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Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)

Student Transfer Guide – 2008-09

Updated Student Transfer Guide

The purpose of this document is to assist receiving schools in placing secondary students who have recently moved from one province or territory to another, in a manner that will ensure that their education is as continuous as possible. Sections devoted to each jurisdiction provide specific information pertaining to the secondary-education system of each of Canada's 10 provinces and three territories. Each section is composed of two parts: a summary statement and a summary of course content.

Part 1 – Summary Statement

The summary statement provides information about secondary education for each province or territory. This is where teachers, guidance counsellors, and school administrators receiving students from another province or territory will find definitions of specific terms, systems of course numbering, credit requirements, examination and grading practices, structures of school organization, curriculum organization, and requirements for graduation.

Information specific to each jurisdiction is presented under the following headings:

1. Introduction
2. Organization of School System
3. Explanation of Terms Used (including special-education/student-services terms)
4. Course Designation
5. Time Allotments and Course Load
6. Curriculum Organization
7. Testing and Grading Practices
8. Requirements for Graduation
9. Prerequisites and/or Co-requisites
10. Other Types of Programs
11. Assessment of Out-of-Province/Out-of-Territory and Foreign Studies

Part 2 – Summary of Course Content

This section contains descriptions that facilitate the comparison of courses provided in various jurisdictions. These descriptions assist teachers, guidance counsellors, and school administrators in assessing the proper placement of students who have moved from another province or territory. Outlines are provided for both required and elective courses in core academic subject areas for the 2008-2009 school year. The name of each course is followed by the abbreviation and course code, as they would appear on a student's transcript. Because curriculum is constantly evolving, the courses described are subject to change during a given school year.

Course organization and categories of subject areas vary across jurisdictions. Credits obtained in one jurisdiction may not have a direct equivalency in another. This is because the courses described in this document do not always have the same yearly or course divisions, nor the same sequence of topics. Nonetheless, the content covered may be very similar across jurisdictions by the time a student has completed secondary school. The person placing a student may have to assess whether the student would be better served by a placement involving some gaps in course content or by one that would result in some duplication.

Course-content information for each jurisdiction is generally organized under the following headings. Headings for language courses may vary slightly among jurisdictions.

12. English (First Language)
13. French (First Language)
14. English (Second/Additional Language)
15. French (Second/Additional Language)
16. French (Immersion)
17. Mathematics
18. Science
19. Social Studies
20. Other Courses

Contact information for each jurisdiction is also provided.

Some jurisdictions are still updating their specific sections, which will be integrated into the Student Transfer Guide as soon as they become available.

To download *Secondary Education in Canada: A Student Transfer Guide 2008-2009*, click on the name of the jurisdiction you need:

- **Alberta**
- **British Columbia**
- **Manitoba**
- **New Brunswick – Anglophone**
- **New Brunswick – Francophone**
- **Newfoundland and Labrador**
- Northwest Territories (coming soon)
- Nova Scotia (coming soon)
- **Nunavut**
- **Ontario**
- **Prince Edward Island – Anglophone**
- Prince Edward Island – Francophone (coming soon)
- **Quebec**
- **Saskatchewan**
- **Yukon**

Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Alberta

Table of Contents

Part 1 – Summary Statement

1. Introduction

In Alberta, the Minister of Education prescribes the learning outcomes students should achieve in each subject as presented in documents called programs of study that are developed in both English and French. Programs of study are prepared in consultation with teachers, school administrators, students, parents, representatives from business and industry, other community members, superintendents, school trustees, educational associations, post-secondary institutions, and other government departments. Alberta also works with other provinces and territories to develop common curriculum frameworks of learning outcomes for students. School authorities and their staffs determine the teaching strategies and materials that will be used to help their students achieve the outcomes in the provincial programs of study. They may select from the provincial list of authorized resources or choose other resources to meet the needs of their students.

2. Organization of School System

Parents and students have a wide range of options to choose from within the public education system: public schools, separate schools, francophone schools, charter schools, alternative programs and virtual programs offered by school authorities, and home education. School authorities develop methods of school organization and delivery that best meet the needs of their students.

The school year usually extends from September 1 to June 30 of the following year, with variations from system to system. Some schools provide year-round schooling and other alternative timetables, while others may start their school year in August rather than September.

The number of instructional days may vary from 190 to 200 days. Generally, a minimum of 190 days of instruction is required. The remaining days are used by teachers and school administrators for planning, in-service education, and other related activities. Junior high school students must have access to a minimum of 950 hours of instruction per year per grade. Senior high school students must have access to a minimum of 1000 hours of instruction per year.

Junior high school (Grades 7, 8, and 9) courses are generally offered for the full school year. However, complementary or optional courses may be rotated on a scheduled basis throughout the year. Senior high school (Grades 10, 11, and 12) courses may be offered for the full school year or on a semester basis (two per year). Some schools offer Copernican scheduling that is essentially a quarter-system calendar.

Programming for students with special needs is determined by the school in consultation with the child’s parents. An individual program plan (IPP) provides for instruction appropriate to

individual learning needs and is based on, and modified by, the results of continuous assessment and evaluation.

A credit at the senior high school level represents course-specific knowledge, skills, and attitudes. One credit is defined as being equal to twenty-five hours of instruction, within which most students can achieve 1 credit. However, it also is recognized that some students can acquire the knowledge, skills, and attitudes specified for 1 credit in a course of studies in less than twenty-five hours, while others may require more time.

Whatever methods of school organization are adopted, students must have access to instruction focused on the outcomes of the courses they choose and be evaluated on that basis.

3. Explanation of Terms Used

Core Courses

Core courses are courses that all students are required to take.

Optional/Complementary Courses

Optional/complementary courses are courses that students choose either to help them develop their unique talents, interests, and abilities or to prepare them for further studies or entry into the workplace.

Locally Developed Courses

Locally developed courses are courses developed by school authorities to meet local needs.

4. Course Designation

Junior High School

Students register in Grades 7, 8, or 9. Courses are named and assigned a number corresponding to the grade in which the course is normally offered. For example, English Language Arts 7 is the Grade 7 English course.

Senior High School

Students register in courses. Senior high course numbers usually designate the grade level and level of academic challenge. The numbering system of 10 to 15 to designate Grade 10 courses, 20 to 25 to designate Grade 11 courses, and 30 to 35 for the Grade 12 courses is in the process

of being revised to include a dash (-) 1, 2, 3, 4 after the grade-level number to indicate the level of the course sequence within a subject area.

Students planning entry into university and some programs in colleges and technical schools would enroll in courses with the following numbering systems:

- English Language Arts 10-1, 20-1, 30-1
- Français 10-1, 20-1, 30-1
- French Language Arts 10-1, 20-1, 30-1
- Pure Mathematics 10, 20, 30
- Science 10 followed by Biology 20, 30 / Chemistry 20, 30 / Physics 20, 30 / Science 20, 30
- Social Studies 10-1, 20-1, 30-1

Students planning entry into some programs in colleges and technical schools, or some of the trades, or into the workplace would enroll in courses with the following numbering systems:

- English Language Arts 10-2, 20-2, 30-2
- Français 10-2, 20-2, 30-2
- French Language Arts 10-2, 20-2, 30-2
- Applied Mathematics 10, 20, 30
- Science 10, 20, 30
- Social Studies 10-2, 20-2, 30-2

Mathematics 14, 24 (Mathematics 10-3 and 20-3 as of September 2010) and Science 14, 24 are for students planning entry into some of the trades or into the workplace.

Courses designated 15, 25, 35 are locally developed.

The course numbers 10-4, 20-4, 30-4 are the Knowledge and Employability courses, which have replaced the Integrated Occupational Program. These courses provide students with entry-level workplace skills and give them the opportunity to obtain a Certificate of Achievement but not a high school diploma.

The Career and Technology Studies (CTS) curriculum is organized into twenty-two strands with over six hundred courses, each worth 1 credit. The courses are organized into three levels: introductory, intermediate, and advanced. Introductory courses in CTS have numbers in the 1000s, intermediate courses have numbers in the 2000s, and advanced-level courses have numbers in the 3000s.

5. Time Allotments and Course Load

Junior High School

A course in junior high school represents specific knowledge, skills, and attitudes that most students acquire in the amount of time recommended by the province. It is recognized that some students acquire the knowledge, skills, and attitudes specified in a program of studies in less than the recommended time, and that others require more time. Students do not receive credits for junior high school courses, nor do these courses count towards a high school diploma.

The recommended time allotment (hours per year) for each part of the junior high school program is indicated in the following table:

English Language Arts	150 hours or more per year
French Language Arts and English Language Arts OR Français and English Language Arts	250 hours or more per year
Mathematics	100 hours or more per year
Science	100 hours or more per year
Social Studies	100 hours or more per year
Physical Education	75 hours or more per year Students in Grades 1 through 9 receive 30 minutes of daily physical activity.
Health and Life Skills	The Health and Life Skills program of studies has outcomes for each of Grades 7, 8, and 9. It is recommended that students have access to 50 hours or more per year.
Optional Courses	150 hours or more per year
Remainder of Time	Local discretion

Schools shall offer two provincially authorized optional courses except where instruction in a language other than English is offered; then only one provincially authorized optional course is required.

Junior High Optional Courses

Schools are required to offer optional courses since they reinforce outcomes in language arts, mathematics, science, and social studies; as well, they address knowledge, skills, and attitudes that are not encountered in these subjects. Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7. The optional courses are categorized as follows:

- Career and Technology Studies – Introductory level courses for all CTS strands are considered appropriate for junior high school students.
- Environmental and Outdoor Education
- Ethics – This course may be offered in Grades 7, 8, or 9.
- Fine and Performing Arts – Art, Drama, and/or Music (Choral, General, Instrumental)
- Languages
  - Aboriginal Languages
  - Blackfoot Language and Culture Program
  - Cree Language and Culture Program
  - French Language
    Because French is the other official language of Canada, the Alberta Department of Education encourages opportunities for all Alberta students to learn French by making the following available:
    - French Immersion Programs
    - French as a Second Language (FSL) Courses
  - International Languages
    - Chinese
    - German
    - Italian
    - Japanese
    - Spanish
    - Ukrainian
- Locally Developed/Acquired and Locally Authorized Complementary Courses
- Religious Studies – Religious studies may be offered at the discretion of the local school board under Section 50 of the *School Act*.

Senior High School

Most senior high school courses are offered for 3, 4, or 5 credits, but some courses may be offered for 10 credits. Career and Technology Studies (CTS) courses are offered for 1 credit.

Each student must have access to at least twenty-five hours of instruction per high school credit, and schools are required to ensure that students have access to a minimum of 1000 hours of instruction per year. Jurisdictions are encouraged to adopt alternatives to the Carnegie

time-credit unit organizational model where an alternative would meet the best interests of individual students.

Instructional time includes time scheduled for purposes of instruction, examinations, and other student activities where direct student–teacher interaction and supervision are maintained.

6. Curriculum Organization

The curriculum is organized to provide for three years of study at the junior high level and three years of study at the senior high level. It is recognized that students may take more or less than three years to complete senior high school. Courses are generally available in both English and French.

Junior High School

Courses for each grade include the following:

- English Language Arts
- Français (Francophone)
- French Language Arts (French Immersion)
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills
- Optional Courses

Senior High School

Courses include the following:

- Career and Life Management (CALM)
- Career and Technology Studies (CTS)
- English Language Arts
- Fine Arts
- Français (Francophone)
- French Language Arts (French Immersion)
- Mathematics
- Physical Education
- Science
- Second Languages
- Social Studies
- Social Sciences

- Other: Work Experience, Registered Apprenticeship Program (RAP), special projects, Green Certificate Program

7. Testing and Grading Practices

School boards determine the method for reporting progress on student achievement. However, the province requires schools to report student progress relative to the grade levels of the provincial programs of study in language arts, mathematics, science, and social studies. The province also monitors student achievement in these four subjects through provincially developed achievement tests in Grade 9. Student achievement in each course is reported in letter grades or percentages. Percentages correspond to letter grades as follows:

Letter Grading	Percentage Scale
A	80%–100%
B	65%–79%
C	50%–64%
F	Less than 50%

To obtain credit in high school courses, a student must earn a final mark of 50% or higher. A student who achieves this mark or greater is eligible to take the next higher course in that sequence.

Provincial diploma examinations are required in some courses. For diploma examination courses, the student's final mark is determined by averaging the mark assigned by the school with the mark attained on the diploma examination. The school determines final marks for other courses.

There are diploma examinations in the following courses:

- Applied Mathematics 30
- Biology 30
- Chemistry 30
- English Language Arts 30-1 and 30-2
- Français 30-1 and 30-2
- French Language Arts 30-1
- Physics 30
- Pure Mathematics 30
- Science 30
- Social Studies 30 (to be replaced by 30-1 in 2009)
- Social Studies 33 (to be replaced by 30-2 in 2009)

At the senior high level, all marks are reported to Alberta Education and become part of the student's record. Alberta Education also issues official transcripts of student achievement. The principal may waive prerequisites if it is in the best interest of the student and the principal is assured the student has the required knowledge, skills, and attitudes of the prerequisite course or courses. Subject to the approval of the school principal, and in accordance with policies established by each school board, a student who successfully completes the course may be granted credit in the prerequisite course in that sequence. (See Section 9 – Prerequisites and/or Co-requisites.)

8. Requirements for Graduation

Promotion of students from one grade to another in junior high and promotion to Grade 10 are determined by the school principal, subject to policies of the local school authority and to provisions in the *Guide to Education: ECS to Grade 12*. Placement of students within senior high school is determined by the principal of the school, subject to policies of the local school board and to the provisions in the provincial *Guide to Education: ECS to Grade 12*.

Depending on the courses completed in senior high school, students may receive one of the following:

I. Alberta High School Diploma
II. Certificate of High School Achievement
III. High School Equivalency Diploma (for mature students)

I. Alberta High School Diploma

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS **including the following:**
ENGLISH LANGUAGE ARTS – 30 LEVEL[1] (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 **or** 33)
MATHEMATICS – 20 LEVEL[2] (Pure Mathematics 20, Applied Mathematics 20, **or** Mathematics 24)
SCIENCE – 20 LEVEL[3] (Science 20, Science 24, Biology 20, Chemistry 20, **or** Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)❹

CAREER AND LIFE MANAGEMENT (3 CREDITS)❺

10 CREDITS IN ANY COMBINATION FROM THE FOLLOWING:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages❻
- Physical Education 20 and/or 30❼
- Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability, or IOP occupational courses
- Knowledge and Employability or IOP occupational courses
- Registered Apprenticeship Program

10 CREDITS IN ANY 30-LEVEL COURSES
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)❽

These courses may include the following:

- 35-level locally developed/acquired and locally authorized courses
- Advanced Level (3000 series) in Career and Technology Studies courses
- 35-level Work Experience❾
- 30-4-level Knowledge and Employability course or 36-level IOP course
- 35-level Registered Apprenticeship Program
- 30-level Green Certificate Specialization

❶ English Language Arts 30 or 33 can be used to meet this requirement.

❷ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; for example, Mathematics 13 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.

❸ The science requirement—Science 20 or 24, Biology 20, Chemistry 20, or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.

❹ See information on exemption from the physical education requirement in the Physical Education section of the *Guide to Education*.

❺ See information on exemption from the CALM requirement in the CALM section of the *Guide to Education*.

❻ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
❼ Students registering in Grade 10 since the 1998–1999 school year may use Physical Education 20 and/or 30 to meet this 10-credit requirement.
❽ English at the 30 level or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
❾ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the Alberta High School Diploma Graduation Requirements for French First Language – Francophone.

Note: Students in francophone programs must present Français 30-1 or 30-2 to meet their language arts diploma requirement. However, they must also present English Language Arts 30-1 or 30-2.

Note: Successful completion of a diploma examination is required for English Language Arts 30-1 or 30-2 or Français 30-1 or 30-2 and Social Studies 30 or 33.

Note: For those taking Pure or Applied Mathematics 30 and 30-level science courses, successful completion of a diploma examination is required. However, successful completion of these courses is not a condition of Alberta High School Diploma graduation requirements.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (FRENCH FIRST LANGUAGE – FRANCOPHONE)
The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
100 CREDITS including the following:

FRANÇAIS 30-1 OR 30-2
ENGLISH LANGUAGE ARTS – 30 LEVEL❶ (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 **or** 33)
MATHEMATICS – 20 LEVEL❷ (Pure Mathematics 20, Applied Mathematics 20, **or** Mathematics 24)
SCIENCE – 20 LEVEL❸ (Science 20, Science 24, Biology 20, Chemistry 20, **or** Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)❹
CAREER AND LIFE MANAGEMENT (3 CREDITS)❺
10 CREDITS IN ANY COMBINATION FROM THE FOLLOWING: • Career and Technology Studies (CTS) • Fine Arts • Second Languages❻ • Physical Education 20 and/or 30❼ • Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability, or IOP occupational courses • Knowledge and Employability or IOP occupational courses • Registered Apprenticeship Program
5 CREDITS IN ANY 30-LEVEL COURSE **(<u>IN ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS, AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)❽** These courses may include the following: • 35-level locally developed/acquired and locally authorized courses • Advanced Level (3000 series) in Career and Technology Studies courses • 35-level Work Experience❾ • 30-4-level Knowledge and Employability course or 36-level IOP course • 35-level Registered Apprenticeship Program • 30-level Green Certificate Specialization
❶ English Language Arts 30 or 33 can be used to meet this requirement. There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within five years of their graduating year. ❷ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be

met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; for example, Mathematics 13 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.

❸ The science requirement—Science 20 or 24, Biology 20, Chemistry 20, or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.

❹ See information on exemption from the physical education requirement in the Physical Education section of the *Guide to Education*.

❺ See information on exemption from the CALM requirement in the CALM section of the *Guide to Education*.

❻ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

❼ Students registering in Grade 10 since the 1998–1999 school year may use Physical Education 20 and/or 30 to meet this 10-credit requirement.

❽ English Language Arts at the 30 level, 30-level Français, or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

❾ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Mature students should consult the Mature Students section in the *Guide To Education* for applicable graduation requirements.

II. Certificate of High School Achievement

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS❹ (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces

may require additional and/or specific courses.
80 CREDITS❷ including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 10-2 OR 26 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN❸ • **a 30-level Knowledge and Employability Occupational course, or** • **a 30-level Career and Technology Studies (CTS), or** • **a 30-level Locally developed course with an occupational focus** **AND** **5 CREDITS IN** • **a 30-level Knowledge and Employability Workplace Practicum course, or** • **a 30-level Work Experience course, or** • **a 30-level Green Certificate course❹**
OR
5 CREDITS IN • **a 30-level Registered Apprenticeship Program (RAP) course**
❶ Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement. ❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course. ❸ To transition to the new Certificate of High School Achievement, 36-level IOP Occupational courses may be used in lieu of 30-4-level Knowledge and Employability Occupational courses. ❹ Refer to the Alberta Education website for additional Green Certificate information.

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS❶ (FRENCH FIRST LANGUAGE – FRANCOPHONE)
The requirements indicated in this chart are the minimum requirements for

a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS❷
including the following:

FRANÇAIS 20-2 OR 30-4

ENGLISH LANGUAGE ARTS 20-2 OR 30-4❸

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2, 26, or 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

5 CREDITS IN❹

- **a 30-level Knowledge and Employability Occupational course, or**
- **a 30-level Career and Technology Studies (CTS), or**
- **a 30-level locally developed course with an occupational focus**

AND

5 CREDITS IN

- **a 30-level Knowledge and Employability Workplace Practicum course, or**
- **a 30-level Work Experience course, or**
- **a 30-level Green Certificate course❺**

OR

5 CREDITS IN

- **a 30-level Registered Apprenticeship Program (RAP) course**

❶ Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement.

❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

❸ There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within five years of their graduating year.

❹ To transition to the new Certificate of High School Achievement, 36-level IOP Occupational courses may be used in lieu of 30-4-level Knowledge and Employability Occupational courses.

❺ Refer to the Alberta Education website for additional Green Certificate information.

III. High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

Alternative 1

A person eighteen years of age or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least ten consecutive months, and who wishes to obtain a High School Equivalency Diploma should apply to the principal of the high school in the community. The principal will forward a letter to the Learner Records and Data Exchange, Alberta Education, indicating that the following requirements have been met. All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

1. A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students), offering approved senior high school courses, as follows:

One high school course in Mathematics	5 credits
One high school course in Science	3 credits
English Language Arts 30-1 or 30-2, or French Language Arts 30-1 or 30-2, or Français 30-1 or 30-2	5 credits
One other 30-level course, other than English or French Language Arts or Français	5 credits
Additional high school courses	42 credits

2. A minimum of 40 additional credits that must be earned as follows:
   - additional high school courses
   - additional approved adult education courses under recognized agencies (for example, public colleges, institutes of technology, extension divisions of universities, adult evening classes)

AND/OR

3. A maximum of 15 credits for maturity, according to the following scale:

Age 21–24 (inclusive)	5 credits
Age 25–29 (inclusive)	10 credits
Age 30 and over	15 credits
Extensive Travel	5 credits (maximum)
Extensive Reading or Private Study	5 credits (maximum)

Alternative 2

A person eighteen years of age or older who has been out of school for at least ten consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better in each test, and meets the eligibility requirements will be granted a High School Equivalency Diploma.
Further information regarding High School Equivalency may be obtained from the Provincial GED Administrator, Learner Assessment, Alberta Education.

9. Prerequisites and/or Co-requisites

The principal may waive prerequisites in some circumstances (see Section 7 – Testing and Grading Practices) and may recommend that a student transfer from one course sequence to another during his or her high school program. If the principal waives a prerequisite, the following conditions must be met:

- The student possesses the knowledge, skills, and attitudes identified in the waived course or program of studies.
- Judgments are made on an individual basis, not for an entire class of students.
- It is in the student's best interest.

The waiver provision for prerequisites does not apply to Locally Developed/Acquired Complementary courses, Mathematics Preparation 10, Physical Education 10, Registered Apprenticeship Program (RAP), Special Projects, and Work Experience.

10. Other Types of Programs

Francophone Programs

Section 10 of the *School Act* states that where individuals have rights under Section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. For more information, contact the French Language Services Branch (http://www.learning.gov.ab.ca/educationguide/guide.asp?id=071001).

Work Experience, Registered Apprenticeship Program (RAP), and Green Certificate Program

These programs provide students with opportunities to simultaneously gain experience in the workplace and earn credits towards a high school diploma. These programs are only available to students in Grades 10 to 12.

Information and Communication Technology (ICT)

The ICT program of studies identifies the technology outcomes students should achieve by the end of Grades 3, 6, 9, and 12. ICT outcomes are to be taught within the context of other subject areas being studied.

Daily Physical Activity (DPA)

School authorities ensure students in Grades 1 to 9 are physically active for a minimum of thirty minutes daily through activities that are organized by the school.

11. Assessment of Out-of-Province and/or Foreign Studies

Students entering an Alberta senior high school from outside the province should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal evaluates these documents in relation to approved high school courses or designates unassigned credits.

An Alberta High School Diploma is not issued solely on the basis of the evaluation of out-of-Alberta credentials. A student from outside the province who wishes to obtain an Alberta High School Diploma is required to complete a minimum of five approved credits as prescribed by a school principal. The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

A copy of the completed High School Evaluation Report form shall be forwarded to the Learner Records and Data Exchange. Evaluation forms can be obtained from the Extranet website of Alberta Education (under Tools and Software).

In the case of a dispute over the number of high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases Committee of Alberta Education. This committee, the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

Part 2 – Summary of Course Content

12. English (First Language)

Grades 7–9

The English Language Arts program is organized by five general student outcomes that relate to exploratory language, comprehension, and response to texts, information management, enhancing communication, and collaboration with others. Each general outcome includes specific outcomes that students are to achieve by the end of each grade. The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

Grades 10–12

English Language Arts 10-1, 20-1, 30-1

This sequence of courses is appropriate for students intending to pursue further academic studies at the post-secondary level. They address listening, speaking, viewing, reading, and writing skills and provide for the study of the short story, the novel, non-fiction, a full-length modern play, a Shakespearean play, and poetry.

English Language Arts 10-2, 20-2, 30-2

This sequence of courses is designed for students intending to pursue further studies of a practical nature at the post-secondary level, or to enter the world of work. Attention is paid to integrating speaking, listening, and viewing with reading and writing. Practical writing and personal writing are stressed. Literature has a significant role to play, but there is limited attention to the discussion of literary techniques.

English Language Arts 10-4, 20-4, 30-4

This sequence of courses is designed for students who require development of foundational skills. These skills are intended to enhance confidence, build personal identity, and enable individuals to create and sustain meaningful relationships. Through the application of these skills, students can become successful communicators at home, at school, at work, and in the community. These courses provide students with some of the requirements for the Certificate of High School Achievement.

13. French (First Language)

(See also Section 8 – Requirements for Graduation.)

Grades 7–9

Français 7–8–9

The program of studies is developed for students enrolled in francophone schools and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Grades 10–12

Français 10-1, 20-1, 30-1

The program of studies is developed for students enrolled in francophone schools and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Français 10-2, 20-2, 30-2 (formerly called Français 13–23–33)

This series of courses is developed for students enrolled in francophone schools. The program, organized into the strands of listening, reading, speaking, and writing, helps students to

- acquire knowledge and basic strategies in oral communication, reading, and writing, and become effective and efficient listeners, readers, speakers, and writers through planning, monitoring, and evaluating their work
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- build cultural identity and develop a sense of belonging to the francophone community

14. English (Second/Additional Language)

English as a Second Language (ESL)

School authorities provide English as a second language programs to Alberta students in Grades 1 through 12 who were born in Canada but who are not fluent in English, and to those who have recently arrived in Canada and whose first language is not English. The goal is to facilitate the integration of students into the regular school program at the earliest possible opportunity. The senior high program is organized into five levels. Throughout the five levels, students are expected to grow in their ability to use spoken and written English to gather, interpret, and communicate information, establish and maintain relationships, make decisions, solve problems, and plan and carry out projects, explore, respond to, and extend ideas and experiences.

15. French (Second Language/Core French)

The learning of a second language is optional; however, some jurisdictions have put into place a mandatory language requirement. For this reason, there are two entry points for French: Grade 4 (nine-year program of studies) and Grade 10 for students who have not had any previous language experience in French (three-year program of studies).

Grades 7–9

In Grades 7 to 9, students can continue their study of French, which is a complementary course, from elementary school in the nine-year program of studies course stream.

Grades 10–12

Students with no previous experience in French

In Grades 10 to 12, students who are studying French for the first time can take French 10-3Y, followed by French 20-3Y, and complete the course sequence with French 30-3Y. In this course sequence, students demonstrate the following abilities by the end of the three-year course sequence:

- Communication: Learners are able to understand and communicate simple oral and written messages (consisting of at least two or three statements) in contexts and situations that are familiar to them.

- Culture: Learners identify the presence of francophone people and groups in their community, their province, their country, and internationally and learn concrete facts about these cultures.

- Language: Learners understand and are able to use the sound-symbol system, common grammatical structures, and vocabulary that is limited to what they have been taught and word order in order to comprehend and produce simple oral and written communications.

Students continuing their studies from Junior High

In Grades 10 to 12, students who have acquired the knowledge, skills, and attitudes from their studies in elementary and junior high (nine-year program of studies) continue in the following course sequence: French 10-9Y, French 20-9Y, and French 30-9Y.

French 10-9Y

Students completing French 10-9Y demonstrate the following abilities:

- They can understand the main idea(s) and some related details in oral and written texts dealing with familiar, concrete topics, while being able to communicate, with some detail, a series of ideas, orally or in writing, based on familiar content and language structures known to them. These messages are usually prepared in advance, but are occasionally spontaneous.
- They can identify aspects of francophone history, literature, or arts that are of personal interest, using authentic sources.
- They can compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the present and sometimes in the past, accessing a rich vocabulary as they communicate orally and in writing using simple and complex sentences.

French 20-9Y

Students completing French 20-9Y demonstrate the following abilities:

- They can understand the main idea(s) and most related details in oral and written texts dealing with mostly familiar, concrete topics and some abstract texts with guidance.
- They can communicate, with some detail, a series of ideas, orally or in writing, based on familiar content and language structures that are known to them. These messages are usually prepared in advance, but are demonstrating more spontaneity.
- They can access authentic sources using a variety of information and communication technologies so as to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.

- They can understand and use a variety of grammatical structures in the past, present, and immediate future, accessing a rich vocabulary as they communicate orally and in writing using simple and complex sentences.

French 30-9Y

Students completing French 30-9Y demonstrate the following abilities:

- They can understand the main idea(s) and most related details in oral and written texts dealing with concrete topics and abstract texts.
- They can communicate, in detail, a series of ideas, orally or in writing, based on familiar content and language structures that are known to them. These messages can be either spontaneous or prepared in advance.
- They can access authentic sources using a variety of information and communication technologies so as to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the past, present, and future, accessing a rich vocabulary as they communicate orally and in writing using a variety of simple and complex sentences.

French 13, French 10, French 20, French 30

This course sequence is being phased out. The last year for French 13 was 2007–2008; the following three courses in this sequence will be withdrawn as follows: French 10: 2008–2009; French 20: 2009–2010; French 30: 2010–2011. This is to accommodate students who began their studies in French 13 in the 2007–2008 school year.

French 31a, French 31b, and French 31c

These courses are the continuation of the French 13, 10, 20, 30 course sequence. This sequence will continue to be made available for students who demonstrate knowledge, skills, and attitudes that surpass French 30-9Y.

Communication: French 31a learners understand and interpret the main points and some supporting details in familiar and unfamiliar oral and written messages. When given a communicative task, they express themselves, orally and in writing, by developing ideas coherently (with advance preparation). At French 31b, learners continue to practise the oral and written skills they developed in French 31a and are able to express ideas spontaneously. Learners who are at French 31c can express themselves spontaneously almost all of the time.

Culture: French 31a learners (with the teacher's assistance) review basic factual information in order to examine and analyze the contribution of francophone cultures to our society. French 31b learners continue pursuing similar studies, but more independently. At French 31c, learners

work independently to interpret as well as analyze cultural information, events, and behaviours.

Language: French 31a and French 31b learners understand and use (orally and in writing) the sound-symbol system and vocabulary connected with the fields of experience they explore. They also use simple and complex sentences in the appropriate tenses. At French 31c, learners go on to add appropriate transitional words and linguistic elements, and they refine what they have learned in the previous levels.

16. French Immersion

French Language Arts

Grades 7–9

French Language Arts 7–8–9

The program is developed for French immersion students and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Grades 10–12

French Language Arts 10-1, 20-1, 30-1

The program is developed for French immersion students and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

French Language Arts 10-2, 20-2, 30-2

This series of courses is developed for French immersion students. The program, organized into the strands of listening, reading, speaking, and writing, helps students to do the following:

- acquire knowledge and basic strategies in oral communication, reading, and writing, and become effective and efficient listeners, readers, speakers, and writers through planning, monitoring, and evaluating their work
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- develop an appreciation for the French language and culture

17. Mathematics

Grades 7–9

The junior high mathematics program is based on the Western and Northern Canadian Protocol (WNCP) *K–12 Mathematics Common Curriculum Framework* (CCF) developed by the western provinces and territories. The following content strands are sequenced over the three grades: number, patterns and relations; shape and space; statistics and probability. The student expectations in these strands are accomplished within the context of seven mathematical processes: communication, connections, estimation and mental mathematics, problem solving, reasoning, technology, and visualization.

Grades 10–12

For a high school diploma, mathematics is compulsory to the Grade 11 level and may include Pure Mathematics 20 or Applied Mathematics 20 or Mathematics 24.

Pure Mathematics 10–20–30

This is a three-year course sequence designed for students intending to pursue further studies in mathematical, scientific, or business-related fields in post-secondary institutions. Its primary focus is on algebra and functions, and the course sequence is designed to prepare students for studies in calculus. With a pass in Pure Mathematics 30, a student is qualified to enter all post-secondary institutions. A few programs, such as engineering, may also require a calculus course to be taken in Grade 12.

Applied Mathematics 10–20–30

This is a three-year course sequence designed for students intending to pursue studies in fields that do not require courses in calculus and advanced mathematics as part of the program. Its

primary focus is on numerical and geometrical methods, and the course sequence provides a broader approach to problem solving than algebra-based courses.

Mathematics 14–24

This is a two-year course sequence designed for students whose needs, interests, and abilities focus on the basic mathematical understanding necessary for entry into some of the trades or into the workplace. The emphasis is on the acquisition of practical life skills and proficiency in using mathematics to solve problems, accommodate change, interpret information, and create new knowledge within meaningful contexts.

Mathematics 10-4, 20-4

This sequence of courses is designed for students who require an additional focus on developing essential mathematics knowledge, skills, and attitudes needed for everyday living at home, in the workplace, and in the community. These courses are intended for students who are meeting the requirements for the Certificate of High School Achievement.

Mathematics Preparation 10

Mathematics Preparation 10 can be offered in senior high school to those students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits.

Mathematics 31 (Introductory Calculus)

The Mathematics 31 course introduces students to the mathematical methods of calculus. The course acts as a link between the Pure Mathematics 10–20–30 program and the requirements of mathematics programs in post-secondary studies. Mathematics 31 is designed in a required-elective format. The required component is intended to take the larger proportion of the instructional time. There are eight units available in the elective component, of which one or more units are intended to take the remainder of the instructional time.

18. Science

Grades 7–9

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy.

Science 7

Science 7 has the following five units: interactions and ecosystems; plants for food and fibre; heat and temperature; structures and forces; and planet Earth.

Science 8

Science 8 has the following five units: mix and flow of matter; cells and systems; light and optical systems; mechanical systems; and fresh and saltwater systems.

Science 9

Science 9 has the following five units: biological diversity; matter and chemical change; environmental chemistry; electrical principles and technologies; and space exploration.

Grades 10–12

Science 10–20–30

Alberta has a Science 10–20–30 course sequence that provides a well-rounded science education for those students who want a strong foundation in science and who aspire to career goals that involve study in post-secondary institutions. The Science 10 course is the foundation course for Biology, Chemistry, Physics, and Science 20–30. Science 30 is of the same academic standard as the other 30-level science courses. The Biology 20–30, Chemistry 20–30, and Physics 20–30 courses are designed for students who have clearly defined post-secondary career goals that require science disciplines.

The Science 10–20–30 course sequence emphasizes major concepts, science process skills, and scientific attitudes that provide common threads that run through all units of study. The themes of science (for example, matter, energy, systems) are the conceptual foundations that link the theoretical structures of various scientific disciplines.

Science 10

This common core course for Biology, Chemistry, Physics, and Science 20–30 emphasizes three of the key themes of science: energy, matter, and change. The themes of systems, diversity, and equilibrium are included as well, but receive less emphasis. Students learn about the tremendous impact of science and technology on society (Science, Technology and Society or STS connections), as well as the roles and limitations of science and technology in STS problem solving. Science 10 has four units of study: energy and matter in chemical change; energy flow in technological systems; cycling of matter in living systems; and energy flow in global systems.

Science 20

Change is the theme common to all the units in Science 20. Analysis of change is essential for understanding what is happening and for predicting what will happen; control of change is essential for the design of technological systems. Science 20 has four units: the changing Earth; changes in living systems; chemical changes; and changes in motion.

Science 30

The themes of systems and energy run through all the units of Science 30. Thinking of any collection of objects, cells, or processes as a system draws attention to how the parts of the system interact with one another. Science 30 has four units: living systems respond to their environment; chemistry in the environment; electromagnetic energy; and energy and the environment.

Biology 20–30

The Biology 20–30 course sequence emphasizes the key science themes of energy, matter, change, diversity, systems, and equilibrium as they relate to the biological sciences. These themes provide a means of showing the connections between the units of study in both courses of the program, as well as allowing students to see the nature of the connections to other courses in science.

Biology 20

This course has four units of study: energy and matter exchange in the biosphere; ecosystems and population change; photosynthesis and cellular respiration; and human systems.

Biology 30

Biology 30 has four units of study: nervous and endocrine systems; reproduction and development; cell division, genetics and molecular biology; and population and community dynamics.

Chemistry 20–30

The Chemistry 20–30 course sequence emphasizes key science themes: energy, matter, change, systems, diversity, and equilibrium. The themes show the connections among the units of study and provide a framework for teachers to show students how individual sections of the program relate to the big ideas of science.

Chemistry 20

Matter and chemical change are the themes common to all the units in Chemistry 20. An understanding of the nature of matter and analysis of its changes are essential for understanding what is happening and for predicting what will happen; control of change is essential for the design of technological systems. Chemistry 20 consists of four units of study: the diversity of matter and chemical bonding; forms of matter with focus on gases; matter as solutions, acids and bases; and quantitative relationships in chemical changes.

Chemistry 30

The themes of systems, energy, and change are central in Chemistry 30. Also highlighted to a lesser extent are the themes of equilibrium and matter. Chemistry 30 has four units of study: thermochemical changes; electrochemical changes; chemical changes of organic compounds; and chemical equilibrium focusing on acid-base systems.

Physics 20–30

The Physics 20–30 course sequence emphasizes the science themes of energy, matter, change, systems, diversity, and equilibrium as they relate to physics.

Physics 20

Physics 20 has four units of study: kinematics; dynamics; circular motion, work, and energy; and oscillatory motion and mechanical waves.

Physics 30

Physics 30 has four units of study: momentum and impulses; forces and fields; electromagnetic radiation; and atomic physics.

Science 14–24

Science 14–24 are activity-based general science courses for students who plan to achieve a high school diploma and enter the workplace. Students study the everyday applications of science.

Science 14

Science 14 has four units: investigating properties of matter; understanding energy transfer technologies; investigating matter and energy in living systems; and investigating matter and energy in the environment.

Science 24

Science 24 has four units: applications of matter and chemical change; understanding common energy conversion systems; disease, defence, and human health; and motion, change, and transportation safety. Science 24 represents the minimum science requirement for a high school diploma.

Science 10-4, 20-4

Science 10-4, 20-4 are activity-based general science courses for students who plan to achieve a Certificate of High School Achievement and enter the workplace. Students study the everyday applications of science.

Science 10-4

Science 10-4 focuses on handling chemicals safely, whether at home or in the workplace. This requires an understanding of the properties of pure substances and mixtures. Students actively investigate the properties of a variety of matter, including mixtures and solutions, and elements and compounds encountered in everyday life. The atom as the basic building block of matter is introduced. Students also investigate the classification of elements on the periodic table.

Science 20-4

Science 20-4 extends students' understanding of matter by investigating and classifying simple chemical reactions used at home and in the workplace. Students also become aware that many different materials can be created from a relatively small number of components and that technologies based on chemical change are widely used in producing useful materials for our daily use.

19. Social Studies

The goal of the social studies program is active and responsible citizenship. The program is compulsory for Grades 1 to 12 and integrates major concepts and skills from history, geography, ecology, economics, law, political science, and other social sciences. About 60 per cent of the content is Canadian.

The new Alberta Program of Studies for Social Studies, Kindergarten to Grade 12, is currently in an implementation phase, with the Grade 12 level to be implemented in the 2009–2010 school year.

Grades 7–9

Social Studies 7: Canada: Origins, Histories and Movement of People

This course provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. This course forms the foundation for the continued dialogue on citizenship and identity in Canada.

Note: Social Studies 7 was implemented in September 2006.

Social Studies 8: Historical Worldviews and Challenges

This course expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.

Note: Social Studies 8 was implemented in September 2007.

Social Studies 9: Canada: Opportunities and Challenges

This course focuses on citizenship, identity, and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States is also examined.

Note: Social Studies 9 is optional in September 2008; mandatory implementation is September 2009.

Grades 10–12

There are three sequences in senior high social studies: Social Studies 10-1, 20-1, 30, and 30-1 focus on academic and theoretical studies. Social Studies 10-2, 20-2, 33, and 30-2 have issues and topics similar to those in Social Studies 10-1, 20-1, 33, and 30-1, but are less theoretical and more applied. Social Studies 10-4, 20-4 are part of an activity-based sequence of courses for students who are meeting the requirements for the Certificate of High School Achievement.

Social Studies 10-1: Perspectives on Globalization

This course explores the multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights, and quality of life.

Note: Social Studies 10-1 was implemented in September 2007.

Social Studies 10-2: Living in a Globalizing World

This course explores the historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights, and quality of life. There is a focus on relationships among globalization, citizenship, and identity.

Note: Social Studies 10-2 was implemented in September 2007.

Social Studies 10-4: Living in a Globalizing World

This course examines globalization, the process by which the world is becoming increasingly connected and interdependent.

Social Studies 20-1: Perspectives on Nationalism

This course explores the complexities of nationalism in Canadian and international contexts through study of the origins of nationalism and the influence of nationalism on regional, international, and global relations.

Note: Social Studies 20-1 was implemented in September 2008.

Social Studies 20-2: The Growth of the Global Perspective

This course examines historical and contemporary understandings of nationalism in Canada and the world through an exploration of the origins of nationalism and the impacts of nationalism on individuals and communities in Canada and other locations.

Note: Social Studies 20-2 was implemented in September 2008.

Social Studies 20-4: Nationalism in Canada and the World

This course examines various forms of nationalism and applies their perceptions to their own identity and sense of citizenship.

Social Studies 30: The Contemporary World

This course examines two major topics: political and economic systems and global interactions.

Social Studies 30-1: Perspectives on Ideology

This course is currently under development and will replace Social Studies 30 in September 2009.

Social Studies 33: The Contemporary World

This course examines two major topics: political and economic systems and global interactions.

Social Studies 30-2: Understandings of Ideologies

This course is currently under development and will replace Social Studies 33 in September 2009.

20. Other Courses

Aboriginal Studies

Aboriginal Studies 10–20–30 provides a conceptual framework for all learners to enhance understanding of the diverse Aboriginal cultures within their region, Canada, and the world. Students examine how Aboriginal peoples are striving towards maintaining and promoting cultures and identities that reflect values based on respect for the laws of nature and a continual pursuit of balance among individuals, the family unit, the larger community, and global community context. The term *Aboriginal* refers to First Nations, Métis, and Inuit.

Career and Life Management

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others. CALM is the core course for health literacy at the senior high level in Alberta and is required for high school graduation.

Career and Technology Studies

Career and Technology Studies (CTS) is a complementary program consisting of approximately six hundred, 1-credit courses designed for Alberta's secondary school students. As a program of choice, CTS offers students opportunities to develop skills that can be applied in their daily lives, that will help them prepare for careers and employment in technology-related fields, and that reinforce learnings in other subject areas.

Fine Arts

The fine arts encompass art, drama, and music in which students are involved as creators, performers, historians, critics, and consumers. These optional programs for high school enable students to enhance the depth and breadth of their expression and intuitive response to the fine arts.

Language and Culture Courses in Languages Other than English or French

Language courses for senior high school have been developed provincially for Blackfoot, Cree, German, Italian, Japanese, Latin, Spanish, and Ukrainian.

Physical Education 10–20–30

The aim of the Grades 7 to 12 physical education program is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. Students are required to successfully complete Physical Education 10 for high school graduation.

Social Sciences

The Social Sciences 20–30 program is intended to complement the Alberta social studies program by encouraging increased understanding of human society and social relationships. Courses in this program are distinct from the social studies curriculum in that they focus on the structure, concepts, and methodologies of specific social science disciplines.

Locally Developed/Acquired and Authorized Junior and Senior High School Complimentary Courses

Alberta Education supports the local development and authorization of junior high school and senior high school optional courses, which do not duplicate provincially authorized courses, in order to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level, and to meet the unique needs of a local community.

21. Contact Information

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Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

British Columbia

Table of Contents

Part 1 – Summary Statement

1. Introduction

The aim of the British Columbia Kindergarten to Grade 12 education system is to enable all students to graduate with a sound education that is relevant to their lives. The goals set for schools are defined by standards that provide meaningful measures of students' progress. These standards are realistic expectations of what students should know and be able to do as they progress through thirteen years of schooling. The provincial curriculum expresses these standards as expected learning outcomes for each subject or course and grade. These learning outcomes reflect patterns of student development and actual standards of achievement within the province. In the primary years, standards are based on expectations for children in their grade range: Kindergarten to Grade 1 and Grades 2 to 3. In Grades 4 to 12, standards are based on expected learning outcomes for each grade or course.

2. Organization of School System

The education program is divided into three levels: primary (Kindergarten to Grade 3), intermediate (Grades 4 to 9 or 10), and graduation years [Grades 11 to 12 for students on the 1995 graduation program (http://www.bced.gov.bc.ca/graduation/grad1995.htm) or Grades 10 to 12 for students on the 2004 graduation program (http://www.bced.gov.bc.ca/graduation/grad2004.htm)][1].

Each level of the education program has particular emphases that reflect the range of knowledge, skills, and attitudes that students develop during these years. All levels of the program are developed around a common core of learning intended to ensure students learn to read, write, and do basic mathematics, solve problems, and use computer-based technology. These basic skills are emphasized through studies in English language arts, mathematics, science, social studies, fine arts, and applied skills from Kindergarten to Grade 12.

This common core of learning is comprised of provincially prescribed curriculum to ensure all students, not just those planning to go to university, gain the knowledge, problem-solving skills, and communication skills they need to continue learning throughout their lives.

3. Explanation of Terms Used

Integrated Resource Package (IRP)

The British Columbia Ministry of Education provides curriculum documents in the form of Integrated Resource Packages (IRPs). IRPs include provincially prescribed learning outcomes with support for classroom instruction and assessment. Provincially recommended learning

resources to support the curriculum are contained in Grade Collections for each IRP. Each IRP provides the basic information teachers require to implement curriculum in all subject areas for Kindergarten to Grade 12.

Ministry-Authorized Courses

Chapters 2 and 3 of the *Course Information for the Graduation Program, Grade 10, 11 and 12 Courses* manual (http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf), lists courses authorized by the Ministry of Education, including both curriculum developed by the ministry and external credentials approved by the ministry. (See External Courses.) The *Course Information* manual includes course titles and codes, grade levels, educational program guides for each course, and the number of credits students can earn for each course.

Board/Authority-Authorized Courses

Board/Authority-Authorized (BAA) courses must be approved by the local board of school trustees or independent school authority, and the course name, grade level, and authorization date must be filed with the Ministry of Education. BAA courses are Grades 10, 11, or 12 courses offered or developed by boards of education or independent school authorities to meet student needs and interests. Unlike locally developed courses, BAA courses may be used to satisfy elective credits for students towards graduation.

External Credential Courses

These courses are organized sets of learning activities offered outside the British Columbia school system and are listed in the manual, *Course Information for the Graduation Program Grades 10, 11 and 12 Courses*. Students receive graduation credit for successfully completing an external course. These courses are of an educational standard deemed equivalent to or exceeding that of ministry-authorized grade 10, 11, or 12 courses.

Independent Directed Studies Courses

These courses are student-initiated and conducted under teacher supervision. Independent Directed Studies (IDS) courses are based on the learning outcomes of ministry-authorized, board/authority-authorized, Grades 10 to 12 courses. An IDS course can be for 1, 2, 3, or 4 credits, where 1 credit represents the value attached to the knowledge, skills, and attitudes most students can acquire in approximately thirty hours of instruction. Although IDS is intended to allow students to pursue curriculum in more detail or to focus on one or more of the learning outcomes of a course that has not been taken, IDS can also be used to recognize learning in courses students do not complete.

Post-Secondary Courses

These courses, offered from qualifying post-secondary institutions in British Columbia, lead to a post-secondary credential. A student presenting a transcript from a recognized institution showing successful completion of a post-secondary course that leads to a credential is entitled to have that course count towards secondary school graduation.

British Columbia School Completion Certificate

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans (IEPs) or students who meet other criteria established by their local school board. The School Completion Certificate is a specifically designed certificate, distinct from the Dogwood Diploma.

The Ministry of Education also provides a transcript showing all credit and locally developed (non-credit) courses completed that also contains a statement indicating that the student has been issued a School Completion Certificate. The Transcript of Grades provides prospective employers and post-secondary institutions with relevant information about student accomplishments. A French version of the British Columbia School Completion Certificate is available upon request.

Individual Education Plan

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, and the services to be provided, and it includes measures for tracking achievement.

Locally Developed Courses

Locally developed courses are Grades 10, 11, or 12 non-credit courses developed by a local board of school trustees. The courses are based on subject matter from a particular field of knowledge and on a skill set selected and organized by a particular school or school district. However, it is required that specific course codes be used as provided in the *Handbook of Procedures for the Graduation Program* for reporting course enrollment and completion, and use of these codes must be approved by the local board of school trustees/authority. Locally developed courses do not count towards elective credits towards graduation.

Career Programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school coursework with a work experience component. There are four types of career programs that appear on British Columbia transcripts: Secondary School

Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation (http://www.bced.gov.bc.ca/careers/cpschool.htm).

4. Course Designation

Courses at the Grades 10 to 12 levels are assigned an official code that includes the course name and grade level. For example, French 11 (FR 11) is the Grade 11 French course. Locally developed courses carry the designation "LD" at the beginning of the title and "X" at the beginning of the code, whereas board/authority-authorized courses begin with a "Y." External courses use a "U" at the beginning of the code. Independent directed studies courses are coded with the prefix "IDS," followed by the regular course code for the related ministry-authorized, board/authority-authorized course. Post-secondary courses that count towards graduation use "PSI" at the beginning of the code, and the name of the British Columbia post-secondary institution where the course was completed shows on the transcript.

5. Time Allotments and Course Load

In Grades 4 to 9, minimum time allotments expressed as percentages of total instructional time are recommended for each required area of study. They suggest the priority the Ministry of Education expects schools to give to each area of study. It is up to each school to design a timetable appropriate for all students. Variation in the recommended times is allowed to address the learning needs of individual students and the particular needs of communities.

6. Curriculum Organization

Students in the graduation program must complete at least 80 credits of Grades 10 to 12 coursework to satisfy minimum graduation requirements. (See Section 8, Requirements for Graduation, for more detail regarding credit.) The length and scope of courses are reflected in the credit value awarded to them. Courses may have a value of 1, 2, 3, or 4 credits. A 4-credit course is considered to be between one hundred and one hundred twenty hours of instructional time. Most courses are worth 4 credits.

7. Testing and Grading Practices

For Grades 4 to 12, students receive letter grades describing what they are able to do in relation to prescribed learning outcomes. In Grades 4 to 7, written comments are required in addition to letter grades, but written comments are included only as necessary in Grades 8 to 12. For students in Grades 10 to 12, letter grades are accompanied by per cent marks. The

successful completion of a course numbered 10, 11, or 12 requires a minimum grade of C– or 50 per cent.

The following reporting symbols and per cent marks are used at Grades 10 to 12:

Indicator	Per cent	Meaning
A	86–100	Excellent or outstanding performance
B	73–85	Very good performance
C+	67–72	Good performance
C	60–66	Satisfactory performance
C–	50–59	Minimally acceptable performance
F (Failed)	0–49	The student has not demonstrated the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
RM (Requirements Met)	N/A	The student has met the requirements of the course. This indicator applies only to the Graduation Transitions course.
I (In progress or Incomplete)	N/A	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
SG (Standing Granted)	N/A	Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade.
TS (Transfer Standing)	N/A	The student has completed an equivalent course at an institution other than a school as defined in the British Columbia *School Act*. There is no final per cent.
W (Withdrawal)	N/A	The student has been granted permission to withdraw from the course or subject.
AEG (Aegrotat Standing)	N/A	The student has been granted exemption from writing a required provincial examination due to unpredictable circumstances. The school mark stands as the final per cent. (for Grade 12 provincially examinable courses only)

Transcripts

Permanent Student Record

The purpose of the permanent student record is to record the history of a student's education program from Kindergarten through Grade 12. Copies can be requested from the last British Columbia school in which the student was enrolled. The permanent student record must be retained by school districts for fifty-five years after a student has withdrawn or graduated from school.

Transcript of Grades

Transcripts showing a student's results in Grades 10, 11, and 12 courses are produced centrally by the Ministry of Education. A transcript is the official document that indicates successful completion of Grades 10, 11, and 12 courses, course achievement levels, program participation, and how many graduation requirement credits have been completed. Transcripts only record successfully completed courses. As a result, F (Failed), I (In progress or Incomplete), and W (Withdrawal) are not used on transcripts. If a student has repeated a course, only the highest mark is reported on the transcript.

Provincial Examinations

In order to graduate, students are required to write five course-based provincial examinations (Language Arts 10 and 12, Science 10, Mathematics 10, and Social Studies 11/12). In addition, students have the option of taking examinations related to specific Grade 12 level courses that have an examination associated with them. (Students who take a Language Arts 12 and B.C. First Nations Studies 12 must write the associated examination.) Full credit may be earned for such optional Grade 12 examination courses whether or not the related examination is taken. Grades 10 and 11 examinations count for 20 per cent of the final course mark, and Grade 12 examinations count for 40 per cent (except for the B.C. First Nations Studies 12 examination, which counts for 20 per cent).

