with *no specific trade concentration*. In this course, the focus will be on research into the trades as a life choice; basic hand tools; dexterity/hand-eye co-ordination/balance; trades-specific math; measurement; document use, communications, and working with others. A student, having successfully completed Skilled Trades 10, and upon registration as an apprentice, will be credited 110 hours worked under the supervision of the teaching certified journey person, in any designated trade in Nova Scotia.

Courses Available to Grade 10 Students

For Special Programs courses (French Immersion and Pre-IB) see pages 7 – 9

Program Area	Grade 10	Grade 11
 English Language Arts	English 10 Academic	
 Mathematics	Mathematics Essentials 10 Mathematics at Work 10 Mathematics 10 (Academic x 2 sem)	
 Science	Science 10 Sciences 10F (Immersion)	
 Arts Education	Visual Art 10 Drama 10 Music (Instrumental Band) 10 Music (Vocal) 10	Dance 11*

 Physical Education	Physical Education 10	Physically Active Living 11 Yoga 11 Dance 11*
 Social Studies	Geography 10 History 10	African Canadian Studies 11 Canadian History 11 Mi'kmaq Studies 11
 Languages	Spanish 10	
 Personal Development and Career Education	Career Development 10 Community Based Learning 10 (O2 Only) Skilled Trades 10	Child Studies 11
 Technology Related Education	Construction Technology 10 Exploring Technology 10 Family Studies 10 (will be taken as Food Preparation Service 10 and Textile Production 10—two half credits) Skilled Trades 10	Communications Technology 11 Design 11

* Dance 11 can be used as an Arts Education credit *or* a Physical Education credit, but not both.

Selecting Courses

Students will select a total of 8 credits plus 2 alternate choices. Please make sure that at least one of the 8 credits is a grade 11- coded course.

Required Core Grade 10 Courses

For a well-balanced high school program that will ensure graduation requirements are satisfied and post secondary options are maximized, students will select courses from the 5 required core program areas plus additional elective credit courses. Students will take a total of 8 credits. The 5 core program areas are:

- English Language Arts
- Mathematics (Academic and Pre IB courses count as 2 credits)
- Science
- Arts Education
- Physical Education

Selecting an English Language Arts Course:

ENGLISH 10 Academic 1.0 Credit

The English 10 curriculum emphasizes proficiency in the use of oral and written language through the examination of a variety of texts such as novels, plays, poems as well as films. From time to time, students may be asked to respond to text by representing their thoughts in such forms as visual arts, drama, music or video. This grade 10 course is flexible enough to accommodate a wide range of students' backgrounds, abilities, and interests. Students are given the chance to make some choices in selecting topics or works to explore. Some literature is studied collectively as a class and students are also required to choose independent books that are suited to their individual abilities and interests.

Students will write the Nova Scotia Exam or a teacher/department devised exam.

Selecting a Mathematics Course:

Students need to complete a minimum of 2 mathematics courses at different grade levels to graduate from high school in Nova Scotia. Post-secondary institutions (universities, colleges, professional and private institutions) have different minimum requirements for entrance to their programs and requirements for the same program may vary in different institutions. Therefore, it is important to check the institution's calendar or website for verification.

The following are some suggested routes through high school mathematics depending on initial competency and post-secondary plans.