8. Requirements for Graduation

Successful completion of a graduation-level educational program is recognized through the awarding of a British Columbia Certificate of Graduation, the Dogwood Diploma. There are two graduation programs leading to a Dogwood Diploma: the 2004 graduation program and the adult graduation program. Students who successfully complete provincial adult graduation requirements are awarded the British Columbia Adult Graduation Diploma, or the Adult Dogwood.

School Completion Certificates, on the other hand, are intended to recognize the accomplishments of students who have succeeded in meeting goals of their educational program other than graduation, and are especially intended to recognize the accomplishments of students with special needs who complete the goals and objectives stated in their Individual Education Plan.

The following information describes the Dogwood Diploma and the requirements for graduation for the 2004 and adult graduation programs.

Dogwood Diploma

The Dogwood Diploma is the British Columbia Certificate of Graduation for the province's graduation programs. A student who meets the applicable graduation requirements (2004 graduation program or adult graduation program) is entitled to receive a Dogwood Diploma (or Adult Dogwood in the adult graduation program).

A French version of the Dogwood Diploma is issued to students who meet requirements for the Programme francophone or French Immersion program.

2004 Graduation Program

Who Is on the 2004 Graduation Program?

Students who entered Grade 10 on or after July 1, 2004, are on the 2004 graduation program (http://www.bced.gov.bc.ca/graduation/). Students who entered Grade 10 before July 1, 2004, are on the 1995 graduation program. In order to graduate, students must earn a minimum of 80 credits, which includes Required Courses (minimum 48 credits), Elective Credits (minimum 28 credits), and Graduation Transitions[2] (4 credits).

- Elective Credits are additional credits earned by students to support their academic, career, or personal interests.
- Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 language arts course and 12 other credits. These 12 credits may be from Required Courses or Elective Courses.
- Students do not earn credits for locally developed courses in the 2004 graduation program.

Required Courses

Required Courses	
Subject Area	**Minimum Credits**
One Language Arts 10	4
One Language Arts 11	4
One Language Arts 12	4
Social Studies 10	4
One Social Studies 11 or 12	4
One Science 10	4
One Science 11 or 12	4
One Mathematics 10	4
One Mathematics 11 or 12	4
Physical Education 10	4
Planning 10	4
One Fine Arts and/or Applied Skills 10, 11, or 12	4
Total	48 credits

See Required Courses for the 2004 Graduation Program for a list of courses satisfying the Required Courses requirement.

Elective Credits

Students must earn at least 28 elective credits. These credits can be for the following:

Elective Credits	
Additional Grades 10, 11, or 12 Ministry-Authorized Courses	
External Credentials	
Board/Authority-Authorized Courses	
Post-secondary Credits, and/or Independent Directed Studies	
Total	28 credits
Graduation Transitions Students must earn 4 credits for their Graduation Transitions.	4 credits

Adult Graduation Program

Who Is Eligible for the Adult Graduation Program?

Students nineteen years of age and over, or eighteen and out of school for one continuous year, are eligible to begin the adult graduation program. Adult students must also do a minimum of three courses "as an adult" but may transfer credits for other courses they may have completed as "school-aged" students.

To complete the adult graduation program, adult students must earn at least 20 credits in the secondary system or complete five courses in the post-secondary system. Courses and credits can be counted from the British Columbia school system and/or from a college ABE program. This is a common credential between both secondary and post-secondary systems and is recognized as true secondary school graduation, along with the regular Grade 12 Dogwood.

- Accounting 11 and 12 count as a mathematics requirement on Adult Dogwood only.
- Students working on the Adult Dogwood cannot use board/authority-authorized courses for credit.

British Columbia School System Qualifying Courses (All Ministry-Authorized, 4 Credits)	**College or ABE Qualifying Courses**
One Language Arts 12	One provincial or post-secondary level English course
One Mathematics 11 or 12	One advanced, provincial, or post-secondary level mathematics course
AND EITHER	
Option 1 Three Grade 12, ministry-authorized or external courses (All must be 4-credit courses.)	Three additional courses at the provincial or post-secondary level
OR	
Option 2 Social Studies 11 or B.C. First Nations Studies 12; AND Two Grade 12 ministry-authorized courses (Both must be 4-credit courses.)	Advanced Social Sciences; AND Two provincial or post-secondary courses
Total: 20 credits	Total: five courses

British Columbia School Completion Certificate

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. A French version of the British Columbia School Completion Certificate is available upon request. (See Section 10, Other Types of Programs, for more information.)

Required Courses for the 2004 Graduation Program

The following tables indicate which courses fulfill the Required Courses subject requirements for students on the 2004 graduation program.

Subject Area	Course Code	Course
Language Arts 10	EN 10	English 10
	FRALP 10	Français langue première 10
Credit Value: 4	UABEE 10	ABE Intermediate English 10

Subject Area	Course Code	Course
Language Arts 11/12	UABEE 11	ABE Advanced English 11
	UABEE 12	ABE Provincial English 12
Credit Value: 4	COM 11/12	Communications 11/12
	EFP 12	English 12 First Peoples
	EN 11/12	English 11/12
	FRALP 11/12	Français langue première 11/12
	IBENH 11	IB English A1 (HL) 11
	IBENS 11	IB English A1 (SL) 11

Subject Area	Course Code	Course
Social Studies 10	SCH 10	Sciences humaines 10
	SS 10	Social Studies 10
Credit Value: 4		

Subject Area	Course Code	Course
Social Studies 11 or 12	UABES 11	ABE Advanced Social Studies 11
	CIV 11	Civic Studies 11
Credit Value: 4	CIVF 11	Éducation civique 11
	FNS 12	B.C. First Nations Studies 12
	FNSF 12	Études des Premières Nations de la C.-B.

Subject Area	Course Code	Course
		12
	IBGGH 11	IB Geography (HL) 11
	IBGGS 11	IB Geography (SL) 11
	IBHIH 11	IB History (HL) 11
	IBHIS 11	IB History (SL) 11
	SCH 11	Sciences humaines 11
	SS 11	Social Studies 11

Subject Area	Course Code	Course
Mathematics 10 *Credit Value: 4*	UABEM 10	ABE Intermediate Mathematics 10
	AMAF 10	Applications des mathématiques 10
	AMA 10	Applications of Mathematics 10
	EMA 10	Essentials of Mathematics 10
	EMAF 10	Mathématiques de base 10
	MTH 10	Principes de mathématiques 10
	MA 10	Principles of Mathematics 10

Subject Area	Course Code	Course
Mathematics 11 or 12 *Credit Value: 4*	UABEM 1	ABE Advanced Mathematics 11
	UABEM 12	ABE Provincial Mathematics 12
	APCAL 12	AP Calculus AB 12
	APCAL 12A/B	AP Calculus BC 12A or 12B
	APSTA 12	AP Statistics 12
	AMAF 11/12	Application des mathématiques 11 ou 12
	AMA 11/12	Applications of Mathematics 11 or 12
	CALC 12	Calculus 12
	EMA 11/12	Essentials of Mathematics 11 or 12
	EMAF 11/12	Mathématiques de base 11 ou 12
	IBFM 11/12	IB Further Mathematics (SL) 11 or 12
	IBMM 11/12	IB Mathematical Methods (SL) 11 or 12
	IBMS 11/12	IB Mathematical Studies (SL) 11 or 12
	IBMC 11/12A	IB Mathematics (HL) 11 or 12A
	MTH 11/12	Principes de mathématiques 11 ou 12
	MA 11/12	Principles of Mathematics 11 or 12

Subject Area	Course Code	Course
Science 10 *Credit Value: 4*	UABEG 10	ABE Intermediate General and Applied Science 10
	SC 10	Science 10
	SCF 10	Sciences 10

Subject Area	Course Code	Course
Science 11 or 12 *Credit Value: 4*	UABEB 11	ABE Advanced Biology 11
	UABEH 11	ABE Advanced Chemistry 11
	UABEG 11	ABE Advanced General and Applied Science 11
	UABEP 11	ABE Advanced Physics 11
	UABEB 12	ABE Provincial Biology 12
	UABEH 12	ABE Provincial Chemistry 12
	UABEG 12	ABE Provincial General and Applied Science 12
	UABEP 12	ABE Provincial Physics 12
	AG 11/12	Agriculture 11 or 12
	APENS 12	AP Environmental Science 12
	APPHC 12	AP Physics C 12
	PHAF 11/12	Applications de la physique 11/12
	PHA 11/12	Applications of Physics 11/12
	BIOSR 11/12	Biologie 11/12
	BI 11/12	Biology 11/12
	CH 11/12	Chemistry 11/12
	CHF 11/12	Chimie 11/12
	ESC 11	Earth Science 11
	FOR 11/12	Forests 11/12
	FORF 11/12	Forêts 11/12
	GEOL 12	Geology 12
	GEOLF 12	Geologie 12
	IBBIH 11/12A	IB Biology (HL) 11/12A
	IBBIS 11/12	IB Biology (SL) 11/12
	IBCHH 11/12A	IB Chemistry (HL) 11/12A
	IBESS 11/12	IB Environmental Systems (SL) 11/12
	IBGCH 11/12	IB General Chemistry (SL) 11/12
	IBPHH 11/12A	IB Physics (HL) 11/12A
	IBPHS 11/12	IB Physics (SL) 11/12

Subject Area	Course Code	Course
	PH 11/12	Physics 11/12
	PHYSF 11/12	Physique 11/12
	SCT 11	Science and Technology 11
	ESCF 11	Science de la Terre 11
	SCTF 11	Science et technologie 11
	SR 11	Sustainable Resources 11
	SRA 12	Sustainable Resources 12: Agriculture
	SRFI 12	Sustainable Resources 12: Fisheries
	SRFO 12	Sustainable Resources 12: Forestry
	SRM 12	Sustainable Resources 12: Mining

Subject Area	Course Code	Course
Fine Arts 10, 11, or 12 *Credit Value: 4* *(except where noted)*	UDPJ 10/11/12A/B	ADAPT: Jazz 10/11/12A/B
	UDPT 10/11/12A/B	ADAPT: Tap 10/11/12A/B
	UAMD 10/11/12A/B	AIDT: Modern Dance 10/11/12A/B
	UATT 10/11/12	AIDT: Tap Dance 10/11/12
	AP2DP 12	AP 2-D Design Portfolio 12
	AP3DP 12	AP 3-D Design Portfolio 12
	APMU 12	AP Music Theory 12
	APAR 12	AP History of Art 12
	APSAD 12	AP Studio Art: Drawing 12
	APSAG 12	AP Studio Art: General 12
	DRGF 10	Art dramatique 10: Cours général (2/4)
	DRRF 10	Art dramatique: Interprétation théâtrale (2/4)
	DRDF 10	Art dramatique: Production théâtrale (2/4)
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12
	AF 11/12	Art Foundations 11/12
	VAMF 10	Arts visuels 10: Arts médiatiques (2/4)
	VACF 10	Arts visuels 10: Céramique et sculpture (2/4)
	VAGF 10	Arts visuels 10: Cours général (2/4)
	VADF 10	Arts visuels 10: Dessin et peinture (2/4)
	VAMTF 11/12	Arts visuels: Arts mediatiques 11/12
	SACSF 11/12	Arts visuels en atelier 11/12: Céramique et sculpture
	SADPF 11/12	Arts visuels en atelier 11/12: Dessin et peinture
	SAPGF 11/12	Arts visuels en atelier 11/12: Gravure et

Subject Area	Course Code	Course
		graphisme
	SAFFF 11/12	Arts visuels en atelier 11/12: Textiles et fibres
	UABM 10/11/12	Associated Board of the Royal Schools of Music 10/11/12
	UBCCM 10/11/12	BC Conservatory of Music 10/11/12
	FNAF 11/11A/B	Beaux-Arts 11/11A/B (2)
	UCAB 10/11/12	CDTA: Ballet 10/11/12
	UCAJ 10/11/12A/B	CDTA: Jazz 10/11/12A/B
	UCAT 10/11/12A/B	CDTA: Tap 10/11/12A/B
	ULAC 10 /11/12	Chinese dance Syllabus (Lorita Leung Dance Association) 10/11/12
	CMCC 11/12	Choral Music 11/12: Concert Choir
	CMJV 11/12	Choral Music 11/12: Vocal Jazz
	UMWB 10A/B/C, 11A/B/C(2), 12A/B/C(2)	Conservatory Canada 10A/B/C(2), 11A/B/C(2), 12A/B/C(2)
	DNC 10	Dance 10: Choreography (2/4)
	DNG 10	Dance 10: General (2/4)
	DNP 10	Dance 10: Performance (2/4)
	DNC 11/12	Dance: Choreography 11/12
	DNCF 10	Danse 10: Chorégraphie (2/4)
	DNGF 10	Danse 10: Cours général (2/4)
	DNPF 10	Danse 10: Interprétation (2/4)
	DNCF 11/12	Danse: Chorégraphie 11/12
	DNP 11/12	Dance: Performance 11/12
	DNPF 11/12	Danse: Interprétation 11/12
	DRG 10	Drama 10: General (2/4)
	DRR 10	Drama 10: Theatre Performance (2/4)
	DRD 10	Drama 10: Theatre Production (2/4)
	DFT 11/12	Drama: Film and Television 11/12
	FNA 11/11A/B	Beaux-Arts 11/11A/B (2)
	AFF 11/12	Fondements de l'art 11/12
	UHLD 11/12	Highland Dancing 11/12
	IBAHS 11/12	IB Art History (SL) 11/12
	IBARH 11/12 A/B	IB Art/Visual Arts (HL) 11/12 A/B
	IBARS 11/12	IB Art/Design (SL) 11/12
	IBF 11/12	IB Film (SL) 11/12
	IBTAH 11/12A	IB Theatre Arts (HL) 11/12A
	IBTAS 11/12	IB Theatre Arts (SL) 11/12

Subject Area	Course Code	Course
	IBMCH 11/12A	IB Music (HL) 11/12A
	IBMCS 11/12	IB Music (SL) 11/12
	UIOP 11/12	Piping and Drumming Qualification Board: Piping 11/12
	IMCB 11/12	Instrumental Music 11/12: Concert Band
	IMG 11/12	Instrumental Music 11/12: Guitar
	IMJB 11/12	Instrumental Music 11/12: Jazz Band
	IMOS 11/12	Instrumental Music 11/12: Orchestral
	TPAF 11/12	Interprétation théâtrale 11/12 jeu dramatique
	TPDSF 11/12	Interprétation théâtrale 11/12 mise en scène et scénarisation
	UIDC 10/11/12A/B	ISTD: Cecchetti 10/11/12A/B
	UIDB 11/12A/B	ISTD: Imperial Ballet 11/12A(2)/B
	UIDMT 10/11/12	ISTD: Modern Theatre Dance 10/11/12
	ULMSD 11	LCM: Speech and Drama 11 (2)
	ULMA 11	LCM: Acting 11 (2)
	ULMD 11	LCM: Duologue 11 (2)
	ULMMT 11	LCM: Music Theatre (2)
	ULCM 10/11/12	London College of Music 10/11/12
	MCB 10	Music 10: Concert Band (2/4)
	MCC 10	Music 10: Concert Choir (2/4)
	MG 10	Music 10: General (2/4)
	MGR 10	Music 10: Guitar (2/4)
	MJB 10	Music 10: Jazz Band (2/4)
	MOS 10	Music 10: Orchestral Strings (2/4)
	MVJ 10	Music 10: Vocal Jazz (2/4)
	MCT 11/12	Music: Composition & Technology 11/12
	MCCF 10	Musique 10: Chorale de concert (2/4)
	MVJF 10	Musique 10: Chorale de jazz (2/4)
	MGF 10	Musique 10: Cours général (2/4)
	MGRF 10	Musique 10: Guitare (2/4)
	MOSF 10	Musique 10: Orchestre à cordes (2/4)
	MCBF 10	Musique 10: Orchestre d'harmonie (2/4)
	MJBF 10	Musique 10: Orchestre de jazz (2/4)
	CMCCF 11/12	Musique chorale 11/12: Choeur de concert
	CMJVF 11/12	Musique chorale 11/12: Jazz vocal
	MCTF 11/12	Musique: Composition et technologie 11/12
	IMJBF 11/12	Musique instrumentale: Ensemble de jazz

Subject Area	Course Code	Course
		11/12
	IMGF 11/12	Musique instrumentale: Guitare 11/12
	IMOSF 11/12	Musique instrumentale: Orchestre à cordes 11/12
	IMCBF 11/12	Musique instrumentale: Orchestre d'harmonie 11/12
	UNAT 10	NADT: Tap 10
	TPRF 11	Production théâtrale 11
	TPRMF 12	Production théâtrale 12: Gestion théâtrale
	TPRTF 12	Production théâtrale 12: Technique théâtrale
	URMSD 10/11/12	RCM: Speech Arts and Drama 10/11/12
	URAD 10/11/12A/B	Royal Academy of Dance 10/11/12A/B
	UMRC 10/11/12	Royal Conservatory Music 10/11/12
	SACS 11/12	Studio Arts 11/12: Ceramics and Sculpture
	SADP 11/12	Studio Arts 11/12: Drawing and Painting
	SAFF 11/12	Studio Arts 11/12: Fabric and Fibre
	SAPG 11/12	Studio Arts 11/12: Printmaking and Graphic Design
	TPA 11/12	Theatre Performance 11/12: Acting
	TPDS 11/12	Theatre Performance 11/12: Directing and Script Development
	TPR 11	Theatre Production 11
	TPRT 12	Theatre Production 12: Technical Theatre
	TPRM 12	Theatre Production 12: Theatre Management
	UTCD 10/11/12	TrinityGuildhall: Drama 10/11/12
	UTCEC 10/11/12	TrinityGuildhall: Communications 10/11/12 (2)
	UTCM 10/11/12	Trinity Guildhall: Music 10/11/12
	UTCMT 10/11/12	Trinity College: Musical Theatre 10/11/12
	UTCPA 10/11/12	Trinity Guildhall: Performance Arts 10/11/12
	UTCSD 10/11/12	Trinity Guildhall: Speech and Drama 10/11/12
	UMVC 10/11/12	Victoria Conservatory Music 10/11/12
	VAC 10	Visual Arts 10: Ceramics and Sculpture (2/4)
	VAD 10	Visual Arts 10: Drawing and Painting (2/4)
	VAG 10	Visual Arts 10: General (2/4)

Subject Area	Course Code	Course
	VAM 10	Visual Arts 10: Media Arts (2/4)
	VAMT 11/12	Visual Arts: Media Arts 11/12

Subject Area	Course Code	Course
Applied Skills 10, 11, or 12 *Credit Value: 4* *(except where noted)*	UX4H 11/12	4-H 11/12
	UABEA 11	ABE Advanced Accounting 11
	UABEC 11	ABE Advanced Computer Studies 11
	UABEC 12	ABE Provincial Computer Studies 12
	AC 11	Accounting 11
	ACC 12	Accounting 12
	UAWPM 12	Advanced Wood Products Manufacturing: Woodlinks 12
	APCSC 12	AP Computer Science AB 12
	APCSC 12A	AP Computer Science A 12
	BCAF 11	Applications informatiques de gestion 11
	ASK 11/11A/B	Applied Skills 11/11A/B (2)
	AST 12A/B/C/D	Auto Service Technician Level One 12A/B/C/D
	AT 11/12	Automotive Technology 11/12
	ATD 12	Automotive Technology 12: Engine and Drive Train
	ATE 12	Automotive Technology 12: Automotive Electricity and Electronics
	ATB 12	Automotive Technology 12: Body Repair and Finish
	UBMQ 11	Basic Military Qualifications 11
	UBTG 11A/B	Boating 11A (2)/B
	UBEP 11	Bold Eagle Program 11
	BCA 11	Business Computer Applications 11
	BEC 10	Business Education 10: Business Communications (2/4)
	BEE 10	Business Education 10: Entrepreneurship (2/4)
	BEF 10	Business Education 10: Finance and Economics (2/4)
	BEG 10	Business Education 10: General (2/4)
	BEM 10	Business Education 10: Marketing (2/4)
	BIM 12	Business Information Management 12
	CAFT 11/12	Cafeteria Training 11/12

Subject Area	Course Code	Course
	UCPC 11/12	Canadian Pony Club 11/12
	URCFA 11	Canadian Red Cross First Aid Instructor 11 (2)
	URCWS 11	Canadian Red Cross Water Safety Instructor 11 (2)
	CARP 12A/B/C	Carpentry Level One 12A/B/C
	CJ 11/12	Carpentry and Joinery 11/12
	CJR 12	Carpentry and Joinery 12: Residential Construction
	CJC 12	Carpentry and Joinery 12: Cabinet Construction
	CJF 12	Carpentry and Joinery 12: Furniture Construction
	CJW 12	Carpentry and Joinery 12: CNC Wood Processes
	CJP 12	Carpentry and Joinery 12: Woodcraft Products
	ICTCF 11/12	Communication numérique appliquée 11/12
	ASKF 11/11A/B	Compétences pratiques 11/11A//B
	COP 11/12	Comptabilité 11/12
	FAF 12	Comptabilité financière 12
	UCSA 10/11/12	Computer Certification 10/11/12
	IDF 11/12	Conception industrielle 11/12
	CKT 11A/B/C, 12A/B/C	Cook Training 11A/B/C or 12A/B/C
	ICTXF 11/12	Cours modulaire exploratoire 11/12
	DM 12	Data Management 12
	ICTMF 11/12	Développement de médias numériques 11/12
	DD11/12	Drafting and Design 11/12
	DDE 12	Drafting and Design 12: Engineering and Mechanical Drafting
	DDA 12	Drafting and Design 12: Advanced Design
	DDT 12	Drafting and Design 12: Technical Visualization
	DDH 12	Drafting and Design 12: Architecture and Habitat Design
	EC 12	Economics 12
	ECF 12	Économie 12
	HEFF 10	Économie domestique 10:

Subject Area	Course Code	Course
		Alimentation/Économie domestique 10: Alimentation et Nutrition (2/4)
	HEGF 10	Économie domestique 10: Cours général (2/4)
	HESF 10	Économie domestique 10: Étude de la famille (2/4)
	HETF 10	Économie domestique 10: Textiles (2/4)
	BECF 10	Éducation aux affaires 10: Communications d'affaires (2/4)
	BEGF 10	Éducation aux affaires 10: Cours général (2/4)
	BEEF 10	Éducation aux affaires 10: Entrepreneuriat (2/4)
	BEFF 10	Éducation aux affaires 10: Finance et économie (2/4)
	BEMF 10	Éducation aux affaires 10: Marketing (2/4)
	EL 11/12	Electronics 11/12
	ELAS 12	Electronics 12: Analog Systems
	ELDS 12	Electronics 12: Digital Systems
	ELR 12	Electronics 12: Robotics
	ENT 12	Entrepreneurship 12
	ENTF 12	Entrepreneuriat 12
	FAMF 10/11/12	Étude de la famille 10/11/12
	FDSF 10/11/12	Étude des aliments 10/11/12
	TEXF 10/11/12	Étude des textiles 10/11/12
	FM 10/11/12	Family Studies 10/11/12
	FA 12	Financial Accounting 12
	FNASK 11	Fine Arts and Applied Skills 11
	UXFA 11/12	First Aid 11/12 (2)
	UBFL 11/12	Fitness Leader 11/12
	FDS 10/11/12	Food Studies 10/11/12
	FDN 10/11/12	Foods and Nutrition 10/11/12
	CAFTF 11/12	Formation en restauration 11/12
	FPC 11A/B/C 12A/B/C	Formation professionnelle des cuisiniers Niveau Un 11A/B/C, 12A/B/C
	TEDF 10	Formation technologique 10: Conception industrielle (2/4)
	TEGF 10	Formation technologique 10: Cours général (2/4)
	TEEF 10	Formation technologique 10: Électronique

Subject Area	Course Code	Course
		(2/4)
	TECF 10	Formation technologique 10: Mécanique (2/4)
	TEMF 10	Formation technologique 10: Travail des métaux (2/4)
	TEWF 10	Formation technologique 10: Travail du bois (2/4)
	BIMF 12	Gestion de l'information d'entreprise 12
	DMF 12	Gestion des données 12
	UGSR 11	Ground Search and Rescue (Provincial Emergency Program) 11 (2)
	HES 10	Home Economics 10: Family Studies (2/4)
	HEF 10	Home Economics 10: Foods (2/4)
	HEG 10	Home Economics 10: General (2/4)
	HET 10	Home Economics 10: Textiles (2/4)
	HS 11A/B/C, 12A/B/C	Human Services 11A/B/C, 12A/B/C
	IBBOH 11/12A	IB Business and Management (HL) 11/12A
	IBBOS 11/12	IB Business and Management (SL) 11/12
	IBCSH 11/12A/B	IB Computer Science (HL) 11/12A/B (2)
	IBCSS 11/12	IB Computer Science (SL) 11/12
	IBDT 11/12	IB Design Technology (SL) 11/12
	IBITS 11/12	IB Information Technology in a Global Society (SL) 11/12
	ICTC 11/12	ICT: Applied Digital Communications 11/12
	ICTS 11/12	ICT: Computer Information Systems 11/12
	ICTP 11/12	ICT: Computer Programming 11/12
	ICTM 11/12	ICT: Digital Media Development 11/12
	ICTX 11/12	ICT: Modular Survey Course 11/12
	ID 11/12	Industrial Design 11/12
	INT 10/11/12	Information Technology 10(2/4)/11/12
	MIF 12	Innovation en gestion 12
	UIWPM 12	Introductory Wood Products Manufacturing: Woodlinks 12
	MI 12	Management Innovation 12
	MK 11/12	Marketing 11/12
	MKF 12	Marketing 12
	UXFD 12	Medic First Aid 12 (2)
	MFM 11/12	Metal Fabrication and Machining 11/12
	MFMF 12	Metal Fabrication and Machining 12:

Subject Area	Course Code	Course
		Advanced Fabrication
	MFMM 12	Metal Fabrication and Machining 12: Advanced Machining
	MFMW 12	Metal Fabrication and Machining 12: Advanced Welding
	MFMJ 12	Metal Fabrication and Machining 12: Art Metal and Jewellery
	MFMC 12	Metal Fabrication and Machining 12: CNC Processes
	MFMY 12	Metal Fabrication and Machining 12: Forging and Foundry
	MFMS 12	Metal Fabrication and Machining 12: Sheet Metal
	UOCT 11A/11B/11C	Occupational Certification: Tourism 11A/B/C
	UOB 11	Outward Bound 11
	ICTPF 11/12	Programmation par ordinateur 11/12
	URP 11	Raven Programme 11
	ICTSF 11/12	Systèmes informatiques 11/12
	INTF 10	Technologie de l'information 10
	TED 10	Technology Education 10: Drafting and Design (2/4)
	TEE 10	Technology Education 10: Electronics (2/4)
	TEG 10	Technology Education 10: Mechanics (2/4)
	TEC 10	Technology Education 10: Mechanics (2/4)
	TEM 10	Technology Education 10: Metalwork (2/4)
	TEW 10	Technology Education 10: Woodwork (2/4)
	TEX 10/11/12	Textile Studies 10/11/12
	TXT 10/11/12	Textiles 10/11/12
	TRM 11/12	Tourism 11/12
	TRMF 11/12	Tourisme 11/12
	WELD 11A/B/C, 12A/B/C	Welding 11A/B/C, 12A/B/C

Subject Area	Course Code	Course
Physical Education 10 *Credit Value: 4*	EPH 10	Éducation physique 10
	PE 10	Physical Education 10

Subject Area	Course Code	Course
Planning 10 *Credit Value: 4*	PLANF 10	Planification 10
	PLAN 10	Planning 10

Subject Area	Course Code	Course
Graduation Transitions *Credit Value: 4*	GTF	Transition vers l'après-secondaire
	GT	Graduation Transitions

9. Prerequisites and/or Co-requisites

There are no ministry prerequisites for senior secondary courses; however, students are usually expected to complete the lower-level course before enrolling in the next level. Schools, in consultation with parents and students, make appropriate placement decisions.

10. Other Types of Programs

Career Programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school coursework with a work experience component. There are four types of career programs that appear on British Columbia transcripts: Secondary School Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation. types (http://www.bced.gov.bc.ca/careers/cpschool.htm).

British Columbia School Completion Certificate

The British Columbia School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans or students who meet other criteria established by their local school board. The School Completion Certificate is a specifically designed certificate, distinct from the Dogwood Diploma.

The Ministry of Education provides a transcript showing all credit and locally developed (non-credit) courses completed that also contains a statement indicating the student has been issued a School Completion Certificate. The Transcript of Grades provides prospective employers and post-secondary institutions with relevant information about student accomplishments. A French version of the British Columbia School Completion Certificate is available upon request.

11. Assessment of Out-of-Province and/or Foreign Studies

Decisions regarding the assessment and placement of out-of-province and foreign students are made within each school district. Most often, school placement recommendations are made by a district or school administrator. If additional information is needed, the International Credential Evaluation Service (ICES) can be contacted. ICES was established as a national service evaluating international education credentials and is operated by the British Columbia Institute of Technology.

Further information about ICES: http://www.bcit.ca/ices

Ministry of Education: http://www.gov.bc.ca/bced/

Course Information for the Graduation Program:
http://www.bced.gov.bc.ca/graduation/courseinfo/

Handbook of Procedures for the Graduation Program:
http://www.bced.gov.bc.ca/exams/handbook/

Part 2 – Summary of Course Content

12. English (First Language)

Required Courses

English Language Arts, Grades 8 to 12

The English Language Arts curriculum for Grades 8 to 12 provides students with opportunities to experience the power of language by dealing with a range of texts and with the full range of contexts and purposes associated with the use of language. This curriculum acknowledges that students learn and develop at different rates and that the time frame for literacy development will vary. The aim of English language arts in these grades is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. The overarching goals are for students to comprehend and respond to oral and written language critically, creatively, and articulately; to communicate ideas, information, and feelings critically, creatively, and articulately using various media; to think critically and creatively and to reflect on and articulate their thinking and learning; and to develop a continuously increasing understanding of self and others. As students progress

through the grade levels, the communication processes and materials used become more complex, and students are expected to produce increasingly sophisticated work.

English 12 First Peoples

English 12 First Peoples is one of three provincial courses available for students to satisfy the Grade 12 English language arts graduation program requirement. The course, which is designed to the same standards as English Language Arts 12, is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an invitation to all learners to explore and discover First Peoples' world views through the study of literacy and informational text with local, Canadian, and international First Peoples' content.

Communications 11 and 12

The Communications 11 and 12 curriculum is designed for students who do not plan to pursue academic studies beyond Grade 12. The focus of this curriculum is to strengthen students' basic skills in comprehending and producing language so they are able to use language competently to understand and respond to communications in spoken, written, and visual forms. In these courses, students learn to use language appropriate to the situation, audience, and purpose in their lives and in the workplace. Students also explore Canadian and world literature as a way of understanding their literary and multicultural heritage.

Elective Courses

English Literature 12

The English Literature 12 curriculum provides a representative chronological survey of English literature from the Anglo-Saxon era to the present. The course encompasses a range of voices, including writing by men and women from various social classes and ethnic backgrounds. In addition to works originally written in English, the course includes translated literature from the classical and medieval periods. The curriculum emphasizes students' development of intellectual, aesthetic, and affective responses to text.

Technical and Professional Communications 12

In Technical and Professional Communications 12, students use collaborative processes similar to those employed in the workplace to address real or simulated communications challenges related to technical and professional issues. The outcomes require students to use a variety of traditional and current technologies to facilitate and enhance their work.

Writing 12

The curriculum for Writing 12 is found in the *Writing 11 Curriculum Guide (1981)* and provides extended opportunities for students to practise and refine their writing skills. The curriculum includes two options: Creative Writing and Journalism/Media. The Creative Writing option encourages students to study and write in traditional and experimental forms of story, poetry, and other types of descriptive and narrative writing.

13. French (First Language)

Required Courses

Français langue première, 8–12

The IRP for Français langue première, 8–12 is designed as a first-language program for francophone students qualifying under Section 23 of the *Canadian Charter of Rights and Freedoms*. It aims to develop and maintain a sense of cultural identity in francophone students. The learning outcomes are grouped into three main organizers:

- culture – allows students to develop an appreciation of their culture and to contribute to building a francophone community
- self and society – allows students to develop confidence, to think creatively and critically, and to use language to work with others
- communication – allows students to interact, to comprehend, and to respond to literary and informational communications, as well as to communicate ideas and information

The IRP sets curriculum standards that, to some extent, match those set by the Western and Northern Canadian Protocol in its *Common Curriculum Framework of Learning Outcomes for Français langue première, 8–12*.

14. English (Second/Additional Language)

The Ministry of Education provides English as a Second Language (ESL) supplementary funding to school districts that report eligible students needing English-language development support. Funding is available for up to five, not necessarily consecutive, years in Kindergarten to Grade 12. School districts may also offer board/authority-authorized (BAA) courses designed to address English-language development. Up to 12 elective credits of BAA ESL 10, 11, and 12 courses may be earned towards graduation.

15. French (Second/Additional Language)

Core French

The study of a second language is required in Grade 8 as part of the Grades 5 to 8 Language Education Policy mandate. In Grades 9 to 12, the study of a second language is optional. Core French is a program designed to enable non-French-speaking students to begin to understand and communicate in French, as well as to experience authentic French creative works and francophone cultures. The prescribed learning outcomes are grouped into four organizers:

- communicating
- acquiring information
- experiencing creative works
- understanding cultural influences

The IRP prescribes learning outcomes for each grade level (5 to 12) that reflect the fields of experience and experiential goals stated in the National Core French Study.

Note: Students enrolled in French First Language schools may be eligible for French as a Second Language (FSL) supplementary funding. Funding is available for up to five, not necessarily consecutive, years in Kindergarten to Grade 12.

16. French (Immersion) – Français langue seconde-immersion

Elective Courses

The French Immersion program is an intensive second-language program designed to produce functionally bilingual students by using French as the language of instruction. The learning outcomes of the language arts IRPs are grouped into three main organizers:

- communications – allows students to interact, to comprehend, and to respond to literary and informational communications, as well as to communicate ideas and information
- culture – allows students to value their own and other cultures, including cultures of the French-speaking world
- self and society – allows students to develop confidence, to think creatively and critically, and to use language to work with others

The secondary IRPs set curriculum standards that, to some extent, match those set by the Western and Northern Canadian Protocol in its *Common Curriculum Framework of Learning Outcomes for Français langue seconde-immersion, 8–12*.

17. Mathematics

Grade 9

Mathematics 9

Valid until September 2010

Thirty-seven prescribed learning outcomes are considered within four organizers and nine sub-organizers that include *problem solving*, *number* (number concepts), *number* (number operations), *patterns and relations* (patterns), *patterns and relations* (variables and equations), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), *probability and statistics* (data analysis), and *probability and statistics* (chance and uncertainty).

Note: Starting September 2009, the Western and Northern Canadian Protocol Common Curriculum Framework for K–9 Mathematics will be optionally implemented with full implementation in September 2010.

Twenty-two prescribed learning outcomes are considered within four organizers and eight sub-organizers that include *number*, *patterns and relations* (patterns), *patterns and relations* (variables and equations), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), *shape and space* (transformations), *statistics and probability* (data analysis), and *statistics and probability* (chance and uncertainty).

Grades 10 to 12

Valid until September 2010

Applications of Mathematics Pathway

This pathway is designed to prepare students for entrance into some university degree, certificate, diploma, continuing education, trades, or technical programs, none of which require calculus.

Applications of Mathematics 10

Twenty-six prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (relations and functions), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), and *statistics and probability* (data analysis).

Applications of Mathematics 11

Nineteen prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (measurement), and *statistics and probability* (data analysis).

Applications of Mathematics 12

Twenty-one prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (patterns), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), and *statistics and probability* (chance and uncertainty).

Essentials of Mathematics Pathway

This pathway is designed to provide students with the skills necessary to become informed citizens, to become confident in using mathematics in the workplace, and to prepare them for a limited number of vocational and trades programs.

Essentials of Mathematics 10

Thirty-four prescribed learning outcomes are considered within four organizers and seven sub-organizers that include *number* (spreadsheets), *number* (personal banking), *number* (wages, salaries, and expenses), *patterns and relations* (rate, ratio, and proportion), *space and shape* (trigonometry), *space and shape* (geometry project), and *statistics and probability* (probability and sampling).

Essentials of Mathematics 11

Sixteen prescribed learning outcomes are considered within four organizers and seven sub-organizers that include *number* (income and debt), *number* (personal income tax), *number* (owning and operating a vehicle), *number* (business plan), *patterns and relations* (relations and formulas), *shape and space* (measurement technology), and *statistics and probability* (data analysis and interpretation).

Essentials of Mathematics 12

Twenty-one prescribed learning outcomes are considered within three organizers and five sub-organizers that include *number* (personal finance), *number* (investments), *number* (government finances), *patterns and relations* (variation and formulas), and *shape and space* (design and measurement).

Principles of Mathematics Pathway

This pathway is designed for students who intend to pursue a career in mathematics or engineering or who wish to explore the theoretical, abstract side of mathematics.

Principles of Mathematics 10

Thirty prescribed learning outcomes are considered within six sub-organizers that include *number*, *patterns and relations* (patterns), *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (measurement), and *shape and space* (3-D objects and 2-D shapes).

Principles of Mathematics 11

Twenty prescribed learning outcomes are considered within two organizers and three sub-organizers that include *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), and *shape and space* (3-D objects and 2-D shapes).

Principles of Mathematics 12

Thirty-four prescribed learning outcomes are considered within three organizers and seven sub-organizers that include *patterns and relations* (patterns), *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (3-D objects and 2-D shapes), *shape and space* (transformations), and *statistics and probability* (chance and uncertainty).

Calculus 12

Principles of Mathematics 12 can lead into Calculus 12 that prepares students to take calculus at a post-secondary level and to write the University Challenge Examination.

Sixty-three prescribed learning outcomes are considered within nine sub-organizers that include *problem solving*; *overview of calculus*; *functions, graphs and limits* (functions and their graphs [limits]); *the derivative* (concepts and interpretations); *the derivative* (computing derivatives); *applications of derivatives* (derivatives and the graphs of the function); *applications of derivatives* (applied problems); *anti-differentiation* (recovering functions and their derivatives); and *anti-differentiation* (applications of anti-differentiation).

Note: Starting in September 2010, Applications of Mathematics, Essentials of Mathematics, and Principles of Mathematics will be de-listed as provincial curriculum. Starting in September 2010, students will have opportunities to complete courses in Apprenticeship and Workplace Mathematics 10 to 12, Foundations of Mathematics and Pre-calculus 10, Foundations of Mathematics 11 and 12, and Pre-calculus 11 and 12.

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 workforce. Topics include algebra, geometry, measurement, number, and 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, number, logical reasoning, relations and functions, and statistics and probability.

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, and permutations, combinations and binomial theorem.

18. Science

Grades 9 and 10

Science 9

Lab-/Activity-oriented. Twenty-three prescribed learning outcomes are presented under four organizers and five sub-organizers coinciding with the Pan-Canadian Framework of Science Learning Outcomes: *process of science*, *life science* (reproduction), *physical science* (atoms, elements, and compounds), *physical science* (characteristics of electricity), and *earth and space science* (space exploration).

Science 10

Lab-/Activity-oriented. Twenty-three prescribed learning outcomes are presented under four organizers and six sub-organizers coinciding with the Pan-Canadian Framework of Science Learning Outcomes: *process of science*, *life science* (sustainability of ecosystems), *physical science* (chemical reactions and radioactivity), *physical science* (motion), *earth and space science* (energy transfer in natural systems), and *earth and space science* (plate tectonics).

Grades 11 or 12

Biology 11

Lab-oriented. The course is organized under three themes: unity and diversity, evolution, and ecological relationships. Seventeen prescribed learning outcomes are grouped under seven organizers and nine sub-organizers: *processes of science*, *taxonomy*, *evolution*, *ecology*, *microbiology* (viruses), *microbiology* (kingdom Monera), *plant biology*, and *animal biology*.

Chemistry 11

Lab-oriented. Thirty-six prescribed learning outcomes are presented under seven organizers: *skills and processes of chemistry*, *the nature of matter*, *mole concept*, *chemical reactions*, *atomic theory*, *solution chemistry*, and *organic chemistry*.

Physics 11

Lab-oriented. Eighteen prescribed learning outcomes are organized under nine organizers: skills, methods and nature of physics, wave motion and geometrical optics, kinematics, forces, Newton's Laws, momentum, energy, special relativity and nuclear fission and fusion.

Earth Science 11

Lab-oriented. Sixteen prescribed learning outcomes are presented under six organizers: *introduction to earth and space science*, *astronomy*, *earth materials* (rocks and minerals), *geological time, internal processes and plate tectonic theory*, and *surface processes and the hydrosphere*.

Forests 11

Lab-/Activity-oriented. Prescribed learning outcomes are grouped under nine organizers: *forests and society*, *forest ecology*, *plants*, *trees*, *animals*, *measurement*, *forest resources*, *land-use planning*, and *forest management*.

Note: This course will be superseded by Sustainable Resources 11 in September 2009.

Sustainable Resources 11

Sustainable Resources 11 is a survey course structured on six topic-based curriculum organizers: agriculture, fisheries, forestry, mining, energy, and career opportunities. Each resource organizer was selected because of its importance to the economy and to society in British Columbia.

Science and Technology 11

Issues-oriented. Prescribed learning outcomes are grouped under two modules (science module and technology module) with a total of ten organizers. Students are required to take a minimum of two organizers from each of the modules. The organizers include *science* (agriculture), *science* (applied chemistry), *science* (forensics), *science* (health), *science* (natural resources and the environment), *technology* (computers and communication), *technology* (home and technology), *technology* (personal technologies), *technology* (space exploration), and *technology* (transportation).

Applications of Physics 11

Applications-oriented with an emphasis on relevancy and everyday relationships. Thirty-five prescribed learning outcomes are grouped under four organizers and ten sub-organizers: *mechanical systems* (force), *mechanical systems* (energy), *mechanical systems* (energy), *fluid systems* (pressure), *fluid systems* (rate), *fluid systems* (energy), *thermal systems* (temperature), *thermal systems* (rate and resistance), *electrical systems* (fundamentals), and *electrical systems* (circuits).

Biology 12

Lab-oriented. Twenty-nine prescribed learning outcomes are grouped under three organizers and thirteen sub-organizers: *processes of science*, *cell biology* (cell structure), *cell biology* (cell compounds and biological molecules), *cell biology* (DNA replication), *cell biology* (protein synthesis), *cell biology* (transport across cell membrane), *cell biology* (enzymes), human biology (digestive system), *human biology* (circulatory system), *human biology* (respiratory system), *human biology* (nervous system)*, human biology* (urinary system), and *human biology* (reproductive system).

Chemistry 12

Lab-oriented. Forty-nine prescribed learning outcomes are grouped under five organizers: *reaction kinetics*, *dynamic equilibrium*, *solubility equilibria*, *nature of acids and bases*, and *acids and bases*: quantitative problem solving, applications of acid–base reactions, oxidation–reduction, and applications of redox reactions.

Physics 12

Lab-oriented. Twenty-two prescribed learning outcomes are grouped under twelve organizers: *experiments and graphical methods*, *vectors*, *kinematics*, *dynamics*, *work*, *energy and power*, *momentum*, *equilibrium*, *circular momentum*, *gravitation*, *electrostatics*, *electric circuits*, and *electromagnetism*.

Geology 12

Lab-oriented. Twenty-one prescribed learning outcomes are grouped under five organizers: *earth materials* (rocks and minerals), *earth resources*, *geological time*, *internal processes and plate tectonic theory*, and *surface processes and the hydrosphere*.

Applications of Physics 12

Applications-oriented with an emphasis on relevancy and everyday relationships. Nineteen prescribed learning outcomes are grouped under five organizers: *transformers*, *momentum*, *transducers*, *waves and vibrations*, and *electricity and magnetism*.

Forests 12

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes are grouped under ten organizers: *management perspectives*, *forest ecology*, *soils*, *resource inventory*, *harvest planning*, *harvesting operations and site preparation*, *reforestation*, *stand-tending*, *insects and diseases*, and *fire management*.

Note: This course will be superseded by Sustainable Resources 12 in September 2009.

Sustainable Resources 12

Sustainable Resources 12 has four separate modules that are taught as four distinct courses. Students can explore, at a detailed level, one of the following four resource topics: agriculture, fisheries, forestry, or mining. Content related to jobs and careers is integrated throughout each of the four courses in order to emphasize the importance of these resources to British Columbia and to promote awareness of opportunities for students.

19. Social Studies

Required Courses

Social Studies 9

History of Canada to 1815: nation building and social order in Europe; industrialization in Europe and North America; colonialism, imperialism, and nationalism; relationship between Aboriginal Canadians and European settlers; growth of fur trade; geographic regions of North America; and development of individual and group identity.

Social Studies 10

Canada: 1815–1914: evolution of responsible government; Confederation; changing relationships of Aboriginal peoples; development of the West to 1914; geographical factors in the development of Canada; immigration; changing roles of women and families; Canada's economic activities; Canadian regional geography; resource and environmental management; global and Pacific Rim trade; and Canadian identity.

Social Studies 11

Canada in the 20th Century: social, cultural, political, legal, economic, and environmental issues facing Canadians; Canadian and global citizenship; Canada in the world community; the Canadian identity; the roles, rights, and responsibilities of citizens in a democratic society; the fundamental principles of law in Canada; Canada's regional, cultural, and ethnic diversity; national and international economic forces; the interrelationship between human beings and the world around them.

Civic Studies 11

A study in civics that includes drawing on past historical events and how these events relate to, have affected, and affect issues in the present day and in the future. Students learn to become mindful of connections to the civic world and their responsibilities as members of various local and global communities, informed decision makers on matters of public concern, active citizens of Canada and the world, responsible agents of change, participants in socially relevant projects, and real-life learners for the purpose of developing civic mindedness.

B.C. First Nations Studies 12

A study of the traditions and history of British Columbia's First Nations peoples. The course focuses on the richness and diversity of First Nations languages and cultures within their own context; studies the sophisticated, organized, self-sufficient societies of British Columbia's First Nations; explores First Nations art as a total cultural expression; develops an awareness of human rights and freedoms as they pertain to First Nations; develops an understanding of and appreciation for First Nations values and beliefs.

Elective Courses

Law 12

Canadian legal system: legal decision making; rights and freedoms; criminal law; tort law; family law; contract law; achieving independence (housing, health care, work, consumer protection and credit, inheritance, motor vehicle issues, and obtaining legal assistance); and current issues.

Geography 12

The interrelationship of people, places, and resources: human and physical systems; resource management and resource sustainability; local, regional, and global perspectives on environmental issues; the five themes of geography (location, place, human and physical interactions, movement, and regions); systems of Earth (weather, climate, tectonic processes, and gradation processes); and geographic literacy.

History 12

Modern world history: geopolitical events, social change, economic developments, technological progress, and ideologies from 1919 onward; the world of 1919; the USA, USSR, and China as world powers; the Great Depression; the effects of mass production and technological change; the interwar period; World War II and the post-World War II period; the role of the individual in history; the nature of conflict and conflict resolution; contemporary historiography; the growth of internationalism in the 20th century; the changing role of the individual in society; the changing role of women in global events; and the end of the Cold War to 1991.

Comparative Civilizations 12

The interrelationships among art, culture, and civilization: study and comparison of various past and contemporary cultures and civilizations through the analysis of political, social, economic, and cultural structures; examination of elements of culture such as belief systems, gender roles, and power and authority; understanding the basic concepts of art, culture, and civilization and their relationship to each other; examination of approaches to aesthetic inquiry; extension of critical- and creative-thinking skills; appreciation of the diversity of world views and cultures and recognition of the values inherent in those cultures.

Social Justice 12

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyze situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. The course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice, while at the same time providing opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. Social Justice 12 builds on students' innate sense of justice, motivating them to think and act ethically and empowering them to realize their capacity to effect positive change in the world.

20. Other Courses

Note: All of the following courses are credit courses.

Languages Other than French

Ministry-developed language courses offered in addition to Core French are American Sign Language, German, Japanese, Mandarin Chinese, Punjabi, and Spanish.

Note: There are a number of other provincially approved language courses that have been developed by school districts, community groups, or boards using the ministry's Languages Template.

Every curriculum endorses what is commonly referred to as the communicative-experiential approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only, providing some useful strategies to facilitate communication and comprehension.

In following the communicative-experiential approach, prescribed learning outcomes in the curriculum are expressed in terms of tasks to be performed, not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

The components of the curriculum are categorized under four organizers. These organizers are based on the common reasons people have for wanting to learn a second language and have been used to group the learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources. The four curriculum organizers are as follows:

- communicating – to communicate with other people
- acquiring information – to acquire information for a purpose
- experiencing creative works – to experience creative works for enjoyment
- understanding culture and society – to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow developers of language programs to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language and are integrated into most learning activities.

Each language curriculum also includes an introductory Grade 11 course designed especially for students who have not previously studied that particular language in Grades 5 to 10. It is an intensive learning experience designed to provide students with an introduction to the

language and culture being studied, as well as to provide a solid foundation for further study. Although Introductory Grade 11 is usually offered in Grade 11, to alleviate scheduling pressure on students during their final two years, it may be offered at the Grade 10 level. It incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for Grades 5 to 10. This reflects the fact that Introductory Grade 11 is designed to provide students with an equivalent preparation for Grade 11 and Grade 12 courses. A major consideration, therefore, is to relate the emerging language skills of students who are new to the study of the language to their actual ages, real-life experiences, and prior knowledge. In addition to the activities suggested in the introductory Grade 11 course, teachers can adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

For additional information, including the names of languages developed through the Ministry Languages Template process, as well as contact information, please check the ministry website at http://www.bced.gov.bc.ca/irp/irp.htm.

Applied Skills Courses

The term *applied skills* refers to a large suite of courses in the subject areas of business education, home economics, and technology education.

Business Education

The Business Education curricula for Grades 8 to 12 present a sequence of business concepts and skills development that responds to students' increasing sophistication, skill levels, and awareness of business within the home, school, community, and global marketplace. The documents provide a framework within which a variety of perspectives may be integrated, including those of small business, corporate business, workers, labour unions, and entrepreneurs. The viewpoints of employees, consumers, and employers are also considered. High ethical and environmental standards for the workplace and for business and consumer practices are emphasized. Business Education 8 to 10 documents can be found at http://www.bced.gov.bc.ca/irp/bused810.pdf. Business Education 11 and 12 and Economics 12 documents can be found at http://www.bced.gov.bc.ca/irp/bused1112.pdf.

Home Economics

Home economics for Grades 10, 11, and 12 can satisfy the British Columbia graduation requirement for an applied skills or fine arts course at Grades 10, 11, or 12. Effective September 2008, a revised Home Economics curriculum for Grades 8 to 12 is available for optional implementation. This revised curriculum will supersede all previous Home Economics curricula as of September 2009. This curriculum includes three course options:

- Foods and Nutrition (available for Grades 8 to 12)
- Textiles (available for Grades 10 to 12)
- Family Studies (available only for Grades 10, 11, and 12)

The revised Home Economics curriculum offers both Foods and Nutrition and Textiles as concentrated courses of 4 credits at the Grades 9 through 12 levels. Family Studies 10 to 12 has been developed using a modular approach, allowing teachers to combine the 2-credit individual modular courses to make up a 4-credit course based on student interest as well as teacher interest and expertise. The aim of these curricula is to provide opportunities for students to develop knowledge, skills, and attitudes that have immediate and future applications in their personal and home lives, as well as in key sectors of local and global economies. Home Economics 8 to 12 curriculum is available at http://www.bced.gov.bc.ca/irp/irp_appskills.htm.

Technology Education

The goal of the diverse Technology Education curricula for Grades 8 to 12 is to assist students to develop the technological literacy and lifelong learning patterns they need to live and work effectively. To achieve this, each of the Technology Education curriculum documents provides a framework for students to learn how to design and construct solutions to real-world problems and opportunities to put into practice what they have learned. Technology education fosters the development of skills and attitudes that increase the social and ethical issues of technological advances. To view the curriculum documents available for Technology Education 8 to 12, please check the Central Integrated Resource Packages page at http://www.bced.gov.bc.ca/irp/irp.htm.

Fine Arts

The term *fine arts* refers to a large suite of courses in the subject areas of dance, drama, music, and visual arts. The fine arts subjects provide opportunities for students to represent their learning in creative and personally meaningful ways. Through creating, performing, perceiving, and responding to artworks, students develop skills and abilities to express their ideas and emotions.