Suggested Routes through High School Mathematics

Grade 10	Grade 11	Grade 12
<i>For students who may not have met the grade 9 mathematics outcomes and plan to pursue a post secondary program that does not have a mathematics pre-requisite:</i>		
Mathematics Essentials 10	Mathematics Essentials 11	Mathematics Essentials 12
<i>For students who have met the grade 9 mathematics outcomes and plan to pursue a post-secondary program that does not have a mathematics pre-requisite:</i>		
Mathematics at Work 10	Mathematics at Work 11	Mathematics at Work 12
<i>For students who have met the grade 9 mathematics outcomes and plan to pursue a post-secondary program that has a mathematics pre-requisite of Academic Mathematics 12: (Example: Commerce* and Nursing)</i>		
Regular Program: Mathematics 10 Academic (X 2)	Mathematics 11 Academic (may be taken as a one-semester course or a two-semester course)	Mathematics 12 Academic
<i>For students who have met the grade 9 mathematics outcomes and plan to take a post-secondary program that has a mathematics pre-requisite of Pre-Calculus 12: (Example: Science, Mathematics, Computer Science, Engineering and Commerce*)</i>		
Regular Program: Mathematics 10 Academic (X2)	Mathematics 11 (Academic) (one sem) Pre-Calculus 11	Pre-Calculus 12 Calculus 12 (Optional)
IB Program: Mathematics 10 Pre-IB (X2)	IB Math Standard Level	

* Please Note: For a university Bachelor of Commerce (Business) program, Nova Scotian universities generally require only Academic Math 12, whereas outside of Nova Scotia Pre-calculus Math 12 is usually required.

Important Information Regarding the Selection of a Math Course

Students will be registered in the math course for which they have been recommended by their Junior High School. It is important that a student take the recommended math course in grade 10 given that the natural increase in academic level, combined with the pace of semestering, can make achieving success in mathematics very difficult. It should be noted that selection of a math level which is too difficult for the student's current ability level could result in not achieving a grade 10 math credit in first year—thus limiting the student's options for the remainder of her or his high school years.

Students who wish to take a higher level of math than what they are recommended for are encouraged to do so in Grade 11 providing they have met with success in grade 10. For example, if a student is very successful in Math at Work 10 and wants to move up to the academic stream they would accomplish Math 10, 11, and 12 academic over their grade 11 and 12 years.

Students who still want to try a higher level of math in their grade 10 year must have a parent/guardian sign the disclaimer on the back of the course selection sheet.

Please Note: Due to large class sizes, students usually are not able to switch out of the higher level math course second semester if they change their minds, thus the recommendation is that the upgrade be done in Grade 11.

MATHEMATICS ESSENTIALS 10

Graduation

1.0 Credit

This course provides students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in their own world and will become more confident in their mathematical abilities. Students will explore mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

Prerequisite: Grade 8 Mathematics and recommendation from the Grade 9 Mathematics Teacher

MATHEMATICS AT WORK 10

Graduation

1.0 Credit

This course provides students with the mathematical understanding and critical thinking skills identified for direct entry into the work force or for entry into programs for student that do not require academic mathematics. Students will explore measurement, area, Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

Prerequisite: Grade 9 Mathematics

MATHEMATICS 10

Academic

2.0 Credits

This course provides students with the academic mathematics which is a pre-requisite for all other academic and advanced mathematics courses. Students should have a solid understanding of mathematics from their junior high years. Students will explore measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

Prerequisite: Good to excellent performance in relation to the curriculum outcomes prescribed for Grade 9 Mathematics.

MATHEMATICS 10 PRE-IB

Academic

2.0 Credits

This course provides students with the academic mathematics which is a pre-requisite for Standard Level mathematics in the IB program. It is an extension of the Mathematics 10 curriculum with special attention paid to the goals of the IB program such as internationalism, critical thinking and independent thought. There will also be a focus on foundational topics for the IB program and an introduction to the IB internal assessment project.

Prerequisite: Good to excellent performance in relation to the curriculum outcomes prescribed for Grade 9 Mathematics and intentions to enroll in the IB program.

Selecting a Science Course:

SCIENCE 10 (English) / SCIENCES 10F (French Immersion)

Academic

1.0 Credit

In Science 10, students are given an opportunity to explore foundation topics in four disciplines of science - biology, chemistry, meteorology and physics - in four separate units of study. Within each unit the students practice and strengthen the skills required to participate in the activities of science, and develop an understanding of concepts within that science discipline. An exploration of the relationship among science,

technology, society, and the environment, provides a unifying theme across the four areas of science. Broad topical areas include: sustainability of ecosystems; chemical reactions; weather dynamics; and linear motion. This course serves as a foundation for further studies in science, particularly in biology, chemistry and physics.