Dance

The Dance curricula for Grades 8 to 12 provide students with opportunities to extend their creative, expressive, and technical abilities in dance performance and dance choreography. Students create movements and choreograph dance sequences in response to sound and music and for specific purposes and performance venues. The presentation and performance of dance includes the development of skills and attitudes appropriate to dance experiences as a performer and an audience member. Students apply the principles of fitness, health, and safety

to their dance and movement experiences. Analyzing the roles of the dancers in a specific dance, critiquing the work of self and others, developing an awareness of career opportunities in dance, and learning about the historical and cultural contexts of dance are also aspects of the Grades 8 to 12 Dance curricula.

Drama

The Drama curricula for Grades 8 to 12 provide students with opportunities to examine human experiences through imagined roles and situations. Students are encouraged to explore, express, and reflect on their thoughts, feelings, and ideas through their participation in drama. Drama programs may focus on theatre performance (acting, directing, and script development), theatre production (technical theatre and theatre management), and film and television. They learn drama skills, such as using the body and voice expressively, maintaining concentration while portraying a character and creating a setting for a drama experience. Students learn to experience, respond to, and reflect on the cultural, historical, and social contexts of drama. Investigating various career possibilities in which drama skills and knowledge may be useful is also part of the drama program in these grades.

Music

The Music curricula for Grades 8 to 12 enable learners to explore, create, perceive, and communicate through music. Students explore the structure of music, expressive properties, and form as they create or compose, listen to, and perform music. They learn about the historical and cultural contexts of music, as well as the appropriate skills and attitudes for music experiences as a performer and as an audience member. They become aware of health and safety issues associated with the performance of music as well as the career opportunities related to music. Students in Grades 8 to 12 expand their music knowledge, skills, and attitudes through music programs, which may include choral music (concert choir, vocal jazz), instrumental music (concert band, jazz band, guitar, orchestral strings), composition and technology, and general music.

Visual Arts

The Visual Arts curricula for Grades 8 to 12 provide opportunities for all students to perceive, respond to, create, and communicate through images. The visual arts programs may present focus areas, including art foundations, studio arts (painting and drawing, ceramics and sculpture, printmaking and graphic design, and fabric and fibre), and media arts. Students learn to analyze and use a variety of techniques, design strategies, materials, and processes to create 2-D and 3-D images. They solve design problems considering the intended form and purpose of an artwork. Students identify characteristics of artworks from a variety of cultures and historical eras and incorporate selected elements into their own artworks to create effects or moods. Students apply safety and environmental considerations while creating their artworks. Visual

arts programs also include investigation into visual arts and arts-related careers, as well as the roles of artists and artworks in society.

To view the various Fine Arts curriculum documents, please go to the ministry website at http://www.bced.gov.bc.ca/irp/irp.htm.

Health and Career Education

Health and Career Education 8 and 9

Health and career education is a required area of study from Kindergarten to Grade 9. In Health and Career Education 8 and 9, students continue learning about the importance of making informed decisions about their lifelong health and the skills necessary for developing and maintaining a healthy lifestyle. They will also learn to assess information about the short-term and long-term consequences of their health decisions for themselves and for their families, their peers, and the society at large. General health topics relating to healthy living, healthy relationships, safety and injury prevention, as well as substance misuse prevention are covered. In addition, students extend their career exploration from the elementary years by continuing to investigate a wide variety of career options and by thinking about the sustainability of those careers for their own lives. Employability skills are emphasized (for example, those skills developed through a variety of school and community activities that can be transferred to a range of situations, including future careers). Students are also introduced to the Grade 10 requirements of the graduation program to assist them in planning for the remainder of their secondary school years. For more information, go to http://www.bced.gov.bc.ca/irp/hce89.pdf.

Planning 10

Planning 10 is an extension of the curricula for Health and Career Education 8 and 9. Students must complete Planning 10 in order to satisfy provincial graduation requirements. With twenty-eight prescribed learning outcomes and four distinct curriculum organizers, Planning 10 is designated as a 4-credit course. It is not possible to obtain partial credit for this course. The aim of Planning 10 is to enable 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. Planning 10 provides opportunities for students to plan for successful learning in the graduation program, explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, as well as begin planning for their transition beyond secondary school. Planning 10 provides relevant and experiential learning opportunities for students to develop those skills, attitudes, and behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential. The overall intent of Planning 10 is to address a broad range of health, education, and career topics, as well as support students in making informed decisions about Grades 11 and 12 elective options, their work in relation to Graduation

Transitions, and possible post-secondary options. For more information, go to http://www.bced.gov.bc.ca/irp/plan10.pdf.

Graduation Transitions

Graduation Transitions is a program rather than a course per se. It is introduced in Planning 10 and completed during Grades 10-12, and is required for graduation. Like a course, it has a number of requirements in the form of learning outcomes that students must meet. Unlike a traditional course, the requirements can be met in a variety of ways. Graduation Transitions is intended to help prepare students for a successful transition to life after secondary school by requiring that students demonstrate that they have met requirements in Personal health (maintaining a personal health plan and participating in at leat 150 minutes per week of moderate to vigorous physical activity in each of Grades 10, 11 and 12), Community Connections (participating in at least 30 hours of work experience and/or community service, and describing what was learned), and Career and Life (completing a transition plan for life after secondary school, and presenting selected components of their transition plan to members of the school or community). (http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf)

Physical Education

Physical Education 9

In British Columbia, physical education is a required area of study from Kindergarten to Grade 10. Effective September 2008, a revised Physical Education curriculum for Grades 8 to 10 is available for optional implementation. This revised curriculum will supersede all previous Physical Education 8 to 10 curricula as of September 2009. With sixteen broad prescribed learning outcomes and their associated achievement indicators under the umbrella of three curriculum organizers (*active living*, *movement*, and *safety, fair plan, and leadership*), the aim of Physical Education 9 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. The Physical Education 9 curriculum provides opportunities for all students to continue developing their non-locomotor movement skills, locomotor movement skills, and manipulative movement skills in order to gain an appreciation for and enjoyment of movement in a variety of activities (for example, individual and dual activities, games, and rhythmic movement activities including dance and gymnastics). Physical Education 9 contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

Physical Education 10

Physical Education 10 is an extension of the curricula for physical education from Kindergarten to Grade 9. Physical Education is a required area of study from Kindergarten to Grade 10. Students must complete Physical Education 10 in order to satisfy provincial graduation requirements. Effective September 2008, a revised Physical Education curriculum for Grades 8 to 10 is available for optional implementation. This revised curriculum will supersede all previous Physical Education 8 to 10 curricula as of September 2009. With fourteen broad prescribed learning outcomes and their associated achievement indicators under the umbrella of three curriculum organizers (*active living*, *movement*, and *safety, fair plan, and leadership*), the aim of Physical Education 10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. The Physical Education 10 curriculum provides opportunities for all students to continue developing their non-locomotor movement skills, locomotor movement skills, and manipulative movement skills in order to gain a lifelong appreciation for and enjoyment of movement in a variety of activities (for example, individual and dual activities, games, and rhythmic movement activities including dance and gymnastics). Physical Education 10 contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

Physical Education 11 and 12

The curriculum for Physical Education 11 and 12, regarded as elective courses for both the 1995 and 2004 graduation programs, is organized under the same three curriculum organizers as Physical Education 8 to 10: *active living, movement,* and *personal and social responsibility*. Physical Education 11 and 12 are considered applied skills courses for students on the 1995 graduation program. Physical Education 10, 11, and 12 are not applied skills courses for students on the 2004 graduation program.

21. Contact Information

Curriculum

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Ministry of Education
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Graduation Program

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Ministry of Education
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Notes:

1. Students who began Grade 10 before July 1, 2004, are on the 1995 graduation program. Students who began Grade 10 on or after July 1, 2004, are on the 2004 graduation program. The 1995 graduation program includes Grades 11 and 12, whereas the 2004 graduation program includes Grades 10 to 12. Each of these programs has its own requirements for graduation, including required courses and examinations. Differences between the programs are highlighted throughout this document, as appropriate.

2. Graduation Transitions is an element in the 2004 graduation program that acknowledges the fact that students need more than academic skills in order to make successful transitions beyond Grade 12. This is a new type of assessment. It requires that students demonstrate their competence in areas that are critical for success in the world beyond Grade 12, areas not traditionally measured in the provincial examination program.

Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Manitoba

Table of Contents

Part 1 – Summary Statement

1. Introduction

Manitoba's participation in consortia of provinces and territories has led to the development of curricula in the four core subject areas (mathematics, language arts, social studies, and science).

By its participation in the Western and Northern Canadian Protocol (WNCP), Manitoba has collaborated on a number of curriculum development projects. WNCP participants have produced common curriculum frameworks for language arts (1996), heritage languages (1999), international languages (2000), Aboriginal languages and culture (2000), social studies (2003), and mathematics (2008). One of the WNCP's goals was to facilitate the transfer of students among western Canadian jurisdictions by more closely aligning curricula.

Manitoba also participated in the broader Pan-Canadian Science Project coordinated by the Council of Ministers of Education, Canada (CMEC). It produced *The Common Framework of Science Learning Outcomes, K to 12* (1997). Manitoba's science curriculum is aligned with this framework.

Note: The French version of this guide parallels the English version with the exception of some variation in the requirements for mathematics and social studies (Sections 17 and 19 respectively).

Users of this guide are invited to consult the Manitoba Education, Citizenship and Youth (MECY) website at http://www.edu.gov.mb.ca/k12/index.html for updated information in the English language, and http://www.edu.gov.mb.ca/m12/index.html for updated information in the French language.

2. Organization of School System

Manitoba's school system comprises public schools, independent schools that receive provincial funding, non-funded independent schools, and federally funded First Nations schools. Non-funded independent schools do not follow provincial curricula. Most First Nations schools implement provincial curricula adapted to meet community needs.

Schools are encouraged to group grades according to Early Years (Kindergarten to Grade 4), Middle Years (Grades 5 to 8), and Senior Years (Grades 9 to 12).

From Grade 9 to Grade 12, students earn course credits towards high school graduation. To obtain a Manitoba high school diploma, students must accumulate the required number of credits from a combination of compulsory and optional courses.

The school year calendar is established on the basis of Manitoba regulations, including school opening and closing dates and the establishment of winter, spring, and summer vacations.

The school year consists of 200 school days. Ten days are allotted for teacher in-service, parent-teacher conferences, administration, and pupil evaluation.

3. Explanation of Terms Used

College-based (C): Educational experiences at the college level that can be used for dual credit: credit at the Grade 12 level and also for the first year of college.

EAL – English as an Additional Language (E): Educational experiences designed to assist students for whom English is not a first language in making a transition into the English Program. An Individual Education Plan (IEP) is required for each student.

Foundation (F): Educational experiences broadly based and appropriate for all students and that may lead to further studies beyond the Senior Years (apprenticeship, college, and university). This designation replaces the General (or G) designation applied to courses developed by Manitoba Education, Citizenship and Youth before 1995.

General (G): All School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) are designated as G courses. (Courses developed by Manitoba Education, Citizenship and Youth that have not yet been revised retain the G designation until they are phased out.)

Individualized (I): Educational experiences intended for students with significant cognitive disabilities and that are developmentally appropriate, age-appropriate, and highly individualized to take into account the learning requirements of the student. An Individual Education Plan (IEP) is required for each student.

> **Note:** Students in individualized programming do not follow Manitoba Education, Citizenship and Youth curricula. The designation indicates student participation in individualized programming. For example, 11I indicates year one of student participation in locally developed programming individualized for the student; 71I indicates year seven of such participation.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject area curriculum outcomes have been modified by 50 per cent or more to take into account the learning requirements of a student. An Individual Education Plan (IEP) is required for each student.

School-Initiated Courses (SICs): Courses developed locally and registered with Manitoba Education, Citizenship and Youth.

Senior Years: The years that follow early and middle schooling. The term *Senior Years* refers to Grades 9 to 12.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (apprenticeship, college, and university).

Student-Initiated Projects (SIPs): Projects initiated, designed, and carried out by the student under teacher supervision. An SIP is registered with Manitoba Education, Citizenship and Youth and, upon successful completion, the student earns credit.

University-based (U): Educational experiences at the first-year university level that can be used for dual credits; credit at the Grade 12 level for Senior Years graduation purposes and also for first-year university.

4. Course Designation

Senior Years Course Numbering

The present course-numbering system comprises a three-character alphanumeric code. The first and second characters are numerals, and the third is a letter.

First Character

1 – courses developed for Grade 9
2 – courses developed for Grade 10
3 – courses developed for Grade 11
4 – courses developed for Grade 12

Second Character

0 – courses developed by Manitoba Education, Citizenship and Youth for 1 credit
5 – courses developed by Manitoba Education, Citizenship and Youth for 1 half-credit
1 – courses developed by schools or school divisions and approved by Manitoba Education, Citizenship and Youth (includes SICs and SIPs)
2 – courses externally developed by an educational authority and, in the case of dual credit, a post-secondary institution (e.g., college, university)

Third Character

F – Foundation
G – General
S – Specialized
E – EAL
M – Modified
I – Individualized
C – College-based

U – University-based

Department Developed
1 credit (0.5 credit)

	Grade 9	Grade 10	Grade 11	Grade 12
Foundation (F)	10F (15F)	20F (25F)	30F (35F)	40F (45F)
Specialized (S)	10S (15S)	20S (25S)	30S (35S)	40S (45S)

Individual Student Designations
1 credit (0.5 credit)

	Grade 9	Grade 10	Grade 11	Grade 12
English as an Additional Language (E)	10E (15E)	20E (25E)	30E (35E)	40E (45E)
Modified (M)	10M (15M)	20M (25M)	30M (35M)	40M (45M)
Individualized Programming (I)	**Note:** Students in individualized programming do not use Manitoba Education, Citizenship and Youth curricula. The designation indicates student participation in individualized programming. For example, 11I indicates year one of student participation in locally developed programming individualized for the student; 71I indicates year seven of such participation.			

Externally Developed Courses

	Grade 9	Grade 10	Grade 11	Grade 12
College-Based Dual Credit (C)				42C
University-Based Dual Credit (U)				42U
Advanced Placement and International Baccalaureate (S)			32S	42S

Locally Developed
1 credit and 0.5 credit

	Grade 9	Grade 10	Grade 11	Grade 12
SIC – School-Initiated Courses (G)	11G	21G	31G	41G
SIP – Student-Initiated Projects (G)	11G	21G	31G	41G

Notes:

- G-designated department-developed courses are being phased out.
- No departmental regulation will prevent a student from taking a designated course in one senior year and then switching to a course with a different designation in a later year.

5. Time Allotments and Course Load

The Senior Years (Grades 9 to 12) credit system provides flexibility to enable students to pursue Senior Years courses best suited to their individual requirements and aspirations. A student may earn 1 credit by undertaking and successfully completing a course of study designed for approximately 110 hours of instruction. Half-credits (courses designed for approximately 55 hours of instruction) may be earned in a like manner.

Students seeking to graduate in 2008–2009 require a minimum of 29 credits.
Students seeking to graduate in 2009–2010 require a minimum of 30 credits.

This increase over the next three school years is a result of the recent addition of 1 compulsory physical education/health education (PE/HE) credit at each of the Grade 11 and Grade 12 levels.

Students should ensure they meet the entrance requirements of the post-secondary education and training, apprenticeship, or private vocational opportunity they intend to pursue.

6. Curriculum Organization

There are four school programs in Manitoba: the English Program, the Senior Years Technology Education Program (English, Français, and French Immersion), the French Immersion Program, and the Français Program. At Senior Years level, specific sets of courses for each program lead to one of four diplomas. Attaining one of the four school program diplomas requires satisfactory completion of the compulsory and optional subject areas. Please see Section 8 for information about graduation requirements for each of these programs.

Manitoba's curricula are based on grade- and subject-specific student learning outcomes and, where applicable, standards. Student learning outcomes and standards incorporate four foundation skill areas: literacy and communication, problem solving, human relations, and technology. Educators, scholars, and other community members with relevant expertise participate in the curriculum-development process.

7. Testing and Grading Practices

All school report cards are required to state student marks as percentages for all subject areas at each grade from Grade 9 to Grade 12.

As of 2004–2005, provincial standards tests for English language arts (French in Français and French Immersion programs) and mathematics are only administered at Grade 12. They count for 30 per cent of the student's final mark.

Final marks for the compulsory subject areas of English language arts and mathematics at Grade 12 are to be calculated by combining marks from standards tests with marks obtained from other classroom-based and/or school-based evaluation processes. Report cards will state the mark obtained in the provincial standards tests and the mark obtained through classroom-based and/or school-based evaluation, along with the combined final grade.

All students registered in one of the four school programs in Manitoba will periodically receive a report card from his or her school showing credits earned so that a receiving school can determine at which grade level the student should be placed.

Provincial transcripts of student marks are available from the Professional Certification and Student Records Unit:

Professional Certification and Student Records Unit
Box 700
Russell, Manitoba R0J 1W0
Telephone: (204) 773-2998
Fax: (204) 773-2411

Certificate of School Completion for Students Receiving Individualized Programming

In March 2007, Manitoba Education, Citizenship and Youth introduced a certificate of completion for an Individualized Senior Years Program, effective in the 2006–2007 school year. This certificate recognizes the achievement of students with significant cognitive disabilities who benefit from a highly individualized and functionally appropriate learning program.

8. Requirements for Graduation

Manitoba Education, Citizenship and Youth recently mandated two new physical education/health education (PE/HE) courses at Grades 11 and 12. Students wishing to graduate in

- 2008–2009 will require a minimum of 29 credits (including PE/HE Grade 12)
- 2009–2010 and beyond will require a minimum of 30 credits (including PE/HE Grade 11 and 12)

More information about graduation requirements is available on the Manitoba Education, Citizenship and Youth website at <http://www.edu.gov.mb.ca/k12/policy/grad_require.html.>

Making Local Choices

From Grade 9 to Grade 12, schools work with their Advisory Councils for School Leadership to determine which optional subject areas are available to students. They may also choose to designate a specific subject area as compulsory for their students. This process also applies to

exceeding the minimum graduation requirements as well as to the development of locally developed curricula.

In schools where no Advisory Council for School Leadership exists, school principals work with their school division to determine which courses will be offered and identify subject-area availability to decide their local requirement, which may exceed the provincial requirement of the minimum number of credits for graduation.

However, students who have obtained the minimum number of credits in one of the four provincial school programs will be eligible for the Provincial Senior Years Diploma. This approach allows for the creation of educational programming that meets both provincial and local needs.

Notes of Caution: Be aware of and record the number of local courses a school may make compulsory for students beyond the minimum provincial requirement.

A Manitoba high school graduation diploma does not ensure admission into post-secondary institutions. Before selecting Senior Years courses, students should consult the calendars of the post-secondary institutions they are interested in attending. Admission requirements for these institutions vary, as they are set by individual institutions. Information about entrance to post-secondary institutions may be obtained at high schools, at individual institutions, or online.

English Program – Credit Requirement
Compulsory Credits: 17

Grade 9 **Compulsory Credits**		**Grade 10** **Compulsory Credits**	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Social Studies	1	Social Studies	1
Science	1	Science	1
Physical Education/Health Education	1	Physical Education/Health Education	1
Total Credits	5	Total Credits	5
Grade 11 **Compulsory Credits**		**Grade 12** **Compulsory Credits**	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Social Studies	1	Physical Education/Health Education	1
Physical Education/Health Education	1		
Total Credits	4	Total Credits	3

Optional Credits: 13

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 2 Grade 12 credits, including

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- social studies (additional)
- basic French
- other languages
- the arts
  - visual arts
  - music
  - drama
  - dance
- life/work exploration
- skills for independent living
- technology education
  - vocational industrial
  - home economics
  - business and marketing
  - industrial arts
- psychology
- First Nations, Métis, and Inuit studies
- community service (SIP)
- cultural exploration (SIP)

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively.

Senior Years English Technology Education Program – Credit Requirement

Compulsory Credits: 16

The minimum of 8 to the maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster as listed in the *Manitoba Subject Table Handbook, Technology Education.*
< http://www.edu.gov.mb.ca/k12/docs/policy/sthl >

Students must fulfill the minimum credit graduation requirement by completing credits (0 to 6) from the optional category.

To graduate with an approved Senior Years Apprenticeship Option (SYAO), students must complete the compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 6).

Grade 9 Compulsory Credits		**Grade 10 Compulsory Credits**	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Social Studies	1	Social Studies	1
Science	1	Science	1
Physical Education/Health Education	1	Physical Education/Health Education	1
Total Credits	5	Total Credits	5
Grade 11 Compulsory Credits		**Grade 12 Compulsory Credits**	
	Credits		Credits
Language Arts (English)	1	Language Arts (English)	1
Mathematics	1	Mathematics	1
Physical Education/Health Education	1	Physical Education/Health Education	1
Total Credits	3	Total Credits	3

Optional Credits: 14

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 2 Grade 11 credits and 2 Grade 12 credits.

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- social studies (additional)
- basic French
- other second languages
- the arts
  - visual arts
  - music
  - drama

  - dance
- life/work exploration
- skills for independent living
- technology education
  - vocational industrial
  - home economics
  - business and marketing
  - industrial arts
- psychology
- First Nations, Métis, and Inuit studies
- Community service
- Cultural exploration

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs and SIPs used as optional credits may vary.

Français Program – Credit Requirement

Compulsory Credits: 21

Grade 9 Compulsory Credits		**Grade 10 Compulsory Credits**	
	Credits		Credits
Français	1	Français	1
Anglais	1	Anglais	1
Mathématiques	1	Mathématiques	1
Sciences humaines	1	Sciences humaines	1
Sciences de la nature	1	Sciences de la nature	1
Éducation physique et Éducation à la santé	1	Éducation physique et Éducation à la santé	1
Total Credits	6	Total Credits	6
Grade 11 Compulsory Credits		**Grade 12 Compulsory Credits**	
	Credits		Credits
Français	1	Français	1
Anglais	1	Anglais	1
Mathématiques	1	Mathématiques	1
Sciences humaines	1	Éducation physique et Éducation à la santé	1
Éducation physique et Éducation à la santé	1		
Total Credits	5	Total Credits	4

Optional Credits: 9

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 1 Grade 12 credit, including

- français (additional)
- anglais (additional)
- autres langues
- mathématiques (additional)
- sciences de la nature (additional)
- sciences humaines (additional)
- éducation physique
- éducation à la santé
- études technologiques
  - formation professionnelle et industrielle
  - économie familiale
  - affaires et commercialisation
  - arts industriels
- les arts
  - arts plastiques
  - éducation musicale
  - arts dramatiques
  - danse
- vie autonome
- psychologie
- service communautaire
- exploration culturelle

French Immersion Program – Credit Requirement

Compulsory Credits: 21

Grade 9 **Compulsory Credits**		**Grade 10** **Compulsory Credits**	
	Credits		Credits
Français langue seconde – Immersion	1	Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Sciences humaines / Social Studies	1	Sciences humaines / Social Studies	1
Sciences de la nature / Science	1	Sciences de la nature / Science	1
Éducation physique et Éducation à la santé / Physical Education/Health Education		Éducation physique et Éducation à la santé / Physical Education/Health Education	
Total Credits	6	Total Credits	6
Grade 11 **Compulsory Credits**		**Grade 12** **Compulsory Credits**	
	Credits		Credits
Français langue seconde – Immersion	1	Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Sciences humaines / Social Studies	1	Éducation physique et Éducation à la santé / Physical Education/Health Education	
Éducation physique et Éducation à la santé / Physical Education/Health Education			
Total Credits	5	Total Credits	4

Optional Credits: 9

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 1 Grade 12 credit.

Out of the total number of credits required for graduation, the minimum of 14 credits from courses taught in French are required to obtain the provincial diploma in French Immersion; at each grade in Grade 9 and in Grade 10, the minimum of 4 credits must be completed in French, and at each grade in Grade 11 and in Grade 12, the minimum of 3 credits must be completed in French, including

- français (additional)
- anglais (additional)
- autres langues
- mathématiques (additional)
- sciences de la nature (additional)
- sciences humaines (additional)
- éducation physique
- éducation à la santé
- études technologiques
  - formation professionnelle et industrielle
  - économie familiale
  - affaires et commercialisation
  - arts industriels
- les arts
  - arts plastiques
  - éducation musicale
  - arts dramatiques
  - danse
- vie autonome
- psychologie
- service communautaire
- exploration culturelle

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs and SIPs used as optional credits may vary.

Français/French Immersion Technology Education Program – Credit Requirement

Compulsory Credits: 20

Senior Years Technology Education Program Credits: 8 to 10

The minimum of 8 to a maximum of 10 approved credits are required from within an approved Senior Years Technology Education Program cluster as listed in the *Manitoba Subject Table Handbook, Technology Education*.

To graduate with an approved Senior Years Apprenticeship Option, (SYAO) students must complete the compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 2).

Grade 9 Compulsory Credits		Grade 10 Compulsory Credits	
	Credits		Credits
Français / Français langue seconde – Immersion	1	Français / Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Sciences humaines / Social Studies	1	Sciences humaines / Social Studies	1
Sciences de la nature / Science	1	Sciences de la nature / Science	1
Éducation physique et Éducation à la santé / Physical Education/Health Education	1	Éducation physique et Éducation à la santé / Physical Education/Health Education	1
Total Credits	6	Total Credits	6
Grade 11 Compulsory Credits		**Grade 12 Compulsory Credits**	
	Credits		Credits
Français / Français langue seconde – Immersion	1	Français / Français langue seconde – Immersion	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1
Mathématiques / Mathematics	1	Mathématiques / Mathematics	1
Éducation physique et Éducation à la santé / Physical Education/Health Education	1	Éducation physique et Éducation à la santé / Physical Education/Health Education*	1
Total Credits	4	Total Credits	4

Optional Credits: 0 to 2

Students must ensure they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.

Within the optional subject areas, students must complete 1 Grade 11 credit and 1 Grade 12 credit, including

- autres langues
- sciences de la nature (additional)
- mathématiques (additional)
- les arts
  - arts plastiques
  - éducation musicale
  - arts dramatiques
  - danse
- éducation physique
- éducation à la santé

- sciences humaines (additional)
- language arts (additional)
- vie autonome
- études technologiques
  - formation professionnelle et industrielle
  - économie familiale
  - affaires et commercialisation
  - arts industriels
- psychologie
- service communautaire
- exploration culturelle

Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to the maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credit may vary.

9. Prerequisites and/or Co-requisites

Manitoba Education, Citizenship and Youth does not specify course prerequisites at the Senior Years level. Local schools/school divisions may require prerequisites and/or co-requisites.

10. Other Types of Programs

Senior Years Apprenticeship Option

The Senior Years Apprenticeship Option (SYAO) lets students start an apprenticeship while still in high school. It links regular Senior Years school instruction with on-the-job apprenticeship training.

Special Language Credit Option

The Special Language Credit Option (SLCO) recognizes Manitoba's linguistic diversity. Students can earn up to a maximum of 4 credits for mastery of a language other than English or French. This includes American Sign Language. Only one special language credit may be earned in each year of high school.

Distance Learning Courses

Students may take compulsory or optional courses in either print or online format, including approved courses delivered from outside the province. Independent Study Option (ISO) courses and Web-Based Courses (WBC) can expand the range of options available to students. Students

who take these courses need to be able to work in a self-directed manner. They must complete the course work on their own without daily instruction from a classroom teacher and submit assignments for marking, either by mail or online. Examinations are supervised.

Mature Student Diploma

The Mature Student High School Diploma provides an opportunity for adults to graduate from Senior Years.

Requirements

A mature student is someone who:

- is at least nineteen years old at the time of enrollment in a school division/district or in Adult Learning Centre (ALC) programming directed at completing the Mature Student Graduation requirements, or one who will reach the age of nineteen before completion of the course(s) in which one is enrolled;
- has been out of school six months or more, and out of school long enough for the class, of which one was last a member, to have graduated from Senior Years; and
- has not obtained a high school diploma

Courses are available from the following:

- a Manitoba high school
- an Adult Learning Centre
- the Distance Learning Unit of Manitoba Education, Citizenship and Youth

Information on how to complete a high school diploma as a mature student, is available online at < http://www.edu.gov.mb.ca/k12/docs/policy/mature index.html. >

Focus on the Future

Manitoba Education, Citizenship and Youth created a guide called *Focus on the Future: a Parent and Student Guide to Senior Years Graduation Requirements*. This parent and student guide contains information about the graduation requirements for Manitoba Senior Years students. This guide is available online at
< http://www.edu.gov.mb.ca/k12/docs/parents/grad/index.html. >

11. Assessment of Out-of-Province and Foreign Studies

Students entering Manitoba schools from outside the province have their standing appraised by the school to which they wish to gain admission. A guide for administration is available online at: < http://www. edu.mb.ca/k12/docs/policy/op_credits/ >

Part 2 – Summary of Course Content

12. English Language Arts

Required Courses

Grades 9 and 10 English Language Arts

Grade 9 English Language Arts (10F)

General and specific outcomes (based on the Western Canadian Protocol document *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12, 1998*) identify English language arts knowledge, skills and strategies, and attitudes students are expected to develop and demonstrate. Students employ the six language arts (listening, speaking, reading, writing, viewing, and representing) to construct and communicate meaning and to experience a variety of oral, literary, and media texts. The student learning outcomes integrate four foundation skill areas of literacy and communication, problem solving, human relations, and technology.

Grade 10 English Language Arts (20F)

General and specific outcomes (based on the Western Canadian Protocol document *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12, 1998*) identify English language arts knowledge, skills and strategies, and attitudes students are expected to develop and demonstrate. These build upon those mandated for Grade 9 (10F). Students employ the six language arts (listening, speaking, reading, writing, viewing, and representing) to construct and communicate meaning and to experience a variety of oral, print, and other media texts. The student learning outcomes integrate four foundation skill areas of literacy and communication, problem solving, human relations, and technology.

Grades 11 and 12 English Language Arts

Three different pathways are offered to students in Grades 11 and 12. English language arts courses have been developed with a comprehensive focus, a literary focus, or a transactional focus. Five general and fifty-six specific learning outcomes identify the knowledge, skills and strategies, and attitudes students are expected to demonstrate in these courses.

Grade 11 English Language Arts: Comprehensive Focus (30S)

Students develop a range of literacy skills that deepen their engagement and appreciation of a variety of texts. The language uses explored fall along a continuum that includes both pragmatic and aesthetic uses. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings, and bring enjoyment. They explore the aesthetic properties of language used in conveying experience,

and the denotative properties used in communicating information and points of view. This course addresses a variety of informal and formal discourse, ranging from oral discussions, free writing, improvised drama, and journals to reports, formal presentation, documentaries, fiction, and poetry.

Grade 11 English Language Arts: Literary Focus (30S)

The course emphasizes the aesthetic uses of language—language that enlightens, fosters understanding and empathy, reflects culture, expresses feeling and experiences, and brings enjoyment. As listeners, readers, and viewers, students move imaginatively into the world created by texts and deepen their appreciation of language. As poets, fiction writers, playwrights, and actors, they explore the aesthetic properties of language to convey experience, ideas, and perspectives. Of the various texts students read and produce, approximately 70 per cent are aesthetic and 30 per cent are pragmatic in purpose. These texts fall along a continuum of pragmatic, expressive, and aesthetic language uses, with an emphasis on texts that accomplish aesthetic purposes—that is, texts that use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality.

Grade 11 English Language Arts: Transactional Focus (30S)

The course emphasizes the pragmatic uses of language—language that informs, directs, persuades, plans, analyzes, argues, and explains. Students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. Of the various texts students read, approximately 70 per cent are pragmatic and 30 per cent are aesthetic in purpose. Students learn the conventions of various pragmatic forms and the purpose and effect of these conventions. As listeners, readers, and viewers, they examine the effect of various language techniques and learn to assess information for accuracy, logic, and relevance. As speakers, writers, and representers, they learn to express themselves clearly, logically, and with an intended effect and select a tone appropriate for their purpose.

Grade 12 English Language Arts: Comprehensive Focus (40S)

Students engage with and compose texts along the whole continuum of language uses, from pragmatic to aesthetic. Students enhance their skills in comprehending and appreciating a range of forms, genres, and media as they learn the conventions of a range of pragmatic and aesthetic forms. As listeners, readers, and viewers, students examine the effects of various language techniques, assess pragmatic texts for accuracy, logic, and relevance, and respond to and interpret aesthetic texts. In speaking and writing, students learn to shape communication for an audience, express themselves clearly with an intended effect, and select from a range of stances, voices, diction, and forms appropriate for their purpose.

Grade 12 English Language Arts: Literary Focus (40S)

The texts to which students listen and those they read and view are approximately 70 per cent aesthetic in purpose and 30 per cent pragmatic. Pragmatic texts, such as reviews, historic sources, biographies, or technical books, are selected as they present themselves in the process of inquiry into aesthetic texts, or as students explore sources for their own creative work. Approximately 70 per cent of the texts students produce are aesthetic in purpose and approximately 30 per cent are pragmatic. While students work as poets, playwrights, video producers, or fiction writers most of the time, they also have opportunities to compose for pragmatic purposes in the natural course of their work. For example, they may write a review of a play they attended, debate an issue raised by a film, or produce an advertisement for a drama they are staging.

Grade 12 English Language Arts: Transactional Focus (40S)

The texts to which students listen and those they read and view are approximately 70 per cent pragmatic in purpose and 30 per cent aesthetic. The pragmatic texts range from technical communication to biography and documentary. Aesthetic texts are selected if they can be used for pragmatic purposes. For example, a novel may be read for the historic information it provides. The texts students produce are pragmatic in purpose. They represent a wide range of forms and media (e.g., documentaries, reviews, memos, speeches, feature articles, essays, debates, websites). While maintaining a pragmatic purpose, students may compose texts that use highly aesthetic language.

Optional Courses

*Grade 12 English Language Arts: Language and Technical Communication (40S)**

Students learn to process and manage technical information and produce readable, useful documents. The course focuses on applying listening, reading, viewing, speaking, writing, and representing to technical communication. In attaining the learning outcomes, students engage in three components, each of which accounts for approximately one-third of the course time and one-third of the final assessment: teacher-directed leaning experiences, major group project, and major individual project.

***Note:** Students who are vocational program majors in the Senior Years English Technology Education Program may take this course as their single compulsory Grade 12 English Language Arts credit.

More information is available online at
< http://www.edu.gov.mb.ca/k12/cur/ela/index.html. >

Grade 12 English Language Arts: Language and Literary Forms (40S)

This course provides learners with experiences related to reading, writing, listening, speaking, viewing, and representing; however, use of language is more specialized, as are the materials used to engage students with language. This Language and Literary Forms course is intended for students whose post-secondary goals include emphasis on drama, film, and theatre. In this course, students may choose to specialize in literary forms, dramatic forms, or some combination of literary and dramatic forms. The instructional emphasis is on form; the level of engagement is application.

Grade 12 English Language Arts: Language and Transactional Forms (40S)

This course continues to provide learners with experiences related to reading, writing, listening, speaking, viewing, and representing; however, use of language is more specialized, as are the materials used to engage students with language. This Language and Transactional Forms course is intended for students whose post-secondary goals include emphasis on journalism, public relations, media, or creative communications and for students who are interested in pursuing post-secondary goals related to engineering, trades, management, science, law, medicine, dentistry, business administration, computer science, nursing, accounting, agriculture, retailing, etc. In this course, students may choose to specialize in journalistic forms, transactional forms, or some combination of journalistic and transactional forms. The instructional emphasis is on form; the level of engagement is application.

13. Français (First Language)

The vision for learning in the French as a First Language Program in Manitoba is that upon completion of their secondary studies, francophone students will have acquired skill, knowledge, attitudes, and proficiency in French that enable them to communicate effectively in various situations of daily and school life, as well as to think, learn, build an identity, and create their own cultural space.

The content of compulsory French as a First Language courses is focused on four areas—culture and identity, oral communication, reading, and writing—and is articulated in each of these areas through learning outcomes outlining the expectations for these courses.

These learning outcomes stem from the *Cadre commun des resultats d'apprentissage en français langue première* (M–12) foundation document developed in 1996 under the Western and Northern Canadian Protocol for Collaboration in Education.

At the Senior Years level, four courses (each representing 110 credit hours) are compulsory:

- Grade 9, Français langue première 10F
- Grade 10, Français langue première 20F
- Grade 11, Français langue première : Langue et communication 30S

- Grade 12, Français langue première : Langue et communication 40S

These four compulsory courses give students the opportunity to expand and strengthen their proficiency in oral communication, reading, and writing by means of learning situations that lead to language practices. Materials used for comprehension and for oral and written expression are in various formats, namely oral, textual, visual, media-based, and Internet-based. More generally, these learning situations

- involve communication projects
- are intended to help students further develop independent critical-thinking skills
- work with language as a tool for communication, learning, and thinking, and as a vehicle in building cultural references and identity

The 40S : *Langue et communication* course is subject to standards tests developed by Manitoba Education, Citizenship and Youth. (The test represents 30 per cent of the student's final mark.)

Two optional Grade 12 courses are also offered:

- Grade 12, *Français langue première : Littératures francophones*
- Grade 12, *Français langue première : Communication médiatique*

These two courses (each representing 110 credit hours) may be taken in either Grade 11 and/or Grade 12. Both of these courses specifically emphasize exploration (in the broad sense of the term) of the universe—French-language literature in one case, media communication in the other. In both cases, students are encouraged to demonstrate initiative and have considerable choice in how the course unfolds.

These two optional courses are not subject to standards tests.

Additional information is available online at:
< http://www.edu.gov.mb.ca/m12/protegu/fl1/index.html. >

14. English (as an Additional Language – EAL)

Students whose first language is not English and whose educational programming is designed to help her or him in making a transition into the English Program may participate in English as an Additional Language programming (E course designation).

15. French (Second Language)

The majority of Manitoba students begin their study of French in Grade 4. Curriculum documents have different established learning outcomes. For those students wishing an earlier

introduction to the language, a primary Exposure Package is available from Kindergarten to Grade 3. It should be noted that French is not compulsory in Manitoba at any level.

The Manitoba curriculum documents reflect the National Core French Study, its principles of communication, and suggested methodology. Beginning in Grade 4, this course of study allows for greater depth of knowledge in and about the language.

Basic French Curriculum (optional courses) has been developed for Grades 9 to 12—with distinct learning outcomes.

16. French (Immersion)

The vision for learning in the French as a Second Language – Immersion Program in Manitoba is the following:

- to have students develop an interest in written and oral French
- to have students develop language skills that enable them to understand and produce a variety of oral and written outputs
- to have students develop a linguistic competence that enables them to use the French language both as a tool for thinking and reflection and as a tool for learning
- to promote students' personal, intellectual, and social development through the use of the French language in significant communication experiences
- to have students develop a positive attitude towards the French language and regional, national, and international francophone cultures

The content of compulsory French as a Second Language – Immersion courses is focused on five areas—appreciation of French, listening, reading, oral communication, and writing skills—and is articulated in each of these areas through learning outcomes outlining the expectations for these courses.

These learning outcomes stem from the *Cadre commun des resultats d'apprentissage en français langue seconde – immersion* (M–12) foundation document developed in 1996 under the Western and Northern Canadian Protocol for Collaboration in Education.

At the Senior Years level, four courses (each representing 1 full credit) are compulsory:

- Grade 9, *Français langue seconde – immersion* (10F)
- Grade 10, *Français langue seconde – immersion* (20F)
- Grade 11, *Français langue seconde – immersion : Langue et communication* (30S)
- Grade 12, *Français langue seconde – immersion : Langue et communication* (40S)

These four compulsory courses give students the opportunity to expand and strengthen their listening and reading skills, as well as their writing and oral communication skills, by means of learning situations that lead to language practices. Materials used for comprehension and for

oral and written expression are in various formats, namely oral, textual, visual, media-based, and Internet-based. More generally, these learning situations

- involve communication projects
- are intended to help students further develop independent critical-thinking skills
- work with language as a tool for communication, learning, and thinking, as well as a vehicle for personal, intellectual, and social growth and in developing awareness of francophone cultures

The 40S : *Langue et communication* course is subject to standards tests developed by Manitoba Education, Citizenship and Youth. (The test represents 30 per cent of the student's final mark.)

Two optional Grade 12 courses are also offered:

- Grade 12, *Français langue seconde – immersion : Littératures francophones*
- Grade 12, *Français langue seconde – immersion : Communication médiatique*

These two courses (each representing 1 full credit) may be taken in either Grade 11 and/or Grade 12. Both courses specifically emphasize exploration (in the broad sense of the word. In both cases, students are encouraged to demonstrate initiative and have considerable choice in how the course unfolds.

These two optional courses are not subject to standard tests.

Additional information is available online at:
< http://www.edu.gov.mb.ca/m12/progetu/fl2/index.html. >

17. Mathematics

There are minor variations in the course content descriptions for mathematics courses offered in English and in French. (The French version of the course content descriptions for Mathematics is available in the French version of this guide.)

Required Courses

Grade 9 Mathematics (10F)

This is a foundation course for all students. The curriculum includes all Grade 9 outcomes identified by *The Common Curriculum Framework for K–12 Mathematics* (2006) developed under the Western Canadian Protocol. It focuses on developing students' mathematical knowledge, skills, and attitudes by using a problem-solving approach, the cumulative nature of mathematics, and appropriate applications of current technology. The goals for students are to value mathematics, to become confident in their mathematical abilities, to become mathematical problem solvers, to communicate mathematically, and to reason mathematically.

Applied Mathematics (20S, 30S, 40S)

Applied Mathematics is particularly directed to students planning to enter post-secondary studies in science, engineering, or the high-technology world of work. It is data-driven. Students collect data in experiments and activities and develop mathematical concepts from analyses of those data. The components of the curriculum emphasize technical communication, the use of technological equipment such as calculators, graphing calculators, and computers, and the use of spreadsheets and specialized measuring devices, including micrometers and calipers. Students are expected to work both individually and in small groups and to demonstrate responsibility, flexibility, and independence in their learning.

Grade 10 Applied Mathematics (20S)

Topics include the use of spreadsheets, technical communication, exploring mathematics using technology, linear models and patterns, 2D/3D projects, relations and functions, coordinate geometry, measurement technology, trigonometry, and data management and analysis.

Grade 11 Applied Mathematics (30S)

Topics include personal finance, geometry, data management and analysis, systems of linear equations, precision measurement, linear programming, non-linear functions, and budgets and investments.

Grade 12 Applied Mathematics (40S)

Topics include probability, variability and statistical analysis, matrix modelling, vectors, applications of periodic functions, sequences, personal finance (use of spreadsheets), and design and measurement.

Consumer Mathematics (20S, 30S, 40S)

Consumer Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics-related and science-related fields. These are 1-credit courses, each consisting of 2 half-credits. They emphasize consumer applications, problem solving, decision making, number sense, and number use. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in a technological society.

Grade 10 Consumer Mathematics (20S)

Half-credit I: Topics include analysis of games and numbers, problem analysis, spreadsheets, wages and salaries, spatial geometry, and trigonometry.

Half-credit II: Topics include analysis of games and numbers, problem analysis, consumer decisions, geometry project, personal banking, probability, and sampling.

Grade 11 Consumer Mathematics (30S)

Half-credit III: Topics include problem analysis, analysis of games and numbers, relations and formulas, geometry, income and debt, data analysis and interpretation, measurement technology, owning and operating a vehicle, personal income tax, and applications of probability.

Half-credit IV: Topics include problem analysis, analysis of games and numbers, geometry, measurement, technology, owning and operating a vehicle, personal income tax, and applications of probability.

Grade 12 Consumer Mathematics (40S)

Half-credit V: Topics include problem analysis, analysis of games and numbers, personal finance, design and measurement, statistics, government finance, and an investigative project.

Half-credit VI: Topics include problem analysis, analysis of games and numbers, investments, income tax, career/life project, variation and formulas, and completing a portfolio.

Pre-Calculus Mathematics (20S, 30S, 40S)

Pre-Calculus Mathematics is appropriate for students planning to pursue post-secondary studies in mathematics and sciences. These courses are designed for students who intend to study calculus and related mathematics as part of their post-secondary education. The curriculum incorporates a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, as well as cumulative exercises and evaluation. Students are required to learn mathematical concepts through practice and regular homework.

Grade 10 Pre-Calculus Mathematics (20S)

Topics include polynomials and factoring, analytic geometry, trigonometry, exponents and radicals, geometry, rational expressions and equations, functions, statistics and probability, variation, and sequence.

Grade 11 Pre-Calculus (30S)

Topics include quadratic functions, trigonometry, algebra, analytic geometry, geometry, consumer mathematics, logic/proof, and functions.

Grade 12 Pre-Calculus (40S)

Topics include circular functions, transformations, exponents and logarithms, permutations, combinations and binomial theorem, probability, conics, statistics, and geometric sequences.

Accounting

Note: Students can take the following accounting courses to meet the graduation requirements for Grade 11 and Grade 12 mathematics credits; however, this may limit their access to some post-secondary programs.

Grade 11 Accounting Principles (30S)

Topics include basic accounting concepts, the accounting process, control of cash receipts and special journals, payroll accounting and income tax, and computerized accounting.

Grade 12 Accounting Systems (40S)

Topics include orientation to accounting systems, introduction to adjusting entries, merchandise purchases and sales, merchandise payments and receipts, merchandise inventory, computerized accounting data, special transactions, completing the accounting cycle, computerized business applications, and analyzing and interpreting corporate financial statements.

Optional Courses

Grade 9 Transitional Mathematics (10F)

This is a bridging course designed to assist students to develop the skills and understanding needed for success in Grade 9 Mathematics (10F).

18. Science

Required Courses

Manitoba Education, Citizenship and Youth has designated science as a compulsory discipline of study up to and including Grade 10.

Manitoba's science curriculum is designed to support and promote the vision for scientific literacy as articulated in the *Common Framework of Science Learning Outcomes, K to 12* (1997), developed under the Pan-Canadian Protocol, and includes the following foundation areas for scientific literacy:

- Nature of Science and Technology
- Science, Technology, Society and the Environment
- Scientific and Technological Skills and Attitudes
- Essential Science Knowledge
- Unifying Concepts

Specific student learning outcomes, organized into four thematic clusters and an overall skills and attitudes cluster, are provided for each grade.

Grade 9 Science (10F)
This course presents specific learning outcomes arranged into groupings, referred to as clusters. These 4 clusters are thematic and relate to the 3 science disciplines *Reproduction* (Life Science), *Atoms and Elements* (Physical Science), *Nature of Electricity* (Physical Science), and *Exploring the Universe* (Earth and Space Science).

Grade 10 Science (20F)
This course presents specific learning outcomes arranged into groupings, referred to as clusters. These 4 clusters are thematic and relate to the 3 science disciplines *Dynamics of Ecosystems* (Life Science), *Chemistry in Action* (Physical Science), *In Motion* (Physical Science), and *Weather Dynamics* (Earth and Space Science).

Optional Courses

Manitoba is currently nearing the closure of the renewal of all Senior Years science curriculum, with implementation timelines varying for individual courses. Updates are available online at: < http://www.edu.gov.mb.ca/k12/cur/science/index.html. >

Grade 11 Biology (30S)

This course focuses on the examination and description of the human body in terms of a "systems" approach, with emphases on homeostasis and wellness.

Grade 12 Biology (40S)

This course is a contextual study of genetics in terms of the mechanisms of biological inheritance, with a detailed look at evolutionary theory and biodiversity.

Grade 11 Physics (30S)

This course is a study of introductory kinematics, gravitational fields, waves, and the nature of light.

Grade 12 Physics (40S)

This course is a continuing study of mechanics (dynamics), electric and magnetic fields, and an introduction to modern physics through the applications important in nuclear medicine and health physics. The Grade 12 course builds upon what students know and are able to do as a result of their progress through Grade 11 Physics.

Grade 11 Chemistry (30S)

This course is a study of chemistry in a changing world, physical properties and changes in matter, gases and Earth's atmosphere, chemical reactions, solubility, and organic chemistry.

Grade 12 Chemistry (40S)

This course is a study of chemistry, kinetics, chemical equilibrium, acid-base equilibria, solubility equilibria, and oxidation-reduction reactions.

Grade 11 Current Topics in the Sciences (30S)

This course is an inquiry into a variety of multidisciplinary topics based on current issues. It shifts the focus from learning science concepts and facts to developing critical thinking, the societal dimensions of science, and problem-solving skills related to topics of student interest. The choice of topics is at the discretion of the teacher, but all topics will address general learning outcomes in the areas of nature of science and technology; science, technology, society, and the environment; scientific and technological skills and attitudes; and essential science concepts.

Grade 12 Interdisciplinary Topics in the Sciences (40S)

This course broadens the expectations of student inquiry into a variety of multidisciplinary and interdisciplinary topics based on current issues or episodes from the history of science. It directs its focus on developing a more sophisticated understanding of the nature of science, critical thinking, the societal dimensions of science, and problem-solving skills related to topics of student interest. The choice of topics is at the discretion of the teacher, but all topics will address general learning outcomes in the areas of nature of science and technology; science, technology, society, and the environment; scientific and technological skills and attitudes; and essential science concepts.

The course includes a research component where students are provided an opportunity for more extended inquiry intended to strengthen skills in conducting introductory-level research, improving their scientific communication and reasoning about issues related to science.

19. Social Studies

There are minor variations in the course content descriptions for social studies courses offered in English and in French. (The French descriptions of the course content for social studies are available in the French version of this guide.)

Manitoba Education,Citizenship andYouth is currently renewing the social studies curriculum. New curricula have been developed for all grades from Kindergarten to Grade 10. Grades 11 and 12 are under development, and Manitoba schools will continue to offer the existing curriculum at Grades 11 and 12.

Further information is available online at:
< http://www.edu.gov.mb.ca/k12/cur/socstud/index.html. >

Grade 9 Social Studies (10F): Canada in the Contemporary World

Grade 9 students explore Canada's contemporary opportunities and challenges. They examine Canadian demographics and political issues, Aboriginal self-government, francophone presence and influence, multiculturalism, media and popular culture, and the impact of the United States on Canadian culture. They explore cultural interaction in Canadian society and engage in the debate surrounding culture and identity in Canada. Through this inquiry, students develop understanding of the complexities of citizenship and identity in the Canadian context and enhance their ability to become informed, active, and responsible citizens.

Grade 10 Social Studies (20F): Geographic Issues of the 21st Century

Grade 10 students focus on geographic issues of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the tools of geography, including geographic information systems, to examine issues and problems. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

Grade 11 Social Studies (30G, 30S): Canada: A Social and Political History

Grade 11 students study the functions and procedures of Canadian civic institutions, historically and within contemporary life, through a problem-solving and analytical approach.

Optional Courses

Grade 10 American History (20G)

This is a survey course in the history of the United States of America.

Grade 11 Physical Geography (30S, 30G)

This course is a study of geographic concepts, with an emphasis on mapping, and the interrelationship between population and economic activities.

Grade 11 Agriculture (30S, 30G)

This course is a study of the role of agriculture in society.

Grade 12 World Geography: A Human Perspective (40S, 40G)

This course is a study of human and physical geography with a focus on environment, world population, food production, resources, energy, industrialization, urbanization, and global interdependence.

Grade 12 Western Civilization: A Historical Review of Its Development (40S, 40G)

This course is a study of the significant historical developments, movements, and individuals who have shaped and influenced Western civilization.

Grade 12 World Issues (40S, 40G)

This course is a study of the cause and effect of world issues on global quality of life.

20. Other Compulsory Courses

Physical Education/Health Education

Physical Education/Health Education (PE/HE) is a compulsory subject area from Kindergarten to Grade 12.

This combined curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. Student learning outcomes have been designed to enable students to acquire the knowledge, skills, and attitudes to become physically active and to make health-enhancing decisions designed to improve their personal quality of life.

The PE/HE curriculum identifies five general student learning outcomes for Kindergarten to Grade 12: movement; fitness management; safety; personal and social management; and healthy lifestyle practices. Specific student learning outcomes have also been identified for Kindergarten to Grade 12. Schools may choose to include the Grade 11 and 12 PE/HE credits in the timetable or use an out-of-classroom model.

Further information is available online at:
< http://www.edu.gov.mb.ca/k12/cur/physhlth/index.html. >

21. Contact Information

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Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

New Brunswick (Anglophone Sector)

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Part 2 – Summary of Course Content

Part 1 – Summary Statement

1. Introduction

New Brunswick is a bilingual province. Education programs and services are offered in both official languages. The following information applies to the Anglophone sector that offers programs and services in English and has responsibilities for French as a Second Language, including French Immersion.

2. Organization of School System

In 1995, New Brunswick embarked on a new organization for high school education that included Grade 9 as the first year of high school. For most students, the high school experience will be four years in duration, covering Grades 9 to 12.

Grades 9 and 10 offer an opportunity for consolidation of, and growth in, necessary skills and knowledge across a broad common curriculum.

The Grades 9–10 program has the following characteristics:

- It offers a broad common curriculum (see Section 6 for subject area list).
- The curriculum is articulated in the form of learning outcomes.
- It is student-centred.
- It offers a flexible organizational structure.
- It encourages teaming; that is, groups of teachers of various subjects working with groups of students.
- There is no streaming in Grades 9 and 10, although temporary grouping and regrouping can occur to build and enhance skills in literacy and numeracy.

The pass mark is a minimum achievement of 60 per cent, Acceptable, or C, depending on the reporting system used by the school. At this time, there are no credits awarded for subjects in Grades 9 and 10, but students are expected to meet the outcomes in all subject areas to prepare them for the credit-bearing courses they will be taking. Students in Grade 10 may earn credits in one or two Grades 11–12 courses if their timetables permit.

The Grades 11–12 program leads to a New Brunswick High School Diploma. Learning in Grades 11 and 12 is organized into credit-bearing courses that may have different levels

according to degree of difficulty or to the range available. To obtain the diploma, students must pass specific compulsory courses (see Section 8) and take advantage of the opportunity to choose elective courses that reflect their personal interests, post-secondary intentions, and career aspirations. Many courses are offered on-line through teacher distance facilitators. This allows flexibility and support for those students who choose or need it.

School programs and activities are organized on a ten-month basis, with the school year extending from the day after Labour Day in September through to late June of the following year. The school year consists of 195 days for teachers and 185 days for students. Hours of instruction are a minimum of 5.5 hours per day.

3. Explanation of Terms Used

Public education in New Brunswick has three sections:

Primary/Elementary	Kindergarten to Grade 5
Middle School	Grades 6 to 8
High School	Grades 9 to 12

4. Course Designation

In Grades 9 and 10, the subjects in the common curriculum are designated by subject name and year (for example, Mathematics 10 or Music 9). All students are expected to complete the learning outcomes for the subject in a given year. There are no designated levels of difficulty, although temporary grouping and regrouping can occur to build and enhance skills in literacy and numeracy.

Courses for credit in Grades 11 and 12 are named by subject, and each is assigned a three-number designation. The first two numbers designate the year of the course (11, 12), and the third designates the level of difficulty (see below).

- 111 – Grade 11, enriched
- 112 – Grade 11, regular
- 113 – Grade 11, developed for students who may have difficulty with level 2 or do not intend to pursue post-secondary study

- 120 – Grade 12, designed to accommodate all students, or a course that is not offered at another level of difficulty

Course codes are comprised of seven digits, each with an inherent significance, and are actively used when compiling and analysing data gathered through the student information system.

5. Time Allotments and Course Load

In Grades 9 and 10, schools may organize differently to meet the expected learning outcomes and course requirements. English and mathematics are taught throughout the year, while other compulsory subject areas may be semestered or blocked over different periods of time.

In Grades 11 and 12, a credit is granted for successful completion (minimum achievement of 60 per cent) of work that usually requires 90 hours of instructional time. The move from a 110-hour credit course to a 90-hour credit course began in 1999.

Over the two senior years, students may earn up to 20 credits. Some schools are working to integrate subject areas to create increased relevance and focus for students. As long as all outcomes are met, credits can be awarded for the subject area(s) involved.

Students have opportunities to challenge for credit (up to two challenges allowed in Grades 11 and 12) to take independent study (one independent study allowed in Grades 11 and 12) and may take two provincially approved locally developed courses to count towards graduation requirements. For further information on these processes, please refer to the Web links provided below.

http://www.gnb.ca/0000/publications/curric/Challenge_for_Credit.pdf

http://www.gnb.ca/0000/publications/curric/Independent_Study_Application.pdf

http://www.gnb.ca/0000/publications/curric/Locally_Developed_course_Application.pdf

6. Curriculum Organization

The following summaries offer curriculum information by subjects, both for Grades 9 and 10 and the credit courses in Grades 11 and 12.

The four-year High School Program has the following courses in each grade:

<table>
<tr><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td>English (year-long)</td><td>English (year-long)</td><td>English (2 credits)</td><td>English</td></tr>
<tr><td>Mathematics (year-long)</td><td>Mathematics (year-long)</td><td>Mathematics (1 credit)</td><td>Elective</td></tr>
<tr><td>French</td><td>French</td><td>Science [a]</td><td>Elective</td></tr>
<tr><td>Social Studies</td><td>Social Studies</td><td>Modern History</td><td>Elective</td></tr>
<tr><td rowspan="2">Science</td><td rowspan="2">Science</td><td>Fine Arts/Life Role Development [b]</td><td>Elective</td></tr>
<tr><td>Elective</td><td>Elective</td></tr>
<tr><td colspan="2">90 hours minimum in each of the following:
Art, Music, Physical Education, Technology (or 135 hours in one, 45 in another, and 90 in two)
Guidance — 40 hours over two years
Family Studies — 40 hours over two years</td><td>Electives</td><td>Electives</td></tr>
<tr><td colspan="4">[a] or approved technology course

[b] Fine Arts Cluster: Visual Arts 110/120; Music 112/113/122; Fine Arts 110; Theatre Arts 120; Graphic Arts and Design 110. Life Role Development Cluster: Family Living 120; Cooperative Education 120; Outdoor Pursuits 110; Health and Physical Education 120; Entrepreneurship 110. Courses included in this cluster must contribute in a meaningful way to either development of artistic/aesthetic expression and understanding or development of interpersonal skills and human relationships.</td></tr>
</table>

7. Testing and Grading Practices

Testing, assessment, and grading for subjects and courses are the responsibility of the school. The pass is a minimum achievement of 60 per cent, Appropriate, or C, depending on the reporting system used by the school. Students are required to successfully complete provincial reading and writing assessments (English Language Proficiency Assessment) administered in Grade 9.

Students who fail the provincial English Language Proficiency Assessment in Grade 9 are offered further opportunities to pass it in Grades 10, 11, and 12. Passing this assessment is a requirement for high school graduation. The Potential Graduate Reassessment is a final opportunity to acquire this requirement.

Grade 10 French Immersion reading and writing assessment, Grade 10 French Oral Proficiency (sample size administered every other year), and Grade 12 French Oral Proficiency (annual) are provincial assessments that inform instructional practice decisions.

8. Requirements for Graduation

New Brunswick high schools generally organize the two senior years in a 20-credit system. Grades 11 and 12 are designed to allow considerable flexibility for students who have differing skills, abilities, and needs. Students begin to earn credits for graduation during Grades 11 and 12 after having successfully met learning outcomes in Grades 9 and 10. Some are able to earn one elective credit or two during Grade 10.

http://www.gnb.ca/0000/pol/e/316AA.pdf

Students who entered Grade 11 in September 1999 or later must

- meet the requirements of the prescribed common curriculum of the compulsory 9/10 program as outlined in the Grades 9/10 Companion Document http://www.gnb.ca/0000/publications/curric/Grade_910Companion.pdf

- successfully pass seventeen courses, including seven compulsories (note opportunities for challenge for credit, independent study, and locally developed courses as outlined in Section 5)

Compulsory Courses
Grades 11 and 12

- English 11 (2 credits)
- Mathematics (1 credit)
- Geometry and Applications in Mathematics 111/112 or Applications in Mathematics 113
- Modern History II (1 credit)
- Science or approved Technology course (1 credit)
- Fine Arts / Life Role Development (1 credit)
- English 12 (1 credit)
- accumulate a minimum of 5 credits at the Grade 12 level
- pass the English Language Proficiency Assessment (see Section 7)

High School Diploma

The responsibility for issuing a high school diploma lies with the Department of Education, with individual schools acting on the Departments' behalf in determining that students attain the requirements before a diploma is issued.

Students who plan to attend postsecondary institutions are encouraged to consult the calendars of such institutions to ensure the student includes courses required by the institution in their high school program course selection.

9. Prerequisites and/or Co-requisites

There are few prerequisites for senior secondary courses; however, students are usually expected to complete the lower-level course before enrolling in the next level. Schools, in consultation with parents and students, make the appropriate placement decision.

10. Other Types of Programs

Special Education Program (SEP) refers to an education program for an exceptional student experiencing difficulties over an extended period of time who is not making progress even with the additional support that a teacher would typically employ in the classroom.

11. Assessment of Out-of-Province and Foreign Studies

Students who wish to attend high school in New Brunswick must present their credentials to their receiving school. The school usually evaluates these credentials, sometimes with the assistance of the Department of Education.

Part 2 – Summary of Course Content

12. English (First Language)

Grades 9–10

English Language Arts 9 (1000017) – 10 (1000027)
English language arts outcomes focus on language and knowing how to use language to communicate in many contexts and for a wide range of purposes. Students are expected to meet a number of outcomes in each of speaking and listening, reading and viewing, and writing and representing, using a diversity of print and media texts of varying difficulty. As the program progresses, the level of complexity and refinement will increase to continually challenge students. The aim is to enable students to be confident, effective communicators.

Reading Workshop 9 (1001617) – 10 (1001627)
This intervention experience is for high school students to improve their engagement with reading and their ability to comprehend what they read. Teaching methodology of offering students choice, time to read, and mini-lessons to increase reading comprehension is an extension of the good teaching practices expected in all English Language Arts classes.

Grades 11–12

English Language Arts 111 (1000031) – 121 (1000041)
English 111 – 121 are courses designed for students whose aptitudes and interests in language/literature are above average. The courses will provide an enriched variety of experiences with language and texts to challenge and refine students' competencies. Grade 11 English is year-long and is worth 2 credits in the 20-credit system.

English Language Arts 112 (1000032) – 122 (1000042)
English 112 – 122 are courses appropriate for students who plan to pursue studies at a post-secondary institution. Each course provides a wide variety of experiences with literacy skills and writing formats in an effort to have students achieve the learning outcomes. English 112 focuses on argument, persuasion, fact and opinion, and significant and varied literary pieces. English 122 concentrates on critical comprehension and evaluation skills of information text and Canadian and world literature. Grade 11 English is year-long and is worth 2 credits in the 20-credit system.

English Language Arts 113 (1000033) – 123 (1000043)
English 113 – 123 are courses that provide a variety of experiences with language and texts to develop student competencies in thinking, reading, viewing, writing, listening, and speaking. Priority is given to effective written/digital and oral communication. English 113 is year-long and is worth 2 credits in the 20-credit system.

Writing 110 (1000130)
Writing 110 allows students to practise and experiment with the language in written form. It offers opportunities to reinforce and enrich writing skills through processes where exploring, drafting, revising, editing, designing, sharing, and reflecting are encouraged.

Media Studies 120 (1000440)
Media Studies 120 is an introduction to the evolution and impact of mass media on the individual and society. The course, which is practical and production-based, aims to have students learn through critiquing and creating.

Canadian Literature 120 (1000540)
Canadian Literature 120 permits students to encounter the characters, ideas, values, and experiences that have motivated the people of Canada through succeeding generations. The course has seven units, four of which are compulsory: Canadian identity, historical and literary highlights, the Canadian novel, and publication of a class literary magazine.

Journalism 120 (1000340)
Journalism 120 is an intensive course focusing on practice in writing and editing. Students learn to identify or generate story ideas, to gather pertinent information, and to write and edit their stories with a view to publication.

Reading Tutor 120 (1000640)
Reading Tutor is a course that pairs senior student tutors with younger readers. Tutors provide readers with assistance in achieving an acceptable standard of literacy and meeting the outcomes for English Language Arts.

13. French (First Language)

Described in New Brunswick, Francophone Sector, Français langue première, 8–12.

14. French Second Language Programming at the high school level (grades 9-12)

Students in grades 9 and 10 follow one of two French second language programs—French immersion (either Early or Late) or Post-Intensive French or Core French. Post-Intensive French is a literacy-based, non-immersion program for students in grades 6-10 that is being

introduced as a follow-up to Intensive French at grade 5. Students who did not have the opportunity to participate in intensive French at grade 5 continue in Core French.

At the end of grade 10, students decide if they wish to continue to follow French courses. Currently, French immersion students have a range of French courses form which they can select. Students who are not in an immersion program can select Core French in grades 11 and 12 or Post-Intensive French. Once all changes recommended to French second language programming on August 5, 2008 are implemented, if a student achieves a level of intermediate or higher on the provincial oral proficiency assessment at the end of grade 10, he or she may select to enrol in French immersion courses or Post-Intensive French courses.

French second language program requirements are outlined in the New Brunswick Department of Education Policy Statement 309. http://www.gnb.ca/000/pol/e/309A.pdf

New Brunswick offers an extensive program in French immersion at the secondary level. Many courses offered in the Anglophone program have French immersion counterparts (See section 12).

Post Intensive French

Grades 9–10

French 9 (1005017) – 10 (1005027)

French Language Arts 9 and 10 courses focus on the language skills necessary to satisfy routine social demands and requirements in school and social settings. Communication is in French with a multi-dimensional approach to the teaching and learning of a second language. French in New Brunswick is compulsory until the end of Grade 10, and as of 2014, until the end of Grade 12. These courses are not appropriate for students with a background in French Immersion.

The goal upon completion of Grade 12 Post Intensive French is for students to attain a minimum of an Intermediate level on the New Brunswick Oral Proficiency Scale.

Grades 11–12

French 111 (1005031) – 121 (1005041)

French 111 – 121 cover the language skills necessary for effective communication in French with a multi-dimensional approach to the teaching and learning of a second language. These are enriched courses designed for students who show a high level of interest in strengthening their communicative ability in the second language. They are not appropriate courses for students with a background in French Immersion.

French 112 (1005032) – 122 (1005042)

French 112 – 122 provide the language skills necessary for effective communication in French in daily situations. They are designed for students who wish to broaden their communicative ability in the second language. As oral and aural skills develop, an increased emphasis is placed on reading and writing skills. The courses are not designed for students with a French Immersion background.

French 113 (1005033)

French 113 is designed to further the acquisition of oral communication skills for students who have a limited background, or no background, in French as a second language. The course covers the skills necessary for basic communication in French in daily situations.

15. French (Immersion)

New Brunswick offers an extensive program in French Immersion at the secondary level. Many courses offered in the Anglophone program have French Immersion counterparts.

Grades 9-10

FI Language Arts 9 (1507517)
FI Language Arts 10 (1507527)
French Immersion Language Arts is compulsory.

Grades 11–12

French Immersion Language Arts 110 (1507530) – 120 (1507540)
The French as a Second Language program uses a multi-dimensional approach to the teaching and learning of a second language. These courses emphasize the use of the language as an instrument for communication and reflection, and as a factor in students' personal development. A variety of communication activities related to students' experiences have been designed to help them improve their linguistic skills. The study of literature is an integral part of the courses.

16. Mathematics

Grades 9–10

Mathematics 9 (1030017) – 10 (1030027)
In Grades 9 and 10, all students currently follow a common mathematics curriculum (Mathematics 9 and Mathematics 10) designed at the Atlantic Canada level to develop mathematical problem solving, reasoning, communication, and connections. The curriculum

is organized within four strands: number and operations, patterns and relations, shape and space, and data management and probability. In Grade 10, the curriculum is focused in seven units: data management; networks and matrices; patterns, relations, and equations; modelling and functions; right triangle trigonometry; geometry of packaging; and linear programming. Differentiation of instruction is encouraged to ensure all students have ways to meet the required outcomes. Particular emphasis on possible application of mathematics in skilled trades is encouraged for all students. As curriculum at the K–8 level is restructured to follow the Western Northern Curriculum Protocol Framework, high school curriculum restructuring in New Brunswick will occur.

Grades 11–12

Geometry and Applications in Mathematics 111 (1030131)/112 (1030132)
Geometry and Applications in Mathematics (or Applications in Mathematics 113) is compulsory for high school graduation and follows Mathematics 10. Students study statistics (analyzing and applying sampling techniques, sampling variability, and confidence intervals), probability (applications involving the fundamental counting principle, area models, factorials, permutations and combinations, and binomial expansions and distributions), circle geometry (both Euclidean and analytical), and also pursue an independent study.

Applications in Mathematics 113 (1030233)
Applications in Mathematics 113 (or Geometry and Applications in Mathematics 111/112) is compulsory for high school graduation and follows Mathematics 10. Students study statistics (analyzing and applying sampling techniques, sampling variability, and confidence intervals), probability (applications involving the fundamental counting principle, area models, factorials, and simple permutations and combinations), and decision making in consumer situations, and also pursue an independent study.

Functions and Relations 111 (1030331)/112 (1030332)
This elective course follows Geometry and Applications in Mathematics 111/112 and may be taken by students in Grades 11 or 12. Students study applications of trigonometry (particularly the Sine and Cosine Laws), quadratics (exploring sequences, modelling with and analyzing quadratic functions, transformations, finite differences, and developing and applying the general quadratic formula), rate of change (including average versus instantaneous rate of change in quadratic situations), and exponential growth (modelling with and analyzing exponential and logarithmic functions, transformations, properties of exponents and logarithms, and exponential and logarithmic equations).

Patterns and Relations 113 (1030433)
This elective course follows Applications in Mathematics 113 and may be taken by students in Grades 11 or 12. Students study applications of trigonometry (particularly the Sine and Cosine Laws), patterns (exploring and differentiating among patterns and sequences, including arithmetic, power, geometric, and Fibonacci), quadratics (exploring, describing,

and graphing quadratic relationships to solve problems, modelling using technology, and applying the general quadratic formula), and exponential growth (exploring, describing, and graphing exponential relationships to solve problems, modelling using technology, applying rules for exponents, and solving problems involving compound interest and annuities).

Trigonometry and 3-Space 121 (1030541)/122 (1030542)
Generally, students in Grade 12 would take this elective course. Students study the algebra of 3-space (modelling and sketching points, lines, and planes in 3-space, solving systems of equations both algebraically and using matrices, and developing an understanding of matrix characteristics such as identities, inverses, and determinants), trigonometric functions (characteristics, transformations, reciprocals, inverses, and applications), and trigonometric equations and identities (solving equations and related problems and proving identities). Students work with both degree and radian measure.

Advanced Mathematics with an Introduction to Calculus 120 (1030640)
This elective course is designed to follow Functions and Relations 111/112 and Trigonometry and 3-Space 121/122. Students study sequences and series (finite and infinite, convergent and divergent, sigma notation, concept of a limit, and mathematical induction), advanced topics with functions (combinations and compositions, polynomial, rational, irrational, and absolute value functions, and solving equations and inequalities), elements of differential calculus (rate of change, slope of a tangent to a curve, limits, derivatives from first principles, and power rule), and complex numbers (rectangular and polar forms and graphs, operations, and De Moivre's Theorem).

17. Science

Grades 9–10

Science 9 (1025017) – 10 (1025027)
Science outcomes parallel the general science curriculum outcomes found in the *Foundation for Science Curriculum, Atlantic Canada*. Students will understand the nature of science and scientific knowledge and the nature of technology, and also learn that science, technology, the environment, and society are interrelated. Study includes properties of living things, density, particles, pressure, forces and motion, energy conversions, atomic structure, the periodic table, formulas and equation writing, cellular structure, and osmosis.

Grades 11–12

Physics 111 (1025431) – 121 (1025441)
Physics 111 – 121 are sequential courses that utilize the discovery approach to scientific learning. Since these are enriched courses, students should have a genuine interest in science and better-than-average achievement in science and mathematics. The scientific method is used in gathering experimental data, and laboratory work is the focus of these courses. Topics are the same in Physics 112 – 122, but the depth of coverage is greater.

Physics 112 (1025432)
Physics 112 is the first of two physics courses designed for students who intend on going to university or technical school. Topics include one-dimensional kinematics and dynamics, wave motion, sound and light, introduction to electromagnetic radiation, and a study of work/energy/power. The course aims to engage students in relating physics concepts to societal contexts and applications. A student-centred approach to theoretical and practical investigations is the basis of the curriculum.

Physics 122 (1025442)
Physics 122 is the second of two physics courses designed for students who intend on going to university or technical school. Topics include linear motion, forces, two-dimensional motion, projectiles, circular motion and gravitation, fields (gravitational/electric/magnetic), electric circuits, electric motors, and generators. As with Physics 112, each of the topics is studied in its societal context. Student experiences include library research, laboratory investigations, and multiple sources of information, including print, software, DVDs, and guest speakers.

Chemistry 111 (1025331) – 121 (1025341)
Chemistry 111 – 121 are sequential courses recommended for students who may intend to pursue science or engineering at the university level. Since these are enriched courses, students will have a genuine interest and a better-than-average ability in science and mathematics. Students are expected to engage in individual projects and research. Topics covered are similar to those in Chemistry 112 – 122, but the depth is greater.

Chemistry 112 (1025332)
Chemistry 112 is designed so that students make observations and draw conclusions that lead directly to important principles in chemistry. Topics include matter and energy in chemical change, matter as solutions and gases, quantitative relationships in chemical changes, chemical bonding in matter, and some organic chemistry.

Chemistry 122 (1025342)
Chemistry 122 is the second of two chemistry courses that emphasize teaching chemistry using the scientific method. Experiments are designed so that students make observations and draw conclusions that lead directly to important principles in chemistry. Topics include organic chemistry, thermo-chemical changes, equilibrium, acids and bases, and electrochemical changes.

Biology 111 (1025131) – 121 (1025141)
Biology 111 – 121 are sequential courses recommended for students who may intend on pursuing science at the university level. Since these are enriched courses, students will have a genuine interest and a better-than-average ability in science and mathematics. Students are expected to engage in individual projects and research. Topics covered are similar to those in Biology 112 – 122, but the depth is greater.

Biology 112 (1025132)
Biology 112 is a 1-credit course emphasizing the nature of life. Inquiry and project-based learning are used, and laboratory and research skills are developed. Topics of study include cellular structure and functioning, classification and study of a diversity of life forms, and human systems structure and functioning. Biology 112 is a good preparation for further study in Biology 122.

Biology 113 (1025133)
Biology 113 is a 1-credit course with special emphasis on human life functions such as nutrition, transport, respiration, excretion, regulation, and reproduction. Other topics include ecology, cell structure and function, and health and disease.

Biology 122 (1025142)
Biology 122 is a 1-credit course emphasizing genetics and the continuity of life. Biology 111/112 and Chemistry 111/112, though not required, are strongly recommended as prerequisites to this course. Topics include growth and reproduction, the history, mechanisms, and ethics of genetics and inheritance, the theory and mechanisms of evolution, and the electrochemical functioning of human systems.

Environmental Science 122 (1025242)
Environmental Science 122 includes topics on the environmental structure and attitudes, the ecosystem concept, natural resources and population, urbanization, energy, and current environmental problems. Local interests in any of the topics may play an important role in the development of the course.

Environmental Science 123 (1025243)
Environmental Science 123 is a general course designed for students who wish to become more familiar with their environment. Emphasis is placed on classroom discussion. Topics include supply and demand within the environment, the nutrient cycles of ecosystems, the impact of human populations, urbanization, energy forms, and their effects, and global/localized challenges to sustain environmental quality.

Science 122 (1025042)
Topics of study in this course include oxidation/reduction, electro-chemistry, atomic and nuclear structure, magnetism, electro-magnetism, and application of electro-magnetism. This course is intended for students who plan to pursue post-secondary study in chemistry, physics, or some branches of engineering.

18. Social Studies

Grades 9–10

Social Studies 9 (1010117) – 10 (1010127)
The goal of social studies education is to develop students as learners so they become informed, active, responsible citizens who understand their roots, have a clear vision of their futures, are willing to confront issues, and participate in local, national, and world affairs. The learner is capable of inquiry, analysis, synthesis, and evaluation. In Grade 9, the Canadian Identity curriculum focuses on geographical, historical, and citizenship aspects of identity. The Grade 10 curriculum, Ancient and Medieval History, is principally a historical study of the roots of Western civilization.

Grades 11–12

Modern History 111 (1010231)
Modern History 111 is an enriched, in-depth, thematic study of modern European history, examining the liberal revolutions of 1848, the French Revolution, the Industrial Revolution, the Communist Revolution, and the Fascist Revolutions.

Modern History 112 (1010232)
Modern History 112 is a study of the evolution of the peoples of the West during the nineteenth and twentieth centuries and their widening involvement in global issues. The course examines the rise of nationalist and socialist movements, the international connections growing out of the World Wars and the Cold War era, and the widening global contacts of the contemporary world.

Modern History 113 (1010233)
Modern History 113 is designed to provide an understanding of the main events of the twentieth century, as well as some familiarity with basic skills used to interpret historical accounts. A survey approach is given to basic world geography, industrialization, life in the 1920s and 1930s, World Wars I and II, and the Cold War.

Physical Geography 110 (1010330)
Physical Geography 110 is the study of the physical features of the Earth and their effects on humans. It examines the interaction among all components of the environment and emphasizes the relationship between the land and humanity, as well as climatology and meteorology and their impact on people.

Canadian Geography 120 (1010440)
Canadian Geography 120 is a study of the ever-changing cultural and physical landscapes of Canada and how they have an impact on each other. It examines physical systems and interrelates them with structures and systems made by people, and it involves environmental issues that are currently pertinent to the lives of Canadians. Geographic understandings and skills are integrated throughout the course.

Canadian History 121 (1010541)
Canadian History 121 is a thematic study of Canada over the last century. Themes included are constitutional (dilemma or identity), social (ethnic clash), and economic (economic nationalism versus economic internationalism).

Canadian History 122 (1010542)
Canadian History 122 presents the history of Canada from the early years of the nineteenth century to the present. It includes the Maritime Provinces (1815–1864), the Canada, the Confederation era, the Macdonald era, expansion and consolidation, the Laurier era, prosperity and development, the years of crisis between the wars, Canada and World War II, and Canada and the modern world.

Economics 120 (1010640)
Economics 120 provides a basic understanding of the economic system and how it works. The role of Canada's major economic institutions and how they interact is examined. The course also looks at the concepts and techniques needed to make economic decisions and to develop an awareness of the major economic problems and issues of the day.

Law 120 (1010740)
Law 120 is an introduction to Canada's legal system. Students undertake three compulsory units of study: Foundation of the Law, Criminal Law, and Civil Law and the Law of Torts. Students will also study at least two of the following: Contracts, Family Law, Estate Law, Environmental Law, Consumer Law, Aboriginal Peoples and Law, International Law, Labour Law, Youth and the Law, Human Rights, and Property Law.

Native Studies 120 (1014040)
Native Studies 120 is designed to promote understanding of Mi'kmaq and Maliseet peoples in the Maritimes. In particular, it examines the differing cultural perspectives of the Mi'kmaq and Maliseet on one hand and Europeans on the other, and it examines how these differences in perspectives have affected relationships and, at times, have led to conflict. Topics include language and culture, relationship to the land, colonial relations, and contemporary issues.

Political Science 120 (1010840)
Political Science 120 is an introductory course that examines various political ideologies and systems, as well as assessing the merits of each and making comparisons (particularly with respect to the Canadian system).

World Issues 120 (1010940)
World Issues 120 examines various issues that are global in nature and require a global solution. The concept of the global village is studied, as is the relationship between nations as players in the global community. Issues are looked at with a view to acknowledging that events in any part of the world have a reverberating effect. The future of the global community is also a part of the course.

19. Other Courses beyond English, French Second Language, Mathematics, Science, Social Studies

Grades 9–10

Visual Arts (1020617)
Variation in seven digit course codes will depend upon grade level and number of hours offered.

Students create art, examine the language of art, respond to art, and critique and explain historical, cultural, and contemporary issues. They have opportunities to explore both two- and three-dimensional possibilities in different media. Students are participants in solving problems, working cooperatively and independently, developing skills and specialized knowledge, and making connections between art and society.

Music (1020917)
Variation in seven digit course codes will depend upon grade level and number of hours offered.

Music students study a variety of musical areas. There is stress on musical literacy and the practical application of the conceptual knowledge in rhythm, harmony, and melody. The broad curriculum includes performing music, composition, reading music, and responding to music. Students also examine music's relationship to other arts and the place of music in history and culture.

Technology (1040117)
Variation in seven digit course codes will depend upon grade level and number of hours offered.

Broad-Based Technology Education is an approach to technology education that serves to reinforce and broaden student understanding of general technological knowledge, skills,

and attitudes. The purpose of Broad-Based Technology Education is for students to explore a comprehensive range of relevant career opportunities and to develop an understanding of a variety of technology fields and applications.

The expanded learning opportunities of the BBTE program allow students to practise many essential workplace skills, including communication, collaboration, cooperation, creative and innovative problem solving, logical thinking, and self-motivated independent learning skills. The BBTE program makes allowances for individual learning differences with a variety of instructional, assessment, and evaluation strategies. The inclusion of this dimension emphasizes the learner taking more responsibility for the learning.

Physical Education and Health (1017817)
Variation in seven digit course codes will depend upon grade level and number of hours offered.

The goal of the Physical Education and Health 9–10 curriculum is to promote healthy active living for life.

Guidance/Family Studies (1015517) and Personal Development and Career Planning (1015617)
Variation in seven digit course codes will depend upon grade level and number of hours offered.

The quality of life for individuals, families, and communities can be significantly enhanced by students' acquisition of life skills that recognize the interrelationship of life roles, settings, and events. Studies include decision making and problem solving in health, relationships between self and others, safety practices, environmental effects on health, career exploration and planning, consumerism, financial management, independent living, and family relationships.

Learning Strategies 110 (1000230), 120 (1000240)
Learning Strategies is a course designed as part of a continuum of support programs and services designed to assist students with identified processing difficulties who have academic potential and whose goals are to take post-secondary studies.

Grades 11–12

Note: The New Brunswick curriculum offers a range of elective courses in arts education, physical education and health, transition education, family studies/home economics, technology/vocational-skilled trades and other languages that provide for individual challenges and interests and enable students to obtain a quality transcript of compulsory and elective courses.

ARTS EDUCATION

The Arts Education general curriculum outcomes are grouped according to the types of understanding and processes that are common to all arts disciplines: creating works of art; responding critically to their own works and the works of others; and making connections in local, global, and historical contexts.

Visual Arts 110 (1020040)
Visual Arts 110 builds on the experience and knowledge gained in Visual Arts Grades 9–10. The studio work remains in the areas of drawing, painting, printmaking, and three-dimensional work and stresses personal expression and the development of individual imagery, and there are further requirements in art criticism and art history. Students must have a minimum of 90 hours in Grades 9–10 to enter this course.

Visual Arts 120 (1020030)
Visual Arts 120 is designed for students who wish to pursue art-related interests or careers. Students work through a review of skills and concepts and choose blocks that lead to advanced work on a particular medium. Students are required to critique in writing aspects of process and product. Visual Arts 110 is a prerequisite for this course.

Theatre Arts 120 (1020140)
This course deals with the major aspects of theatre performance, including acting and interpretation, stagecraft, play management, and theatre history. The course offers students an opportunity to deal with both practical and theoretical issues as they relate to drama and theatre arts.

Music 111 (1020231)/112 (1020232)
The course consists of three major outcomes that require students to demonstrate achievement in performing music, in the application of theoretical and aural skills and concepts, and in understanding music in a historical context. The course lists a series of performance indicators that will assist in determining the course level. Music 111/112 is designed to articulate with Music 122. **Note:** Students entering Music 111/112 will normally have taken at least 90 hours or more of music study in Grades 9–10.

Music 113 (1020233)
Music 113 is designed for students who wish to continue their musical studies on guitar, keyboards, or beginning band. Students are required to demonstrate increased playing skills and an understanding of basic musical structures.

Music 122 (1020242)
Music 122 is designed for the advanced and serious student of music who wishes to pursue the subject as an avocation or who may be interested in further studies at the post-secondary level. The course assumes an advanced level of musical literacy, good aural skills,

a sound theoretical background, knowledge of historical styles and forms, and an interest in improving upon and expanding his or her areas of musical knowledge and expertise.

Students may enter Music 122 by passing Music 111/112 or Music 113 with teacher's permission, or by having private study equivalent to Grade 6 practical and Grade 2 theory offered by the Royal Conservatory of Music or equivalent.

Music 120 (1020240)
The course is designed to encourage research, presentations, discussion, and musical learning in and about a variety of different world music. The course is modular in design, requiring the study of one of the following two modules:

- Traditional Music of Canada's Peoples
- Music in the Atlantic Provinces

In addition, students must choose at least three of the other world music modules. In keeping with the intent of the regional work in arts curriculum, the courses address issues in creating, making, and presenting music, understanding connections among time, places, and community, and perceiving, reflecting, and responding to music.

Fine Arts 110 (1020330)
This course is an introduction to the arts in general. The emphasis is not on performance or production, but on understanding how to perceive the expressiveness in various art forms, particularly visual art, music, and drama.

Graphic Arts and Design 110 (1020430)
Graphic design is the creative planning and presentation of visual communication to attract attention or communicate effectively. The course promotes the skills and knowledge necessary to understand and develop images, signs, symbols, logos, and so on that communicate a message or value. The development of visual communication skills is assisted by technology. **Note:** This course is included under Arts Education as a Visual Arts course. The course utilizes technology as a means of supporting the acquisition of skills in, and knowledge of, visual arts.

PHYSICAL EDUCATION AND HEALTH

Outdoor Pursuits 110 (1017530)
Students have the opportunity to become directly involved in the planning and organization of outdoor recreational activities. Students take on roles of responsibility as they participate in challenging activities and learn about ecological issues within the natural environment.

Health and Physical Education 120 (1017640)
Students plan, organize, and administer their own recreational plans and programs developed for others. The course seeks to use physical education and recreation activities as vehicles for the development of concrete leadership experiences and the development of leadership potential.

TRANSITION EDUCATION

Career Explorations 110 (1045530)
Variation in seven digit course codes will depend upon course duration and credits assigned.

Career Explorations 110 is an experiential course that offers a sequence of activities aimed at furthering the career skill development of youth in Grades 11–12. Students explore personal characteristics, assess various career options, have the opportunity to engage in two unique work placements, and learn about themselves and about the world of work.

Cooperative Education 120 (1045040)
Check for variation in codes depending upon course duration and credits assigned.

Cooperative Education 120 is an experiential course that offers youth in Grades 11–12 the opportunity to engage in a work placement in a chosen area of career interest. A detailed workplace skills learning plan is developed to support a focused learning experience in the workplace.

Note: Additional courses included in Transition Education are Entrepreneurship 110, Hospitality and Tourism 110, and Orientation and Mobility 120.

FAMILY STUDIES/HOME ECONOMICS

Related courses include Human Services 110 (1015030), Early Childhood Services 110 (1015130), Early Childhood Services 120 (1015140), Child Studies 120 (1015240), Nutrition for Healthy Living 120 (1015440), and Family Living 120 (1015340).

TECHNOLOGY/VOCATIONAL-SKILLED TRADES

Related courses include Internal Combustion Engines 110 (1036030), Power Train and Chassis 110 (1036130), Automotive Electrical Systems 120 (1036240), Tune-Up and Emissions 120 (1036340), Accounting 120 (1036440), Business Communications 110 (1036630), Business Organization and Management 120 (1036740), Introduction to Accounting 120 (1036840), Introduction to Office Technology 120 (1036940), Office Administration 120 (1037040), Framing and Sheathing 110 (1037130), Mill and Cabinet Work 120 (1037340), Residential Finish 120 (1037440), Electrical Wiring 110 (1037530), Electrical Wiring 120 (1037540), Introduction to Electronics 110 (1037630), Micro Electronics 120 (1037740), Culinary Technology 110 (1037830), Culinary Technology 120

(1037840), Fashion Technology 110 (1038030), Fashion Technology 120 (1038040), Fashion Design 120 (1038140), Housing and Interior Design 120 (1038240), Technical Support 110 (1038430), FI Technical Support *(1738430)*, Computer Science 110 (1038530), Computer Science 120 (1038540), Information Technology 110 (2038630), Information Technology 120 *(1238640)*, Introduction to Applied Technology 110 (1038830), Computer Aided Design 110 (1038930), Computer Assisted Manufacturing 110 (1039030), Drafting – Computer Aided Graphics 120 (1039140), Metals Fabrication 110 (1039230), Metals Processing 110 (1039330), Robotics and Automated Technology 120 (1039440), Networking Basics 110 *(9239630)*, Routers & Routing Basics 110 *(9239730)*, Switching Basics & Intermediate Routing 120 *(9239840)*, WAN Technologies 120 *(9239940).*

Note: Course codes shown in italics indicate that the course is available only on-line.

OTHER LANGUAGES

Related courses include Spanish 110 (1005130), Spanish 120 (1055140), and Mi'kmaq 110 (on-line only, *9214430*).

20. Contact Information

High School Coordinator
Department of Education
Educational Programs and Services Branch
P.O. Box 6000
Fredericton, NB E3B 5H1
Telephone: (506) 453-2155

Secondary Education in Canada:
A Student Transfer Guide
New Brunswick (Francophone Sector)

Part 1 – Summary Statement

1. Introduction

New Brunswick is a bilingual province. There are two distinct education sectors that, across the entire province, consist of both French-language school districts and English-language school districts. Each of these two education sectors is attached to a division of the Ministry of Education that develops and oversees the implementation and evaluation of educational programs and services.

2. Organization of School System

The New Brunswick school system provides education from Kindergarten to Grade 12. In the Francophone sector, these thirteen years are organized into two teaching cycles: elementary (from Kindergarten to Grade 8) and secondary (from Grade 9 to Grade 12). To enroll in Kindergarten, children must have had their fifth birthday by December 31 of the current year. School attendance is compulsory until the completion of secondary school studies, or to age 18.

3. Explanation of Terms Used

Public education in New Brunswick is organized as follows:

Elementary	Kindergarten to Grade 8
Secondary	Grade 9 to Grade 12

4. Course Designation

Course codes have four segments.

- The first two digits identify the discipline or subject matter.

Codes	Disciplines
10	French
From 21 to 24	English, Spanish
From 30 to 31	Mathematics and Statistics
From 40 to 45	Social Studies
From 50 to	Natural Science, Physics, Chemistry, Biology, Environmental

Codes	Disciplines
55	Science, and Astronomy
From 60 to 69	Technology and Trades
From 70 to 79	Physical Education and Personal and Social Education
From 80 to 88	Computer Science, Entrepreneurship, Accounting, Law, Cooperative Education, Introduction to the Workplace, Tourism Entrepreneurship
From 91 to 94	Arts Education: Visual Arts, Music, and Drama

- The third digit indicates the year.

Codes	Years
1	Grade 9
2	Grade 10
3	Grade 11
4	Grade 12

- The fourth digit indicates the semester.

Codes	Semesters
1	First semester
2	Second semester
3	Year-long course

- The fifth digit of the course code indicates the course level or adaptation level of a regular curriculum. For a given curriculum, for example, code 1 refers to the regular program, code 2 refers to the same program but which has been adapted with respect to the outcomes or learning activities, and code 3 refers to adaptation for exceptional students as part of an individual education plan.

Codes	Levels
1	Regular
2	Modified
3	Practical

For example, course code 30421 indicates Mathematics (30) at the Grade 12 level (4), offered in the second semester (2) at the regular level (1).

5. Time Allotments and Course Load

The school year is comprised of 195 days of which 187 are teaching days. It is divided into two semesters of 93.5 days each.

6. Curriculum Organization

The curriculum has two components: the theoretical framework and the study plan. The theoretical framework is made up of the following elements:

Themes	Sub-Themes
School system orientation	Public education mission
	Educational goals and norms
Pedagogical components	Guiding principles
	Transdisciplinary learning outcomes
	Pedagogical model
Program orientation	Introduction to the discipline
	Conceptual fields and general learning outcomes
	Didactic principles

The second component, the study plan, sets out the learning outcomes targeted by the course. This information includes mainly general as well as specific learning outcomes.

7. Testing and Grading Practices

The Measurement and Assessment Branch is responsible for the development, administration, and marking of the provincial secondary-level examinations students must take in order to obtain their secondary school diploma. At the end of each semester, in January and in June, there is a provincial examination in Mathematics 30311 and 30312. In addition, an interview with each Grade 10 student is conducted to assess the oral language skills in English as a Second Language. An assessment is also conducted in French 10331 and 10332 (reading and writing skills) at the end of the annual course.

Written examinations are required for the secondary school diploma and represent 40 per cent of the student's final mark. The other 60 per cent consists of the mark provided by the school. Although assessment of the oral language skills in English as a Second Language is not part of the final mark, all students receive a certificate attesting to their skill level.

8. Requirements for Graduation

The secondary school program consists of 30 credits from Grade 10 to Grade 12. One credit is equivalent to 93.5 hours of instruction, and students receive 1 credit for each approved course they successfully complete, with 55 per cent being the minimum mark required to obtain their secondary school diploma. Students must earn a minimum of 24 credits of which 17 are credits for compulsory courses and 7 are credits for elective courses. The following are compulsory courses:

Compulsory Courses

French

- **5 compulsory credits**
  - French 10231 or 10232, 2 credits
  - French 10331* or 10332, 2 credits
  - French 10411 or 10412, 1 credit

*Students earning 85 per cent or more on the provincial graduating examination for French 10331 will be able to substitute course 10411 with an elective French course.

Second and Foreign Languages

- **2 compulsory credits**
  - English 21211* or 22211,* 1 credit
  - English 21311 or 22311, 1 credit

*Students obtaining the highest level at the language interview conducted during English 21211 and 22211 will be able to substitute course 21311 or 22311 with an elective course in English or a foreign language.

Mathematics

- **3 compulsory credits**
  - Mathematics 30231 or 30232, 2 credits
  - Mathematics 30311 or 30312, 1 credit

Science and Technology

- **3 compulsory credits**
  - Natural Science 50211 or 50212, 1 credit
  - Technology 60211, 1 credit
  - 1 credit from the following elective courses:
    Biology 53411/53412, Physics 51311/51312, Chemistry 52311/52312, Environmental Science 54411, Astronomy 55411, or Natural Science 50312

Social Studies

- **2 compulsory credits**
  - History of the World 42211 or 42212, 1 credit
  - History of Canada 42311 or 42312, 1 credit

Education of the Individual

- **2 compulsory credits**
  - Personal and Social Education 74211, 1 credit
  - Physical Education 71211, 1 credit

Computer Skills

- Students are able to demonstrate that they possess the computer skills defined by the Department of Education.

or

- **1 credit**
  - Computer Science and Society 81311

Secondary School Diploma

As a result of the reorganization of secondary school education, the Department of Education is now responsible for awarding the secondary school diploma. Before the diploma is conferred, secondary schools determine, on behalf of the Department, whether or not students have achieved the desired learning outcomes.

Part 2 – Summary of Course Content

9. French as a First Language

French 10131
The Grade 9 French course, like all other secondary French courses, is structured around five communication objectives: narrate and demonstrate understanding and appreciation; convince; report; guide; and understand and convey new information. Various genres are used for understanding and production purposes (tale or legend, oral story, poetry and song, novel, advertising, news item, informal letter, summary, instructions, information brochure, interview, current event, and handbooks from various disciplines). Through these texts, students develop their skills in relation to the five objectives, and they progress in learning the language in its oral and written, literary, and standard forms. The chosen approach is that of didactic sequences. This year-long course is designed for all Grade 9 students.

French 10231 and 10232
The Grade 10 French course, like all other secondary French courses, is structured around five communication objectives: narrate and demonstrate understanding and appreciation; convince; report; guide; and understand and convey new information. Various genres are used for understanding and production purposes (life story or biography, poetry and song, novel, short story, argument essay, opinion piece, anecdote or true story, written account, news bulletins, news report, forms, magazine article, and extracts from encyclopaedias or reference manuals). Through these texts, students develop their skills in relation to the five objectives, and they progress in learning the language in its oral and written, literary, and standard forms. The chosen approach is that of didactic sequences. This year-long course is designed for all Grade 10 students.

French 10331 and 10332
The Grade 11 French course, like all other secondary French courses, is structured around five communication objectives: narrate and demonstrate understanding and appreciation; convince; report; guide; and understand and convey new information. Various genres are used for understanding and production purposes (literary short story, oral dialogue, poetry and song, novel, drama, opinion piece, cultural column, critical appraisal of a text, summary, story coverage, and magazine article). Through these texts, students develop their skills in relation to the five objectives, and they progress in learning the language in its oral and written, literary, and standard forms. The chosen approach is that of didactic sequences. This year-long course is designed for all Grade 11 students.

French 10411 and 10412
(Students who have been awarded their secondary school diploma before September 2009)
This Grade 12 course offers a range of activities through which students can practise their reading and writing skills with literary and standard texts as well as their speaking skills in

various situations. Students analyze novels and poetry and song, and they write opinion pieces. Through debate, they also learn to present oral arguments. In the area of vocabulary, syntax, and spelling, students are expected to have acquired the necessary knowledge to pursue their studies or to continue their learning in the workplace.

French 10411 and 10412
(Students who are awarded their secondary school diploma starting June 2010)
The Grade 12 French course, like all other secondary French courses, is structured around five communication objectives: narrate and demonstrate understanding and appreciation; convince; report; guide; and understand and convey new information. Various genres are used for understanding and production purposes (novel, poetry and song, editorial, debate, critique, essay, and informational synthesis). Through these study objects, students develop their skills in relation to the five objectives, and they progress in learning the language in its oral and written, literary, and standard forms. The chosen approach is that of didactic sequences. This year-long course is designed for all Grade 12 students.

10. English as a Second Language

English as a Second Language 21111, 21211, and 21311
The English as a Second Language 21111, 21211, and 21311 courses are designed for Grades 9, 10, and 11 Francophone students who are acquiring and developing language skills in their second language. Students taking these courses acquire most of their oral and written language skills in school, as they have little contact with English outside the school environment.

English as a Second Language 22111, 22211, and 22311
The English as a Second Language 22111, 22211, and 22311 courses, designed for Grades 9, 10, and 11 Francophone students, are intended to develop and improve language skills, with an emphasis on written communication. These students already have good oral language skills and can easily express themselves in the target language whether inside or outside their English courses.

Spanish

Spanish 23411
This course is designed to introduce students to the basics of the Spanish language. It takes into account the interactive and communicative nature of a language; therefore, it is based on regular sessions of authentic communication—where students interact (with or without the teacher) and take part in oral production and communication activities—as well as on autonomous interactive communication-based activities that require students' active participation in language acquisition. The themes addressed—personal identification, friends, family, home, community, shopping, clothing, food, leisure activities, holidays, and Spanish-

American cultural activities—are divided into modules that help students develop their oral, written, and reading language skills using a step-by-step process.

Spanish 23421
This course is a follow-up to Spanish 23411. Students learn to deepen and broaden their basic knowledge of Spanish. Interactive activities focusing on written and oral communication are presented in a manner that enables students to take an active part in the acquisition and development of a personalized lexicon. The themes—sports and leisure activities, travel, health, information and communication technologies, the media, natural disasters, Earth's environment, society, consumption, formal and informal Spanish, and Spanish-American cultural activities—are divided into modules that help students develop their oral, written, and reading language skills using a step-by-step process.

11. French as a Second Language
Students in the Francophone sector do not take French as a Second Language courses.

12. French (Immersion)
Students in the Francophone sector do not take French Immersion courses.

13. Mathematics

Mathematics 30131
This year-long course in mathematics bridges primary school learning and the learning to be acquired throughout secondary education. In this course, students have the opportunity to explore the following concepts: real numbers and interrelations, situation modeling using relations (mostly linear), area and volume of figures and solids, polygon properties, geometric demonstrations, as well as statistical methods. As with all mathematics courses taught in New Brunswick, the recommended didactic approach uses problem-solving techniques while creating relationships with daily life situations and by communicating reasoning based on a coherent and appropriate approach.

Mathematics 30231 and 30232
This year-long course is a logical continuation of Mathematics 30131. Students see the following themes: representation of real number subsets, radicals and absolute values in a digital context, exponential and radical laws, refined relations and functions, relations between the points of a Cartesian plane (e.g., the slope), polynomial operations, factorization, number sequences, trigonometry, similar figures, as well as probabilities and probable values. As with all mathematics courses taught in New Brunswick, the recommended didactic approach uses problem-solving techniques while creating relationships with daily life situations and by communicating reasoning based on a coherent and appropriate approach.

Mathematics 30311 and 30312
This course is taught over one semester and is a logical continuation of Mathematics 30231 or 30232. Students see the following themes: financial mathematics, linear equation systems in a context of linear programming, quadratic functions, as well as modeling and solving various trigonometry-based situations. As with all mathematics courses taught in New Brunswick, the recommended didactic approach uses problem-solving techniques while creating relationships with daily life situations and by communicating reasoning based on a coherent and appropriate approach. This course is required to obtain a secondary school diploma.

14. Science

Science 50111
This course, compulsory in Grade 9, focuses on the development of a scientific culture that is defined according to the following three main areas: the nature of science, scientific knowledge, and issues in STSE (science, technology, society, and environment). The specific learning outcomes and themes selected for this course—reproduction, atoms and elements, electricity, and space exploration—are based on the *Common Framework of Science Learning Outcomes* produced by the Council of Ministers of Education, Canada.

Science 50211 and 50212
This compulsory program is designed for all Grade 10 students. This course aims to develop a scientific culture by focusing on three main areas: the nature of science, scientific knowledge, and issues in STSE (science, technology, society, and environment). The specific learning outcomes and themes selected for this course—sustainability of the ecosystems, chemical processes, movement, and dynamics of atmospheric conditions—are based on the *Common Framework of Science Learning Outcomes* produced by the Council of Ministers of Education, Canada.

Science 50312
This modified course is intended for Grade 11 students whose scientific path requires a structure adapted to their situation. It focuses on daily life events related to the workplace and is drawn from the reality experienced by young people. Students see the following themes: safety and chemical products, electric circuits, micro-organisms, the immune system and health, and the impact of humans on the environment. This course allows students to relate what they learn about physical, biological, and environmental sciences to practical applications in everyday life.

15. Social Studies (Humanities)

Geography of Canada 41111
In the Grade 9 geography program, students learn to develop geographical reasoning processes and to develop skills specific to the discipline. Geography is learned from three general learning

outcomes: to read a territory's organization, to interpret a territorial issue, and to build planetary consciousness. These learning outcomes are developed through the study of various types of territories (agricultural, maritime, urban, forestry and mining) in a Canadian context.

History of the World 42211 and 42212
As with all other secondary history courses, History of the World is designed to help students use the intellectual approach specific to the discipline and to develop a historical perspective as well as the abilities required to become responsible citizens. Grades 10 and 11 history courses study the same chronological period, from the 17th century to present day, but each from a specific laboratory viewpoint: Grade 10 students study the world, and Grade 11 students study Canada. These courses are designed to reflect the connection between both laboratories and, consequently, they share the same educational components. History of the World explores the following themes: European expansion, the Revolution Era, the Industrial Age, wars, democracy and totalitarianism, as well as the world in the 21st century.

History of Canada 42311 and 42312
As with all other secondary history courses, History of Canada is designed to help students use the intellectual approach specific to the discipline and to develop a historical perspective as well as the abilities required to become responsible citizens. Grades 10 and 11 history courses study the same chronological period, from the 17th century to present day, but each from a specific laboratory viewpoint: Grade 10 students study the world, and Grade 11 students study Canada. These courses are designed to reflect the connection between both laboratories and, consequently, they share the same educational components. History of Canada explores the following themes: Europe in America, the creation of British North America, the birth of Canada, the world wars, the economic crisis, and Canada in the 21st century.

Others

16. Prerequisites and/or Co-requisites
A prerequisite is a course with components that must be acquired in order to tackle the components of another course (adaptation from the definition by Legendre, 2005). It is understood that students must obtain the prerequisite credit(s) before registering in the next course.

Prerequisites

A prerequisite is a course with components that must have been acquired in order to broach the components of another course (adaptation from the Legendre definition, 2005). It is understood that students must have obtained the prerequisite credit before registering to the next course.

COURSE	PREREQUISITE
Mathematics 30311	**Mathematics 30231***
Mathematics 30312	**Mathematics 30231 or 30232**
Mathematics 30321	**Mathematics 30311**
Mathematics 30411	**Mathematics 30321**
Mathematics 30421	**Mathematics 30411**
Statistics 31411	**Mathematics 30311**
Physics 51311	**Natural Science 50211***
Physics 51312	**Natural Science 50211 or 50212**
Chemistry 52311	**Natural Science 50211***
Chemistry 52312	**Natural Science 50211 or 50212**
Biology 53411	**Natural Science 50211***
Biology 53412	**Natural Science 50211 or 50212**
Physics 51411	**Physics 51311**
Chemistry 52411	**Chemistry 52311**
Biology 53421	**Biology 53411**
Physics 51421	**Physics 51411**
English 21411	**English 21311**
English 22411	**English 22311**
Spanish 23421	**Spanish 23411**
Physical Education 71411	**Physical Education 71211**
Leadership 71421	**Physical Education 71211**
Physical Activity Science 72411	**Physical Education 71211**

It should be noted that the above table was developed to promote student success. Exceptions may occur, and in that case, school management has to make appropriate decisions and commit to providing students with the necessary support and conditions to help them succeed. The present regulations should not prevent schools from offering students opportunities that could help them fulfill their potential.