This course qualifies as a “first science” credit.

Selecting an Arts Education Course:

VISUAL ARTS 10

Academic

1.0 Credit

Visual Arts 10 is designed to familiarize students with the central components of fine art through material and tool manipulation, skill development, informal Art History and visualization exercises. Drawing and use of colour, through realistic forms, are two major components of student work.

DRAMA 10 (English) / ARTS DRAMATIQUES 10F (French Immersion) Academic 1.0 Credit

Drama 10 is an introductory course designed for students who would like to learn more about drama and theatre arts. The focus of this course is the personal, intellectual, and social growth of students as they explore a variety of dramatic styles, techniques and forms. The course entails in-class exercises to develop concentration, self-confidence, imagination, openness and sensitivity. Students will experience improvisation, work with scripted plays and some script writing, character development and role-playing as well as various technical aspects of the theatre. This is an activity-based class, requiring collaborative participation.

DANCE 11

Academic

1.0 Credit

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

This course will satisfy the fine arts OR physical education provincial graduation requirement.

MUSIC

What music courses are offered at Cole Harbour District High?

There are a number of music courses offered: Band 10/11/12 and Voice 10/11/12.

How are these classes scheduled?

The **Band and Voice** courses are scheduled throughout the year. This means that students would have Band/Voice every other day for the full year vs. every day for one semester. The band and voice courses are backed with English 10 which runs throughout the whole year as well. The semester system poses scheduling conflicts in the upper grades. In order to accommodate those students who would like to take Band and Voice in grades 11 & 12, some rehearsals will also be held outside of the regular school schedule.

Are there other music making opportunities?

Students can choose to participate in our musical productions by either singing in the chorus or auditioning for a role. There are also opportunities to participate in the pit orchestra for the musical. In addition, students are encouraged to audition for All-City music ensembles at the Halifax Schools Music Centre located at the Quinpool Education Centre. This program features an orchestra (HSSO), a youth choir for mixed voices (Soundtrax) and three jazz bands—Intermediate Jazz Band, Jazz Combo, and Senior Jazz Band. For more information about this program please call 421-6700 or visit the website: <http://hrsbmusic.ednet.ns.ca/>

Which music course is right for me?

MUSIC INSTRUMENTAL BAND 10 Academic 1.0 Credit

The **Band 10** course is designed for students who play a concert band instrument. Students enrolled in this course typically start learning a band instrument in either grade six or seven and have continued to play in a concert band throughout their junior high years.

Students will be expected to attend Band rehearsals and instrumental class each week. Please note that some of these rehearsals may occur outside of the school schedule. In addition to studying music repertoire, students will also be given instruction in theory concepts as part of their coursework.

MUSIC VOCAL 10 Academic 1.0 Credit

Music Vocal 10 class is designed for those students who love to sing in both solo and choral settings. Folk, classical, jazz, and musical theatre are the primary vocal styles that are explored in this class. However, there will be opportunities to explore pop music as well. Other topics include stage presence, vocal technique, and music theory. In order to fulfill the outcomes of this course, students registered in voice class must attend rehearsals outside of class time. As part of being a member of the school choir, students are also expected to participate in public performances for this ensemble. Although there is no prerequisite for this course, students interested in this course should demonstrate a strong desire to sing in a choir.

Selecting a Physical Education Course:

General Goals

The general goals of the program are to have students:

- enjoy and appreciate the short and long term benefits of involvement in regular physical activity
- develop an understanding and appreciation of physical fitness
- increase knowledge, skill level and leadership in a variety of physical activities with emphasis on lifetime skills
- provide an opportunity for social growth and interaction in a variety of activity related settings

Activity Units The program is divided into a number of activity units ranging from team sports to individual activities depending upon the staff and facilities. The following are some of the activities that may be offered: team sports, racquet sports, fitness concepts and activities, track and cross-country, theory concepts, and outdoor education activities & initiatives.