* The modified course corresponding to this regular course can be considered a prerequisite. As the modified courses that have been developed for the new secondary curriculum include notional content quite similar to regular level content, a student provided with appropriate support could pass a regular course at the next level.

NATURAL SEQUENCE FOR OTHER SECONDARY LEVEL COURSES

A natural sequence indicates a progression within a study program in which learning outcomes are organized according to the complexity of content and knowledge acquired by students.

SECONDARY COURSE	SEQUENCES	
Social Studies: History of the World 42211\42212	→ History of Canada 42311\42312	→ History of Acadia 42411
PERSONAL AND SOCIAL EDUCATION: Personal and Social Education 72411	→ Life-Work Development 73411	
SCIENCE: Natural Science 50211\50212	→ Natural Science 50312	
ENVIRONMENTAL SCIENCE: Chemistry 52311\52312 or Biology 53411\53412	→ Environmental Science 54411	
PHYSICS: Physics 51311\51312	→ Astronomy 55411	
FRENCH: French 10231\10232	→ French 10331\10332	→ French 10421\10412
MUSIC: Music 92111	→ Music 92411	
VISUAL ARTS: Visual Arts 91111	→ Visual and Media Arts 94411	

Other Types of Programs/Courses

A. Arts Education

Visual Arts 91111

In this Grade 9 course, students create works and learn to appreciate the contemporary and past works of local and foreign artists. They have an opportunity to explore two- and three-dimensional works of art created from various materials. Students take part in problem-solving activities, work in groups and independently, acquire specialized skills and knowledge, and establish relations between art and society.

Music 92111

This Grade 9 course focuses on musical culture and the practical application of knowledge to various musical parameters (rhythm, harmony, melody, etc.). Students address the relationship between music and other art forms as well as the place of music in history and culture. They also have the opportunity to appreciate, play, and create music.

B. Physical Education

Physical Education 71111

Through a variety of physical and sports activities, Grade 9 students develop motor and physical skills that will help them adopt an active lifestyle and become aware of the benefits generated by physical activities and fitness training. Students also learn to assess their initial physical fitness, set objectives, and plan improvement programs.

Physical Education 71211

In this follow-up course to Physical Education 71111, Grade 9 students analyze and adjust the efficiency of their movements as well as individual and collective strategies through a variety of physical or sports activities. Students also learn to assess their initial physical fitness, set objectives, plan an improvement program, and follow this plan throughout the course. This course is designed to promote the health of students by making them more self-reliant and responsible, in their own way, for the integration of physical activities into their lifestyle.

C. Personal and Social Education

Personal and Social Education 74111

This course in personal and social development is designed for Grade 9 students. Its aim is to foster responsible, well-informed citizens who know how to reflect, question themselves, and contribute to an evolving, productive, democratic society. Students learn to establish harmonious interpersonal relations, manage conflicts, make healthy decisions, and adopt behaviours that foster well-being for themselves and those around them. Students learn to

have a better understanding of their interests, strengths, and ideals, and they learn to set personal and professional goals with a view to preparing their life/work project.

Personal and Social Education 74211
This course in personal and social development is designed for Grade 10 students. Its aim is to foster responsible, well-informed citizens who know how to reflect, question themselves, and contribute to an evolving, productive, democratic society. This course builds on the previous course, with special emphasis on the life/work project.

D. Technology

Technology 60211
This compulsory course is designed for Grade 10 students and provides them with an opportunity to explore a variety of technological activities specific to various fields of human activity. Through creativity, critical thinking, and problem-solving activities, the curriculum for this course encourages students to adapt to a technological culture. They are placed in learning situations that enable them to better understand the nature of technology, to make decisions concerning technological issues, and to understand the function of technology, its potential, its consequences, and its limitations from a global perspective.

E. Options

The following are optional courses for admission to post-secondary institutions.

English as a Second Language 21411 and 22411
English as a Second Language 21411 and 22411 are elective courses for Grade 12 students. They are offered at two levels: 21411 is designed for students in the process of acquiring the language, while 22411 is designed to develop and master language skills by focusing on written communication and the preparation for post-secondary studies. Students in courses 21411 and 22411 follow a regular language development course.

Physics 51311 and 51312
These elective introductory physics courses are designed for Grade 11 students. They introduce students to the study of movement and energy. Their aim is to place students in a research environment where they practise the skills, strategies, and methods specific to scientific investigation. These courses consist of four compulsory modules that focus on the following themes: kinematics, dynamics, energy, and waves. These courses enable students to take additional physics courses if they wish.

Physics 51411
This elective course specializes in the study of movement and energy. It is designed to develop students' knowledge of kinematics, dynamics, electrostatics, electricity, and

magnetism. The course enables students to relate what they learn about physics to practical applications in everyday life.

Physics 51421
This course is an advanced elective course in that it prepares students for post-secondary studies and is designed to develop skills in kinematics, dynamics, and optics. It also provides students with a choice of several themes—notably fluid mechanics, restricted relativity, and astrophysics. Students, therefore, have the opportunity to broaden their knowledge and skills by studying physical phenomena and to relate what they learn about physics to practical applications in everyday life.

Chemistry 52311 and 52312
Chemistry 52311 and 52312 are elective course offered as of Grade 11. These introductory courses are an initiation to the study of the composition and transformations of matter. They are designed to place students in a research environment where they practise skills, strategies, and processes specific to scientific investigations. The courses are divided into four compulsory modules that focus on the following themes: matter and bonds, chemical quantities, solutions, and gas. These courses enable students to take the second chemistry course if they wish.

Chemistry 52411
This elective course specializes in the study of the composition of matter and its transformations. It is designed to help students learn about the atomic structure of chemical elements and their properties, the relations between chemical reactions and energy, chemical balance, and one of the two following themes: electrochemistry or organic chemistry. This course allows students to relate what they learn about chemistry to practical applications in everyday life.

Biology 53411 and 53412
These elective courses are offered as of Grade 11. An introduction into the study of life and living organisms, they are designed to develop skills in the following fields: organization of the living world, the physical and chemical foundations of life, cytology, genetics, evolution, and the anatomy and physiology of plants. The study of biological phenomena enables students to broaden their knowledge and skills and to relate what they learn about life sciences to practical applications in everyday life.

Biology 53421
This elective course provides students with an opportunity to continue their study of life and living organisms. It is designed to develop skills in the following fields: evolution, cellular processes, human anatomy and physiology, physiology of movement, neurobiology, and behaviour. The study of biological phenomena allows students to broaden their

knowledge and skills and to relate what they learn about life sciences to practical applications in everyday life.

Environmental Science 54411
This elective course, offered as of Grade 11, looks at important environmental issues through an in-depth study of the main components of the biosphere, thus promoting informed decision-making processes and the ability to solve environmental issues. Students explore the following themes: biosphere and balance, soil and plants, water and aquatic ecosystems, air and atmospheric pollution, and energy.

Astronomy 55411
This elective course is offered as of Grade 11. As an introduction to astronomy, it familiarizes students with the solar system, stars, and galaxies, and it introduces them to cosmology. Since astronomy is a science based on observation, the course favours the modeling of astronomical phenomena.

Physical Education 71411
This elective course helps students apply and integrate actions in their lives and become aware of their relationship with the social environment. Through various physical activities, students continue to develop their motor skills as well as their decision-making and problem-solving skills. Students are required to develop self-assessment techniques and to demonstrate leadership skills in certain learning situations. They also plan and maintain their personal improvement program throughout the course.

Leadership 71421
This elective Grade 12 course offers students opportunities to develop and showcase their leadership qualities through learning situations that call upon knowledge, know-how, and people-oriented skills. In this course, students explore the concept of leadership and analyze various styles, all of which help them build their personal profile. Students are asked to plan, organize, and lead various activities. They also commit to a minimum of twenty hours of volunteer work in addition to their family obligations, a commitment that allows them to recognize the value of volunteer work and of becoming more responsible. Moreover, this course enables students to express and promote the importance of an active life.

Physical Activity Science 72411
This elective course focuses on the study of movement and the development of motor skills. Through theoretical lessons and practical experiments, students use prior knowledge to conduct basic research and to put together a program for improving their own physical fitness. They study anatomy and physiology as well as the principles of biomechanics related to movement and the development of physical and motor skills. They are also

encouraged to become aware of the relationship between society and culture and sports and physical activities.

Political, Economic and Legal Institutions 43411
This elective course focuses on understanding the development and dynamics of political, economic, and legal institutions in their respective contexts. Students are introduced to the basic concepts and work methods common to three disciplines that study Canadian society—namely political science, economics, and law. The course takes an inductive approach. Student participation is essential, enabling them to learn and to develop the intellectual skills and attitudes common to these three approaches to the study of life in society.

Entrepreneurship 83411
This elective course is designed to foster the development of the entrepreneurial spirit through the acquisition of knowledge and the development of entrepreneurial skills and attitudes. The course focuses on developing enterprising, self-reliant individuals who can make a positive contribution to their community. In this course, students take an active part in creating an innovative entrepreneurial project. This project, which is also a challenge, meets a societal need and involves taking calculated risks. The course promotes experiential teaching, a reflective approach, and cooperative learning. The course consists of ten modules—namely nature of entrepreneurship, profile of an entrepreneur, evaluation of entrepreneurial potential, choosing an entrepreneurial idea, planning and organizing an entrepreneurial project, marketing, operation, human resources, finance, and visions for the future.

Geography 41411
This elective Grade 12 course, as with the Grade 9 geography course, teaches students to interpret territorial issues and build their planetary consciousness. The course is designed to help students develop the ability to apply concepts from geography courses and fundamental knowledge in order to increase their understanding of the contemporary world. The main theme is divided into four sub-themes forming four separate modules: demography, culture, politics, and economy. Throughout the course, students learn to observe, analyze, and interpret, as objectively as possible, demographic and cultural diversity in the contemporary world, and the specificities, relational dynamics, and geographical behaviour of these populations and cultures.

History of Acadia 42411
This elective course allows students to understand their origins and, therefore, to know themselves better. They study the economic development of the Acadian region in the 20th century, in particular that of New Brunswick, where several important institutions that have played a key role in their growth as a community are located—fishing, forestry, pulp and paper, farming, mining, business centres, service centres, and others. The course favours

the teaching of Acadian history “in the plural” [i.e., inclusive of all Acadians (from Nova Scotia and Prince Edward Island) and of all the Acadian regions located in New Brunswick].

Law 86411
This elective course is in conformity with the orientation of the humanities programs. It furthers the intellectual and social development of students. The study of law provides students with an ideal context for learning about their role as citizens by developing their critical-thinking skills and their social conscience. They study the relations between individuals as members of a social group and the relations citizens have with their legal institutions (those of New Brunswick and of Canada as well as those pertaining to international law) and their territory. Similarly, students are asked to assess the rules that govern other societies in the world.

Tourism as a Business 85411
This elective course in tourism is offered to all Grade 12 students and is designed to develop the knowledge, skills, and behaviours needed by students who wish to explore the range of professions related to the tourist industry, the careers related to this industry, and the current industry standards. Students have the opportunity to strengthen their skills in the following areas: critical thinking, communication, problem solving, information organization and management, self-employment, and teamwork. They also have the opportunity to use related technologies to produce their assignments. The course focuses on learning operational procedures specific to this industry, on skills related to career planning and employability, on in-depth knowledge of the eight sectors in tourism, and on tourism planning and development.

Accounting 84411
This elective course allows students to become familiar with accounting terminology and to learn how to prepare simple financial statements with the help of software specific to the field. Accounting software provides students with an opportunity to improve their time-management skills, while spreadsheet programs allow them to learn how to develop and revise financial scenarios quickly and easily. Students learn the basics of taxation as well as the basics of Canadian labour laws, primarily with regards to workers’ salary rights, and second to employer responsibilities towards their employees.

Economy 44411
This elective economics course examines basic economic principles and concepts. Using national and international examples, the course provides students with the knowledge and skills required to understand economic concepts and issues as well as the tools used by economists. Consequently, the course focuses on developing and applying research mechanisms in economics. The course also aims to prepare students to make informed decisions and become responsible citizens, and it offers them the possibility of studying economics according to various methods.

Mathematics 30321
This semester-long course is a logical continuation of Mathematics 30311 and addresses the following themes: complex numbers, matrices, quadratic equations and inequalities, the circle in the Cartesian plane, serials and their functions, demonstrations of triangular geometric proposals, and various metric relations in the circle. As with all mathematics courses taught in New Brunswick, the recommended didactic approach is one that is based on problem-solving activities while creating relationships with everyday life situations, and communicating arguments based on coherent and appropriate reasoning.

Mathematics 30411
This semester-long course, a logical continuation of Mathematics 30321, addresses the analysis of particular functions: cubic, rational, and square root, as well as absolute, exponential, logarithmic, and trigonometric value. As with all mathematics courses taught in New Brunswick, the recommended didactic approach is one that is based on problem-solving activities while creating relationships with everyday life situations, and communicating arguments based on coherent and appropriate reasoning.

Mathematics 30421
This semester-long course, a logical continuation of Mathematics 30411, addresses the following themes: combinatorial analysis and binomial distribution, functional analysis of the full and semi-circle, operations on functions, functional limit, derivative modeling and its associate characteristics, and the application of derivatives related to problems of optimization. As with all mathematics courses taught in New Brunswick, the recommended didactic approach is one that is based on problem-solving activities while creating relationships with everyday life situations, and communicating arguments based on coherent and appropriate reasoning.

Statistics 31411
This semester-long course is offered to students who wish to deepen their understanding of statistics and the influence they have on decisions regarding various issues in daily life. The course is an introduction to the main aspects of statistics—notably populations and statistical variables, survey and sampling methods, constraints and biases, various modes of data representation, digital summaries, standard scales, associations and causality, regression, and predictions associated with regression applications. As with all mathematics courses taught in New Brunswick, the recommended didactic approach is one that is based on problem-solving activities, creating relationships with everyday life situations, and communicating arguments based on coherent and appropriate reasoning.

Visual Arts 91411
This advanced elective course focuses on the creative process and the appreciation methods of students. Students develop their personal style by experimenting with standard practices and techniques in contemporary art, by appropriating and deepening a theme, as

well as by discovering contemporary and past works from local and foreign artists. Students take part in problem-solving activities, work in groups and independently, acquire specialized skills and knowledge, and establish relations between art and society.

Visual and Media Arts 94411
This elective course is based on two main themes: the creation and the appreciation of works of art. Students learn to use various technologies to create individual and collective works. They discover Acadian and Francophone art and artists and then open themselves to art from the rest of the world. From there, they apply an aesthetic appreciation process in order to develop their analytical sense and to become better-informed consumers.

Music 92411
This advanced elective course allows students to deepen their musical knowledge. It focuses on musical culture and the practical application of knowledge of various musical parameters (rhythm, harmony, melody, etc.). Students address the relationship that exists between music and other art forms as well as the place of music in history and culture. They also have the opportunity to appreciate, play, and create music.

Initiation to Drama 93411
This elective course is an introduction to drama. Students learn to create and interpret drama sequences and to appreciate past and contemporary dramatic works by local and foreign playwrights. They develop their creativity, their ability to understand and analyze, their expressive skills, their confidence in front of a large audience as well as a critical mind and, through teamwork, a sense of responsibility.

17. Assessment of Foreign Studies

Students wishing to attend a secondary school in New Brunswick must present their academic record to the school they have chosen. This record is usually assessed by the school, sometimes with the help of the Department of Education.

18. Contact Information

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Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Newfoundland and Labrador

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Part 2 – Summary of Course Content

Part 1 – Summary Statement

1. Introduction

In Newfoundland and Labrador, the Kindergarten to Grade 12 program is the responsibility of the Department of Education. This document addresses both the English and *Français langue première* programs.

The English program is outlined in the Program of Studies (http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html), it is outcomes based and designed to achieve the Essential Graduation Learnings.

The Français langue première program is outlined in the document *Français langue première Liste de matériel didactique autorisé et recommandé, Programmation française* (http://www.ed.gov.nl.ca/edu/k12/french/languepremiere/didactique/index.html), it is outcomes based and designed to achieve *the Résultats d'apprentissage transdisciplinaires.*

The province's education system consists of four anglophone school districts and one provincial francophone school district.

2. Organization of School System

The school year extends from the Tuesday after Labour Day to the Friday of the last full week in June. The length of the school year is 192 teaching days comprising 187 actual instructional days. From the 192 days, there are two non-teaching days for administrative purposes and three professional development/in-service days. These days are to be scheduled by the school districts during the school year. Within the parameters of the opening and closing dates, the school districts set the school calendar for the year.

The senior high school program comprises the final three years of study of a thirteen-year kindergarten to senior high education system. These final three years are referred to as Levels I, II, and III. The program is structured on a course-credit basis, entailing the accumulation of credits over three years or more and culminating in the acquisition of a Senior High Graduation Diploma.

3. Explanation of Terms Used

kindergarten – Children are introduced to formal education through kindergarten, an educational program provided by all primary schools in Newfoundland and Labrador.

primary – This level includes Grades 1 through 3.

elementary – This level includes Grades 4 through 6.

intermediate – This level includes Grades 7 through 9.

senior high – Senior high school generally includes the three years beyond Grade 9 (Levels I, II, and III).

credit – Credit is determined and awarded on the basis of attaining a passing grade in the senior high school courses.

Note:

- A passing grade is 50 on a per cent scale.
- A credit value is awarded as follows:
  - 1 credit for a course designed for a minimum of 55 hours of instruction
  - 2 credits for a course designed for a minimum of 110 hours of instruction

prescribed course – A prescribed course is developed by the Department of Education for implementation in the school system.

pilot course – A pilot course is developed by the Department of Education and implemented in a number of schools on a trial basis for evaluation as a possible prescribed course.

district/local course – A district/local course is one that is developed at the school or district level and whose content focuses on a local region of the province and/or has some unique orientation deemed important for local students. District/local courses have to meet criteria established by the department and be approved by the department.

Pathways to Graduation – Pathways is a method to plan educational programs to meet the individual needs of all students. Pathways tailors the curriculum so that every child can be successful. When the needs of a student are not met by the provincial curriculum, an Individual Support Services Plan (ISSP) is needed. Pathways is the framework schools use to develop and carry out the educational part of the ISSP.

Pathway 1 refers to the provincial curriculum for a course or subject. The majority of students in the province follow Pathway 1 for most subject areas.

Pathway 2 refers to the provincial curriculum, but the student requires accommodations or support (e.g., different teaching methods, materials, classroom environment, evaluation, or time) to meet the required outcomes for each course/subject.

Pathway 3 refers to the provincial curriculum being modified. The general intent remains the same, but

- some outcomes are changed; and/or
- some outcomes are removed; or
- some outcomes are added.

Pathway 4 refers to a subject/course that is

- based on the prescribed curriculum but is changed so that it no longer resembles the prescribed subject/course; or
- in an area of need where there is no prescribed course (e.g., organizational skills).

Pathway 5 refers to a program that is totally different from the provincial curriculum; academics are only a small part. The main focus of an alternate curriculum may be daily living skills.

modified course – A modified course is a provincially prescribed course that has been modified as outlined above in Pathways 2.

alternate course – An alternate course is one that is not part of the provincially prescribed curriculum as outlined in Pathways 4. A student may receive up to 4 credits in the high school program for alternate courses. These credits, while counting towards the total required for graduation, do not satisfy a specific graduation requirement (i.e., an alternate mathematics course does not count towards the 4 mathematics credits required for graduation).

4. Course Designation

At all levels prior to senior high, courses are named and assigned a number corresponding to the grade level (e.g., Mathematics, Grade 7).

At the senior high level, courses are identified by name and are also assigned a six-digit course code.

first two digits – The first two digits indicate the subject code (e.g., 06 indicates French).

Code	Subject Area		Code	Subject Area
01	Art		16	Guidance
02	Economic Education		17	Foreign Language
05	Family Studies		18	Native Language
06	French		19	Media
07	Health		21	Français langue première
08	Technology Education		30	Co-operative Education
09	Mathematics		50	General Education
10	Music		64	Science
12	Physical Education		70	Alternate Course
13	Religious Education		94	Language Arts
15	Social Studies			

third digit – A 1, 2, 3, or 4 denotes course level, where 1, 2, and 3 designate secondary-level courses, and 4 designates advanced courses (normally Advanced Placement).

fourth digit – The fourth digit is the credit value (i.e., the number of credits awarded for successful completion of the course).

fifth digit – A digit from 0 to 9 denotes the type of course.

The following course types are presently designated:

0	prescribed courses for students throughout the province
1	pilot courses approved on a trial basis for evaluation as possible prescribed courses
2	District/local courses approved for particular districts (includes Advanced Placement courses)
3	prescribed courses for students in French First Language or French Immersion
4	pilot courses approved on a trial basis in French First Language or French Immersion
5	District/local courses approved in French First Language or French Immersion
6	prescribed courses modified by reducing depth of treatment and/or deleting certain curriculum outcomes (Pathway 3)
7	alternate courses studied by individual students (Pathway 4)
8	prescribed courses modified by extending depth of treatment and/or adding curriculum outcomes, particularly International Baccalaureate courses
9	courses transferred into the high school system from outside (e.g., course transferred from another province). In these cases, the credit is awarded, but no mark is awarded.

sixth digit – A digit from 0 to 9 distinguishes courses in a subject area having the same level, credit value, and type.

5. Time Allotments and Course Load

For both the intermediate and senior high levels, the number of instructional days is 187, with each day having five hours.

Recommended Time Allotments for Intermediate School (English Program)

Subject	Percentage of Instructional Time
English Language Arts	20 per cent
Mathematics	18 per cent
Science	10 per cent
Social Studies	10 per cent
French	10 per cent
Religious Education	8 per cent
Technology Education/Industrial Arts, Home Economics	8 per cent
Physical Education	6 per cent
Music and Art	5 per cent
Health	5 per cent

Recommended Time Allotments for Intermediate School (Français langue première Program)

Subject	Percentage of Instructional Time
Français	24 per cent
Mathematics	18 per cent
Science de la nature	10 per cent
Social Studies	10 per cent
English	14 per cent
Religious Education	8 per cent
Physical Education	6 per cent
Music and art	5 per cent

Subject	Percentage of Instructional Time
Health	5 per cent

At the senior high level, allotment and course load are dictated by graduation requirements (see Section 8) and student choice. One credit is awarded for courses designed for a minimum of 55 hours of instruction, and 2 credits are awarded for courses designed for a minimum of 110 hours of instruction. A typical course load for students is 14 credits per year.

6. Curriculum Organization

At the intermediate level (Grades 7–9), there is no academic or general program; the curriculum is designed to prepare all students to enter high school at the end of Grade 9.

At the senior high school level, the curriculum is organized to provide three years of study, and there is opportunity for students to take general, academic, and advanced courses in some curriculum areas.

English Language Arts

The high school English language arts program offers choices to students at the general and academic levels.

The usual progression through the English language arts curriculum is as follows:

	Progression (from left to right)		
General	1202	2202	3202
Academic	1201	2201	3201
Other Language Arts Courses	English 1200 (general) Writing 2203 Drama 2206 World Literature 3207		

Mathematics

The mathematics program offers students choices at the general, academic, and advanced levels.

In Level I, a student who starts on a general program will take Mathematics 1206. A student who wishes to pursue an academic or advanced mathematics program will take Mathematics 1204. The normal course sequence for each mathematics stream is shown; however, it is possible for a student to move from one stream into another.

The usual progression through the mathematics curriculum (English Program) is as follows:

<table>
<tr><th></th><th colspan="4">Progression
(from left to right)</th></tr>
<tr><td>General</td><td>1206</td><td>2206</td><td>3206</td><td></td></tr>
<tr><td>Academic</td><td rowspan="2">1204</td><td>2204</td><td>3204</td><td>3103</td></tr>
<tr><td>Advanced</td><td>2205</td><td>3205</td><td>3207</td></tr>
</table>

Note:

- Mathematics 3103 does not have to be done after Mathematics 3204 and is normally completed concurrently with Mathematics 3204.
- Mathematics 3205 and 3207 can be completed concurrently.

The usual progression through the mathematics curriculum (Français langue première Program) is as follows:

<table>
<tr><th></th><th colspan="4">Progression (from left to right)</th></tr>
<tr><td>Général</td><td>1233</td><td>2233</td><td>3233</td><td></td></tr>
<tr><td>Académique</td><td rowspan="2">1231
1232</td><td>2231</td><td>3231</td><td rowspan="2">3245</td></tr>
<tr><td>Avancé</td><td>2232</td><td>3232</td></tr>
</table>

Note:

- Mathématiques 1233 is prerequisite to Mathématiques 2233 and 3233 (credits must be obtained the credits for Mathématiques 1233 before a student can attempt Mathématiques 2233 or 3233)
- Mathématiques 1231 is prerequisite to Mathématiques 2231, 2232, 3231 and 3232 (credits must be obtained for Mathématiques 1231 before a student can attempt Mathématiques 2231, 2232, 3231 or 3232).

Note: Implementation of a new mathematics curriculum for Newfoundland and Labrador started in September 2008. The province has adopted the recently developed Western and Northern Canadian Protocol (WNCP) mathematics curriculum framework in K–9. It will be implemented on the following schedule:

2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
K, 1, 4, 7	2, 5, 8	3, 6, 9, 10	11	12

The high school (Grades 10–12) curriculum will be implemented as per this schedule; however, it may not be an exact match to the WNCP framework.

Science

The high school science program offers choices to students at the general and academic levels.

In Level I, a student who starts on a general program will take Science 2200. A student who wishes to pursue an academic science program will take Science 1206 in Level I, and in subsequent years, will choose from biology, chemistry, physics, and/or Earth systems.

English Program	**Progression (from left to right)**	
General	Science 2200 Science 3200	
Academic	Science 1206	Biology 2201/3201 Chemistry 2202/3202 Physics 2204/3204 Earth Systems 3209
Other Science Courses	Environmental Science 3205	

Français langue première Program	**Progression (from left to right)**	
Académique	Sciences intégrées 1236	Biologie 3231 Chimie 2239/3239 Physique 2234/3234
Other Science Course	Sciences de l'environnement 3235	

7. Testing and Grading Practices

At the senior high level, credit is awarded for courses in which a student achieves at least 50 per cent.

Except for Level III courses for which there is a provincial examination (public examination), credit is awarded solely on the basis of a school-based evaluation. Such evaluations are subject to the evaluation policy established by each school district.

The following courses are subject to a provincial examination that is administered in June:

- English 3201
- Physics 3204
- Mathematics 3204
- Earth Systems 3209
- Mathematics 3205
- World History 3201/ Histoire mondiale 3231*
- Mathématiques 3231
- World Geography 3202
- Biology 3201/Biologie 3231*
- French 3200
- Chemistry 3202
- Français 3202

* These two examinations are available in French and administered to French First Language and/or French Immersion students.

For courses subject to a public examination, the student's final mark is determined by averaging the mark submitted by the school with the mark achieved on the public examination. Public examinations are written in June and marked by a panel of practising teachers after the school year has ended. The final marks for these courses are communicated to students upon release of high school transcripts (mid-July).

Although high schools will generally provide students with report cards at the end of the school year, the high school transcript is issued by the Department of Education. Marks for public examination courses appearing on the high school report card are the marks submitted by the school to be averaged with the public examination mark. They are not final marks for these courses.

8. Requirements for Graduation

Graduation Requirements for English Program

Requirement Groups		Number of Credits Required
Language Arts	English Language Arts	6 credits
	Optional Language Arts	2 credits
Mathematics		4 credits
Science		4 credits
Social Studies	World Studies	2 credits
	Canadian Studies	2 credits
Career Education (Career Development 2201)*		2 credits
Fine Arts (Art, Music, Theatre Arts)		2 credits
Physical Education		2 credits
Other Required Credits (Enterprise Education, French, Religious Education, Technology Education, Family Studies)**		4 credits
Any Subject Area		6 credits
Total		36 credits

* This requirement (course) includes a community contribution component.
** Students must complete courses from any **two** of the categories; however, students may use 4 French credits to fulfill this requirement.

Note:

- At least 20 of the total credits must be obtained beyond Level I.
- At least 9 of the total credits must be beyond Level II. At least 5 of these credits must be attained in the Newfoundland and Labrador Senior High School Program.
- A student cannot use more than 4 local course credits (including alternate courses) to contribute to the 36 credits needed to graduate. AP and CO-OP courses are excluded from the maximum of 4.

Graduation requirements for Français langue première Program

Requirement Groups		Number of credits required
Language Arts	Français	6 credits
	English	2 credits
Mathematics		4 credits
Sciences		4 credits
Social Studies	World Studies	2 credits
	Canadian Studies	2 credits
Career Education (Carrière et vie 2231)*		2 credits
Fine Arts (Art, Music)		2 credits
Physical Education		2 credits
Other Required Credits (Entrepreneurship, Religious Education, Technology Education, Family Studies)**		4 credits
Any Subject Areas		6 credits
Total		36 credits

*This requirement (course) includes a community contribution component.
** Students must complete courses from any **two** of these categories.

Notes:

- at least 20 credits must be obtained beyond Level I, and
- at least 9 of the total credits must be beyond Level II. At least five (5) of these credits must be attained in the Newfoundland and Labrador Senior High School Program.
- a student cannot use more than 4 local course credits (including alternate courses) to contribute to the 36 credits needed to graduate.

Graduation Status

Graduation with HONOURS Status (English Program)

The student must complete the graduation requirements for high school as set down by the Department of Education and obtain credits in the following subject areas, from the courses listed, with an overall average of not less than 80 per cent.

English	English 3201
Mathematics	Mathematics 3204 or 3205 or 3207
Science	Biology 3201, or Chemistry 3202, or Physics 3204, or Earth Systems 3209
Social Studies (or French)	World Geography 3202, or World History 3201, or Histoire mondiale 3231, or French 3200, or French 3201, or Accelerated French 3203, or Français 3202
Electives	Two credits chosen from the previous subjects or from additional 3000- or 4000-level courses approved by the Department of Education for certification purposes. (English 3202, Mathematics 3206, Science 3200, and World Geography 3200 cannot be used as elective credits for the purpose of calculating an average for Academic or Honours status.)

Note: For the purpose of achieving the 80 per cent average, each 2-credit course will be entered twice and each 1-credit course (if any) will be entered once. The total marks will then be divided by 10.

Example:

Course	Mark	Calculation
English 3201	78	78 x 2 = 156
Mathematics 3204	82	82 x 2 = 164
Chemistry 3202	75	75 x 2 = 150
World History 3201	78	78 x 2 = 156
Mathematics 3103	88	88 x 1 = 88
Communications Technology 3104	90	90 x 1 = 90
Average		804 ÷ 10 = **80.4**

To graduate with Honours status, a student must also receive credit for Science 1206.

Graduation with Mention Avancée (Français langue première Program)

The student must have completed the graduation requirements for high school as set down by the Department of Education and obtained credits in the following subject areas, from the courses listed, with an overall average of not less than 80 per cent.

Français	Français 3230
Mathematics	.Mathématiques 3231 **or** 3232 **or** 3245
Sciences	Biologie 3231, **or** Chimie 3239, **or** Physique 3234
Social Studies (or English)	Histoire mondiale 3231 or any English Level III course
Electives	Two credits chosen from the subjects above or from additional 3000 or 4000 level courses approved by the Department of Education for certification purposes.

Note: For the purpose of achieving the 80 per cent average, each 2-credit course will be entered twice and each 1-credit course (if any) will be entered once. The total marks will then be divided by 10.

Example

Course	**Mark**	**Calculation**
Français 3230	78	78 x 2 = 156
Mathématiques 3231	82	82 x 2 = 164
Biologie 3231	75	75 x 2 = 150
Histoire mondiale 3201	78	78 x 2 = 156
Enseignement religieux 3131	88	88 x 1 = 88
Enseignement religieux 3136	90	90 x 1 = 90
Average		804 ÷ 10 = **80.4**

To graduate with Mention Avancée, a student must also receive credit for Sciences intégrées 1236.

Graduation with ACADEMIC Status/ Mention Académique

The student must meet the same subject area/course criteria as for Honours status but with an overall average of not less than 50 per cent.

To graduate with Academic status/Mention Académique, a student must also receive credit for Science 1206/Sciences intégrées 1236.

Graduation with GENERAL Status/ Mention Générale

A student is awarded General high school graduation status if the student meets the minimum graduation requirements but does not meet the additional requirements for Academic/ Académique or Honours/ Avancé graduation.

Graduation with French Immersion Designation

A student enrolled in the French immersion program must meet at least minimum graduation requirements and attain 6 credits in Français courses plus 6 additional credits in courses studied in French. Successful completion is indicated on the transcript and diploma as French Immersion Designation.

9. Prerequisites and/or Co-requisites

Mandatory Sequences

Although very few courses have strict prerequisites, mandatory sequences have been developed in many subject areas. A mandatory sequence states that within a specific subject area, no course in a sequence may be done for credit if credit has already been awarded in a previous term for any other courses occurring later in the sequence (i.e., earlier courses may be awarded credit only if done concurrently or in this mandatory sequence). This does not mean, however, that all courses in a sequence must be done.

This means that credit will **not** be awarded for courses in Column 1 if credit has already been awarded for any of the courses in Column 2 in the same row. This does not mean, however, that courses in Column 1 have to be done in order to receive credit for those in Column 2.

Column 1	Column 2
English 1200[1]	English 1202, 2202, 3202, 1201, 2201, 3201
English 1202	English 1201, 2201, 3201
English 2202	English 2201, 3201
English 3202	English 3201

[1] English 1200 is intended for those students in the general English stream who require additional supports to develop the skills and strategies needed for senior high English courses. If selected, this course must be completed before or concurrently with English 1202 and credit cannot be awarded for English 1200 with any academic English course.

English as a Second Language ESL 1205	English as a Second Language ESL 2205, 3205, 3225
English as a Second Language ESL 2205	English as a Second Language ESL 3205, 3225
Science 2200	Science 1206, 1216 Biology 2201, 2211, 3201, 3211, 2231 Biologie 3231 Chemistry 2202, 2212, 3202, 3212 Chimie 2239 Physics 2204, 2214, 3204, 3214 Physique 2234 Earth Science 2223 Earth Systems 3209
Physical Science 2205	Science 1206, 1216 Sciences intégrées 1236 Chemistry 2202, 2212, 3202, 3212, Chimie 2239, 3239 Physics 2204, 2214, 3204, 3214, Physique 2234, 3234
Biology 3201, 3211, Biologie 3231	Biology 4221
Chemistry 3202, 3212	Chemistry 4222
Physics 3204, 3214	Physics 4224
Mathematics 1204	Mathematics 1201, 1300, 2200, 2201, 2204, 2205, 3200, 3201, 3204, 3205, 3207
Mathematics 1206	Mathematics 1201, 1204, 1300, 2200, 2201, 2204, 2205, 3200, 3201, 3204, 3205, 3207
Mathematics 2204	Mathematics 2200, 2201, 2205, 3200, 3201
Mathematics 3204	Mathematics 3200, 3201, 3205
Mathematics 2205	Mathematics 2200, 2201, 3200, 3201
Mathematics 3205	Mathematics 3200, 3201, 4225
Mathematics 2206	Mathematics 2204, 2205, 3204, 3205, 3207, 3200, 3201
Mathematics 3206	Mathematics 3200, 3201, 3204, 3205, 3207
Mathematics 3207	Mathematics 3105, 4225
Techniques informatiques appliquées 1136	Techniques informatiques appliquées 2136
Computer Technology 3220	Computer Science 4220

Core French 2200	Accelerated French 2203, 3203 Core French 3200, 3201 AP 4220 Français 1202, 2202, 3202
Accelerated French 2203	Core French 3200, 3201 Accelerated French 3203, AP French 4220 Français 1202, 2202, 3202
Core French 3200	Core French 3201 Accelerated French 3203 AP 4220 Français 1202, 2202, 3202
Core French 3201	AP French 4220 Français 1202, 2202, 3202, 3203
Français 1202	AP French 4220 Français 2202, 3202
Français 2202	AP French 4220 Français 3202
Ensemble Performance 1105	Ensemble Performance 2105, 3105
Ensemble Performance 2105	Ensemble Performance 3105
Applied Music 2206	Applied Music 3206
Microeconomics 4128	Macroeconomics 4129

Courses in Conflict

There exist some courses for which students are unable to receive credit if credit is received for another course. The following are other more general cases that cause course conflicts:

- A student enrolled in a pilot course cannot receive credit for its prescribed counterpart.
- Courses offered in French (courses with the third digit of 3, 4, or 5) are in conflict with their English counterparts and are subject to the same regulations regarding other course conflicts, mandatory sequencing, and prerequisites.
- A student cannot receive credit for a regular and an enhanced version of the same course.
- When a student successfully completes a prescribed course after receiving credit for a modified version of the course (course with the third digit of 6), the student will lose credit for the modified course.

Note: Credit cannot be received for two courses that have a significant overlap of course content. In cases where such courses are successfully completed, credit will be awarded for

the higher-level course. For example, if a student receives credit for English 1202 and then proceeds to receive credit for English 1201, the student will lose the credit for English 1202.

Conflicting Courses

- English 1200 and 1201, 2201, and 3201
- English 1202 and 1201
- English 2202 and 2201
- English 3202 and 3201
- Core French 2200 and Accelerated French2203
- Core French 3200 and Accelerated French3203
- Accelerated French 2203 and Français 2202
- Accelerated French 3203 and Français 3202
- Mathematics 1206 and 1204
- Mathematics 2204 and 2205 and 2206
- Mathematics 3204 and 3205 and 3206
- Mathematics 3103 and Mathematics 3207
- Science 1206 and Science 2200
- Science 1206 and Science 3200
- World Geography 3200 and 3202

Prerequisite Courses

Some courses by their very nature have prerequisite courses. The course subject content (knowledge, skills, and processes) of a lower-level course is foundational and, therefore, necessary to ensure success in the higher-level course. A student must successfully complete the lower-level course prior to being enrolled in, and awarded credit for, the higher-level course.

A student must successfully complete the course(s) in Column 1 prior to receiving credit for the course(s) in Column 2. (In some cases, the courses may be taken concurrently.)

Column 1	Column 2
Core French 3200	Core French 3201
Chemistry 2202	Chemistry 3202
Physics 2204	Physics 3204
Mathematics 1204	Mathematics 2204 or 3204 or 2205 or 3205
Mathematics 2204 or 2205 **and** Mathematics 3204 or 3205	Mathematics 3207
Mathematics 1206 or 1204	Mathematics 2206 or 3206

Credit must be obtained for the highest-level provincially prescribed course in a subject area before credit will be awarded for the Advanced Placement course in that subject area; therefore, the following prerequisites exist:

Column 1	Column 2
Art 3200	Studio Art 4220
English 3201	Literature and Composition 4222
Mathematics 3205	Mathematics 4225
Biology 3201	Biology 4221
Chemistry 3202	Chemistry 4222
Physics 3204	Physics 4224
World Geography 3202	Human Geography 4220
World History 3201	European History 4225 Comparative Government & Politics 4227

Note:

- It is strongly recommended that students take Science 1206/Sciences intégrées 1236 before they attempt any of the academic science courses (biology, chemistry, physics, or Earth systems). Science 1206/Sciences intégrées 1236 content is essential before attempting Chemistry 2202/Chimie 2239 or Physics 2204/Physique 2234.
- In extenuating circumstances, a student may be granted an exemption for a prerequisite course that cannot be obtained. To avail the student of such an exemption, the student must demonstrate that he or she has the knowledge and/or skills required to complete the higher-level course. The student would demonstrate the required competence by successfully passing a comprehensive evaluation (normally an examination) based on the outcomes of the lower-level course. The responsibility for this evaluation rests with district office personnel who may, at their discretion, transfer this responsibility to the school principal.

10. Other Types of Programs

Adult Basic Education (ABE)

The Adult Basic Education (ABE) program is designed to give adults an opportunity to complete their high school education. ABE is offered at the College of the North Atlantic and at approved private training institutions. Students graduating from the ABE Level III program are awarded an ABE Diploma that is considered as High School Equivalency.

Students who are a minimum of one year beyond the school-leaving age or have been out of school for at least one year and need 6 or fewer credits to graduate may transfer credits from the ABE program back to high school, where equivalencies exist.

11. Assessment of Out-of-Province and/or Foreign Studies

The school, on the student's behalf, is required to provide official transcripts of final results in all courses or examinations for which transfer of credit is being requested. In the case of studies completed outside of Canada, the official results must be accompanied by the pertinent program of studies or course catalogue containing descriptions of the courses and program.

Note: All foreign documentation must be translated into English by a suitable translator. The translation cannot be done by either the student or an immediate family member.

Credit is awarded on the basis of certified successful completion of studies in other jurisdictions.

Students transferring from outside the province must attain at least 5 Level III credits in the provincial senior high school program in order to graduate.

When courses are transferred into the Senior High School Certification System from elsewhere, students are awarded credits, but marks are not recorded. However, for purposes of determining Honours standing, a school may submit evidence, prior to graduation, demonstrating that the student is achieving at a level comparable to that of other students eligible for honours status in the school. In such cases, particular required courses may be omitted from the averaging in the calculation of Honours standing.

While requests for the transfer of credit may be reviewed, and tentatively evaluated in advance, such transfer credits awarded are conditional upon the student's ultimate achievement of credits directly in the Newfoundland and Labrador High School System.

Part 2 – Summary of Course Content

Note: In cases where the same course content is offered in English and French, the course code for both the English and French versions of the course are listed together. The name of the course appears in English and in French. In cases where there are courses offered in French for which there is no English equivalent, the courses are listed at the end of the specific discipline course listing.

12. English (First Language)

Intermediate

At the intermediate level, the English language arts curriculum is designed to develop students' knowledge and strategies in speaking, listening, reading, viewing, writing, and other ways of representing meaning.

Senior High

English 1200 (94 1200)
This course is an optional course aimed at addressing the needs of students entering senior high schools who

- lack sufficient skills and strategies to handle the reading and writing demands of senior high school courses
- have not developed the reading strategies that enable them to decode, interact with, retain, interpret, or reconstruct print
- may have learning disabilities, mild cognitive delay, or no causative disability but are disabled by a lack of literacy skills
- may be characterized by a lack of motivation and interest, avoidance of print and reading tasks, very low self-esteem, and dependence on external clues, classmates, and teachers for any successful interpretation of print

Specific curriculum outcomes and suggestions for teaching and learning are organized around three main reading functions: reading and writing to learn, reading and writing to function in society, and reading and writing to satisfy personal interests.

English 1201 (94 1201)
This course is an academic course designed for the majority of students entering Level I of senior high school. The study of language and experiences with a broad range of literature and media texts will enable students to reflect on their own learning strategies as they continue to develop confidence as language users. The study of texts includes a cross-section of articles, poetry, short prose, plays, novels, and visuals, and focuses especially on identities—understanding ourselves, our communities, and our cultures. While opportunities are provided for students to develop imaginative,

narrative, and poetic texts, there is a focus on reflective journal responses, reports, editorials, and argumentative/persuasive essays reflecting evidence of research. English 1201 also emphasizes proficiency in the use of oral language for a variety of purposes.

English 1202 (94 1202)
This course is designed for students entering senior high school who have demonstrated difficulties with reading, writing, speaking, and listening. The pace, scope, emphases, and resources of English 1202 will allow students to build on their ability to read, view, and respond to a variety of texts and to express their ideas and understandings through writing, speaking, and other ways of representing meaning. It is especially important that experiences in this course be based on the interests, abilities, and learning needs of the students.

English 2201 (94 2201)
This course is an academic course intended for students whose goals include post-secondary academic study. English 2201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to give detailed accounts of complex and sophisticated texts. Students are required to examine and evaluate ideas and style in materials studied and in their own work. Students are also expected to express themselves precisely and to use technology and multimedia applications to solve problems and conduct inquiries.

English 2202 (94 2202)
This course is intended for students who continue to demonstrate difficulty with reading, writing, speaking, and listening. English 2202 engages students in practical and interesting learning experiences closely related to their lives and to the work they will experience as adults. These experiences are, as much as possible, based on the interests and abilities of the students, thereby providing support to meet their individual and diverse learning needs.

English 3201 (94 3201)
This course is an academic course intended for students whose goals include post-secondary academic study. English 3201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to respond to complex and sophisticated texts orally and through writing and other ways of representing.

English 3201 places greater emphasis on exposure to and use of a wide variety of forms, including

- poetry (elegy, epic, sonnet, pastoral, free verse)
- prose (allegory, biography, novels, short stories, literary essays)
- drama (scripts, live drama, modern and classical plays)
- essays, reports, research papers, editorials
- multimedia, electronic mail, Internet texts

English 3202 (94 3202)
This course is intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. Experiences in this course should be based on the interests and abilities of the students and should provide support to meet their individual and diverse learning needs.

Writing 2203 (94 2203)
This course is designed to accommodate a wide range of student interests and abilities. It offers students an opportunity to explore writing as a means of personal expression as well as a method of communication. The course provides opportunities for students to develop a portfolio of written products under the following categories:

- transactional writing, including electronic texts (e.g., essays, letters, editorials, e-mail, Web pages)
- poetic writing (e.g., poems, short stories, one-act or multi-act plays; radio, video, or television scripts)
- expressive writing (e.g., journals, letters)

Drama 2206 (94 2206)
Drama 2206 involves students in the creation and the appreciation of the dramatic art forms while also offering students the opportunity to develop their communication skills.

By emphasizing the process of drama instead of the final product, this course is designed to focus upon the personal development of the student. Students will engage in improvisation, movement, speech, and scene work. There will also be a written aspect to this course. Collaborative interaction is a primary focus in this course. Students will be encouraged to work together to share ideas, solve problems and create meaning.

World Literature 3207 (94 3207)
World Literature 3207 encompasses a broad range of genres: drama, visual texts, novels, short stories, poems, and folk literature. Students will study representative literary works from a wide variety of cultures and historical periods. A focus of the course will be placed upon traditional and contemporary myths, legends and folktales. Students will also be expected to read longer works as part of the course. World Literature is a process oriented course without examinations.

The purpose of this course is to explore the continuum between the traditional and the contemporary. World Literature 3207 invites students to study and respond to classical and contemporary texts. Through reading and responding to such literature, students should gain a greater understanding and appreciation for the stories that have informed and entertained readers and listeners for centuries. Students should come to recognize common themes that reside throughout global literature.

13. Français (Langue première)

The Français Langue Première (FLP) program is designed for francophones who want their children to receive their education in French. This program strives to attain the Essential Graduation Learnings as formulated by the province, but it has the additional mandate of maintaining and developing the French language skills and the cultural heritage of the francophone minority of the province.

In the FLP program, instruction is in French for all subjects at all grade levels except for the teaching of English. The curriculum is designed for francophones in a minority setting.

Other courses (third digit of 3, 4, or 5 in the course code for prescribed, pilot, or local course) generally cover the same material as the corresponding English language courses, but French curriculum materials are used and all instruction and evaluation are in French. Such a program accords priority to French as

- the primary language of instruction
- a vehicle for the transmission of French-Canadian culture
- the language of communication both internally and externally

Language proficiency is an important aspect of the FLP program. The linguistic objectives are the mastery of French as a first language and the mastery of English as a second language. Learning resources are authorized from kindergarten to Level III. These resources are listed in a document entitled Français langue première *Liste du matériel didactique autorisé et recommandé Programmation française* http://www.ed.gov.nl.ca/edu/k12/french/languepremiere/didactique/index.html. Educators should refer to this publication for a complete listing of authorized resources for the FLP program.

Français

Intermediate

At the intermediate level, the curriculum is designed to develop listening, speaking, reading, and writing skills. To achieve this, four major outcomes are specified and students are expected to be able to do the following:

- to listen to and understand the spoken language, to be effective in oral communication, and to read and write, taking the knowledge specific to the French language into account
- to use the language to organize their thoughts and to reflect their experiences so they can develop new ways of seeing and understanding the world

- to become acquainted with and appreciate oral and written works of their community and of the worldwide francophone community
- to develop positive attitudes towards language, communication, and literature

Senior High

Français 1230/2230/3230 courses include French language and literature for French first language. The aim of this program is to develop listening, speaking, reading, and writing skills. To achieve this, four major outcomes are specified and students are expected to be able to do the following:

- to listen to and understand the spoken language, to be effective in oral communication, and to read and write, taking the knowledge specific to the French language into account
- to use the language to organize their thoughts and to reflect their experiences so they can develop new ways of seeing and understanding the world
- to become acquainted with and appreciate oral and written works of their community and of the worldwide francophone community
- to develop positive attitudes towards language, communication, and literature

Français 1230 (21 1230) under review – new implementation 2010

Français 2230 (21 2230) under review –new implementation 2011

Français 3230 (21 3230) under review –new implementation 2012

14. English (Second/Additional Language)

ESL programs are intended for students whose first language is not English and who are unable to benefit fully from regular classroom instruction because of a lack of comprehension or facility in English. The intent of this type of program is to enable these students to develop the necessary English language skills to function adequately in school and in the community.

The ESL course offerings at the senior high level are language (1205/2205/3205) and literature (3206) based. The language courses range from beginner through intermediate to low advanced, while the literature course is designed to help prepare ESL students with English 3201, which is required for entry into many post-secondary institutions.

15. French (Second/Additional Language)

Intermediate

The intermediate Core French program is defined by learning outcomes for each of Grades 7, 8, and 9. It is organized to build on student experiences in the elementary program and to prepare students for the challenges of the senior high program.

The primary purposes of intermediate Core French courses are developing proficiency in the oral language and learning about the francophone way of life. Therefore, in skill development, major emphasis is accorded to listening and speaking; reading and writing are important, but they serve to complement and reinforce listening and speaking skills. To ensure students have maximum opportunity to hear and use French, teachers should make it the language of the class, including all aspects of administration and operation in addition to instruction.

Students practise language in formal learning contexts and use it in functional learning contexts. Teachers should, therefore, ensure students have appropriate language practice and content to meet their communication needs.

Senior High

The following courses are intended for students who are learning French as a second language. They are not appropriate for students who have received their earlier education in a French milieu.

French 2200 (06 2200)
This course is intended to develop students' ability to acquire information and communicate their needs, desires, and ideas in French. Topics treated include family, home, friends, leisure activities, and daily schedule.

French 3200 (06 3200)
This course continues the development of language proficiency in French by having students use the language in meaningful contexts to make sense of events, tasks, and activities. Topics explored include family relationships, school, career options, part-time work, media, travel, individual responsibilities, stress, and social concerns. This course includes a fifteen-minute oral proficiency interview as part of student assessment. French 3200 provides the necessary language base to enable students to study French 3201.

French 3201 (06 3201)
This course is structured around the study of content that reflects francophone culture. French is the language of instruction and the language in which students discuss, read, and write about content.

Expanded Core French Program

In addition to Core French, schools may choose to offer an expanded Core French program. In this program, students enroll in accelerated Core French courses and in courses chosen from other subject areas also studied in French. Summaries of these courses are found in the French Immersion section of the *Program of Studies*. Schools that wish to offer an expanded Core French program are advised to consult with the appropriate personnel at the district level.

Accelerated French 2203 and 3203 are designed to be offered as part of an expanded Core French program. In the Accelerated French courses, students are expected to meet the outcomes stated for French 2200 or 3200 and to achieve additional outcomes in each of the five organizational strands (communicating, understanding cultural influences, acquiring information, using language-learning strategies, and experiencing creative works). The accelerated nature of these courses is also evident in the depth and breadth of topics studied.

Accelerated French 2203 (06 2203)
This course is designed to be offered to students who are in the first year of the program. Topics include health and recreation, education, advertising, the arts, travel and tourism, and the francophone world.

Accelerated French 3203 (06 3203)
This course is usually offered to students who are in the second year of the program. Topics include the environment, science and technology, the francophone world, criminal justice, and the media.

16. French (Immersion)

French immersion consists of programs and courses designed for English-speaking students in which French is the language of instruction and, as much as possible, the means of communication in the classroom. French immersion serves to achieve the Essential Graduation Learnings.

In Newfoundland and Labrador, two options in French immersion studies are available: Early French Immersion (EFI) and Late French Immersion (LFI).

Early French Immersion – EFI extends from Kindergarten to Level III, beginning at the kindergarten level with approximately 100 per cent of instruction in French. With the introduction of English language arts in Grade 3, and other subjects in English in later grades, the percentage of instructional time in French decreases throughout the years of schooling.