Evaluation: In evaluating each student, the physical education staff will be placing an emphasis on personal improvement and on participation rather than on a high level of skill development. This process will allow each student to participate in each activity at the skill level that is appropriate.

PHYSICAL EDUCATION 10 Open 1.0 Credit

This course will provide students with a variety of fitness and sport experiences to enhance their understanding of personal fitness and growth. Physical Education 10 includes some theory components, coupled with predominantly active experiences whereby students will have the opportunity to participate in a variety of indoor and outdoor fitness, sport, and recreational experiences. The emphasis of this curriculum is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life. The course is divided into (4) four modules: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership.

This course will satisfy the physical education provincial graduation requirement.

PHYSICALLY ACTIVE LIVING 11 (English) / MODE DE VIE ACTIF 11F (French Immersion)(Co-ed) Open 1.0 Credit

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

forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

This course will satisfy the physical education provincial graduation requirement.

YOGA 11 (Co-ed)

Open

1.0 Credit

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

This course meets the requirements for a physical education credit. There is no pre-requisite.

DANCE 11 (Co-ed)

Academic

1.0 Credit

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

This course will satisfy the fine arts OR physical education provincial graduation requirement.

Selecting Electives:

After selecting courses from the core program areas, choose the remaining 2 or 3 courses from the list of Electives to total 8 credits. **Students are encouraged to consider additional fine arts or physical education courses as electives where appropriate.** Reflect on your future career goals and personal interests when choosing electives.

Social Studies Electives:

- Students may select one or more Social Studies courses in Grade 10. Choices include Geography 10, History 10, Mi'kmaq Studies 11 and/or African Canadian Studies 11.
- Students entering Grade 10 should not feel compelled to immediately fulfill the compulsory Canadian History course requirement by taking Mi'kmaq 11 or African Canadian Studies 11. History 10 and Geography 10 are excellent courses to develop the skills required to be successful in any future social studies courses at the high school level. A Nova Scotia diploma requires the successful completion of a Canadian History course at the grade 10 or 11 level and a Global History, Global Geography, or Global Politics credit in grade 12. Although a number of the history and geography courses at the grade 10 and 11 levels are not compulsory, they enhance the opportunity for academic success in the grade 12 global courses.

GEOGRAPHY 10

Academic

1.0 Credit

This is an excellent introductory course to high school Geography and Social Studies. The aim of this course is to develop awareness of the processes that have contributed and continue to contribute to the shaping of our physical environment. It serves to illustrate the close relationship between the physical environment and the effect it has on human activity and vice versa. Major units of study include: solar system, volcanoes, earthquakes, weather systems, rivers, coastlines, glaciation and the forces that create

change. Laboratory work in the form of map usage, plotting, graphing, aerial and ground photos are an essential part of this course.

HISTORY 10 (English) / HISTOIRE 10F (French Immersion) Academic 1.0 Credit

This course focuses on ancient/medieval history and allows students the opportunity to develop an understanding of the concept of civilization through the examination of the origins of civilization and a comparison of some civilizations that have contributed to the nature of the modern world. There are five broad chronological divisions in the course: The Evolution of Human Beings, the Birth of Civilizations, Egypt, Greece, and Rome. Each of these divisions can be considered from a number of points of view including geography, archaeology, society, language, religion and politics. Development of Social Studies skills, such as researching, writing essays and analysis of documentary evidence will be emphasized.