Recommended percentage of time for French instruction:

Year	Recommended Time
Kindergarten	100 per cent
Grade 1	100 per cent
Grade 2	100 per cent
Grade 3	80 per cent
Grade 4	80 per cent
Grade 5	70 per cent
Grade 6	65 per cent
Grade 7	30 per cent
Grade 8	30 per cent
Grade 9	30 per cent
Grade 10	30 per cent
Grade 11	30 per cent
Grade 12	30 per cent

Late French Immersion – LFI extends from Grade 7 to Level III with approximately 75 per cent of instruction in French in Grades 7 and 8. The percentage of instruction in French decreases throughout the years of schooling.

Recommended percentage of time for French instruction:

Year	Recommended Time
Grade 7	75 per cent
Grade 8	75 per cent
Grade 9	30 per cent
Grade 10	30 per cent
Grade 11	30 per cent
Grade 12	30 per cent

It is recommended that French immersion students complete these courses in the following learning sequence: Français 1202, Français 2202, Français 3202. Students who receive credit for any senior high Français course may not also receive credit for any

senior high Core French course. Students concluding their French immersion studies at the intermediate level may receive credit for senior high Core French courses.

To obtain French Immersion Designation on the provincial diploma and transcript, a student must successfully complete 6 credits of Français and 6 additional credits for courses taught in French.

Français 1202 (06 1202)
This course is a language-development course. The course also offers students the opportunity to develop an understanding of the behaviour patterns of people comprising la francophonie. Using literary works that explore aspects of la francophonie and writings on topical issues, the course aims to develop and refine communications skills and to provide insight into the linguistic and cultural reality of francophones in Canadian regions.

Français 2202 (06 2202)
This course is a language-development course. The course also offers students the opportunity to develop an understanding of the behaviour patterns of people comprising la francophonie. Using literary works that explore aspects of la francophonie and writings on topical issues, the course aims to develop and refine communications skills and to provide insight into the linguistic and cultural reality of francophones in Québec.

Français 3202 (06 3202)
This course is a language-development course. The course also offers students the opportunity to develop an understanding of the behaviour patterns of people comprising la francophonie. Using literary works that explore aspects of la francophonie and writings on topical issues, the course aims to develop and refine communications skills and to provide insight into the linguistic and cultural reality of francophones in other countries.

17. Mathematics

Intermediate

At the intermediate level, the mathematics program helps students develop the mathematical literacy essential to productive citizenship in a scientific and technological society. Students continue to develop specific skills and strategies for mathematical problem solving. These skills and strategies are applied as part of the consolidation of the concepts and skills of the real number system and measurement and the development of introductory algebra, informal geometry, and basic descriptive statistics.

Senior High

The mathematics program offers choice to students at the general, academic and advanced levels. In Level I, a student who starts on a general program will take Mathematics 1206. A student who wishes to pursue an academic or advanced mathematics program will take Mathematics 1204.

Academic Mathematics

Mathematics 1204 (09 1204)
This course is intended for all students who plan to do academic or advanced mathematics at Level II. Mathematics 1204 is designed to accommodate the majority of students coming from the intermediate mathematics program. Success in Mathematics 1204 is unlikely if a student has not successfully completed Grade 9 mathematics; however, it is important that decisions regarding placement in courses be done by looking at individual student profiles rather than establishing arbitrary cut-off grades.

Topics: data management, networks and matrices, patterns, relations, equations, and predictions, modeling functional relationships, right triangle trigonometry, the geometry of packaging, and linear programming

Mathematics 2204 (09 2204)
This is the second course in the Mathematics 1204/2204/3204 sequence. This course covers the same topics as Mathematics 2205, the main difference being the depth of treatment. Mathematics 2204 and 3204 can be taken in either order to accommodate flexibility in the delivery of programs in small schools.

Topics: equations in 3-space, sinusoidal functions, trigonometric equations, statistics, trigonometry and its applications, and an independent study unit

Mathematics 3204 (09 3204)
This is the third course in the Mathematics 1204/2204/3204 sequence. It covers the same topics as Mathematics 3205, the main difference being depth of treatment. Mathematics 3204 and 2204 can be taken in either order to accommodate flexibility in the delivery of programs in small schools.

Topics: quadratics, exponential and logarithmic functions, circle geometry, rate of change, and probability (optional)

Mathematics 3103 (09 3103)
This course is designed for academic mathematics students who have plans for post-secondary education that involves the study of mathematics.

Topics: number concepts and skills, polynomial equations, algebraic expressions, and rearranging formulas, functions, compositions, and inverses

Advanced Mathematics

Courses in this category are designed for students who demonstrate an aptitude for mathematics. Students planning to study mathematics-related subjects at a university or institute should be encouraged to enroll in courses from this category.

Mathematics 2205 (09 2205)
This is the first course in the advanced mathematics sequence. This course covers the same topics as Mathematics 2204 but to a greater depth of treatment.

Topics: equations in 3-space, sinusoidal functions, trigonometric equations, statistics, trigonometry and its applications, and an independent study unit

Mathematics 3205 (09 3205)
This is the second course in the advanced mathematics sequence.

Topics: quadratics, exponential and logarithmic functions, circle geometry, rate of change, and probability (optional)

Mathematics 3207 (09 3207)
This is the third course in the advanced mathematics sequence and contains essential algebra for success in post-secondary mathematics.

Topics: sequences and series, functions, trigonometry, and complex numbers

General Mathematics

The courses in this category are designed to deal with many of the same topics as the academic mathematics courses but with less depth and breadth of coverage.

Mathematics 1206 (09 1206)
This is the first course in the Mathematics 1206/2206/3206 sequence. It is designed to accommodate students who have struggled with the intermediate mathematics program. It may also be suitable for students who have received a modified Grade 9 mathematics program as long as the modification was not extreme. This course is topic-aligned with Mathematics 1204.

Topics: data management, networks and matrices, patterns, relations, equations, and predictions, modeling functional relationships, right triangle trigonometry, and the geometry of packaging

Mathematics 2206 (09 2206)
This is the second course in the general mathematics sequence.

Topics: decision making in consumer situations, applications of trigonometry, statistics, introduction to linear programming, and an independent study unit

Mathematics 3206 (09 3206)
This is the third course in the general mathematics sequence.

Topics: patterns, quadratics, exponential growth, circle geometry, and probability

Mathématiques Français langue première

Mathématiques académiques **(University Preparatory Mathematics)**

Mathematics course codes that end with 1 indicate courses that are designed for students who show a particular interest in mathematics and who intend to pursue postsecondary studies.

Mathématiques 1231 (09 1231)
This course is designed for students who should have achieved the intermediate-level mathematics learning outcomes. Topics include: numeric functions; numeric operations; regularities; variables and equations; measurements; 2D and 3D objects; transformations; data analysis.

Mathématiques 2231 (09 2231)
This is the second course in a series of three courses (1231, 2231 and 3231). It is designed for students who have achieved the learning outcomes in Mathematics 1231 or 1232. Topics include: quadratic functions; quadratic and polynomial equations; geometry; combinatorial analysis; equation systems and matrices; linear inequalities; circle.

Mathématiques 3231 (09 3231)
This is the third course in a series of three courses (1231, 2231 and 3231). It is designed for students who have achieved the learning outcomes in Mathematics 1231 or 1232 and 2231 or 2232. Topics include: exponential and logarithmic functions; conic sections; trigonometric functions; trigonometric equations; probabilities; probability distributions.

***Mathématiques avancées* (Advanced Mathematics)**

Mathematics course codes that end with 2 indicate advanced mathematics courses. The content of these courses is essentially the same as Mathematics 1231/2231. However, expectations regarding learning outcomes are higher as these advanced mathematics courses are designed to stimulate the interest of students who exhibit excellent learning capabilities, a highly personal style of thinking, superior ability, and a high level of investment in their work.

Mathématiques 1232 (09 1232)
This course in advanced mathematics is intended for students who have achieved the prescribed intermediate-level learning outcomes and who have demonstrated superior ability for mathematics. Topics include: numeric concepts; numeric functions; regularities; variables and equations; measurement; 2D and 3D objects; transformations; data analysis.

Mathématiques 2232 (09 2232)
This course is the second in the series of three advanced mathematics courses (1232, 2232 and 3232). It is designed for students who have achieved the prescribed learning outcomes in Mathematics 1231 or 1232. Topics include: quadratic functions; quadratic and polynomial equations; analytical geometry and trigonometry; combinatory analysis; equation systems and matrices; linear inequalities; circle and functions; rational equations and inequalities.

Mathématiques 3232 (09 3232)
This course is the third in the series of three advanced mathematics courses (1232, 2232 and 3232). It is designed for students who have achieved the prescribed learning outcomes in Mathematics 2231 or 2232. Topics include: exponential and logarithmic functions; conic sections; trigonometric functions; trigonometric equations; probabilities; probability distributions.

***Mathématiques appliqués* (General Mathematics)**
Mathematics course codes that end with 3 indicate applied mathematics courses. These courses provide students with an educational environment that is both practical and contextual, and that is designed to promote the development of mathematical knowledge, attitudes, and skills that can be applied in the students' personal and professional lives. The development of mathematical concepts is achieved through

teaching strategies that focus more on concrete activities and mathematical modelling and less on the manipulation of symbols.

Mathématiques 1233 (09 1233)
Topics include: measurement; numerical regularities in tables; relationships and functions; broken straight lines; linear functions; trigonometry.

Mathématiques 2233 (09 2233)
Topics include: graphs and design; regression, non-linear equations and programming; finance; geometry of the circle and design; measurement and design.

Mathématiques 3233 (09 3233)
Topics include: matrices and pathways; statistics and probability; finance; recurrent and fractal cyclical regularities; vectors; design.

18. Science

Intermediate

The intermediate science program involves a study of selected topics from each of the life, earth, and physical sciences. Through a study of these topics, the science program

- exposes students to the major products of science: facts, taxonomies, laws, hypotheses, theories, and models
- emphasizes scientific and technological developments and how these have influenced the environment and society, particularly in Canada
- presents an authentic view of the way science works and surveys the work of outstanding scientists
- engages students in activities that promote the development of scientific and technological skills and attitudes

Senior High

The high school science program offers choices to students at the general and academic level. In Level I, a student who starts on a general program will take Science 2200. A student who wishes to pursue an academic science program will take Science 1206 in Level I, and in subsequent years, will choose from biology, chemistry, physics, and/or Earth systems.

Science 2200 (64 2200)
This course is the first of the Science 2200/3200 sequence. The course focuses on the life science and Earth science areas with an emphasis on the science of everyday phenomena. The relevance of science is also increased by an emphasis on an activity-oriented approach to learning.

Science 3200 (64 3200)
This course is the second of the Science 2200/3200 sequence. The course focuses on introductory chemistry and introductory physics (the study of motion). The course continues to emphasize the basic science of everyday phenomena. The relevance of science is also increased by an emphasis on an activity-oriented approach to learning.

Environmental Science 3205 (64 3235)/ Sciences de l'environnement 3235(64 3205)
Environmental Science 3205 curriculum is aimed at students who want to expand their knowledge and understanding of environment-related issues and topics. This course is organized into five units, each of which focuses primarily at the Newfoundland and Labrador environment.

Science 1206 (64 1206) / Sciences intégrées 1236 (64 1236)
This course develops fundamental concepts in each of the four major content areas: life science, Earth and space science, chemistry, and physics. It is intended to provide a broad scientific background and to help students prepare for other optional high school science courses.

Topics: sustainability of ecosystems, weather, chemical reactions, and motion

Biology 2201 (64 2201) / Biologie 2231 (64 2231)
This course is common to all four Atlantic provinces and is intended to introduce students to more biological principles and to lay the foundation for further studies in the discipline.

Topics: matter and energy for life, maintaining dynamic equilibrium, population dynamics, bioenergetics, and homeostasis

Biology 3201 (64 3201) / Biologie 3231 (64 3231)
This course is common to all four Atlantic provinces and is intended to further develop biological concepts.

Topics: homeostasis, reproduction and development, genetic continuity, and evolution

Chemistry 2202 (64 2202) / Chimie 2239 (64 2239)
This chemistry course is common to all four Atlantic provinces and is intended to further chemistry study by building on Science 1206.

Topics: stoichiometry, bonding, and organic chemistry

Chemistry 3202 (64 3202) Chimie 3239 (64 3239)
This course is common to all four Atlantic provinces and is intended to further develop chemical concepts.

Topics: kinetics and equilibrium, acids and bases, thermochemistry, and electrochemistry

Physics 2204 (64 2204) / Physique 2234 (64 2234)
This course is common to all four Atlantic provinces and is intended to further physics study by building on Science 1206.

Topics: kinematics, dynamics, work and energy, and waves

Physics 3204 (64 3204)/ Physique 3234 (64 3234)
This course is common to all four Atlantic provinces and is intended to further develop physical concepts.

Topics: force, motion and energy fields, and modern physics

Earth Systems 3209 (64 3209)
This course provides an introduction to Earth systems science. Students view Earth dynamics as the result of interactions between the geosphere, the hydrosphere, the atmosphere, and the biosphere. The course contains a strong laboratory component, and a major project is required.

19. Social Studies

Intermediate

The social studies curriculum for the intermediate grades is designed around conceptual organizers.

The organizing concept for the Grade 7 curriculum is empowerment. The curriculum examines various aspects of empowerment, including personal, political, cultural, social, and national. It draws largely on the history of the Canadian nation from the early 1800s to the end of World War I. Reference is made to earlier periods as well as the contemporary.

The organizing concept for the Grade 8 curriculum is history as a story of the past in the present. The curriculum examines various themes related to the history of Newfoundland and Labrador—history as a lens to the past, history as a story of people, history as a story of events, and history as a story of change. The course introduces students to the study of the history of the province from the turn of the nineteenth century to the present. It traces the province's political evolution and development, colony to country to province. Students will explore and appreciate history as part of their community, region, and province, examine social change, and assess the impact of the past on the present.

The conceptual organizer for Grade 9 is interdependence. The curriculum focuses on Atlantic Canada in the global community and is organized around five themes: physical setting, culture, economics, technology, and interdependence. The course enables students to examine and reflect on the major issues that affect them as individuals, Atlantic Canadians, and global citizens.

Senior High

Canadian Economy 2203 (15 2203) / Économie canadienne 2233 (15 2233)
This course is an introductory study of economics. It examines the fundamental principles and concepts of economics and makes application at both the national and global level.

Topics: fundamental principles of economics, economic systems, demand and supply, market structures, role of government, distribution of income, sustainable development, trade, and global economics

Canadian History 1201 (15 1201) / Histoire du Canada 1231 (15 1231)
This course focuses on the history of Canada from pre-Confederation to the close of the twentieth century.

Topics: prelude to nationhood, the new nation, the Great War and its aftermath, a time of turmoil, depression and war, a time of transition, and contemporary Canada

Canadian Geography 1202 (15 1202) / Géographie du Canada 1232 (15 1232)
This course is an introductory study of Canadian geography.

Topics: landforms and water forms, weather and climate, Canadian ecosystems, land resources, ocean resources, secondary processing of primary resources, the tertiary sector, population, built environments, linkages, and interdependence

Canadian Issues 1209 (15 1209)
This course is an in-depth examination of certain national concerns.

Topics: cultural social issues (multiculturalism, human rights, racism, ageing), political legal processes, labour and management, Canadian economy concerns (regional economic development and disparity, entrepreneurship, and employment and unemployment), Canadian global concerns (Canada and peace, Canada and international trade, and international relations), and Canadian interest groups.

Canadian Law 2104 (15 2104) / Droit canadien 2134 (15 2134)
This course is an introduction to Canadian law.

Topics: the origin and nature of the Canadian legal and judicial systems, the moral underpinnings of these systems, the rights, freedoms, and responsibilities of Canadian citizens, civic law, criminal law, personal property, contracts, consumer and business law, family law, the Canadian legal system in action, and problems of the legal process

Canadian Law 2204 (15 2204)
This course provides students with an introduction to Canadian law. It consists of the three required units of Canadian Law 2104, as well as three additional units of study.

Topics: the foundations of law in Canada, criminal law and the trial process, civil law and the law of torts, specific criminal offences, specific applications of civil law and intentional torts, investigation and arrest, contract law, family law, young people and the law, human rights and the law, and Aboriginal law

Histoire générale 2236 (15 2236)
This course is an introduction to the history of civilization, beginning with classical Greece and endin with the eighteenth century.

Topics include classical Greece and Europe, the golden ages of China, the middle Ages, Europe in transition, and the age of revolutions

World History 3201 (15 3201) / Histoire mondiale 3231 (15 3231)
This course focuses on world history in the twentieth century.

Topics: nationalism, industrialism, democracy, and socialism in the nineteenth century, imperialism and the national rivalries, World War I and World War II, the impact of science and technology, conflicting ideologies, and future prospects

World Geography 3200 (15 3200)
This course is designed to accommodate students who require a social studies or world studies credit but would find a Level III academic social studies course very challenging.

Topics: basic concepts of major landforms and water forms, weather, climate, ecosystems, resources, population patterns and their impact on settlement, and urbanization

World Geography 3202 (15 3202)
This course examines the relationship between humans and the environment and how this relationship finds expression in activities that are spatially organized.

This course focuses on four organizational themes: the physical Earth, human response, building environment, and economic development.

20. Other Courses

Art/Media Education

Intermediate

The intermediate art program builds upon the two previous levels. Students are afforded increased opportunity to express their ideas and feelings through an emphasis on creating art images and objects. The program focuses on developing an understanding of design in art and the visual environment. Students learn more sophisticated applications of design elements and principles and have opportunities to use this knowledge.

The program enlists the use of slides to provide illustrations of key art and design concepts at work. Students examine and analyze these images prior to engaging in art activities that focus on particular concepts. The program emphasizes the work of artists from Newfoundland and Labrador. Over 70 per cent of the works included in the slide package are from artists who have worked or are now working in this province.

Students can avail themselves of six modules over three years: Drawing, Painting, Sculpture, Printmaking, Folk Art, and Fibre Art.

Senior High

The high school art program consists of a core of three courses. These three courses complement each other and build student knowledge and abilities across the spectrum of art. The sequencing of these courses does not imply prerequisites; however, their design is intended to move students from an understanding of why and how art works in Art Technologies 1201, through experiences in art-making grounded in knowledge about art in Art and Design 2200, to in-depth exposure to the creative experience with a great deal of self-autonomy in Art and Design 3200.

Art Technologies 1201 (01 1201) /Les technologies des arts 1231 (01 1231)
This course explores the issues surrounding the technologies of art making. It examines relationships among human perception, technology, and the creative process. Students make choices about technologies in their projects that affect the final products. These decisions are influenced by the message they wish to communicate, the appearance they wish the artwork to have, and the appropriateness of the technology.

Technology is broadly defined to include everything from charcoal sticks to the printing press, the camera, and the computer. Students will learn how perception works and how physiology, culture, and technology influence perception. In turn, they apply this understanding to the art-making process.

Art and Design 2200/3200 (01 2200/01 3200)
This studio course is structured in units to offer students the opportunity to develop personal imagery using a variety of media. Students work with visual problems, study past and present cultures through a visual lens, and participate in the creative process and production of art.

There are nine units from which to build studio explorations: Drawing, Sculpture, Photography, Fibre Arts, Painting, Printmaking, Graphic Arts, Pottery, and Media Arts. Three of these units are studied in Art and Design 2200.

Art and Design 3200 involves the study of three units different from those studied in Art and Design 2200 so that students who complete both courses will have had exposure to a total of six different units of study.

Career Education

Career education is an ongoing process whereby students integrate their personal, family, school, work, and community learning experiences to facilitate career and lifestyle changes.

Career Development 2201 (16 2201) / Carrière et vie 2231 (16 2231)
Career Development 2201 is a 2-credit course intended to assist students to address outcomes distributed throughout three major course strands:

- Personal Management
- Career Exploration – Learning and Work
- Career Preparation – Life and Work Building

This course is designed to help students develop the skills they need to continuously make effective career decisions throughout their lives. Students are required to complete a community contribution requirement (minimum 30 hours) and to develop and maintain an Employability Skills Portfolio they can continue to maintain and enhance throughout their academic studies and working career.

Co-operative Education

Co-operative Education 1100 (30 1100)
This course is an introduction to co-operative education for students following either a subject-based or career-exploratory program. It is designed to facilitate the students' adjustment to an unfamiliar learning environment.

Co-operative Education 1100 requires students to experience a minimum of 20 hours of pre-employment preparation prior to their work placement in the community. The additional hours of this course consist of integration sessions aimed at integrating the students' experience at the work site with the pre-employment module.

Economic Education / Enterprise Education

Intermediate Level

The focus of the enterprise education program at the intermediate level is on the development of enterprise and entrepreneurial knowledge, skills, and attitudes. The intent of the resources in this section is to provide teachers with ideas to facilitate the incorporation of entrepreneurial thinking into the existing curriculum.

Senior High

Business Enterprise 1100 (02 1100) / Affaires et entrepreneuriat 1130 (02 1130)
This course is an introduction to current business enterprise procedures, practices, and careers. It is intended to serve personal development, special interests, and career goals. It gives a foundation for other courses such as business mathematics, economics, and enterprise education. The specific units of study include the following: Entrepreneurs and the Business World, Role of Small Business in the Economy, Communications, Finance Marketing, and Human Resources.

Consumer Studies 1202 (02 1202)
This course is an introduction to consumer affairs.

Topics: needs versus wants, organizational features of Canadian business, effective consumer purchasing, management of personal resources, consumer protection, and corporate citizenship

Canadian Economy 2203 (15 2203) / Économie canadienne 2233 (15 2233)
This course is an introductory study of economics. It examines the fundamental principles and concepts of economics and makes application at both the national and global level.

Topics: fundamental principles of economics, economic systems, demand and supply, market structures, role of government, distribution of income, sustainable development, trade, and global economics

Enterprise Education 3205 (02 3205)
This course is designed mainly for students who wish to pursue an in-depth study of enterprise education by enabling them to formulate ideas, translate those ideas into action, and follow them through to a venture. The specific units of study are as follows: Introduction to Entrepreneurial Studies, Focus on Self, Communications and Role of Technology, Identifying Opportunities, Venture Plan, and Presenting, Implementing, and Evaluating the Venture.

Health/Home Economics/Family Studies

Intermediate

At the intermediate level, the health program takes a comprehensive approach to fostering and promoting the well-being of young people by making linkages with classroom instruction, health-related services, and a school environment that promotes and is conducive to healthy living. Comprehensive school health is a form of health promotion that fosters the creation of environments that will provide opportunities for all young people to make healthy choices and enhance their own health and the health of their communities.

At the intermediate level, the home economics program focuses on the development of skills for the effective use of personal and family resources, a positive self-concept, an understanding of self in relation to others, an awareness of the benefits of being a part of a family, and the responsibilities associated with being a family member.

The program comprises six modules that represent the major subject areas and the underlying concepts of home economics.

Senior High

Clothing 1101 (05 1101)
Topics covered in Clothing 1101 include basic textiles, wardrobe planning, and fabric and pattern selection. A sewing project is the main focus of this course.

Healthy Living 1200 (12 1200) / Styles de vie sains 1230 (12 1230)
This course provides opportunities for students to examine and reflect on issues that affect their health and well-being. They examine health indicators and health practices, investigate relevant health topics, explore activities that improve life skills, and enhance

capability to positively affect health and well-being in four key areas: Active Living, Healthy Eating, Controlling Substances, and Personal Dynamics.

The curriculum builds on knowledge, attitudes, and skills developed in health, home economics, and physical education at primary, elementary, and intermediate levels and is intended to be a platform to other more advanced courses in physical education and family studies in Levels II and III.

Healthy Living 1200 is a broad-based, multi-disciplinary curriculum that encourages students to take responsibility for their lives by acting conscientiously in the present and by establishing positive health practices that support and enhance lifelong health.

Nutrition 2102 (05 2102)
In Nutrition 2102, students closely examine the role of nutrients in food and how they affect overall growth and development. They will also gain skills in how to choose the healthiest food based on life-cycle needs, health status, economic circumstances, and lifestyle. A focus on preparation techniques will better prepare students for the time in their lives when food choices become their responsibility.

The three curriculum units for Nutrition 2102 are Food Choices and Nutritional Needs, Food Selection, Preparation and Storage, and Menu and Meal Planning. Food laboratories are part of this course, and there is a minimum requirement of eight lab experiences. Labs are to be chosen in accordance with the guidelines outlined in the appendix of the curriculum guide.

Human Dynamics 2201 (05 2201) / Études familiales 2231 (05 2231)
This course is made up of four components: Family as Ecosystem (11 hours), Relationships (28 hours), Parenting and Child Development (60 hours), and Financing Your Dreams (21 hours).

In the first component, Family as Ecosystem, students are provided with opportunities to explore their roles as family members. Attention is given to the place of family in the larger social, political, and economic system and the ability of individuals to adjust and change to ensure the sustainability of the system.

In the Relationships component, students examine the types of relationships in which they are involved, how customs, values, and beliefs impact relationships, and strategies and options for dealing with issues in relationships.

In Parenting and Child Development, the focus is on the care of infants through use of an infant simulator, a pivotal component of the course. There is also emphasis on the physical, emotional, social, and intellectual development of children. Students are provided with opportunities to identify strategies for responding to the needs of

children, address challenging situations that face parents and caregivers, and propose ways to positively affect childhood development.

The final component, Financing Your Dreams, concentrates on understandings, skills, and abilities related to financial planning and management, with an accent on issues that will assist young people in making the transition from high school to careers and lifelong learning.

Topics include the family in society, the adolescent as a member of the family, dating, courtship, engagement, and marriage, child development, and parenting. Emphasis is on child development and parenting.

Nutrition 3102 (05 3102)
Nutrition 3102 draws the learner towards an examination of overall health and how a variety of factors come into play. Such influences as media, lifestyle, and medical history are examined. From a national and global perspective, food is studied in terms of its production, technological advances, and security. Students will be able to see the roles they can play locally, nationally, and internationally to help manage resources and to action plans to ensure a safe, secure food system.

The three units for Nutrition 3102 are Food, Nutrition, and Health, Food Technology and Production, and Food Security. Food laboratories are part of this course, and there is a minimum requirement of eight lab experiences. Labs are to be chosen in accordance with the guidelines outlined in the appendix of the curriculum guide.

Textiles 3101 (05 3101)
The emphasis of this course is on textiles, fibres, yarns, fabrication methods, and finishes, as well as the application of this knowledge in consumer decision making.

Topics: technology of textiles, sociological and aesthetic aspects of clothing, and career opportunities

Guidance

Peer Counselling 2101 (16 2101)
This course focuses on counselling skills, teen issues, and networking.

Music

Intermediate

The intermediate music program further develops musical literacy and aesthetic awareness by providing meaningful and challenging musical experiences. Concepts learned in K–6 are reviewed, reinforced, and consolidated, while new skills and

knowledge are applied to a number of musical forms. Emphasis is placed on direct experiences with music and the integration of musical elements. Students' understanding of basic concepts is enhanced through more advanced activities.

Performing groups such as band, choir, orchestra, or guitar and recorder ensembles are recognized as components of the curriculum and are considered part of the instructional program. The prescribed learning outcomes may be realized through a classroom program or a particular performance category. Study through vocal and instrumental performance must be balanced with musicianship, sight singing, aural training, motor coordination, and directed listening.

The intermediate years are viewed as offering the opportunity to provide enrichment to the music program—enrichment through an application of skills and knowledge. Additional repertoire study will constantly reinforce and review while providing new aesthetic experiences and awareness. Using basic skills in different situations will solidify the musical knowledge and understanding and permit students to move beyond the technical and into the expressive realm of music (aesthetic development).

Senior High

The senior high music program is designed to serve a wide, general student population of differing abilities, skill levels, and interests. The three course areas provide for individual skill development through study of an instrument or voice; group and individual skill development through participation in larger performing ensembles such as choir, band, or orchestra; and the development of musical understandings through a general music course that involves a variety of musical activities and a broad range of topics.

Ensemble Performance 1105/2105/3105 (10 1105/10 2105/10 3105)
These courses provide the opportunity for students to perform in a group context (e.g., choir, band, or orchestra) and are divided into three levels in which musical concepts are revisited as technical skills are refined. The three levels are progressive for the individual student through the introduction of new and varied repertoires each year. Students learn about music by making music.

Students acquire performance and musicianship skills, rehearsal and performance behaviour, an understanding of conducting gestures, and other forms of nonverbal communication, production of sound, and appreciation of music as an art form through ensemble performance.

Experiencing Music 2200 (10 2200) / L'expérience de la musique 2230 (10 2230)
This course is designed to assist students in responding emotionally and intelligently to a wide range of music representative of many styles and cultures. Students experience music in as many ways as possible through each of the modes of musical activity (e.g.,

performing, creating, and listening). Students investigate the use of technology in music production and the relationships between various styles of music, between music and culture, and between music and other art forms. This course is a practical study of music in which active involvement with various aspects of music is encouraged.

Students experience and understand music through three content areas: Contexts of Music (historical, technological, cultural, social, affective, human, economic, religious, and political); Elements of Music (melody, rhythm, harmony, form, timbre, texture, text, acoustic/science of sound, and expressive devices); Styles of Music (world music, jazz, rock, folk, art music, musical theatre, country and western, and alternative/avant-garde).

This course is available to all students at any level regardless of previous musical experience.

Applied Music 2206/3206 (10 2206/10 3206)
These courses offer students the opportunity to develop musical skills, understandings, and competencies as instrumentalists and/or vocalists through individual and small-group experiences. Applied Music may be offered as separate classes in the following applied areas: Voice, Piano/Keyboard, Guitar, Strings, Winds (Brass/Woodwinds), and Percussion. Students will develop musicianship, literacy skills, and musical and theoretical understandings through the performing medium of their choice. This comprehensive approach will allow students to integrate the practical, theoretical, and conceptual aspects of music.

Students acquire generic performing skills related to all applied areas—phrasing, articulation, intonation, tone quality, expressive devices, interpretation, style; specific performing skills unique to the individual applied area; and theoretical concepts—elements of music (rhythm/meter, melody, harmony, form), musical literacy, and appropriate symbols and terms.

These courses are available for beginning students as well as those with prior experience.

Physical Education

Intermediate

The intermediate physical education curriculum recognizes that students at the intermediate level are in great need of activities (physical, cognitive, and social) that explore and help create a stable identity. The intermediate physical education curriculum provides an understanding of the benefits of an active lifestyle and leads individuals to develop personal wellness and personal movement skills that contribute to an active lifestyle throughout life.

This curriculum also extends the range of skills and knowledge acquired in the primary and elementary programs and facilitates transition to the more self-directed activities of high school. It builds upon the movement concept knowledge provided in the primary and elementary programs and provides opportunity for personal achievement through group and individual activities. The program also promotes sound attitudes towards achievement, competition, success, and challenges, helps students relate to desirable role models, and illustrates that cooperation and fair play are necessary for everyone to work together and be successful.

Senior High

Healthy Living 1200 (12 1200) / Styles de vie sains 1230 (12 1230)
This course provides opportunities for students to examine and reflect on issues that affect their health and well-being. They examine health indicators and health practices, investigate relevant health topics, explore activities that improve life skills, and enhance capability to positively affect health and well-being in four key areas: Active Living, Healthy Eating, Controlling Substances, and Personal Dynamics.

The curriculum builds on knowledge, attitudes, and skills developed in health, home economics, and physical education at primary, elementary, and intermediate levels and is intended to be a platform to other more advanced courses in physical education and family studies in Levels II and III.

Healthy Living 1200 is a broad-based, multi-disciplinary curriculum that encourages students to take responsibility for their lives by acting conscientiously in the present and by establishing positive health practices that support and enhance lifelong health.

Physical Education 2100/2101 (12 2100/12 2101)
Physical Education 2100 and 2101 are activity-based courses designed to provide a variety of movement experiences that contribute to motor skill development and focus on active healthy lifestyles.

Physical Education 2100/2101 specific curriculum outcomes address the three dimensions of movement:

- psychomotor (moving and doing)
- cognitive (understanding and applying)
- affective (cooperation and responsibility)

Physical Education 3100/3101 (12 3100/12 3101)
Physical Education 3100 and 3101 are activity-based courses designed to provide a variety of movement experiences that contribute to motor skill development and focus on active healthy lifestyles.

Physical Education 3100/3101 specific curriculum outcomes address the three dimensions of movement:

- psychomotor (moving and doing)
- cognitive (understanding and applying)
- affective (cooperation and responsibility)

Éducation physique vie active 2243 (12 2243)
This course is designed to enable students:

- to develop leadership abilities and such co-operative learning traits as trust, respect for others, self-confidence and responsible behaviour;
- to develop problem-solving and conflict resolution skills through a variety of group strategies and open-mindedness toward new ideas;
- to examine their personal goals while respecting the themes of co-operative learning and leadership;
- to have experiences in which they can help their classmates develop knowledge and experience in the field of physical education.
- to participate in the organization and management of activities which are beneficial for the class, for the grade, and for the school (social development, organization of a special event, budget, security, etc.).

Éducation physique vie active 3243 (12 3243)

This course is designed to enable students:

- to develop self-actualization by setting personal goals;
- to develop self-expression and self-realization through a variety of experience and adventures that can be both stimulating and empowering;
- to develop a sense of collective responsibility in order to plan and organize active living programs for the school and the community;
- to become aware of the human impact on the environment and of its effects on well-being and wellness;
- to develop a sense of independence and balance while pursuing a healthy lifestyle that the students have chosen for themselves, with the responsibilities inherent with this lifestyle.

Religious Education

Intermediate

The intermediate religious education program takes a non-confessional approach. Various religions are included in this program, and the beliefs, doctrines, practices, and history of each are covered with sensitivity and respect. The program creates a context for students to recognize the diversity of religion and how it has influenced and continues to influence individuals and society. The program enables and encourages students to grow spiritually

and morally into informed, caring, and contributing members of society. Students develop an appreciation for their own beliefs and values, as well as the beliefs and values of others. They acquire an understanding of the contribution that religions make to human life.

Senior High

Ethical Issues 1104 (13 1104) / Questions morales 1134 (13 1134)
This course examines various approaches by many religions to ethical issues facing humanity.

Topics: morality and ethics, worldviews, family and peer relationships, media and technology, sexuality and gender roles, work, spirituality, life and death, creation and the environment, peace and security, tolerance and caring, and social justice

World Religions 3101 (13 3101 / Enseignement religieux 3131 (13 3131)
World Religions 3101 is a study of the living belief systems: Aboriginal Spirituality, Early Religions (Zoroastrianism, Jainism, Taoism, Confucianism, and Shinto), Hinduism, and Buddhism.

World Religions 3106 (13 3106) / Enseignement religieux 3136 (13 3136)
World Religions 3106 is a study of the living belief systems: Judaism, Christianity, Islam, Sikhism, and religion today (various topics and reference to Baha'i).

Technology Education and Industrial Arts

Intermediate

The technology education program, in both intermediate and senior high, is based on the *Foundation for the Atlantic Canada Technology Education Curriculum* document. Five general curriculum outcomes define the intent of the program: technological problem solving, technological systems, history and evolution of technology, technology and careers, and technological responsibility.

Senior High

Design Technology 1109 (08 1109)
This course deals with the basic design process common to the various technologies and to other technology education courses being developed. The purpose of the course is to provide an introduction to the technical design process and to technology education. Students learn about modern technology and the creative design process through the application of information, knowledge, and method in a practical setting. Outcomes include personal development, career orientation, and the importance of technology to society.

Topics: drawing interpretation, freehand sketching, the design process, design methods and production using computer hardware and software, and career information

Design Technology 2109 (08 2109)
Success in Design Technology 2109 is dependent upon the knowledge and skills obtained in Design Technology 1109. This course provides for the application of the design knowledge acquired by the student in Design Technology 1109 to the technical design process as used in small residential design construction methods. Students develop the ability to solve residential construction and design problems, to illustrate and communicate design solutions to others, and to create detailed building plans and diagrams. Concepts of modern technology with its associated benefits and disadvantages are cultivated, contributing to personal growth, career exploration, and lifelong learning. This is a practical course involving the latest tools and processes that will offer a challenge to all students.

Topics: evolution of residential design, the design process, computers in design, building plans and diagrams, interior layout, building codes, technical illustration, residences of the future, and career information

Communications Technology 2104 (08 2104)
This is an introductory course in communications technology. There are seven units: Introduction to Communications Systems, Electronics of Communications Systems, Communications Networks, Audio Systems Technology, Basic Graphic Communication, Animation Technology, and Marine Communications Technology.

Communications Technology 3104 (08 3104)
This is a more advanced course in communications technology. Students design and implement solutions to communications in technical graphics production, analog and digital video, multimedia, and automated (computer-mediated) production simulation systems. Transportation-based problems are explored as industrial applications of communications systems.

Computer Technology 3200 (08 3200)
This course is intended for students pursuing careers in science and technology upon graduation. There are four core units: Architecture, Programming, Interfacing, and Careers. Students must also elect to study two of the following Application Explorations: Interfacing Applications, Data Retrieval and Manipulation, Operating System Applications, or Advanced Programming Applications.

Integrated Systems 1205 (08 1205)
This is an introductory course in integrated systems technology. The course engages students in the design, fabrication, and testing of an integrated system. An integrated system is defined as one that has physical, sensing, and control components that are connected to a computer, and a software program that manages the entire system.

There are four units of study: Computer and Application Software as Interfaces, Designing Software Interfaces, Introduction to Designing Integrated Systems, and Designing an Integrated System.

Woodworking 1107 (08 1107)
This is a general woodworking course dealing with common tools, materials, and methods used in the manufacture of wood products.

Topics: shop orientation, safety, wood technology, project planning, hand processes, machine processes, and power hand tools

Woodworking 2107 (08 2107)
This course provides students with a knowledge of the building construction industry and experience with the tools and processes used in working with building materials.

Topics: careers, safety, the woodworking industry, house plans and designs, tool operation, framing and sheathing, insulation, finishes, and plumbing, heating, and electrical systems

Power Mechanics 2103 (08 2103)
This course provides students with knowledge of energy-powered machines found in the home and in industry, as well as with some of the skills necessary for maintaining and repairing such machines.

Topics: power, energy, and work, sources and forms of power and energy, mechanical and hydraulic principles, small engines, and basic automotive maintenance

Home Maintenance 3108 (08 3108)
This course provides students with a knowledge of home structures and systems and the skills necessary for performing home maintenance tasks.

Topics: acquiring home repair information, safety, tools and materials, house structure, the plumbing system, and the electricity system

Skilled Trades 1201 (08 1201)
Topics: Introduction to skilled trades, Exploration of carpentry, plumbing, electrical, drywall, plastering, painting and masonry, Focus on skills, education and other requirements to attaining certification in these trades, Work with tools and equipment to complete tasks associated with internal aspects of house construction

Design and Fabrication 1202 (08 1201)
Topics: Introductory course, Use of computer-aided design (CAD) software, Creation of products in fabrication site, Use of hand and power tools used in industry

Residential Construction Technologies 2201 (08 2201)
Topics: Advanced carpentry, Design techniques, building codes and construction methods, Plan and carry our construction project, Application of advanced carpentry, electrical and metal working skills, Design and production work will maximize use of computer technology, hand tools and machinery to refine skills

Design and Fabrication 2202 (08 2202)
Topics: Continuation of Design and Fabrication 1202, Design of more complex products using CAD, Creation of products in fabrication site, Production will involve tools for stock preparation and automatic lathes and routers.

Energy and Power 3201 (08 3201)
Topics: Investigate how small engines and energy systems work, Design and construction of original products that create energy for a specific purpose, Small engine repair and dismantling, Power distribution analysis and technical engineering

Robotic Production Technology 3202 (08 3202)
Topics: Focuses on mass production, Computer aided manufacturing (CAM), automated production and robotics technology, work with a computerized manufacturing assembly line, robotic arm, automatic routers to create items they have designed themselves, Computer aided design and production using the above tools in a fabrication centre

Electronics Systems Technology 3205 (08 3205)
Topics: Advanced computer programming, Communication between computers and devices, Advanced interfacing and control

Technologies informatiques appliquées 1136 (08 1136)
This course includes four modules: Network Planning I; Programming I; Information Highway I; Multimedia Presentation I.

Technologies informatiques appliquées 2136 (08 2136)
This course includes five modules: Network Planning II; Programming II; Information Highway II; Multimedia Presentation II, and Robotics.

Les applications de l'informatique 2130 (08 2130)
This course is based on three major computer technology applications: spreadsheets, databases, and graphical presentation. Students create a project that must use these three applications. The projects should be related to other subjects such as Science, Mathematics or Social Studies.

Traitement de texte avancé / Éditique 2131 (08 2131)

This course includes twelve activities associated with different topics and with the labour market. During the course of these activities, students are required to write the following

types of documents: business letters, advertisements and promotions, title pages, forms, résumés, labels and envelopes, research work, mathematics homework, science laboratory reports, newsletters, and brochures.

External Courses

An external course is a department-approved course developed and/or offered outside the Newfoundland and Labrador School System that can be used to obtain high school credits. These courses are of a senior high school standard and may have learning outcomes other than those of department-authorized or approved senior secondary courses, but they contribute to the Essential Graduation Learnings.

Excluding Advanced Placement (AP) and college-level courses, a student may be awarded a maximum of 4 external high school credits towards his or her graduation requirements. Each external credit must be based on a minimum of 55 instructional hours.

Course credits awarded through the external credit process are reported on the high school transcript along with the corresponding code of (E) in the Note field.

Course credits awarded through the external credit process are awarded credit, but no numerical grade is included on the transcript.

Verification of documents is carried out by an ad hoc committee of the Department of Education.

An organization that wishes to have its credentials accepted for high school equivalency must submit a request to the Department of Education supported by the appropriate documentation such as, but not limited to, the following:

- number of hours of instruction
- program/course objectives and depth of treatment
- teaching and learning activities
- evaluation criteria used to award the credential
- contribution to the Essential Graduation Learnings

21. Contact Information

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Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Nunavut

Table of Contents

Part 1 – Summary Statement

1. Introduction

Nunavut generally follows Alberta's secondary school system but is working to develop its own system founded on the principles of Inuit Qaujimajatuqangit (Inuit societal principles and values).

In Nunavut, the Department of Education (http://www.gov.nu.ca/education/index.htm) is responsible for programs and services that support early childhood activities, schools, post-secondary education, income support, labour market analysis, student financial assistance, and adult learning. The Department of Education develops and/or approves all curricula used in Nunavut kindergarten to Grade 12 schools and post-secondary institutions. Academic credits are granted by the Department of Education through kindergarten to Grade 12 schools and Nunavut Arctic College.

The Department of Education offers a range of policies, programs, and services to Nunavut residents that encourage and support them to be self-reliant and make productive decisions for themselves and their communities. The Department of Education believes that in order to meet the needs of Nunavut residents, all work must be grounded in Inuit Qaujimajatuqangit—Inuit ways of knowing, being, and doing. This means that the work of the department is based on collaboration with Elders. All work is grounded in consultation and is based on partnerships. Partnerships include educators in schools, the public, community members, Nunavut Arctic College, Inuit and business organizations, other Government of Nunavut departments, and various levels of federal and municipal governments, as well as other educational jurisdictions.

The Department of Education is transforming the school system and adult learning to better reflect the aspirations of the people of Nunavut. The language and culture of Inuit are the basis for teacher training, curriculum and resource development, post-secondary education, and adult training.

2. Organization of School System

The Government of Nunavut is fully committed to redesigning the educational system within the context of Inuit Qaujimajatuqangit to produce graduates who are fully functional bilingual speakers, ready to take advantage of increasing post-secondary and employment opportunities. The *Inuit Qaujimajatuqangit Curriculum Framework (2008)* outlines the direction for the new kindergarten to Grade 12 curriculum and a bilingual delivery system to ensure schools meet government commitments. Courses developed at the secondary level will be modularized to facilitate individual, continuous progress through the various programs. Reorganization of the school system is being phased in over several years and will have implications for secondary courses and graduation requirements.

The school year varies with start dates in early August through September to end dates from early May through June the following year. Individual communities determine the school year that best suits the needs of the families in that community.

District Education Authorities in each community select instructional days for all students within the parameters of the Education Act. The current Act legislates 195 days. Teachers work 195 days that include five professional development days, four in-service days, two administration days, and one orientation day. Student instructional days will generally be 183 days. Some schools may use hours above the required minimum to provide additional in-service. For example, secondary school requires 1000 hours of instructional time; if a school has scheduled 1043 hours, it may use some of the 43 hours to provide an extra in-service day.

Generally, each junior secondary (Grades 7 to 9) subject course is taught once per day for the entire school year, although students may take optional classes that are rotated for shorter periods throughout the year. Senior secondary courses may be timetabled as year-long courses or as half-year semestered courses. In senior secondary schools, courses are generally offered once per year.

Students in junior secondary may begin earning Career and Technology Studies (CTS) credits from Grade 7 onwards. Schools are encouraged to offer work experience CTS prerequisites in the junior secondary years.

Credit towards graduation is based on 25 hours of study per credit. Full courses consist of a minimum of 125 instructional hours for 5 credits. Presently, 100 credits are required for graduation.

3. Explanation of Terms Used*

Junior Secondary School	Grades 7 to 9
Senior Secondary School	Grades 10 to 12

***Note:** Including Special Education Terms

Core Courses

These are courses that all students must take in order to graduate. Currently, the core courses are English, mathematics, science, social studies, northern studies, fine arts, physical education, Aulajaaqtut, and career and technology studies.

Specified and Unspecified Credits

Students are expected to complete 73 specified and 27 unspecified credits. They earn the specified credits through prescribed courses. They earn unspecified credits through courses they choose to take in areas of personal interest, for university or college entrance, or for preparation for employment.

Terminology Related to Language Learning

L1 (First Language)

Inuktitut is the first language of the majority of students in Nunavut. Many of them receive their primary years' instruction through the medium of Inuktitut. Teachers using the medium of English for instruction at any level are required to use second-language acquisition strategies in order to facilitate access to curriculum intended for students whose first language is English, such as the programs of study from Alberta.

L2 (Second Language)

English is a second language for the majority of students. The Junior Secondary English Language Arts program acts as a scaffold between English as a second and first language.

Language of Instruction Models

These are different models of bilingual education related to the language of instruction and the proportion of schooling done in an Inuit language, English, or French. Each community decides on its own model.

Terminology Related to Student Support

Individual Education Plan (IEP)

An Individual Education Plan is developed for students who are unable to access the approved curricula. The competencies are determined in accordance with the student's needs. Courses taken on an IEP are identified on the student's transcript.

Individual Accommodation Plan (IAP)

An Individual Accommodation Plan is developed for students who have difficulties accessing the approved curricula. The competencies remain those of the approved curricula, but accommodations such as a scribe, sign language assistant, or extra time to complete the competencies are provided. Accommodations are not identified on the student's transcript.

Individual Behaviour Plan (IBP)

An Individual Behaviour Plan is developed for students who have difficulties with schooling and school work that are attributed to behaviour.

Multiple Graduation Options

Secondary schools in Nunavut will be moving to course offerings in various optional program paths for students. Each optional path consists of a program of courses that allows students to explore an area of specific interest to them. These may include Introduction to Trades and Engineering; Community Care and Family Studies; Fine Arts and Crafts; Heritage, History, and Cultural Studies; Innovation and Technology; or Entrepreneurship and Business Studies. Courses in these programs will provide students with experiential, authentic learning experiences, as well as opportunities for career research. Schools are piloting these courses over the next five years.

4. Course Designation

Nunavut uses a seven-digit alphanumeric code for senior secondary school courses. The first three digits are letters that indicate the title of the course; for example, ELA is used to designate English Language Arts courses. The subsequent four numerical digits indicate grade level and level of difficulty.

Nunavut currently offers Alberta secondary school courses and courses inherited from the Northwest Territories. In most cases, a 1 after the letters in the code indicates a Grade 10 course, a 2 indicates a Grade 11 course, and a 3 indicates a Grade 12 course. Courses listed as 10 – 20 – 30 (or 10-1, 20-1, 30-1) provide the greatest academic challenge and are designed primarily for students planning to attend university or certain programs in colleges or technical schools. The 13 – 23 – 33 and 15 – 25 – 35 courses are less academically rigorous and are intended primarily for students planning to enter into some programs in colleges or technical schools, into the trades, or into the workplace. The courses numbered 16 – 26 – 36 provide students with entry-level workplace skills.

Courses being developed in Nunavut are numbered 10 – 11 – 12. The two developed to date (Inuktitut 10 – 11 – 12 and Aulajaaqtut 10 – 11 – 12) meet university entrance requirements in the Humanities/Social Sciences.

5. Time Allotments and Course Load

Junior Secondary

Time allotments are noted in the following table, but it is recognized that due to the nature of L2 (second language) learning, students may take more than three years to accomplish full competency at the junior secondary level.

Junior Secondary School (Grades 7 to 9)	**Subject/Course**	**Time Required** (approximate hours per year)
	English	210 hours
	Inuktitut	90 hours
	Mathematics	180 hours
	Social Studies	90 hours
	Science	90 hours
	Physical Education	90 hours
	Health	60 hours
	Fine Arts (Art, Music, Drama)	60 hours
	Career and Technology Studies	60 hours
	Total Hours Required	930 hours + 70 hours of contact time* per year

***Note:** Contact time refers to locally determined educational experiences under teacher supervision.

Senior Secondary

Senior secondary courses are organized on the basis of credits. One credit requires 25 hours of supervised learning. Key core courses (English, mathematics, science, social studies) have 5 credits and require 125 hours of study each. Other courses may be offered for 1, 2, 3, 4, or 5 credits. Due to the nature of L2 (second language) learning, students may take more than three years to accomplish full competency at the senior secondary level. Schools are required to provide a minimum of 1000 instructional hours per year.

Senior Secondary School (Grades 10 to 12)	**Subject/Course**	**Graduation Requirements** (1 credit = approximately 25 hours of instructional time)
	English	15 credits
	Mathematics	10 credits
	Social Studies	10 credits
	Science	10 credits
	Physical Education	3 credits

	Aulajaaqtut 11	3 credits
	Aulajaaqtut Community Practicum	1 credit
	Fine Arts (Art, Music, Drama)	3 credits
	Northern Studies	3 credits
	Career and Technology Studies	5 credits
	Elective Grade 12 Courses	10 credits
	Elective Courses (Unspecified Credits)	27 credits
	Total Credits	100 credits

Note: The Inuit Language Protection Act (section 8) states that every child has the right to instruction in the Inuit Language and the commencement of this right comes into force for K to Grade 3 on July 1, 2009 and for all other primary and secondary grades on July 1, 2019. The new Nunavut Education Act (2008) states that every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction. The amount of instruction provided in any of these languages is determined at the community level in conformance with the Education Act. The Department of Education promotes holistic, thematic teaching that integrates a variety of subject areas.

6. Curriculum Organization

The curriculum for Nunavut schools is described in terms of competencies. The approach to learning helps students to understand the connections between various concepts and the strategies that lead to successful application of learning in new contexts.

As outlined in the *Inuit Qaujimajatuqangit Curriculum Framework*, there are four main curriculum strands running across the grade levels from kindergarten up to and including Grade 12. At the secondary levels, these four main curriculum areas may appear as discrete courses, while at the elementary levels they are integrated in a holistic way around a theme. These curriculum strands are identified in their content areas as follows:

Aulajaaqtut

This curriculum strand deals with wellness, making wise decisions, managing relationships, learning about traditional values, setting goals, making career plans, demonstrating leadership, and preparing for active community service, both at home and abroad. The program is based on traditional Inuit values and incorporates the knowledge of Elders. It provides an overview of social history over the past decades and celebrates the resiliency and persistence of the Inuit.

Iqqaqqaukkaringniq

This curriculum strand has a focus on math, science, innovation, and technology: ways of describing and improving the world, conceptual fields and contexts for development, ethical issues, using processes and procedures, and seeking solutions and proposing explanations.

Nunavusiutit

This strand explores Nunavut and its place in Canada and the world. It does this through an Inuit perspective of history, geography, environmental science, understanding the relationship to the land, survival, political history, economics, circumpolar issues, different world views, and global perspectives.

Uqausiliriniq

This strand has a focus on communication, language, and relationships with others: literacy, speaking, listening, presenting, reading, creating, viewing/observing, valuing, and bilingualism. Creativity and artistry are also viewed as ways of communicating and expressing oneself to others.

7. Testing and Grading Practices

The document *Ilitaunnikuliriniq: Assessment in Nunavut Schools* outlines the philosophy and principles of assessment in Nunavut classrooms. Achievement in every course is measured against a set of specific learning competencies and tracked within a student's competency profile. The process of self-assessment is critical to ensure that students participate actively in their learning and connect the learning outcomes identified in their curriculum with personal realities. Learning expectations are clearly communicated to students throughout each course. In order to succeed and progress to the next level, students must achieve an evaluation minimum of 50%. Some courses award a letter mark. The following table provides generalized indicators for corresponding letter to percentage marks.