HISTORY 10 PRE-IB (English) / HISTOIRE 10F PRE-IB (French Immersion) Academic 1.0 Credit

This course explores the ancient civilizations of Mesopotamia, Egypt, Greece, Rome, and Americas. History 10 Pre-IB will extend students' understanding of emerging world civilizations through a multi-faceted approach with particular emphasis on the development of research and critical thinking skills. Independent learning, reflection, and literacy will be fundamental to the course. The teaching of research skills (historiography) is integrated within the course content, and culminates in a final independent research essay. A particular emphasis will be placed on analyzing primary and secondary sources by evaluating their origin, purpose, values and limitations. Throughout History 10 Pre-IB, students will begin to develop an understanding of international mindedness and cultural appreciation. While not specifically outlined in the curriculum outcomes, study skills, organization and time management will be addressed throughout.

MI'KMAQ STUDIES 11 Academic 1.0 Credit

The Mi'kmaq Studies course will provide all students with an understanding of historical and contemporary issues in Mi'kmaq society. The course will consider the cultural, social, spiritual, and political events, trends, and traditions in the history of the Mi'kmaq. The course will use an issue-based approach and will consider broad concepts such as justice, self-determination, political autonomy, education and schooling, the family, social and political organizations, native rights, spiritual principles, and personal/group identity. Students will analyze historical and contemporary issues in Mi'kmaq society, which will enable them to achieve a greater understanding of and respect for Mi'kmaq contributions to society.

This course fulfills the provincial Canadian History graduation requirement.

AFRICAN CANADIAN STUDIES 11 Academic 1.0 Credit

The African Canadian Studies course will introduce students to: the vast historical experience of African Peoples; the African diaspora; the African Nova Scotia experience; the contributions of people of African descent to the world. Presented in a challenging, dynamic, and interesting manner, the course will equip students with a sound understanding of the experiences, local achievements and contribution of people of African descent. Students will discuss the geographical, historical, economic, political and social experiences, struggles and life stories of a people who have contributed to world history.

This course fulfills the provincial Canadian History graduation requirement.

(CANADIAN) History 11 Academic 1.0 Credit

Note: All students must have a CHS11AC, Mi'kmaq 11, Gaelic 11, or ACS11AC credit in order to graduate with a high school diploma in Nova Scotia.

The Canadian History course follows both a chronological and thematic approach to the study of continuing or persistent questions in the history of Canada. The questions that the course will address are as follows:

1. Globalization - what has been Canada's place in the community of nations and what should Canada's role be?
2. Development - How has the Canadian economy evolved to meet the needs and wants of the Canadian people?
3. Governance - Have governments, past and present in Canada been reflective of Canadian societies?
4. Sovereignty - How have the struggles for sovereignty defined Canada?
5. Justice - How has Canada struggled for a just and fair society?

Within this course there is a requirement for mandatory independent study.

This course fulfills the provincial Canadian History graduation requirement.

Languages Electives:

FRANÇAIS 10F (French Immersion) Academic 1.0 Credit

This immersion course is designed to improve French mastery and expression. Students listen to and speak French in varied situations, and in studying a variety of documents. Reading experience includes articles, poems, short stories and novels. Writing activities cultivate accuracy of form, and explore procedures that best present information, record notes, and express feelings. Classroom interaction is integral to the course, such that active participation is the key to success.

FRANÇAIS 10F PRE-IB (French Immersion) Academic 1.0 Credit

French language skills are developed in the context of international Francophone culture. Grammatical accuracy and vocabulary enhancement are among the objectives of the course. Authentic language exposure includes film, music, audio texts and written texts. This program is designed for students who successfully have completed Grade Nine French Immersion and have the intention of continuing with IB French Higher Level.

SPANISH 10 Academic 1.0 Credit

This course is designed for students wishing to begin the study of Spanish at the high school level. Through situational dialogue, and using written exercises, the students learn language skills at the same time as they study Hispanophone culture.

Recommended Prerequisite: Previous success and interest in language is a definite asset.

Technology Related Electives:

CONSTRUCTION TECHNOLOGY 10 Open 1.0 Credit

The purpose of this course is to help the student understand all aspects of construction (how it is organized, how it is controlled, its impact on society and the opportunities it offers). The student will study the basic concepts of frame house construction and its relationship to the building industry, emphasizing building terms, building practices, building materials and the practical applications. Students build one small individual project of their choice then design a cottage floor plan and build a model of the cottage. Students who would like to focus more on individual projects should consider registering for Production Technology 11 where the curriculum involves more project work.