Indicator	Per cent
A	80%–100%
B	70%–79%
C	60%–69%
D	50%–59%
F	0%–49%

Students taking the following courses are required to write Alberta Education diploma examinations. Their final mark is an average of their final school mark and the diploma exam mark.

- Biology 30
- Chemistry 30
- Physics 30
- Science 30
- English Language Arts 30-1
- English Language Arts 30-2
- Pure Mathematics 30
- Applied Mathematics 30
- Social Studies 30
- Social Studies 33

Jurisdictions requiring documentation regarding a Grade 9 student from Nunavut should consult the student's sending school for the most recent report card of student progress and achievement. For senior secondary students from Nunavut, receiving schools should request a transcript from the Registrar, Student Records, Department of Education, P.O. Box 204, Pangnirtung, NU, X0A 0R0

8. Requirements for Graduation

Current (2008) Nunavut Senior Secondary School Graduation – Diploma Requirements	
Aulajaaqtut (Wellness/Social History) Strand:	**7**
Aulajaaqtut (includes community practicum)	(4)
Physical Education	(3)
Iqqaqqaukkaringniq (Innovation and Technology) Strand:	**25**
Mathematics	(10)
Science	(10)
Career and Technology Studies or Nunavut Early Apprenticeship Training	(5)
Nunavusiutit (History, Heritage, Environment, Global and National Role) Strand:	**13**
Social Studies	(10)
Northern Studies	(3)
Uqausiliriniq (Communication) Strand:	**18**

English	(15)
Fine Arts	(3)
Additional Credits at the Grade 12 Level	**10**
Total Specified Credits	73
Additional Unspecified Course Credits	27
Total Minimum Credit Requirements	100

9. Prerequisites and/or Co-requisites

Students are usually expected to complete the lower-level course in a sequence before enrolling in the next course in the sequence. However, with permission from the principal, a student may challenge a course at a higher level and, upon successful completion, receive credit for the course at the lower level(s).

10. Other Types of Programs

Nunavut Early Apprenticeship Training (NEAT)

The Nunavut Early Apprenticeship Training (NEAT) program may begin in Grade 10. Students must be at least 16 years old and have a journeyperson or skilled tradesperson to work with. They are registered with the Nunavut Apprenticeship Registrar as a NEAT apprentice. Once they have completed Grade 12, they are registered as a regular apprentice.

Special Projects

Special projects are designed to recognize work undertaken by students on an individual or small-group basis. They allow students to pursue activities in which they have considerate interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school. Students may enroll in Special Projects 10, 20, or 30 for 3, 4, or 5 credits.

11. Assessment of Out-of-Territory and Foreign Studies

Students entering a Nunavut senior secondary school from outside the territory should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal evaluates these documents in relation to approved secondary school courses or designates unassigned credits.

A secondary school principal may appeal to the Special Cases Committee for special consideration on behalf of a student entering the Nunavut school system in his or her graduating year.

Part 2 – Summary of Course Content

12. English Language Arts (First Language)

Grade 9

The English Language Arts program, as described in the *EL2 Junior Secondary Teacher's Handbook,* is an L2 (second language) program. It is organized around a continuum of learning competencies for communication. It supports Language of Instruction models and enables students to build on L1 language competency in the process of L2 language acquisition. These developmental processes build knowledge and understanding through communication and production as students develop a conceptual and social depth of language; discover the form and structure of language; explore new ideas, concepts, and experiences; and become personally engaged in effective communication. Students respond personally, critically, and creatively, and they negotiate and manage information, demonstrate an understanding of text, and comprehend and respond to texts. General production competencies interrelate and are interdependent; a variety of listening, speaking, reading, writing, viewing, and representing experiences achieve each competency. The Grade 9 course currently consists of two recently developed modules (*Say Yes to Children: A Module on Human Rights and Responsibilities* and *Turning 16,* plus a novel study). Two more modules are under development.

Grades 10–12

English 10-1 – 20-1 – 30-1 (ELA1105 – 2105 – 3105)

This Alberta Education course sequence addresses listening, speaking, viewing, reading, writing, and representing. It provides an in-depth study of text in terms of textual analysis and is intended for students interested in the study, creation, and analysis of literary texts. Emphasis is placed on personal response to text. Students interested in post-secondary education may register in this course sequence.

English 10-2 – 20-2 – 30-2 (ELA1104 – 2104 – 3104)

This sequence of Alberta Education courses addresses listening, speaking, viewing, reading, writing, and representing. It is designed for students interested in the study of popular culture and real-world contexts. It places a greater emphasis on personal response to context and the study of popular non-fiction and feature films.

English 16 – 26 – 36 (IOP1120 – 2120 – 3120)

This sequence of Alberta Education courses is intended to meet the literacy needs of students in the home, school, workplace, and community through a wide variety of learning experiences. Content is based on the abilities and needs of students; the philosophy and goals are consistent with the previous language arts courses. Alberta Education has replaced these courses.

Education Nunavut will also retire these courses when new courses related to Multiple Options are phased in over the next five years.

13. Français (First Language)

Français 9

The program of studies is developed for students enrolled in francophone schools and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Grades 10–12

Français 10-1, 20-1, 30-1

The program of studies is developed for students enrolled in francophone schools and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Français 10-2, 20-2, 30-2 (formerly called Français 13–23–33)

This series of courses is developed for students enrolled in francophone schools. The program, organized into the strands of listening, reading, speaking, and writing, helps students to

- acquire knowledge and basic strategies in oral communication, reading, and writing, and become effective and efficient listeners, readers, speakers, and writers through planning, monitoring, and evaluating their work
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- build cultural identity and develop a sense of belonging to the francophone community

14. English (Second/Additional Language)

Grade 9

See Section 12 English Language Arts (First Language).

Grades 10–12

English Second Language Levels 1 – 5 (ESL1120 – 1121 – 1122 – 1123 – 1124)

The goal of this program is to provide L2 students with the support they require to enable them to access the level of English required for success in secondary school. The outcomes are taken from the Alberta Education ESL program of studies. Teachers may also use any part of this program to adapt or complement their teaching of English as a first language or for teaching in English across the curriculum. Credits are not awarded for the first and fifth levels.

Reading 10 (ELA1145 – 1146 – 1147)

This Alberta Education course provides students with opportunities to explore the relevance of reading in daily life contexts and the various purposes and genres of reading and communication. Alberta Education no longer offers this course. Education Nunavut will also retire this course when new courses related to Multiple Options are phased in over the next five years.

Communications 21A – 21B (ELA2141 – 2142)

This sequence of Alberta Education courses provides students with opportunities to explore the elements of communication and how to use each effectively in various contexts and for various purposes. Alberta Education no longer offers these courses. Education Nunavut will also retire these courses when new courses related to Multiple Options are phased in over the next five years.

15. French (Second Language)

Grades 10–12

Students with no previous experience in French

In Grades 10 to 12, students who are studying French for the first time can take French 10-3Y, followed by French 20-3Y, and complete the course sequence with French 30-3Y. In this course sequence, students demonstrate the following abilities by the end of the three-year course sequence:

- Communication: Learners are able to understand and communicate simple oral and written messages (consisting of at least two or three statements) in contexts and situations that are familiar to them.

- Culture: Learners identify the presence of francophone people and groups in their community, their province, their country, and internationally and learn concrete facts about these cultures.

- Language: Learners understand and are able to use the sound-symbol system, common grammatical structures, and vocabulary that is limited to what they have been taught and word order in order to comprehend and produce simple oral and written communications.

Students continuing their studies from Junior High

In Grades 10 to 12, students who have acquired the knowledge, skills, and attitudes from their studies in elementary and junior high (nine-year program of studies) continue in the following course sequence: French 10-9Y, French 20-9Y, and French 30-9Y.

French 10-9Y

Students completing French 10-9Y demonstrate the following abilities:

- They can understand the main idea(s) and some related details in oral and written texts dealing with familiar, concrete topics, while being able to communicate, with some detail, a series of ideas, orally or in writing, based on familiar content and language structures known to them. These messages are usually prepared in advance, but are occasionally spontaneous.
- They can identify aspects of francophone history, literature, or arts that are of personal interest, using authentic sources.

- They can compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the present and sometimes in the past, accessing a rich vocabulary as they communicate orally and in writing using simple and complex sentences.

French 20-9Y

Students completing French 20-9Y demonstrate the following abilities:

- They can understand the main idea(s) and most related details in oral and written texts dealing with mostly familiar, concrete topics and some abstract texts with guidance.
- They can communicate, with some detail, a series of ideas, orally or in writing, based on familiar content and language structures that are known to them. These messages are usually prepared in advance, but are demonstrating more spontaneity.
- They can access authentic sources using a variety of information and communication technologies so as to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the past, present, and immediate future, accessing a rich vocabulary as they communicate orally and in writing using simple and complex sentences.

French 30-9Y

Students completing French 30-9Y demonstrate the following abilities:

- They can understand the main idea(s) and most related details in oral and written texts dealing with concrete topics and abstract texts.
- They can communicate, in detail, a series of ideas, orally or in writing, based on familiar content and language structures that are known to them. These messages can be either spontaneous or prepared in advance.
- They can access authentic sources using a variety of information and communication technologies so as to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the past, present, and future, accessing a rich vocabulary as they communicate orally and in writing using a variety of simple and complex sentences.

16. French (Immersion)

Grades 10–12

French Language Arts 10-1, 20-1, 30-1

The program is developed for French immersion students and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

French Language Arts 10-2, 20-2, 30-2

This series of courses is developed for French immersion students. The program, organized into the strands of listening, reading, speaking, and writing, helps students to do the following:

- acquire knowledge and basic strategies in oral communication, reading, and writing, and become effective and efficient listeners, readers, speakers, and writers through planning, monitoring, and evaluating their work
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- develop an appreciation for the French language and culture

17. Mathematics

Grade 9

Mathematics at the junior secondary level follows the *WNCP Common Curriculum Framework*. The general and specific outcomes are broken down by strands, and the following topics are covered: number, patterns, and relations; shape and space; and statistics and probability. Students engage in a variety of experiences and activities that allow them to explore these concepts and their application in the real world. Courses emphasize the development of reasoning and communication skills, solution seeking, and analytical thinking in order to help students develop personal strategies and become mathematically literate.

Grades 10–12

Pure Mathematics 10 – 20 – 30 (MAT1037 – 2037 – 3037)

This Alberta Education course sequence is an academic program designed for students intending to pursue further studies in mathematical, scientific, or business-related fields in post-secondary institutions. Its primary focus is on algebra and functions; the course sequence is designed to prepare students for studies in calculus.

Applied Mathematics 10 – 20 – 30 (MAT1038 – 2038 – 3038)

This Alberta Education course sequence is designed for students not requiring calculus and advanced mathematics as part of a post-secondary program. Its primary focus is on numerical and geometrical methods; the course sequence provides a broader approach to problem solving than algebra-based courses.

Math (31) Introduction to Calculus (MAT3213 – 3214 – 3215)

This Alberta Education course introduces students to mathematical methods of calculus. Required components include pre-calculus and limits; derivatives and derivative theorems; applications of derivatives; and integrals, integral theorems, and integral applications. There are eight possible units available in the elective component: calculus of exponential and logarithmic functions; numerical methods; volumes of revolution; applications of calculus to physical sciences and engineering; applications of calculus to biological sciences; applications of calculus to business and economics; calculus theorems; and further methods of integration.

Essentials of Mathematics 10 – 11 – 12 (MAT1042 – 2042 – 3042)

This WNCP sequence of courses assists students in developing skills to become fully numerate and to participate effectively in an increasingly technological society. This involves students in learning based on mathematical foundations and requires applying skills and concepts in their personal context. The ability to recognize mathematical demands and possibilities in daily encounters and activities is an important focus.

18. Science

Grade 9

Junior secondary science follows the *NWT Junior High Science Curriculum Document (1991)* and CMEC's Pan-Canadian *Common Framework of Science Learning Outcomes (1997).* At this level, students study the nature, relationships, and social and environmental contexts of science and technology. In particular, there is an emphasis on the relationships between sciences and technology and culture. The strand topics include life and the environment; matter and energy;

and earth, space, and time. An Inuit perspective is applied as much as possible, with an emphasis on helping students realize that traditional knowledge is as much a science as the contemporary view and explanations of phenomena.

Grades 10–12

Science 10 – 20 – 30 (SCN1270 – 2270 – 3270)

This Alberta Education course sequence provides a well-rounded science education for students who want a strong foundation in science and aspire to career goals that involve study in post-secondary institutions. Science 10 is the foundation course for all academic science programs, including biology, chemistry, physics, and Science 20 – 30. Biology 20 – 30, Chemistry 20 – 30, and Physics 20 – 30 programs are for students who have clearly defined post-secondary career goals that require scientific disciplines.

The Science 10 – 20 – 30 program emphasizes major concepts, science process skills, and scientific attitudes as common threads that run through all units of study. Themes of science (for example, matter, energy, systems) are the conceptual foundations that link the theoretical structures of various scientific disciplines.

Science 10 has four units: energy from the sun; matter and energy in living systems; matter and energy in chemical change; and energy and change. Change is the common theme in Science 20—analysis of change and control of change. Science 20 has four units: the changing earth; changes in living systems; chemical changes; and changes in motion. Themes of systems and energy link all Science 30 units. Thinking of any collection of objects, cells, or processes as a system draws attention to how the parts of the system interact with one another. Science 30 has four units: living systems respond to their environment; chemistry in the environment; electromagnetic energy; and energy and the environment.

Biology 20 – 30 (SCN2230 – 3230)

Major science concepts developed in Biology 20 are systems, equilibrium, energy, and matter. Diversity and change are other themes addressed. The course has four units: the biosphere; cellular matter and energy flows; matter and energy exchange in ecosystems; and matter and energy exchange by the human organism. Major science concepts developed in Biology 30 include change, diversity, equilibrium, and systems. Matter and energy are subordinate themes. Biology 30 has four units: systems regulating change in human organisms; reproduction and development; cells, chromosomes, and DNA; and change in populations and communities.

Chemistry 20 – 30 (SCN2240 – 3240)

Matter and chemical change are common themes in all Chemistry 20 units. An understanding of the nature of matter and analysis of its changes are essential for understanding what is happening and for predicting what will happen; control of change is essential for the design of

technological systems. Chemistry 20 consists of four units: matter as solutions, acids, bases, and gases; quantitative relationships in chemical changes; chemical bonding in matter; and the diversity of matter as an introduction to organic chemistry. Chemistry 30 includes the themes of systems, energy, and change. Equilibrium and matter are also highlighted to a lesser extent. Chemistry 30 has three units: thermo-chemical changes; electrochemical changes and equilibrium; and acids and bases in chemical changes.

Physics 20 – 30 (SCN2260 – 3260)

Energy is the science theme common to all units in Physics 20, with change and matter playing a subordinate role. Energy in its many forms causes change and determines kinematics and dynamics, circular motion and gravitation, mechanical waves, and light. In Physics 30, diversity of matter and energy are the predominant themes. Physics 30 has four units: conservation laws; electric forces and fields; magnetic forces and fields; and nature of matter.

Science 15 – 25 – 35 (LDC1290 – 2290 – 3293)

This program is based on the 1988/1994 NWT high school science program. The focus is on preparing students with a solid foundation of concepts and skills common to biology, chemistry, physics, and environmental science. It tends to be student-oriented and activity-oriented, with students learning in the context most relevant to them. The key concepts of change, energy, and matter are emphasized, with a lesser focus on equilibrium, diversity, and systems. Through experimentation, problem solving, and independent studies, students gain an understanding and awareness of how important a role science plays in their daily lives.

Science 35 (Environmental Studies) is a locally developed Nunavut course that focuses on the topics of northern ecosystems, climate, physical geology, and technologies. Teachers are able to concentrate on the specific topics that are most relevant for their community and local situation.

Note: Nunavut Education will gradually replace this sequence of courses with Environmental Systems 10 – 11 – 12. At the 10 level, the focus will be on Nuna/Land Science, at the 11 level on Tariuq/Ocean Science, and at the 12 level, on Sila/Atmospheric Science. New modules are scheduled to be developed, piloted, and implemented in the coming years.

Science 16 – 26 (SCN1290 – 2290)

This Alberta Education sequence of courses is intended to provide students with sufficient scientific knowledge, attitudes, and skills that will be useful to them in their daily lives. This program is activity-based and is intended to have students draw connections between science and their own personal situations.

19. Social Studies

Nunavut Education is developing its own program for the Nunavusiutit curriculum strand. New modules are scheduled to be developed, piloted, and implemented in the coming years.

Grade 9

The current Grade 9 course follows the NWT (1993) Social Studies and Civics curriculum. It focuses on Canada and Canadians and takes an inquiry approach to topics of northern/cultural knowledge, governance, human rights and freedoms, current events, social change and development, and globalization. The content is organized into three themes: the geography of Canada; Canadian history to the 20th century; and international connections. In addition, the *WNCP Common Curriculum Framework for Social Studies* is a resource document.

Grades 10–12

As noted, Nunavut Education is developing its own program for the Nunavusiutit curriculum strand. Schools will continue to offer the former Alberta Social Studies 10 – 20 – 30, 13 – 23 – 33, and 16 – 26 as the program is developed. The Nunavusiutit program will be implemented in Grade 10 as of 2011.

Social Studies 10 – 20 – 30 (SST1150 – 2150 – 3150)

This Alberta Education course sequence prepares students academically for entry into post-secondary level humanities programs. At the 10 level, this course has two topics: Challenges for Canada: the 20th Century and Today; and Citizenship in Canada. Social Studies 20 has two themes: the development and interaction of nations: 19th century Europe; and interdependence in the global environment. Social Studies 30 has two themes: political and economic systems; and global interaction.

Social Studies 13 – 23 – 33 (SST1151 – 2151 – 3151)

This Alberta Education course sequence prepares students for post-secondary college-level programs. At the 13 level, there are two topics: Challenges for Canada: the 20th Century and Today; and Citizenship in Canada. Social Studies 23 focuses on the development of the modern world; and challenges in the global environment. Social Studies 33 themes are political and economic systems; and global interaction.

Social Studies 16 – 26 (IOP1160 – 2160)

This Alberta Education course sequence provides the skills and attitudes needed for students to become responsible citizens and contributing members of society. The themes in Social Studies 16 are Being a Citizen; You and the Law; and Careers: Your Employability. The themes in Social

Studies 26 are You and the Canadian Identity; Canada and You in the World; and Career Trends and You.

Northern Studies 15 (LDC1193)

This Nunavut Education course has three units of study. One is a study of Inuit language, the second is the Nunavut Land Claim Agreement, and the third is a study of a topic in Inuit culture.

20. Other Courses

A. Inuit Language

Grade 9

This is currently being revised.

Grades 10–12

Inuktitut 10 – 11 – 12 (ILA1000 – 2000 – 3000)

This Nunavut Education course sequence is an intensive program that teaches fundamental principles of Inuit language and culture. Students respond personally, critically, and creatively, negotiate and manage information, demonstrate an understanding of text, and comprehend and respond to texts. General production competencies interrelate and are interdependent; each is achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences. This program meets university entrance requirements at 25 universities across Canada.

B. Aulajaaqtut

Grade 9

This is currently being revised.

Grades 10–12

Aulajaaqtut 10 – 11 – 12 (NRC1000 – 2000 – 3000)

Aulajaaqtut at the senior secondary level involves the completion of four modules of study plus a practicum project in each year. Topics covered include: personal and community wellness, service and volunteerism, goal setting and leadership, career investigation, and social history. Currently three modules (NRC2403) plus a practicum (NRC2400) at the Grade 11 level are a graduation requirement. This program meets university entrance requirements at 25

universities across Canada. All Nunavut students entering grade 10 in 2010 will be required to successfully complete all three Aulajaaqtut courses in order to graduate. In 2012-2013, Aulajaaqtut 10-11-12 will become a graduation requirement.

C. Career and Technology Studies

Grades 9–12

This Alberta Education (1998) course sequence provides students with options to build on competencies and interests they already have in areas outside of core courses. These courses are grounded in real contexts and enable students to explore potential career options and develop job-related skills. Courses may be delivered inside or outside the school facility and encourage students to use course work to develop connections that will enable them to transfer their learning effectively to career and job options. Each course is worth 1 credit. Students must have 5 CTS credits for graduation; the course code prefix is CTS. Many CTS course options available in Nunavut schools are locally developed courses that include cultural knowledge and skills; their code prefix is NCS.

D. Fine Arts

Grades 10–12

Schools may choose from a range of Alberta fine arts courses. The Grade 12 courses must be offered for 5 credits, but others may be offered for 3, 4, or 5 credits.

Art 10 – 20 – 30 (FNA1400 – 1404 – 1408 – 2400 – 2404 – 2408 – 3400)

Art 11 – 21 – 31 (FNA1405 – 1406 – 1407 – 2405 – 2406 – 2407 – 3405)

Drama 10 – 20 – 30 (FNA1410 – 1414 – 1415 – 2410 – 2414 – 2415 – 3410)

Choral Music 10 – 20 – 30 (FNA1420 – 1421 – 2420 – 2421 – 3420)

Instrumental Music 10 – 20 – 30 (FNA1425 – 1426 – 2425 – 2426 – 3425)

General Music 10 – 20 – 30 (FNA1424 – 1427 – 2424 – 2427 – 3424)

E. Cadet Courses

A maximum of 15 credits may be applied to the unspecified credits for graduation. The course code is prefaced by CDT.

F. Physical Education

Grade 9

Nunavut schools follow the 1990 Northwest Territories physical education program.

Grades 10–12

Nunavut schools follow the Alberta program of studies for physical education. Courses may be offered for 3, 4, or 5 credits.

Physical Education 10 – 20 – 30 (PED1445 – 1446 – 1447 – 2445 – 2446 – 2447 – 3445 – 3446 – 3447)

The four general outcomes concentrate on activity, health benefits, cooperation, and developing habits for an active life. The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of physical activities such as dance, games, types of gymnastics, individual activities, and activities in an alternative environment.

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Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Ontario

Table of Contents

Part 1 – Summary Statement

NOTE:
Students **who entered secondary school prior to 1999 and after 1984** must meet the requirements for the Ontario Secondary School Diploma described in *Ontario Schools: Intermediate and Senior Division, Grades 7 to 12/OACs: Program and Diploma Requirements* (OS:IS).
Students **who entered secondary school between 1974 and 1984** must meet the requirements for the Secondary School Graduation Diploma (SSGD) under *Circular H.S.1.*
Information about graduation requirements for these mature students can be found in Policy/Program Memorandum No. 132, available on the Ministry of Education website at http://www.edu.gov.on.ca/extra/eng/ppm/132.html.
We encourage readers of this guide to go to the Ministry of Education website at http://www.edu.gov.on.ca/eng/teachers/curriculum.html to confirm the most current policy requirements and programs for regular day school and mature students enrolled in the secondary school program.

The Ontario Student Transcript (OST) is the official summary of a student's coursework and diploma requirements completed. Further information about the OST can be found on the Ministry of Education website at http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.pdf. This is the document secondary school students must provide at registration to a new school so that prior learning may be assessed.

1. Introduction

Publicly funded elementary and secondary schools are administered by district school boards (http://esip.edu.gov.on.ca/english/), the oldest form of publicly elected government in Ontario. Working within the framework of the Education Act and its regulations, district school boards adapt provincial education policy to local situations.

Ontario's 72 District School Boards are made up of 31 English-language public boards, 29 English-language Catholic boards, 4 French-language public boards, and 8 French-language Catholic boards. As well, a small number of Ontario schools are operated by 33 School Authorities. The School Authorities manage special types of schools such as schools in hospitals and treatment facilities and schools in remote and sparsely populated regions. There are nearly 900 secondary schools in Ontario.

Private schools also provide elementary and secondary education. They are independently operated and do not receive funding from the government. The Ministry of Education may inspect a private secondary school that has requested inspection in order to authorize the principal to grant credits in subjects leading to the Ontario Secondary School Diploma.

Although First Nations schools are funded by the federal government, the Ontario Ministry of Education may also inspect a First Nations secondary school that has requested inspection in order to authorize the principal to grant credits in subjects leading to the Ontario Secondary School Diploma.

Most of Ontario's nearly 2 000 000 elementary and secondary school students study in English. Approximately 100 000 students whose first language is French study in French.
All students whose parents meet the requirements under Section 23 of the *Canadian Charter of Human Rights and Freedoms* (http://www.pch.gc.ca/progs/pdp-hrp/canada/guide/minority_e.cfm) will be admitted into a French-language school. This section recognizes the right of parents who are Canadian citizens in a minority-language setting to have their child receive an education in the minority language if one or both parents attended elementary school in the language in question. Those parents who do not qualify under Section 23 will have the opportunity to enroll their child in a French-language school with the approval of the admissions committee of the French-language school board.

In Ontario, all permanent residents **between the ages of 6 and 18 must attend school**. Some students continue to attend after the required period of time in order to complete the requirements for the Ontario Secondary School Diploma, and/or to pursue further study in areas of interest, including cooperative education programs. Although young people make up the majority of students in secondary school, schools also serve a significant number of adult students.

The Ontario Secondary School program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education and work, and it will help them to become independent, productive, and responsible members of society. The graduation requirements emphasize a challenging high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are also required to meet the provincial **literacy** graduation requirement. To ensure that students develop awareness of civic responsibility, they must fulfill a **community involvement** requirement of 40 hours to qualify for the secondary school diploma. See Section 8 for further details.

Two broad areas of student learning provide the framework for the school program: the Ontario Curriculum and the Areas of Learning in the Guidance and Career Education program. Helping students develop knowledge and skills in these two areas of learning is the collective responsibility of all staff—administrators, teachers, guidance counsellors, Student Success teachers, special education teachers, teachers of English language learners, and support staff. Students learn not only through their school classroom experiences, but also through their experiences in the school and in the broader community. The school program must be designed to reflect both the needs of the students in the school and current ministry and board policies and initiatives.

The **Ontario Curriculum** encompasses the knowledge and skills taught within the subject disciplines from Kindergarten through to Grade 12. The secondary curriculum is described in Section 6.

The **Areas of Learning in the Guidance and Career Education program** include the knowledge and skills students need to learn and continue learning; to manage their behaviour, work with others, and engage in the school and community as responsible citizens; and to make informed education and career choices. There are three defined areas:

Student development
The ability to learn effectively and independently and to learn from experience is the foundation for success in school, work, and life. This area of learning is the basis for academic success and lifelong learning.

Interpersonal development
The ability to manage personal behaviour and engage in the school and community as an active, responsible citizen is required in all aspects of life. Students learn to work with each other in class and in various team, club, and school-wide activities. This area of learning is the basis of positive interpersonal relationships.

Career development
The ability to make informed education and career decisions helps students connect their interests and strengths to what they learn in each subject discipline and to their aspirations beyond secondary school. Competence in this area is the basis of informed education and career planning.

The secondary program is designed to prepare students to be successful in their destination of choice: apprenticeship, college, community living, university, and the workplace. All destinations must be equally valued by students, educators, parents, and the community. Student success is a system-wide responsibility that is explicitly stated and shared. Students, parents, and educators are engaged in, and participate in, shared decision making to help students plan and succeed in a secondary program that supports their goals for the future. The Ontario secondary school program is designed to prepare students to shape, embrace, and adapt to a future of perpetual change within a global community. The program provides all students with the learning opportunities and supports that they need to actualize their potential, to prepare them for further education and work, and to help them become independent, productive, and responsible members of society. This program is continuously evolving to meet the changing world and ensure that the individual learning needs of all students are met successfully.

2. Organization of the School System

The secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8. Courses are offered in ways intended to ensure that education

is relevant both to students' needs and interests and to the requirements of postsecondary institutions and employers.

In Grades 9 and 10, courses promote the acquisition of essential knowledge and skills by all students while at the same time allowing students to begin to focus on their areas of strength and interest, as well as to explore various areas of study. These are the years of exploration. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended postsecondary destinations. These are the years of specialization.

The Ontario educational system is organized into four divisions: primary (kindergarten/junior kindergarten to Grade 3); junior (Grades 4–6); intermediate (Grades 7–10); and senior (Grades 11–12). Schools are broadly organized into elementary (K–8) and secondary (9–12) schools, although many variations on these organizations exist (K–6, 6–8, 7–12). Secondary school credits are awarded for the successful completion of courses from Grades 9–12.
In Ontario, students whose first language is French may study in French. French-language secondary schools in Ontario are subject to the same course requirements as English-language schools. Specifications are set out in *Les écoles secondaires de l'Ontario de la 9^{e} à la 12^{e} année — Préparation au diplôme d'études secondaires de l'Ontario, 1999*.

3. Explanation of Terms Used

accommodation
In the area of special education, accommodation is the support given to a student to assist him/her in achieving the learning expectations set out in the Ontario curriculum (e.g., provision of equipment and materials such as hearing aids, recording devices, scribes, provision of extra time to complete tests). The student is expected to achieve the expectations of the course.

aménagement linguistique
Aménagement linguistique, or language planning, is defined as the implementation, by educational institutions, of planned systemic interventions to ensure that French language and culture are protected, valued, and transmitted in minority-language communities.

community involvement
Every student is required to complete a minimum of 40 hours of community involvement for the OSSD. (See Section 8 for further details.)

compulsory credit
A compulsory credit is earned for the successful completion of the expectations of a course that meets a compulsory credit requirement for the OSSD. (See Section 8.) There are 18 compulsory credits required for the OSSD.

course
Course is a set of learning activities that enables students to attain the expectations developed from Ministry of Education curriculum policy documents. Normally a course has a value of 1 credit and requires 110 hours for completion. Half-credit courses (55 hours) may also be developed. Multiple-credit courses may be developed based on the curriculum policy documents, usually in Cooperative Education and Technological Education. (See *credit* below.)

course type
For Grades 9–10, courses are designated as Academic, Applied, or Open. For Grades 11–12, courses are designated based on destination as College Preparation (C), open (O), University Preparation (U), University/College Preparation (M), or workplace preparation (E).

credit
One credit is granted in recognition of the successful completion of a ministry-developed course or an approved locally developed course that has been scheduled for a minimum of 110 hours. Credits are accumulated for the purpose of meeting diploma requirements. A student must achieve a grade of 50% or better to receive a credit. (Students must earn a minimum of 60% to earn the credit for the Ontario Secondary School Literacy Course – OLC3O/4O.) A half-credit may be granted in recognition of the successful completion of a course that has been scheduled for 55 hours. A credit is granted to a student by the principal of the secondary school on behalf of the Minister.

credit recovery
Credit recovery is the process that enables a student who has completed a course in day school but has failed to successfully complete all the expectations to meet the expectations in which he or she has not been successful and attain the credit, without repeating the entire course.

curriculum
Curriculum policy documents provide the policy framework for the teaching of a subject. Curriculum policy documents for each subject discipline are developed by the Ministry of Education and are revised on a seven-year cycle. Courses of study are developed at the school or school-system level in accordance with the appropriate policy guidelines, and they must include the expectations outlined in the provincial documents.

dual credit
Dual credit programs allow students to take apprenticeship training, college, or university courses while still in secondary school; credits earned count towards both the OSSD and a postsecondary certificate, diploma, or degree.

ELL, ESL, ELD
All terms refer to students whose first language is not standard Canadian English. ELL is the encompassing term for all English language learners—students whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario schools. ESL refers to students studying English as a

second language. ELD refers to students who are English speakers, but their understanding and production of standard English requires some English literacy development in order to be successful in their studies in Ontario. Corresponding terms for French-language students are ALF (programme d'actualisation linguistique en français, or French language actualization program) and PDF (programme de perfectionnement du français, or French language improvement program).

exceptional
Exceptional describes a student whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that he or she is considered to require placement in a special education program.

expectations
For every course offered at the secondary level, the curriculum outlines clear and detailed curriculum expectations. Expectations describe the knowledge and skills that students are expected to demonstrate, at particular levels of proficiency, by the end of each course. Each course includes overall expectations and specific expectations. All the overall expectations must be met. Specific expectations may be covered in an integrated approach, and not all specific expectations must be assessed, although all must be included in the instruction of the course.

IEP
An Individual Education Plan is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the accommodations or modifications required for the student's program.

ILC
The Independent Learning Centre is a division of TVOntario. The ILC provides courses designed for individuals who wish to work independently towards a diploma or to study a course not provided in an accessible secondary school. Courses are based on the provincial curriculum documents and enable students to fulfill the requirements for the OSSD.

interdisciplinary studies courses
An interdisciplinary approach to curriculum may be provided through interdisciplinary studies courses (IDC) and/or through interdisciplinary program packages (IDP). Interdisciplinary studies courses (IDC) combine all the expectations of the interdisciplinary studies course with a relevant selection of expectations from two or more additional courses from the same grade or the grade immediately preceding or following. Interdisicplinary program packages (IDP) may be developed, worth 2-5 credits, combining the interdisciplinary studies course with 1 to 4 additional related credits.

IPRC
The Identification, Placement, and Review Committee (IPRC) makes recommendations for accommodations and/or modifications to the program and/or congregated placements for students with special education needs.

locally developed course
A locally developed course (LDCC) is a course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education for ministry approval.

Boards may offer, and students may take, up to six locally developed and compulsory credit courses to meet compulsory credit requirements for the OSSD: Grade 9 English, mathematics, and science, and Grade 10 English, mathematics, and science OR Canadian history. Students may complete all seven LDCCs, but either the science or history credit will count as an optional credit.

mature student
For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school for a period of at least one year, and who is enrolled in a secondary school program for the purposes of obtaining an OSSD.

modification
Modification is a change made to the expectations of a course for students with special education needs. The student may or may not earn a credit for a modified course, depending on the degree of the changes made to the expectations. This decision is at the discretion of the principal.

Ontario Student Record (OSR)
The Ontario Student Record is the official record for every student enrolled in an Ontario school. The OSR contains the achievement results (the OST for secondary students—see below), credits earned, diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and other freedom of information legislation. Further information about the OSR can be found at http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html.

Ontario Student Transcript (OST)
The Ontario Student Transcript is the ***official record that contains a summary of the coursework and diploma requirements completed by a student***. Further details about the codes noted on the OST, as well as sample OSTs, can be found at http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html.

The OST will include the following:

- all Grades 9 and 10 courses successfully *completed* by the student, with percentage grades obtained and credits earned
- all Grades 11 and 12 courses *completed* or *attempted* by the student, with percentage grades obtained and credits earned

- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OS:IS
- all Grade 10 courses for which the student *successfully* challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- all Grades 11 and 12 courses for which the student *successfully* or *unsuccessfully* challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements
- confirmation that the student has completed the 40 hours of community involvement
- confirmation that the student has successfully completed the provincial secondary school literacy diploma requirement

optional credit
An optional credit is a credit that is earned for the successful completion of the expectations of a course that is not being used to meet a compulsory credit requirement. There are 12 optional credits required to earn an OSSD.

OSS
OSS is the abbreviation frequently used for *Ontario Secondary Schools: Grade 9 to 12 Program and Diploma Requirements, 1999.* This document outlines the requirements for the OSSD for a student enrolling in the Ontario secondary system for the first time beginning in September 1999. It is currently under review, and a new version is due for release in 2009. No changes are being made to credits or to graduation requirements.

OSSD
OSSD is the abbreviation of Ontario Secondary School Diploma.

OSSLT and OSSLC
One of the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC) must be successfully completed in order for a student to earn an OSSD. (See Sections 8 and 12.)

PLAR
Prior Learning Assessment and Recognition is the formal evaluation and credit-granting process that recognizes students' prior learning. Students may challenge a credit based on learning that has occurred outside the secondary school but that is equivalent to the expectations outlined in a provincial curriculum document, or may be granted equivalent credits based on documentation for learning that has occurred outside Ontario. See http://www.edu.gov.on.ca/extra/eng/ppm/129.html for further detail.

prerequisite course
A prerequisite course is a course that is deemed to be absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established

only by ministry curriculum policy documents, and no courses apart from those can be identified as prerequisites. The prerequisite for a course is noted in each of the provincial curriculum policy documents. There are no co-requisite courses in any discipline except senior mathematics.

regular day school student
A regular day school student is a student, other than a mature student, who is enrolled in a regular day school program. A full-time student studies *at least* an average of 210 minutes per school day.

special education program
A special education program is defined in the Education Act as an educational program for an exceptional student that is based on, and modified by, the results of continuous assessment and evaluation, and that includes specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

transfer course
A transfer course is a course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for the success of the course to be taken. Partial credits are granted for successful completion of a transfer course.

4. Course Designation

4.1 Course Types

Different types of courses in the secondary school program are provided to ensure that all students are supplied with the fundamental knowledge and skills they will need for success in future learning, the world of work, and community life. The types of courses offered and their organization allow students to select and sequence their learning from Grades 9 through 12, keeping their options open in the earlier grades and preparing them in senior grades for their postsecondary destinations.

In Grades 9 and 10, students select an appropriate combination of courses in order to add to their base of knowledge and skills and explore their interests. When selecting their program in the earlier grades, students are not required to make binding decisions about a particular educational or career path, but they do need to be aware of any prerequisites for the various courses in Grades 11 and 12, as specified in the curriculum policy documents.

> ***Academic courses*** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses are designed to prepare students for further study in a subject and to enrich their education. Open courses comprise a set of expectations that are appropriate for all students and provide a broad educational base that will prepare students for further education and for productive participation in society. Most courses in the arts, business, English as a second language/English literacy development, guidance, health and physical education, international languages, Native languages, Native studies, social sciences, and the humanities are offered as Open courses.

In Grades 11 and 12, students will focus more on their individual interests and strengths and identifying and preparing for their postsecondary pathway. Courses at these grade levels are destination based and include College Preparation courses, University Preparation courses, University/College Preparation courses, and workplace preparation courses. Open courses are also offered. At a minimum, school boards must and schools are encouraged to offer one course in each of the four destination-related types of courses in each of Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education. Open courses are not linked to any specific postsecondary destination.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at colleges and universities.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to most apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with reference to the specific requirements of universities, colleges, or the workplace.

4.2 Courses with a Particular Focus or Emphasis

The curriculum policy documents for the arts, classical studies and international languages, health and physical education, and Native languages describe courses that schools may develop to focus on a particular area of the subject or a course outlined in the documents (e.g., jazz dance in a dance course or a particular language in an international languages course).

The curriculum policy document for technological education describes courses that may be developed to emphasize a particular area of a course subject but not to the exclusion of other areas within the subject. Broad-based technology courses in Grades 10, 11, and 12 may be designed for up to 330 hours of instructional time to allow students to specialize and/or practise and refine their skills. Regardless of the area of emphasis, students must be given the opportunity to achieve all the expectations of the course outlined in the curriculum document for the discipline.

4.3 Half-Credit Courses

Courses outlined in the Grades 9–10 and Grades 11–12 curriculum documents are designed as full-credit courses (110 hours). However, half-credit courses may be developed as long as the original course is not designated as a Grade 12 University Preparation or University/College Preparation course. Half-credit courses require a minimum of 55 hours of scheduled instructional time.

4.4 Multiple-Credit Courses

Courses in cooperative education, technological education, and interdisciplinary studies may be offered as multiple-credit courses.

4.5 Locally Developed Courses

The secondary program is designed to give students the learning opportunities, flexibility, and support they need to meet the curriculum expectations in their courses and to proceed towards a diploma. Ministry policy provides a wide range of strategies and program options for schools to use to enable students to achieve these provincial curriculum expectations and to prepare for their postsecondary destinations. In cases where students' educational and/or career preparation needs cannot be met by courses authorized by the provincial curriculum policy documents, school boards may develop courses locally that can be counted as credits for diploma purposes. Locally developed optional credit courses have a specific course-type designation (applied, academic, College Preparation, University Preparation, University/College Preparation, workplace preparation, or open). Destination-related courses in Grades 11 and 12 are developed in consultation with the appropriate postsecondary partners.

4.6 Locally Developed Compulsory Credit Courses

Some students who enter secondary school do not have the necessary preparation to enable them to succeed in the secondary program. In order to provide students with the opportunity to upgrade their knowledge and skills, a school board may offer one locally developed course in each of Grade 9 English, mathematics, and science and in each of Grade 10 English, mathematics, science, and Canadian history. Students may count a maximum of ***six*** such locally

developed courses as compulsory credits towards their secondary school diploma requirements; students may select all seven courses and use one as an optional credit towards their diploma. Locally developed compulsory credit courses (LDCCs) are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements in English, mathematics, science, and Canadian history. They do not have a specific course-type designation, but they have the course code "L" in the fifth position. Locally developed compulsory credit courses prepare students for further study in courses from the provincial curriculum policy documents for these disciplines.

4.7 Transfer Courses

Transfer courses offer students a means of changing from one type of course to another at the next grade level if their interests and goals change during secondary school. Transfer courses are designed to enable the student to acquire the knowledge and skills required to bridge the gap between two courses of different types in the same subject, allowing the student to meet prerequisites for courses without having to complete an entire credit. These courses are only available in some disciplines and, with the exception of mathematics, are described in the curriculum policy document for transfer courses. (The mathematics transfer course is described in the curriculum policy document for mathematics.) Transfer courses are shorter and more focused than other types of courses and may be delivered in a variety of ways, including through e-learning. Transfer courses provide partial credits since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements.

4.8 Religious Education Courses

Roman Catholic school boards are responsible for developing credit courses in religious education and the curriculum expectations related to them. A Roman Catholic board that develops such courses does not have to seek approval for them. Students may earn up to 4 credits in religious education. Credit courses may also be developed in religious education in inspected private schools.

4.9 Course Codes

Course codes are assigned at the provincial level for credits earned in Grades 9 to 12. These codes have five characters that indicate the subject discipline, the grade, and the type of course.

The *first three characters* of the course codes are those given in the ministry's list of common course codes. They indicate the subject; for example, ENG represents an English course.

The *fourth character* indicates the grade of the course:

- 1 (Grade 9)
- 2 (Grade 10)
- 3 (Grade 11)
- 4 (Grade 12)

For courses in ESL, ELD, ALF, PDF, classical/international languages, and Native languages, the *fourth character* indicates the level of the course:

- A (Level 1)

- B (Level 2)
- C (Level 3)
- D (Level 4)
- E (Level 5)

The *fifth character* indicates the type of course:

- D (academic)
- P (applied)
- O (open)
- E (workplace preparation)
- C (College Preparation)
- U (University Preparation)
- M (University/College Preparation)
- L (locally developed compulsory credit course)

For example:

- ENG2P represents English, Grade 10, Applied.
- MCV4U represents Calculus and Vectors, Grade 12, University Preparation.
- ESLBO represents ESL Level 2, Open.
- LBABD represents Albanian, Level 2, Academic.

A list of the **common course codes** for secondary schools can be found at http://www.edu.gov.on.ca/eng/general/list/commoncc/ccc.html. A list of all **secondary courses and their prerequisites** can be found at http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf. **Note:** These documents may not reflect the most recent revisions to the curriculum. Please check the relevant curriculum documents for the most recent codes and descriptors.

5. Time Allotments and Course Load

The school year extends from the first week in September to the last week in June. A minimum of 194 instructional days is required (including examination days and professional activity days). There are scheduled breaks during the months of December (two weeks) and March (one week) of each school year.

One credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. Civics and Career Studies are the only two compulsory courses that are worth a half-credit and are scheduled for a minimum of 55 hours. For the purpose of granting a credit, *scheduled time* is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course.

Most students will complete their high school diploma requirements in four years, but they are not required to do so. Regular day school funding is provided for secondary students until they reach the age of 21.

Students may earn up to 8 regular day school credits in a school year. Most secondary schools are organized to offer their courses either within a semestered system of two terms (4 credits per term) or over the course of the full school year (eight courses per year). Students may earn more than 8 credits in a school year if they participate in Continuing Education or distance learning. (See Section 10.)

6. Curriculum Organization

The Ontario secondary school curriculum is organized into fifteen disciplines (as well as Interdisciplinary Studies). The expectations for secondary students are outlined in two sets of provincial documents developed by the Ministry of Education: Grades 9–10 and Grades 11–12. These include the arts; business studies; Canadian and world studies; classical studies and international languages; English; English as a second language/English skills development (one document, Grades 9–12); French as a second language (core, extended French, and immersion French); guidance and career education; health and physical education; mathematics; Native languages; Native studies; science; social sciences and the humanities; and technological studies. In most cases, courses within each discipline are structured into distinct subject areas. Within each discipline, students can select courses that will help prepare them for the postsecondary destinations of their choice. Secondary school courses prepare students for apprenticeship, college, community living, university, and employment in the workplace.

These curriculum documents contain information about the courses that can be offered by a school. For every course offered at the secondary level, the curriculum outlines clear and detailed curriculum expectations. There are two sets of expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The specific expectations describe the expected knowledge and skills in greater detail. In addition, for every discipline, the curriculum provides detailed descriptions of achievement levels that will assist teachers in their assessment and evaluation of students' work and promote consistency in these practices in schools across Ontario.

Boards offer courses that are based on the curriculum expectations set out in the ministry curriculum policy documents. Boards may also offer courses that are locally developed and approved by the ministry.

Curriculum guidelines for all subject areas have been developed for use in French-language schools. Curriculum guidelines for all subjects except English (for English-language schools), English as a second language, and French as a second language are available in the French language. English (for French-language schools) *Anglais pour débutants* and *Français* guidelines apply to French-language secondary schools only.
Please note that provincial curriculum documents are reviewed and revised on a seven-year cycle; the most current version of each document will be posted on the Ministry of Education website at http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html.

7. Testing and Grading Practices

The Ministry of Education does not set provincial examinations for secondary school. A student's level of achievement is evaluated by the teacher.

The teacher's professional judgement is based on provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents. This judgement involves a number of assessment and evaluation strategies (including assignments, demonstrations, projects, performances, and tests) that are varied in nature, gathered over time, and designed to provide opportunities for students to demonstrate the full range of their learning.

The common achievement chart is included in the curriculum policy document for each discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Each chart is organized into four broad categories of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, and they enable teachers to make consistent judgements about the quality of student work and to provide clear and specific feedback to students and parents.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Percentage Grade Range	**Achievement Level**	**Summary Description**
80–100%	Level 4	Achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.
70–79%	Level 3	A high level of achievement of the overall expectations. **This is the Provincial Standard.** Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade.
60–69%	Level 2	Achievement that approaches the provincial standard.
50–59%	Level 1	Achievement that falls much below the provincial standard, while still reflecting a passing grade.
Below 50%	Below Level 1	Insufficient achievement of curriculum expectations. A credit will not be granted.

The final grade for each course in Grades 9–12 is determined as follows:

- 70% of the grade is based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course, although special consideration is given to more recent evidence of achievement.
- 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The teacher is also required to report on the student's development of five **learning skills** (initiative, organization, teamwork, work habits, works independently) on a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of the learning skills reflect the critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are **not** considered in the determination of a percentage grade.

Schools are required to maintain records of evaluation for each student in the Ontario Student Record (OSR), which is created when the student first enters the Ontario school system and is maintained until graduation. The OSR is transferred with the student if he or she changes schools within Ontario.

7.1 Education Quality and Accountability Office (EQAO)

The EQAO is an independent agency of the Ontario government, established in 1996. EQAO provides accurate, objective, and clear information about student achievement and the quality of publicly funded education in Ontario. In addition, EQAO works to ensure that this information is used to bring about improvement for individual students and for the education system as a whole.

A significant part of the EQAO's mandate is the design and implementation of a comprehensive program of student assessment within government-established parameters.
EQAO assesses all students in Grade 3 and Grade 6 in reading, writing, and mathematics. EQAO administers two secondary assessments: The Ontario Secondary School Literacy Test, administered in the spring of each year to all students enrolled in Grade 10, and the Grade 9 Assessment of Mathematics, administered in January to students enrolled in first-semester mathematics courses and in May/June to students enrolled in second-semester and full-year courses.

Ontario students also participate in ministry-approved national and international assessments.

8. Requirements for Graduation in English-Language Schools

8.1 Overview

In order to earn an **Ontario Secondary School Diploma (OSSD),** a student entering Grade 9 must

- earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- complete 40 hours of community involvement activities
- achieve the literacy graduation requirement by passing the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)

8.2 Compulsory Credits

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or Grade 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 0.5 credit in civics
- 0.5 credit in career studies

plus

- **Group 1 –** 1 additional compulsory credit from one of the following curriculum policy documents: English, **or** French as a second language, **or** classical studies and international languages, **or** Native languages, **or** social sciences and the humanities, **or** Canadian and world studies, **or** guidance and career education, **or** a cooperative education credit
- **Group 2 –** one additional compulsory credit from one of the following curriculum policy documents: health and physical education, **or** the arts, **or** business studies, **or** a cooperative education credit
- **Group 3 –** one additional compulsory credit from one of the following curriculum policy documents: science (Grade 11 or Grade 12) **or** technological education (Grades 9 to 12), **or** a cooperative education credit

A maximum of 2 of the 3 compulsory credits from the groups above may be met with credits earned through cooperative education; there is no limit to the number of cooperative education credits a student may use as optional credits.

8.3 Substitutions

In order to allow for flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, principals may replace **up to three compulsory credit courses (or the equivalent in half courses)** using courses from the remaining courses

offered by the school that meet the compulsory credit requirements. Each substitution will be noted on the OST.

8.4 Optional Credits

In addition to 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar. Optional credits include dual credits and credits earned through external credentials.

8.5 Community Involvement Activities

Students are required to complete 40 hours of community involvement in order to earn their OSSD. The community involvement requirement is designed to encourage students to develop an awareness and understanding of their civic responsibility and the role that they can play in supporting and strengthening their communities. The requirement is completed outside a student's normal instructional hours and may be completed at any time during a student's secondary school program. Further information about community involvement activities can be found at http://www.edu.gov.on.ca/extra/eng/ppm/124a.html.
An "X" is entered into the Community Involvement section of the OST when the student has completed the community involvement requirement.

8.6 Ontario Secondary School Literacy Requirement

All students are required to meet the literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. Its purpose is to determine whether or not students have the skills in reading and writing that they will need to succeed at school, in work, and in daily life.

There are three ways in which a student can meet the literacy requirement. All students are expected to take the Ontario Secondary School Literacy Test (OSSLT). Students unsuccessful in the OSSLT may meet the literacy requirement, with the recommendation of the principal, through successfully meeting the expectations of the Ontario Secondary School Literacy Course (OSSLC). Students who have been unable to complete the literacy requirement through either the OSSLT or the OSSLC as a result of special circumstances may meet the requirement through a successful literacy adjudication process.

Students will normally take the Ontario Secondary School Literacy Test (OSSLT) when they are in Grade 10. The test is administered by the EQAO. Students who fail the OSSLT once may take the Ontario Secondary School Literacy Course (OSSLC). This may be offered as a Grade 11 credit – OLC3O, or a Grade 12 credit – OLC4O. Students who successfully complete the OSSLC may count it as meeting **either** the Grade 11 or Grade 12 English compulsory credit requirement **or** one additional compulsory credit requirement from **Group 1**.

Further information about the Ontario Secondary School Literacy graduation requirement can be found at http://www.edu.gov.on.ca/extra/eng/ppm/127.html.

8.7 Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate is granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned **a minimum of 14 credits** distributed as follows (the provisions for making substitutions for compulsory credits also apply for the OSSC):

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

8.8 Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a **Certificate of Accomplishment**. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or for those who plan to find employment after leaving school. This certificate is accompanied by the student's OST, indicating credits earned.

8.9 General Educational Development (GED) Test

The General Educational Development (GED) tests are designed to provide students who have not graduated from high school with an alternative means of demonstrating that they have an equivalent level of education. In GED testing, candidates take five tests that measure skills in writing, science, mathematics, social studies, and the critical appreciation of literature and the arts. Successful candidates are awarded an **Ontario High School Equivalency Certificate**. In Ontario, GED tests are only administered through the Independent Learning Centre.

9. Pre-requisites and/or Co-requisites

Any prerequisites that are considered to be appropriate are stated in the provincial curriculum policy guidelines. In cases where the individual students or parents request exemption from a prerequisite course, the principal of the secondary school will rule on the request. There are no co-requisites in any of the curriculum policy documents with the exception of senior mathematics. Prerequisites are listed in each provincial curriculum document.

10. Other Types of Programs

10.1 Dual Credits

Dual credit programs allow students to take apprenticeship training, college, or university courses while still in secondary school. Credits earned count towards both the OSSD and a postsecondary certificate, diploma, or degree. Dual credit programs allow secondary school students to "reach ahead" and experience learning and success in a postsecondary environment. Current research indicates that a range of students benefit from dual credit opportunities—not only high-achieving students, but also students who may be disengaged and underachieving but who have the potential to succeed. Dual credit learning experiences help students make better-informed education and career-planning decisions and raise their awareness of postsecondary education and training opportunities, including apprenticeships. Some programs involve students earning college credits through e-learning. Approximately 5 000 students across the province are currently involved in dual credit programs.
Credits awarded recognize student achievement of learning outcomes and performance standards that have been approved by the Ministry of Education and by the relevant postsecondary institution. All projects involve a dedicated role for secondary school teachers. Further information is available at the School/College/Work Initiative website at http://www.gotocollege.ca.