EXPLORING TECHNOLOGY 10 Academic 1.0 Credit

The Exploring Technology 10 curriculum is designed for all students at the grade 10 level. It is a full-credit academic course and is an eligible technology credit to meet graduation requirements. It is a launching pad for subsequent years in high school as well as for career pathways in Trades and Technology. Exploring Technology 10 is recommended for students of all learning levels and is not a prerequisite for other technology education courses.

The course is comprised of one mandatory module (Introduction to Technology) and three other modules from the following offerings: Green Technology; Media Design Technology; Control Technology; Engineering Systems Technology; Exploring Trades Technology courses. Examples of projects are Digital Photography, Robot design/competition, and designing/creating submersibles.

FAMILY STUDIES 10 Open 1.0 Credit

Family Studies 10 is comprised of two units:

Unit 1 - Foods for Healthy Living:

Energy, growth, and health are affected by healthy food choices. Students will plan and prepare meals that complement a healthy lifestyle. The course will explore how lifestyle choices and food availability affect diet and students will learn to identify nutrition issues that require dietary modifications. The impact of food marketing and advertising on people's food choices will be addressed.

Unit 2 – Textile Production:

Students will develop and practice skills in working with textiles with the goal of creating personalized items. Students examine the impact of technology on the clothing consumer and the fashion industry. Technology will be used to produce textile projects and to help students develop basic skills in textile and clothing maintenance. Remodeling, redesigning, and recycling textiles encourage individual creativity and environmental consciousness.

COMMUNICATIONS TECHNOLOGY 11 Academic 1.0 Credit

Communications Technology 11 involves using a hands-on, minds-on approach to electronic, print, and web communication concepts. Students will be provided with hands-on activities at an introductory to intermediate level in a broad spectrum of technological concepts, both in traditional media and new media in the areas of photography, technical design, graphic design, video production. By the end of the course students are able to use a range of technological tools, processes and applications, integrate communications technology with other academic disciplines, design and create communication materials that solve technological problems, and explain the consequences of technology and how it affects society.

DESIGN 11 Academic 1.0 Credit

Students will work independently and as part of design teams to explore design in a range of practical contexts using various technologies to develop solutions to design problems and to conduct inquiries into design issues. This course focuses on design problems in the areas of Architecture, Interior Design, Research and Development, and Graphic Design. Modules covered include Fundamentals of Design, Design in the Built Environment, Communications Design, Product Design, and a Design Project.

Other Electives:

CHILD STUDIES 11 Open 1.0 Credit

This course is designed to help students appreciate the importance of the parenthood decision and recognize the many factors and responsibilities involved. Topics included are fetal development, nutrition during pregnancy, exercise, drug & alcohol use and some complications of pregnancy. Focus is placed on the normal physical, emotional and mental development of the infant, toddler, and preschooler. Special emphasis is placed on proper nutrition of both mother and infant, importance of play, safety, guidance and discipline, as well as requirements of children with special needs. The course includes lectures, guest speakers, films and practical experience. Students are required to participate in individual and group projects.

Selecting Two Alternate Courses:

Select two additional elective courses as alternates. These will be used in case of scheduling difficulties or course conflicts.

Resource and Learning Center Students

- Students on adaptations who have been receiving resource support will register for a full course load - 8 courses plus 2 alternate courses. The type and degree of resource support will be determined by literacy and numeracy assessments early in September.
- Students on IPP's will register for a full course load - 8 courses plus 2 alternate courses. The level of support will be discussed at transition meetings and course selection may be adjusted in September if it is determined that the student will receive scheduled Learning Center time.
- Learning center students with an EPA allotment who are candidates for the Skills Development program will be scheduled on an individual basis through a collaborative process between Junior High staff, Cole Harbour District High Student Services staff, and the parents/guardians.

Cole Harbour District High Grade 10 Course Builder – Regular Program (English or French Immersion)

Student Name: _____

Grade 10 students must take 8 courses (composed of English, Math, Science, Arts Education, and Physical Education) plus 3 electives. Make sure at least one course of the eight is coded as grade 11. Write your choice from each section in the boxes provided.

Program Area	Courses	My Choice:
Step 1: Select an English course	English 10	1. <i>English 10</i>
Step 2: Choose an appropriate Math course	Math Essentials 10 Math at Work 10 Math 10 Academic (Two semesters can yield Two Credits)	2.
Step 3: Select a Science course	Science 10 Sciences 10F (FI)	3.
Step 4: Select an Arts Education course	Art 10 Drama 10 Art Dramatique 10F Music (Band) 10 Music (Vocal) 10 Dance 11	4.
Step 5: Select a Physical Education course	Physical Education 10 Dance 11 (if not selected as an Arts course) Yoga 11 Phys. Active Living 11 Mode de Vie Actif 11F	5.
Step 6: Choose 3 elective credits from the courses listed on the right or from Arts Education or Phys Ed	Geography 10 History 10 Histoire Ancienne 10F (FI) Mi'kmaq Studies 11 (Can. Hist. credit)	6.
	Child Studies 11 Construction Tech. 10 Exploring Tech. 10 Comm. Tech. 11 Design 11	7.
	Français 10F (FI) Spanish 10 African Canadian Studies 11 Canadian History 11 Family Studies 10 Skilled Trades 10*	8.
	Alternate Course #1	
	Alternate Course #2	

Notes:

- All students will have 8 credits in total. Try to ensure one is coded grade 11.
- If in step 2 you chose Math 10 Academic, write "Math 10 Elective" in one of the Step 6 elective spaces to designate the second credit.
- Students may take additional Arts Education or Physical Education courses as elective credits.
- French Immersion students must choose Français 10F as an elective credit, and be taking at least 2 French Immersion courses.
- *Students choosing *Skilled Trades 10* will be interviewed.
- As space is limited, choosing two alternates you would want to take is VERY important because one of them may become your 8th course.

Cole Harbour District High Grade 10 Course Builder – Pre IB Program

Student Name: _____

Pre-IB Course Selection

Course #	<i>Students preparing for English IB</i>	<i>Students preparing for Français IB</i>
1	Math 10 Pre-IB	Math 10 Pre-IB
2	Math 10 Pre-IB	Math 10 Pre-IB
3	French 10 Pre-IB	Français 10F Pre-IB
4	History 10 / Pre-IB	Histoire 10F Pre-IB
5	English 10 Pre-IB	English 10 Pre-IB
6	Science 10 Pre-IB	Sciences 10F PreIB
7	Elective in English (possibly Arts Education)	Elective en Français (Art Dramatique 10F)
8	Elective in English (possibly Phys Ed)	Elective en Français (Mode de Vie Actif 11F)

My Course Choices:

1.
2.
3
4.
5.
6.
7.
8.

Alternate Course #1

Alternate Course #2

*** Note: Students in French Pre-IB must achieve 5 French credits in grade 10, therefore they will take two French credits such as Art Dramatique 10F and Mode de Vie Actif 11F as their Fine Arts and Phys Ed. choices.**

What will I be when I “grow up” ...

Tough question? You Bet!

Check out the Career Exploration website below to find careers that are a good match for your interests, skills and abilities, and where to go to get the training you will need to follow a particular career path.

CareerCruising

Career Cruising is an interactive career resource which is helpful for people of all ages. This database is updated continually and we have a site license for our students to use at school, at the library, or at home. If you want to find the right career, explore different career options, or plan future education and training, log on and check it out!

www.careercruising.com

User name: cole

Password: harbour

Cole Harbour District High 2017 – 2018

Consilo et Animis
By wisdom and courage