10.2 Specialist High Skills Major (SHSM)

A Specialist High Skills Major (SHSM) is a type of ministry-approved specialized program. The SHSM allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma will have met the five required components in ministry-approved SHSM diploma frameworks and are prepared for success in a particular sector and in the postsecondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace.
An SHSM is a package of 9 to 11 required credits, including the following:

- 4 "Major" credits that provide sector-specific knowledge and skills plus 3 to 4 other credits delivered with Contextualized Learning Activities (CLAs) based on the sector (English, Mathematics, Science, Business Studies, etc.)
- a minimum of 2 cooperative education credits to ensure experiential learning, plus job shadowing and work experience and reach ahead opportunities
- a sector-recognized bundle of certifications (usually 6 to 10)
- demonstration of essential skills and work habits using the Ontario Skills Passport for documentation

Currently, SHSMs are available in 14 economic sectors: agriculture, arts and culture, business, community and emergency services, construction, the environment, forestry, health and wellness, hospitality and tourism, information and communication technology, landscaping, manufacturing, mining, and transportation. More information is available at http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specialist.html.

10.3 Cooperative Education

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

A student's co-op program consists of the cooperative education course outside the school, which is monitored by a cooperative education teacher, and the related curriculum course. The classroom component includes 15 to 20 hours of *pre-placement instruction*, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety and *classroom sessions held at various times during and after the placement*, which provide opportunities for students to reflect on and reinforce their learning in the workplace. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Cooperative education courses may be planned as single- or multiple-credit courses, but the latter are encouraged in order to ensure sufficient time at the placement for the student to fully achieve the required knowledge and skills. Courses in all disciplines and of all types may serve as the basis for cooperative education courses. Placements vary in length, depending on the number of credits students are earning, and may involve work outside the designated hours of the school day, depending on the nature of the program and the placements available in the community. Co-op programs are available through the regular school program, specialized school and board programs, continuous intake, and summer and night school programs. E-co-op programs are also available, allowing students to access workplaces beyond their communities.

Credit is awarded for the successful completion of a cooperative education course based on any credit course outlined in a curriculum policy document or on a ministry-approved locally developed course. Every student in a co-op program must have a Personalized Placement Learning Plan (PPLP), which shows how the student's related curriculum course is being applied at his or her work placement. Co-op credits may be used to meet up to 2 of the 18 *compulsory* credit requirements for the OSSD. There is no limit on the number of *optional* credits that may be earned through cooperative education courses.

Note: The course code for a cooperative education credit is the same as the course code for the related course. A "C" in the Notes section of the Ontario Student Transcript will indicate that this was a cooperative education course credit.
Information about cooperative education programs can be found in the *Cooperative Education and Other Forms of Experiential Learning* document or at http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

10.4 Interdisciplinary Studies

The interdisciplinary studies program is one of a number of specialized programs that can provide students with a particular curriculum focus to help them meet the diploma requirements and make the transition to postsecondary education.

Interdisciplinary studies courses provide students with opportunities to understand the diverse perspectives and links among discrete subjects/disciplines and develop their knowledge and skills beyond the scope of individual disciplines to solve problems, make decisions, and present new findings.

Interdisciplinary courses can be offered in two models:

- single-credit interdisciplinary studies courses
- interdisciplinary studies packages of courses

Students may take a maximum of three interdisciplinary courses—one each of the following:

- Interdisciplinary Studies, Grade 11, Open (IDC3O – single; IDP3O – package)
- Interdisciplinary Studies, Grade 12, University Preparation (IDC4U – single; IDP4U – package)
- Interdisciplinary Studies, Grade 12, Open (IDC4O – single; IDP4O – package)

Details of these courses, as well as their prerequisites, can be found on the Ministry of Education website at http://www.edu.gov.on.ca/eng/curriculum/secondary/interdisciplinary.html.

10.5 Continuing Education

The continuing education program provides both credit and non-credit courses outside the program offered in elementary or secondary schools for individuals who wish to study part time or full time for a short term. Continuing education courses may include the following: *credit* courses for secondary school students, mature students, and adults offered through evening, summer school, or daytime classes (the range of credit courses offered is described in the Ontario curriculum policy documents); *adult basic education* courses, including courses in adult basic literacy, citizenship, and language training; and English as a second language, French as a second language, or Native language courses for those who do not have facility in one of these languages.

Continuing education is intended to address the needs of learners of every age and every social and economic background. These learners may range from day school students unable to take a course during the traditional school day, adults who wish to add to their formal schooling, individuals seeking advanced studies or leisure-time pursuits, people who wish to improve their skills for employment or to develop new or existing interests, or physically challenged learners who may be unable to participate in regular group programs.

A day school student's final achievement in an evening continuing education program will be reported to the principal of the day school. Successful completion of Grades 9 and 10 courses will be recorded on the student's OST. Successful and unsuccessful completion of Grades 11

and 12 courses, as well as withdrawal from these courses that occurs after 45 hours of instruction have taken place, will be recorded on the student's OST.

The scheduled time in any evening continuing education course taken for credit will not be less than 90 hours. It is the responsibility of the principal of the continuing education program to ensure that each course contains the amount of work that would ordinarily be completed in the time scheduled for the course in a day school program.

School boards may also offer summer school programs. The terms of admission to a course offered through summer school will be determined by the board that operates the summer school. A summer school program may not begin until after the last school day in the school year and must end before the first school day of the following school year. Non-credit summer school courses may be offered to address students' remedial needs.

To qualify for diploma credit, courses must fulfill the same credit requirements as courses offered during the regular school year, including the requirement that each 1-credit summer school course be scheduled for 110 hours. Students who take a Grade 11 or Grade 12 course during the school year and then repeat the course at summer school will receive only 1 credit for that course; however, both marks will be recorded on the student's OST. Students' achievement in summer school will be recognized by the principal. Successful completion of Grades 9 and 10 courses will be recorded on the student's OST. Successful and unsuccessful completion of Grades 11 and 12 courses, as well as withdrawal from these courses that occurs after 55 hours of instruction has taken place, will be recorded on the student's OST.

10.6 Distance Education

Distance education courses are credit courses that are offered by schools through various means such as teleconferencing, video-conferencing, via the Internet, and/or through correspondence. By making distance education courses available to students, schools can provide students with a wider range of program choices than are available locally. These courses are designed to enable students to participate actively in a course despite being at a distance from the school that is offering the course. A wide range of secondary school credit courses is available through the Independent Learning Centre (ILC, a division of TVOntario). These courses are provided to residents of Ontario and are designed primarily for individuals who wish to work independently towards the secondary school diploma. Information about eligibility, enrollment procedures, and course offerings may be found by accessing the ILC website at www.ilc.org. The courses offered are those outlined in the curriculum policy documents and will enable students to fulfill the requirements for a diploma. The ILC offers an alternative to students who wish to work more independently, gain new credits, complete credits for courses in which they were previously unsuccessful or which they failed to finish, upgrade their skills at their own pace, and start at any time of the year.

E-learning courses of all types are available in Grades 9 through 12. E-learning may be delivered through local board programs and is available to all students. Permission to take e-learning courses must be given by a student's home school, and students must apply and enroll through

their home school. E-learning courses may be offered in summer school. Student intake may be continuous but should be timed to enable the work to be completed within the school year. The schedule for reporting marks will be that of the school delivering the e-learning course. The same criteria for full disclosure that apply to regular courses will also apply to e-learning courses. Assessment and evaluation will be done in accordance with the requirements in the provincial curriculum policy documents.

10.7 Credit Recovery

Students who have *completed* a provincially approved course within the last *two* years and who received a failing grade for that course may be approved to recover the course through the credit recovery process. Students may only recover the credit of the actual course failed (the same type, grade, and level). Students who withdraw from a course are not eligible to recover it through the credit recovery process. Credit recovery may be offered as part of the regular day school program and/or at summer school, and be taught by a qualified teacher. Each school will develop a credit recovery program suited to the needs of the students in the school. Students may recover more than 1 credit concurrently through the credit recovery process, and there is no limit to the number of credits a student may recover. Credit recovery programs may accommodate continuous intake and may be delivered through e-learning. The programs will focus on particular curriculum expectations that students have failed to achieve and on improving learning skills, and they may include behavioural or other supports and both independent and group learning.

Once a student has successfully completed a course through credit recovery, the common course code along with the student's final mark for the recovered course will be recorded on the student's OST. There is no special indicator on the OST or report card for recording the method of delivery for achieving a credit. In the case of students successfully completing a Grade 9 or Grade 10 credit course through credit recovery, only the highest percentage grade achieved will appear on the OST. When students successfully complete a Grade 11 or Grade 12 credit course through credit recovery, the percentage grade for each time the student has attempted the course is recorded .

10.8 Credits for External Credentials

Some students obtain external credentials for achievements and skills through programs that are not offered for credit within the provincial secondary curriculum. In selected cases, student achievement in such programs may be recognized for credit towards completion of the OSSD. There are many organizations in Ontario that offer valuable learning experiences and programs to young people. These programs provide documents or certificates earned by a young person in recognition of successful completion of the program requirements. While many programs offer students valuable learning experiences, programs that only recognize hours of participation without any formal assessment will not be considered for credit. In determining whether or not to approve an organization and its program to provide equivalent learning opportunities for students, the ministry shall ensure that a student who participates in equivalent learning will not, by doing so, receive educational benefits of a lesser quality than those provided in the traditional secondary school system. Only the ministry has the authority

to approve equivalent learning opportunities. Organizations wishing to have their programs recognized for credit for external credentials will apply for approval by the ministry.
At this point, only external music conservatory programs have been recognized. For students completing conservatory of music programs taken outside the school, the principal of a secondary school may award a maximum of 2 University Preparation credits—1 Grade 11 credit (AMX3M) and 1 Grade 12 credit (AMX4M)—towards the Ontario Secondary School Diploma. The credits will be awarded upon presentation of the official examination results forms or certificates. Credits earned based on music certificates may not be used to meet the compulsory credit requirement for the arts. Further information about the music certificates accepted for credit can be found at http://www.edu.gov.on.ca/extra/eng/ppm/133.html.

10.9 Non-Credit Courses

Some students may need to be provided with alternative non-credit courses in a secondary school. Alternative courses provide individualized programming based on the student's instructional level, needs, and interests. District school boards and schools design and offer these courses based on groupings of students who have similar cognitive functioning levels. The expectations in an alternative course must be individualized for each student. The expectations in a non-credit course are individualized for the student and generally focus on preparing the student for employment (supported or independent) and/or community living. Examples of alternative courses include the following: Transit Training and Community Exploration (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB). School boards must use the "K" course codes and titles found in the ministry's Common Course Code listings (at http://www.edu.gov.on.ca/eng/general/list/) to identify alternative courses. School boards may also offer locally developed non-credit courses to meet the needs of groupings of students. The "K" refers to codes that boards can use on the Ontario Student Transcript to provide a record of a student's program. A list of the codes and the related courses is as follows:

Course Code	Related Course	Course Code	Related Course
KAL	Creative Arts for Enjoyment and Expression	KHI	Culinary Skills
KBB	Money Management and Personal Banking	KMM	Numeracy and Numbers
KCC	Transit Training and Community Exploration	KNA	First Canadians
KCW	Exploring Our World	KPF	Personal Health and Fitness
KEN	Language and Communication Development	KPH	Choice Making for Healthy Living
KGL	Personal Life Skills	KPP	Self-Help and Self-Care
KGW	Exploring the World and Work	KSN	Exploring Our Environment
KHD	Social Skills Development	KTT	Computer Skills

10.10 Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may earn credits towards the secondary school diploma by having their knowledge and skills evaluated in relation to the expectations outlined in provincial curriculum policy documents.

The PLAR process involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document published in 1999 or later in Grade 10, 11, or 12 (for regular day school students), or in Grade 11 or 12 (for mature students). The equivalency process is the process of assessing credentials from other jurisdictions for the purpose of awarding credits. All credits granted through the PLAR process must represent the same standards of achievement as have been established for students who have taken the courses.

If they wish to earn credit for the course without taking the course, students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum. Assessment and evaluation strategies for the challenge process must include formal tests (for 70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (for 30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, quizzes, and observation of student work. The principal (or designate) is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit. For challenges for credit for Grade 10 courses, only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course in a regular school program, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process. For challenges for credit for Grades 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario, as well as students entering secondary school who have previously been receiving home schooling. The principal of the receiving school will determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. This decision must be based on the credentials presented or on individual assessments of the student's prior learning where such credentials are not available. Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcript (OST): Manual,*

2008. Principals will use the following table in determining equivalencies for regular day school students:

Number of years ***successfully*** completed in a secondary school program	0	1	2	3	more than 3
Minimum number of credits still to be earned towards the OSSD *(based on credentials presented)*	30	22	14	7	4
Minimum number of credits still to be earned towards the OSSD:	All 18 compulsory credits required.				
• English		3	2	1	1
• mathematics		2	1	0	0
• science or technological education (required total: 2 science credits, plus one additional Grade 11/12 science or Grades 9–12 technological education credit)		2	1	0	0
• other ***compulsory*** credits		5	2	0	0
• optional credits		10	8	6	3
Literacy Test	Required	Required	Required	Required	Required
Community Involvement * The principal determines the number of hours required.	40 hours	40 hours	*	*	*

Information about equivalency evaluation for mature students can be found at http://www.edu.gov.on.ca/extra/eng/ppm/132.html.

11. **Assessment of Out-of-Province and Foreign Studies**
See section 10.10

Part 2 – Summary of Course Content

Copies of each of the Provincial Curriculum Policy documents are available on the Ministry of Education website at http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html.

12. English (First Language)

The English program in Grades 9 to 12 includes ***compulsory courses*** and ***optional courses***. The compulsory courses emphasize strong core competencies in listening, speaking, reading, writing, viewing, and representing. As part of their program in Grades 9 and 10, students must take one compulsory course in English in each grade. These courses are offered in two types: academic and applied. One optional course is offered in the Grades 9–10 curriculum—Literacy Skills: Reading and Writing, Grade 10. This course offers students an opportunity to enhance their literacy skills. It may be taken to fulfill an optional credit requirement or the Group 1 additional compulsory credit requirement for the Ontario Secondary School Diploma (OSSD). It may also be used, at the principal's discretion, as a substitution for one of the compulsory credits required in English. The Literacy Skills course is an open course. Students choose between course types on the basis of their interests, achievement, and postsecondary goals. School boards may offer a locally developed compulsory credit (LDCC) course in English in each of Grades 9 and 10, which may be used to meet the compulsory credit requirement in English for these grades. The Grades 9 and 10 LDCC courses prepare students for success in the Grade 11 English workplace Preparation course.

The English program helps students learn to read efficiently and to absorb information quickly. Students learn to switch from one genre to another, and to use a range of reading skills that suit their purpose and the materials they are reading as they move from subject to subject. Literary works drawn from many genres, historical periods, and cultures reflect the diversity of Canada and the world. The literature program also includes a range of informational texts such as academic textbooks, technical manuals, newspapers and magazines, reference materials, memos, bulletin-board notices, CD-ROMs, databases, and websites.

The expectations in the compulsory courses of the English curriculum are organized in four strands, or broad areas of learning: Oral Communication, Reading and Literature Studies, Writing, and Media Studies. The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of standard English and incorporating the use of analytical-, critical-, and metacognitive-thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes expectations that call for such reflection. The knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, create, and appreciate a full range of literary, informational, and media texts.

The areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary. Teachers plan activities that blend expectations from the four strands in order to provide students with the kinds of experiences that promote meaningful learning and help them recognize how literacy skills in the four areas reinforce and strengthen one another.

Oral language is a fundamental means of communication with others and the cornerstone of learning in all areas. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions. When they converse about information and ideas, they become aware not only of the various perspectives of other speakers and writers, but also of the language structures and conventions they use. As students work towards achieving the expectations for this strand, they will improve their ability to explore and communicate ideas in both classroom and formal speaking situations.

All students need instruction to cope with the more challenging reading demands of the secondary school curriculum, which requires students to consider increasingly abstract concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. This strand helps students learn to read with understanding, to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. It helps students understand that reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read. An effective reader is one who not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the reader must be able to think clearly, creatively, and critically about the ideas and information encountered in texts in order to understand, analyze, and absorb them and to recognize their relevance in other contexts.

The study of literature is central in the secondary English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works, and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience. All students, regardless of their postsecondary plans, need to read a balance of exemplary literary, informational, and graphic texts that nourish the imagination, promote intellectual growth, contribute to a sense of aesthetic appreciation, and provide a broad range of language models for their own writing. They should be exposed to literary works drawn from many genres, historical periods, and cultures, by both female and male writers, that represent a wide range of perspectives and reflect the diversity of Canada and the world.

A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language: grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively.

Media Studies explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites. These texts abound in our electronic information age, and the messages they convey, both overt and implied, can have a significant influence on students' lives. For this reason, critical thinking as it applies to media products and messages, assumes a special significance. Understanding how media texts are constructed and why they are produced enables students to respond to them intelligently and responsibly. Students must be able to differentiate between fact and opinion; evaluate the credibility of sources; recognize bias; be attuned to discriminatory portrayals of individuals and groups, such as religious or sexual minorities, people with disabilities, or seniors; and question depictions of violence and crime.

12.1 Course Requirements

Students must earn 4 credits in English, 1 in each of the four years of the secondary school program. As part of their program in Grades 9 and 10, students must take a compulsory credit course in English in each grade. They may choose between two types of courses in Grades 9 and 10: Academic and Applied. As part of their program in Grades 11 and 12, students must take a compulsory credit course in English in each grade. They may choose from three types of courses: University Preparation, College Preparation, and workplace preparation. Compulsory credit courses emphasize strong core competencies in reading, writing, use of language, and media awareness. Students who take the Grade 11 course "English: Contemporary Aboriginal Voices" (university, college, or workplace preparation) from the Native studies curriculum may use the credit earned for this course to meet the Grade 11 English compulsory credit requirement.

The optional credit courses in the English program provide students with the same language knowledge and skills in reading, writing, and oral and visual communication as do the compulsory credit courses, but the focus of each of these courses is more thematic or specialized than the compulsory courses. Optional credit courses in English provide students with opportunities to explore individual interests and to deepen and extend some of the knowledge and skills acquired in their compulsory credit courses through more thematic and specialized study. Four types of optional credit courses are offered: University Preparation, University/College Preparation, College Preparation, and open. Students may choose to take one of the optional English courses to fulfill the compulsory credit requirement for graduation in Group 1.

Courses in Grades 11 and 12 are designed to be offered as full-credit courses; however, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit

courses to ensure that students meet admission requirements. Details of all courses can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf and http://www.edu.gov.on.ca/eng/curriculum/secondary/english1112currb.pdf.

12.2 Ontario Secondary School Literacy Course, Grade 12 (OLC3O/4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Students may take the OSSLC if they have failed the OSSLT at least once. This credit may be used to meet the compulsory English credit requirement for either Grade 11 or Grade 12.

12.3 Courses

Unless otherwise stated, all courses are worth 1 credit.

12.3.1 GRADES 9 AND 10

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
9	English	Academic	ENG1D	None
9	English	Applied	ENG1P	None
9	English	Locally Developed	ENG1L	None
10	English	Academic	ENG2D	ENG1D or ENG1P
10	English	Applied	ENG2P	ENG1P or ENG1D
10	English	Locally Developed	ENG2L	ENG1L
Optional Courses				
10	Literacy Skills: Reading and Writing	Open	ELS20	Grade 9 English Academic, Applied, or LDCC

ENG1D - Grade 9 English, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their

daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to University or College Preparation courses in Grades 11 and 12.
Prerequisite: None

ENG1P - Grade 9 English, Applied
This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.
Prerequisite: None

ENG2D - Grade 10 English, Academic
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 University or College Preparation
course.
Prerequisite: English, Grade 9, Academic or Applied

ENG2P - Grade 10 English, Applied
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: English, Grade 9, Academic or Applied

ELS2O - Literacy Skills: Reading and Writing, Grade 10, Open
This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will

read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.
Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

12.3.2 GRADES 11 AND 12

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
11	English	University	ENG3U	ENG2D
11	English	College	ENG3C	ENG2P
11	English	Workplace	ENG3E	ENG2P
12	English	University	ENG4U	ENG3U
12	English	College	ENG4C	ENG3C
12	English	Workplace	ENG4E	ENG3E
Optional Courses				
11	Canadian Literature	University/ College	ETC3M	ENG2D or ENG2P
11	Media Studies	Open	EMS3O	ENG2D or ENG2P
11	Presentations and Speaking Skills	Open	EPS3O	ENG2D or ENG2P
12	Studies in Literature	University	ETS4U	ENG3U
12	The Writer's Craft	University	EWC4U	ENG3U
12	Studies in Literature	College	ETS4C	ENG3C
12	The Writer's Craft	College	EWC4C	ENG3C
12	Business and Technological Communication	Open	EBT4O	ENG3U, ENG3C, or ENG3E

ENG3U - English, Grade 11, University Preparation
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 University or College Preparation course.
Prerequisite: English, Grade 10, Academic

ENG3C - English, Grade 11, College Preparation
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 College Preparation course.
Prerequisite: English, Grade 10, Applied

ENG3E - English, Grade 11, Workplace Preparation
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.
Prerequisite: English, Grade 10, Applied

ENG4U - English, Grade 12, University Preparation
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for University, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

ENG4C - English, Grade 12, College Preparation
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
Prerequisite: English, Grade 11, College Preparation

ENG4E - English, Grade 12, Workplace Preparation
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
Prerequisite: English, Grade 11, Workplace Preparation

ETC3M - Canadian Literature, Grade 11, University/College Preparation
This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.
Prerequisite: English, Grade 10, Academic or Applied

EMS3O - Media Studies, Grade 11, Open
This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.
Prerequisite: English, Grade 10, Academic or Applied

EPS3O - Presentation and Speaking Skills, Grade 11, Open
This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse

presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.
Prerequisite: English, Grade 10, Academic or Applied

ETS4U - Studies in Literature, Grade 12, University
This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.
Prerequisite: English, Grade 11, University Preparation

EWC4U - The Writer's Craft, Grade 12, University Preparation
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: English, Grade 11, University Preparation

ETS4C - Studies in Literature, Grade 12, College Preparation
This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.
Prerequisite: English, Grade 11, College Preparation

EWC4C - The Writer's Craft, Grade 12, College Preparation
This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: English, Grade 11, College Preparation

EBT4O - Business and Technological Communication, Grade 12, Open
This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters,

memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.
Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

13. French (First Language)

In Ontario's French-language secondary schools, the teaching of French has two essential and inseparable objectives: to enable students to acquire a thorough mastery of the French language that is indispensable for their success at school and at work and to acquaint students with their French-language cultural heritage, which young francophones of Ontario need in pursuing their personal development and in developing their identity as members of the French-speaking community.

The French curriculum guideline includes both compulsory courses, which students must take to obtain their secondary school diploma, and optional courses, which offer optional credits in Grade 11 and Grade 12 only.

13.1 Course Requirements

Students must successfully complete four French courses, one in each year. Students may take one or more optional French courses to meet the Group 1 diploma requirements regarding additional compulsory credits. The fields of study of the compulsory courses are reading, writing, oral communication, and information and communication technologies.

Reading
Students will have the opportunity to explore the specific characteristics of various literary genres and to employ a whole range of reading strategies appropriate for the material they are studying and for their own objectives. Literary works in various genres, taken from different times and different cultures, can enable students to get some idea of the wealth and diversity of the French-speaking community both in Canada and around the world. These works include poems, novels, plays, short stories, biographies, journals, letters, and essays. To help students to become accomplished readers, a balanced reading program must include the study of a good variety of documentary texts such as newspaper and magazine articles, reference works, classified ads, advertising material, and also software, CD-ROMs, databases, and Web sites.

Writing
Students write in order to set down information and ideas, to express themselves, to communicate with others for various reasons, to reflect, and to learn. Whether in their personal lives, at school, or in the workplace, students will need to know how to write appropriately — in other words, clearly, coherently, and precisely. The primary aim of this field of study is to enable students to improve their writing and research skills so that they will be

able to communicate effectively, using various forms of discourse, and adopting in each case the appropriate tone. The proper use of the conventions of language, particularly of grammar, spelling, and punctuation, will be more easily learned through creative writing activities that encourage students to think and that require them to write clearly and precisely.

Oral communication
Spoken language is an essential means of communicating with others and the basis of learning in all fields. Students listen and speak in order to understand concepts, solve problems, provide information, and express their thoughts. In discussing information and ideas, they become aware of the forms, styles, images, structures and conventions employed by the authors and by the people they are talking to.

Information and communication technologies
Because of the increasing influence of electronic media in our lives, we need to give students an opportunity to use the new technologies to meet many expectations of the French program. Information and communication technologies help students to acquire information and to communicate and disseminate it in French, thereby getting to know the francophone community better and broadening their cultural and intellectual horizons.

13.2 The Ontario Secondary School Literacy Course, Grade 12 (CCL4O)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

The OSSLC can be offered as a full-credit course or as a half-course worth a half-credit each. In the latter case, each half-course must contain a balanced number of expectations and learning content from the two fields of learning and writing. A student must successfully complete both half-courses to meet the literacy requirement.

Students may take the OSSLC if they have failed the OSSLT at least once. Students who pass this course meet the provincial literacy requirements for the secondary school diploma, and are entitled to a credit that may count as a Grade 12 compulsory French credit or as one of the 12 credits for optional courses.

13.3 Courses

Further information about all courses and their prerequisites is available at http://www.edu.gov.on.ca/fre/curriculum/secondary/francais910currb.pdf, http://www.edu.gov.on.ca/fre/curriculum/secondary/francais1112currb.pdf, and at http://www.edu.gov.on.ca/fre/curriculum/secondary/francais12curr.pdf.

13.3.1 GRADES 9 AND 10

There are two French courses in Grade 9 and two in Grade 10. Of these four courses, one in each year is Academic and one is Applied. In choosing between these two types of courses, students may consider their own preferences. In French, no half-credit courses may be offered.

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
9	French	Academic	FRA1D	None
9	French	Applied	FRA1P	None
10	French	Academic	FRA2D	FRA1D or FRA1P
10	French	Applied	FRA2P	FRA1P or FRA1D

FRA1D - French, Grade 9, Academic
In this course, students develop their language skills by reading and writing various texts. This enables them to learn more about narrative and descriptive texts and to explore explanatory materials. Students are required to make various presentations, which puts them more at ease with oral communication. In the field of literature, students interpret the meaning of some works from our time or from earlier times. They examine a work from French Canada and works from the Middle Ages and the Renaissance in order to acquire cultural reference points and to discover the rules of versification by studying various poetic texts. Through different research projects, students learn to use information and communication technologies.

FRA1P - French, Grade 9, Applied
In this course, students develop their language skills by reading and writing various texts. This enables them to learn more about narrative and descriptive texts and to explore explanatory materials. Students are required to make various presentations, which puts them more at ease with oral communication. In the field of literature, students have an opportunity to appreciate various pieces of poetry and study some literary texts, including one from French Canada. This enables them to identify significant cultural reference points. Through various research projects, students learn to use information and communication technologies.

FRA2D - French, Grade 10, Academic
In this course, students read and write a great variety of texts. This enables them to consolidate their knowledge of narrative and explanatory texts, and to explore argumentative and dramatic materials. Students develop confidence in their ability to communicate orally, and explore the world of the media. In the field of literature, students study a Molière comedy and other 17th century works, and examine some other works including texts from French Canada and from another francophone country. This enables them to acquire significant cultural points of reference. Finally, in connection with various research projects, students employ the resources provided by information and communication technologies.
Prerequisite: Grade 9 Academic or Applied French course.

FRA2P - French, Grade 10, Applied
In this course, students read and write a great variety of texts. This enables them to consolidate their knowledge of narrative and explanatory texts, and to explore argumentative and dramatic materials. Students develop confidence in their ability to communicate orally, and explore the world of the media. In the field of literature, students study a play and examine other works, including one from French Canada. This enables them to acquire significant cultural reference points. In connection with various research projects, students employ the resources provided by information and communication technologies.
Prerequisite: Grade 9 Academic or Applied French course.

13.3.2 GRADES 11 AND 12

In the Grade 11 and Grade 12 program, students must take a compulsory French course every year. They may choose their compulsory courses from among three types of course for Grade 11 and Grade 12, namely University Preparation, College Preparation, and workplace preparation. Only the literacy course is open.

Because of the way they are designed, Grade 11 and Grade 12 courses are supposed to be offered as full credit courses; however, courses for half-credits can be developed for specialized programs, such as apprenticeship and school-to-work programs, provided that the original course is not a condition for admission to a University program.

The optional courses of the French curriculum guideline are designed to enable students to acquire the same knowledge and language skills in reading, writing and oral communication as they would in compulsory courses. However, each optional course emphasizes a particular specialty or theme. Expectations are thus grouped according to the fields of study associated with this specialty or theme.

Grade	Course Name	Course Type	Course Code	Prerequisite
Compulsory Courses				
11	French	University	FRA3U	FRA2D
11	French	College	FRA3C	FRA2P
11	French	Workplace	FRA3E	FRA2P
12	French	University	FRA4U	FRA3U
12	French	College	FRA4C	FRA3C
12	French	Workplace	FRA4E	FRA3E
Optional Courses				
11	Functional literacy in reading and writing	Open	FCF3O	FRA2D or FRA2P
11	French in the media	Open	FFM3O	FRA2D or FRA2P
12	Major works of literature	University	FLO4U	FRA3U
12	Literature of French Canada	University/College	FLC4M	FRA3U or FRA3C
12	Writing Workshop	Open	FAE4O	FRA3U, FRA3C, or FRA3E
12	French for Business and Technology	Open	FAF4O	FRA3U, FRA3C, or FRA3E

FRA3U - French, Grade 11, University
This course enables students to consolidate their knowledge of the French language. Through their study of a contemporary work and of significant works of the 18^{th} and 19^{th} centuries, they acquire cultural reference points and are invited to think about fundamental issues. By carrying out various projects and using information and communication technologies, they learn to develop their critical thinking and an independent approach to learning.
Prerequisite: Grade 10 Academic French course

FRA3C - French, Grade 11, College Preparation
This course enables students to improve their knowledge of the French language by reading everyday and literary texts, writing various texts, and making oral presentations using different types of discourse. Through the study of works and significant excerpts of contemporary authors, they become more familiar with French-language literature. By using technology, they become familiar with the major means of communication.
Prerequisite: Grade 10 Applied French course

FRA3E - French, Grade 11, Workplace Preparation
This course enables students to develop their oral and written communication skills through situations they encounter in everyday life in the world of work. The selection of texts and activities in this course enables students to develop their critical thinking, a capacity for teamwork, and a sense of independence. Information and communication technologies are an integral part of the student's learning activities.
Prerequisite: Grade 10 Applied French course.

FRA4U - French, Grade 12, University Preparation
This course enables students to improve their knowledge of French. Through their examination of works that have had a significant impact, and are mostly from the 20th century, students enrich their knowledge of literature and their general cultural knowledge, and are also invited to think about fundamental issues. Students carry out a major independent study project, which helps them to develop their critical thinking and an independent approach to learning. Students use information and communication technologies to carry out their research and other work.
Prerequisite: Grade 11 University Preparation French course.

FRA4C - French, Grade 12, College Preparation
This course enables students to improve their knowledge of French by reading everyday and literary texts, by writing various texts, and by making oral presentations using various types of discourse. Through their examination of works and significant excerpts of contemporary authors, students also acquire cultural reference points and are invited to think about significant issues. Students use information and communication technologies to carry out their research and other work.
Prerequisite: Grade 11 College Preparation French course.

FRA4E - French, Grade 12, Workplace Preparation
This course enables students to improve their oral and written communication skills while consolidating their knowledge through situations encountered in everyday life and in the world of work. The selection of texts and activities encourages students to develop their critical thinking and their capacity for teamwork. Information and communication technologies are an integral part of the student's learning activities.
Prerequisite: Grade 11 Workplace Preparation French course.
Information about the optional courses in French can be found at http://www.edu.gov.on.ca/fre/curriculum/secondary/francais1112currb.pdf.

14. English (Second/Additional Language)
English as a Second Language (ESL) and English Literacy Development (ELD)
Ontario secondary schools are now home to students who speak more than 100 different languages, including several Aboriginal languages, many African, Asian, and European languages, or an English-related creole language (such as Caribbean Creole or West African

Krio). Ontario's increasing linguistic and cultural diversity provides students with many opportunities for cultural enrichment and for learning that is global in scope. At the same time, however, this diversity means that a significant and growing proportion of Ontario students arrive in English-language schools as English language learners – that is, students who are learning the language of instruction at the same time as they are learning the curriculum. The curriculum in English as a Second Language and English Literacy Development for Grades 9 to 12 has been developed to ensure that English language learners have the maximum opportunity to become proficient in English and achieve the high levels of literacy that are expected of all Ontario students.

The ESL and ELD curriculum expectations are designed to help English language learners develop the skills they need to develop proficiency in everyday English and, most especially, the proficiency in academic English that will allow them to integrate successfully into the mainstream school program. It is important to recognize that while English language learners are in the process of acquiring academic language, their age peers are not standing still in their learning of grade-appropriate language and concepts. In effect, English language learners must catch up with a moving target. Thus, an effective curriculum for English language learners integrates academic language and literacy skills with subject-matter concepts and critical-thinking skills from the very beginning levels of instruction, so that students can gain as much momentum as possible as they progress to full participation in mainstream classes in the various subjects.

English language learners are students in provincially funded English-language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational support to assist them in attaining proficiency in English. They may be Canadian-born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a variety of strengths and needs.

Secondary school ESL and ELD programs are generally intended to support newcomers. For their first few years in Ontario schools, many English language learners receive support in one of the following two distinct programs designed to meet their language learning needs and/or to help them develop the literacy skills they need in order to continue their education and participate fully in life in Ontario:

English as a Second Language (ESL) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate, first-language literacy skills and educational backgrounds.

English Literacy Development (ELD) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are most often from countries in which their access to education has been limited, so that they have had limited opportunities to

develop language and literacy skills in any language. Schooling in their countries of origin has been inconsistent, disrupted, or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in Ontario secondary schools with significant gaps in their education.

English language learners in any grade may be placed in appropriate ESL or ELD courses. Since many ESL and ELD classes include students aged between 14 and 20, the topics and activities must be selected to appeal to a wide range of ages and maturity levels. There are five ESL courses and five ELD courses. The courses are designated according to levels of proficiency in English and literacy development, not by grade. All ESL and ELD courses are open courses. Students may substitute up to three ESL or ELD courses for compulsory English credit requirements. The remaining English credit shall be chosen from one of the compulsory English courses offered in Grade 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.

English language learners may arrive in Ontario schools at any point during the school year. Special efforts will be made to ensure the effective placement and integration of students in classes that are already in progress. All staff members, including administrative staff, are part of, and understand the process. The placement process is aimed at successfully integrating English language learners in Ontario secondary schools, and has four major components:

- ***reception and orientation:*** to provide a welcoming and inclusive environment for new students and their families
- **initial assessment:** to determine each student's educational background, level of proficiency in English, and academic achievement
- **placement:** to determine the best program and selection of courses for each student
- **monitoring:** to keep track of each student's progress in second-language acquisition, academic development, and cultural adjustment, as well as to provide support as needed

The content in each of the ESL and ELD courses is organized into four interrelated strands, or broad areas of learning: Listening and Speaking, Reading, Writing, and Socio-Cultural Competence and Media Literacy. Effective instructional activities blend expectations from the four strands in order to provide English language learners with the kinds of experiences that promote meaningful learning and help students recognize how language and literacy skills in the four strands overlap and strengthen one another. The program at all levels is designed to develop a range of essential skills in the four interrelated strands, built on a solid foundation of knowledge of the language conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are provided with opportunities to monitor and reflect on their learning, and each strand includes expectations that call for such reflection.

The following two charts show how most students would progress through their ESL/ELD courses. Some students may take ESL and ELD courses concurrently. ESL and ELD courses may be delivered as half-courses, each earning a half-credit. Complete information is available in the

curriculum policy document for ESL/ELD at http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf.

14.1 English as a Second Language (ESL)

ESL Level	Course Name	Course Type	Course Code	Prerequisite
1	English as a Second Language	Open	ESLAO	None
2	English as a Second Language	Open	ESLBO	ESL 1 or equivalent*
3	English as a Second Language	Open	ESLCO	ESL 2 or equivalent*
4	English as a Second Language	Open	ESLDO	ESL 3 or equivalent*
5	English as a Second Language	Open	ESLEO	ESL 4 or equivalent*
*Equivalent may be an equivalent course of study in other jurisdictions in Canada or in other countries or a proficiency level determined through an initial assessment.				

ESLAO - Level 1
This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns, read short adapted texts, and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

ESLBO - Level 2
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics, read a variety of texts designed or adapted for English language learners, expand their knowledge of English grammatical structures and sentence patterns, and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

ESLCO - Level 3
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations, read a variety of adapted and original texts in English, and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition into the mainstream school program. This course also introduces

students to the rights and responsibilities inherent in Canadian citizenship and to a variety of current Canadian issues.

ESLDO - Level 4
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars, study and interpret a variety of grade-level texts, write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

ESLEO - Level 5
This course provides students with the skills and strategies they need to make the transition to college and University Preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

14.2 English Literacy Development (ELD)

ELD Level	Course Name	Course Type	Course Code	Prerequisite
1	English Literacy Development	Open	ELDAO	None
2	English Literacy Development	Open	ELDBO	ELD 1 or equivalent*
3	English Literacy Development	Open	ELDCO	ELD 2 or equivalent*
4	English Literacy Development	Open	ELDDO	ELD 3 or equivalent*
5	English Literacy Development	Open	ELDEO	ELD 4 or equivalent*
*Equivalent may be an equivalent course of study in other jurisdictions in Canada or in other countries or a proficiency level determined through an initial assessment.				

ELDAO - Level 1
This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in

speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

ELDBO - Level 2
This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

ELDCO - Level 3
This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

ELDDO - Level 4
This course extends students' literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

ELDEO - Level 5
This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

15. French (Second/Additional Language)

Students must earn **1 credit** in French as a second language (FSL). Any FSL course will meet the secondary school diploma requirements for a compulsory credit in French as a second language. The compulsory credit would normally be earned in Grade 9.

Note: Students who, in elementary school, took one of the Native languages instead of FSL and who, in secondary school, wish to again take a Native language instead of FSL may use a Level 1, 2 or 3 Native languages credit as a substitute for the compulsory credit in FSL.
The aim of the French as a second language (FSL) curriculum is to prepare students to perform effectively in the challenging world they will face by providing them with the skills they need to communicate in a second language. To make the curriculum relevant to students' lives, knowledge and skills are taught in contexts that reflect their interests and experiences. Students will be able to choose from courses that lead to study at the postsecondary level or to the workplace, depending on their individual interests, strengths, and aspirations.

The FSL curriculum comprises three programs: Core French, Extended French, and French Immersion. These programs reflect students' differing needs in studying French and are designed to provide students with different levels of intensity in developing their French-language knowledge and skills. The Core French, Extended French, and French Immersion programs differ in intensity but share a common purpose — to develop students' oral communication (listening and speaking), reading, and writing skills in the French language. All programs emphasize the development of these skills, using a thematic approach and incorporating the use of a variety of media resources.

In any given grade, students may count credits in only one type of program — Core, Extended, or Immersion French — toward their secondary school diploma. Immersion and Extended French programs are described in section 16. Details of all three French programs can be found in the curriculum policy documents at
http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl910curr.pdf and
http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl1112curr.pdf.

15.1 Core French

The aim of the Core French program is to provide students with fundamental communication skills in French and an understanding of the nature of the language and its culture. Core French offers students the chance to develop a usable command of the French language that can be expanded through further study or through contact with French-speaking people.

By the end of the four-year program, students will be able to participate in a straightforward conversation in French; will be able to read — with the help of a dictionary — books, magazines, and newspapers in French; and will be able to understand the general meaning of radio and television news and other programs.

15.1.1 CORE FRENCH - GRADES 9 AND 10

In the Core French program, two types of courses are offered in Grades 9 and 10 — *academic* and *applied*. In the Extended French and French Immersion programs, only academic courses are offered. Courses offered in French as a second language in Grades 9 and 10 must be delivered as full-credit courses, not as half-credit courses.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Core French	Academic	FSF1D	Minimum of 600 hours of French instruction, or equivalent*
9	Core French	Applied	FSF1P	Minimum of 600 hours of French instruction, or equivalent*
10	Core French	Academic	FSF2D	FSF1D or FSF 1P or equivalent*
10	Core French	Applied	FSF2P	FSF1P or FSF1D or equivalent*
* The principal has the right to permit individual students to enrol in a course for which they may not have the entrance requirements if they have achieved the language competence through other means.				

FSF1D - Core French, Grade 9, Academic

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

FSF1P - Core French, Grade 9, Applied

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

FSF2D - Core French, Grade 10, Academic

This course enables students to increase their knowledge of the French language, further develop their language skills, and deepen their understanding and appreciation of francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

FSF2P - Core French, Grade 11, Applied
This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

15.1.2 CORE FRENCH – GRADES 11 AND 12

In the Core French program in Grades 11 and 12, two types of FSL courses are offered: — University Preparation courses and Open courses. Courses in Grades 11 and 12 are designed to be offered as full-credit courses; however, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Core French	University	FSF3U	FSF2D
11	Core French	Open	FSF3O	FSF2D or FSF2P
12	Core French	University	FSF4U	FSF3U
12	Core French	Open	FSF4O	FSF3O or FSF3U

FSF3U - Core French, Grade 11, University
This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: Core French, Grade 10, Academic

FSF3O - Core French, Grade 11, Open
This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: Core French, Grade 10, Academic or Applied

FSF4U - Core French, Grade 12, University
This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and

current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: Core French, Grade 11, University Preparation

FSF4O - Core French, Grade 12, Open
This course focuses on the development of French-language skills that students can use in the business world or the workplace. Students will give presentations, read a selection of materials appropriate to the topics under study, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: Core French, Grade 11, Open or University Preparation

15.2 Programme d'actualisation linguistique en français (ALF) and Programme de perfectionnement du français (PDF)

The *Programme d'actualisation linguistique en français* (ALF) (French language actualization program) is designed for students who, when they arrive in school, speak little or no French. The *Programme de perfectionnement du français* (PDF) (French language improvement program) is for students who speak a variety of written French that differs from standard French or who need to become familiar with their new sociocultural environment and to adapt to it.

Ontario's French-language schools offer French language actualization programs (ALF) and French language improvement programs (PDF) to students who need them to move successfully into the regular curriculum, as quickly as possible. Whatever the academic year in which the ALF or PDF student is admitted, they may earn up to three ALF or PDF credits toward the four French credits required to obtain the secondary school diploma. The fourth compulsory French credit must come from the Grade 12 French course. Any ALF or PDF credit not used as a compulsory credit may count as an optional credit.

These courses are developed from the curriculum guideline for French language actualization (ALF) and French language improvement (PDF). In French language actualization courses, four fields of study are covered: oral communication, reading, writing, and appropriation of language and culture. In French language improvement courses, the fields of study are oral communication, reading, writing, and introduction to Canadian society.

Further information about these courses, including course descriptors, can be found at http://www.edu.gov.on.ca/fre/curriculum/secondary/alfpdf912curr.pdf.

15.2.1 French Language Actualization (ALF)

ALF Level	Course Name	Course Type	Course Code	Prerequisite
1	ALF, Level 1	Open	ALFAO	None
2	ALF, Level 2	Open	ALFBO	ALF 1 or equivalent*
3	ALF, Level 3	Open	ALFCO	ALF 2 or equivalent*
4	ALF, Level 4	Open	ALFDO	ALF 3 or equivalent*
*Equivalent may be an equivalent course of study in other jurisdictions in Canada or in other countries or a proficiency level determined through an initial assessment.				

15.2.2 French Language Improvement (PDF)

PDF Level	Course Name	Course Type	Course Code	Prerequisite
1	PDF, Level 1	Open	PDFAO	None
2	PDF, Level 2	Open	PDFBO	PDF 1 or equivalent*
3	PDF, Level 3	Open	PDFCO	PDF 2 or equivalent*
4	PDF, Level 4	Open	PDFDO	PDF 3 or equivalent*
*Equivalent may be an equivalent course of study in other jurisdictions in Canada or in other countries or a proficiency level determined through an initial assessment.				

16. French (Immersion)

There are two types of Immersion programs in French available: Extended French and French Immersion. The following courses are the French language courses. Some secondary schools also offer a selection of other subjects in which the language of instruction is French for Extended and/or French Immersion students. The curriculum expectations for these courses are the same as those outlined in the English descriptions. Schools may grant a certificate in Extended French if the student has successfully completed the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French. Schools may grant a certificate in French Immersion if the student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

16.1 Extended French

The aim of the Extended French program is to develop students' French-language knowledge and skills and to provide them with an understanding and appreciation of francophone culture in Canada and around the world. By the end of the four-year program, students will be able to converse freely on familiar topics, will be able to read—with the occasional help of a

dictionary—books, magazines, and newspapers in French, and will be able to function in a French-speaking community. Each course is worth 1 credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Extended French	Academic	FEF1D	Minimum of 1,260 hours of French instruction, or equivalent
10	Extended French	Academic	FEF2D	FEF1D or FIF1D
11	Extended French	University	FEF3U	FEF2D*
12	Extended French	University	FEF4U	FEF3U
*French Immersion, Grade 9, Academic to prerequisites				

FEF1D - Extended French, Grade 9, Academic
This course emphasizes the expansion of students' oral communication, reading, and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, debates, dramatizations, and oral presentations. Students will read and write in a variety of genres (e.g., poems, articles, brochures) and study at least one short novel intended for a French-speaking audience.
Prerequisite: Minimum of 1,260 hours of French instruction

FEF2D - Extended French, Grade 10, Academic
This course emphasizes the continued development and refinement of students' oral communication, reading, and writing skills as they explore a variety of themes. Students will expand their knowledge and appreciation of francophone culture through the study and interpretation of novels, poems, and plays intended for a French-speaking audience.
Prerequisite: Extended French, Grade 9, Academic, or French Immersion, Grade 9, Academic

FEF3U - Extended French, Grade 11, University
This course focuses on developing French-language skills through the study of Canadian francophone authors. Students will analyse a range of works and produce written assignments in a variety of genres, including the formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: Extended French, Grade 10, Academic

FEF4U - Extended French, Grade 12, University
This course emphasizes the refinement of French-language skills through the study of Canadian and international francophone literature. Students will interpret literary works, produce written assignments in a variety of genres, and conduct research on a major topic for a written and oral

presentation. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: Extended French, Grade 11, University Preparation

16.2 French Immersion

The aim of the French Immersion program is to develop and refine students' ability to communicate in French, as well as to expand their knowledge of the language through the study of francophone literature. By the end of the four-year program, students will be able to participate easily in conversations and discussions; will be able to take courses at the college or University level in which French is the language of instruction; and will be able to accept employment in which French is the working language. Each course is worth 1 credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	French Immersion	Academic	FIF1D	Minimum of 3,800 hours of French instruction, or equivalent
10	French Immersion	Academic	FIF2D	FIF1D
11	French Immersion	University	FIF3U	FIF2D
12	French Immersion	University	FIF4U	FIF3U

FIF1D - French Immersion, Grade 9, Academic
This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of 20th-century North American francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.
Prerequisite: Minimum of 3,800 hours of French instruction

FIF2D - French Immersion, Grade 10, Academic
This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.
Prerequisite: French Immersion, Grade 9, Academic

FIF3U - French Immersion, Grade 11, University
This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: French Immersion, Grade 10, Academic

FIF4U - French Immersion, Grade 12, University
This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.
Prerequisite: French Immersion, Grade 11, University Preparation

17. Mathematics

Students must earn **3 credits** in mathematics. At least one of these credits must be in Grade 11 or 12 mathematics. Students will select the courses they need from among the courses described in the secondary curriculum policy documents for mathematics to meet the compulsory credit requirements for mathematics. Details of these courses, as well as their prerequisites can be found at
http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf,
http://www.edu.gov.on.ca/eng/curriculum/secondary/mathtr9curr.pdf, and at
http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf.

17.1 GRADES 9 AND 10

The development of mathematical knowledge is a gradual process. A coherent and continuous program is necessary to help students see the “big pictures”, or underlying principles, of mathematics. The fundamentals of important skills, concepts, processes, and attitudes are initiated in the primary grades and fostered through elementary school. The links between Grade 8 and Grade 9 and the transition from elementary school mathematics to secondary school mathematics are very important in the student’s development of confidence and competence. The Grade 9 and 10 mathematics curriculum is designed to foster the development of the knowledge and skills students need to succeed in their subsequent mathematics courses, which will prepare them for the postsecondary destinations of their choosing.

In Grades 9 and 10, students may choose between two types of courses: —*academic* and *applied*.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Principles of Mathematics	Academic	MPM1D	None
9	Foundations of Mathematics	Applied	MFM1P	None
9	Mathematics	Locally Developed	MAT1L	None
10	Principles of Mathematics	Academic	MPM2D	MPM1D
10	Foundations of Mathematics	Applied	MFM2P	MFM1P or MAT1D
10	Mathematics	Locally Developed	MAT2L	MAT1L
9	Mathematics Transfer Course	Applied to Academic	MPM1H (0.5 credit value)	MFM1P

MPM1D - Principles of Mathematics, Grade 9, Academic
This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MFM1P - Foundations of Mathematics, Grade 9, Applied
This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MPM1H - Mathematics Transfer Course, Grade 9, Applied to Academic
This transfer course will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied with an opportunity to achieve the expectations not covered in that course but included in Principles of Mathematics, Grade 9, Academic. On successful completion of this transfer course, students may proceed to Principles of Mathematics, Grade 10, Academic (MPM2D). This transfer course focuses on developing number sense and algebra, linear relations, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Foundations of Mathematics, Grade 9, Applied

MPM2D - Principles of Mathematics, Grade 10, Academic
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications, solve and apply linear systems, verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 9, Academic

MFM2P - Foundations of Mathematics, Grade 10, Applied
This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 9, Applied

17.2 GRADES 11 AND 12
Four types of courses are offered in the Grades 11 and 12 mathematics program – University Preparation, University/College Preparation, College Preparation, and Workplace preparation. Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Functions	University	MCR3U	MYM2D
11	Functions and Applications	University/College	MCF3M	MPM2D or MFM2P
11	Foundations for College Mathematics	College	MBF3C	MFM2P
11	Mathematics for Work and Everyday Life	Workplace	MEL3E	MPM2D or MFM2P or MAT2L
12	Advanced Functions	University	MHF4U	MCR3U or MCT4C
12	Calculus and Vectors	University	MCV4U	MHF4U (may be taken concurrently)
12	Mathematics of Data Management	University	MDM4U	MCR3U or MCF3M
12	Mathematics for College Technology	College	MCT4C	MCF3M or MCR3U
12	Foundations for College Mathematics	College	MAP4C	MBF3C or MCF3M
12	Mathematics for Work and Everyday Life	Workplace	MEL4E	MEL3E

MCR3U - Functions, Grade 11, University Preparation
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

MCF3M - Functions and Applications, Grade 11 University/College Preparation
This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied

MBF3C - Foundations for College Mathematics, Grade 11, College Preparation
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied

MEL3E - Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Principles of Mathematics, Grade 9, Academic; or Foundations of Mathematics, Grade 9, Applied; or a ministry-approved locally developed Grade 10 mathematics course

MHF4U - Advanced Functions, Grade 12, University Preparation
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a University program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of University programs.
Prerequisite: Functions, Grade 11, University; Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MCV4U - Calculus and Vectors, Grade 12, University Preparation
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a University-level calculus, linear algebra, or physics course.

Prerequisite: Functions, Grade 11, University Preparation. The Advanced Functions course (MHF4U) must be taken **prior to or concurrently** with Calculus and Vectors (MCV4U).

MDM4U - Mathematics of Data Management, Grade 12, University Preparation
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter University programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation; or Functions and Applications, Grade 11, University/College Preparation

MCT4C - Mathematics for College Technology, Grade 12, College Preparation
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.
Prerequisite: Functions and Applications, Grade 11, University/College; Preparation or Functions, Grade 11, University Preparation)

MAP4C - Foundations for College Mathematics, Grade 12, College Preparation
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

MEL4E - Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs, create household budgets, and prepare a personal income tax return; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

18. Science

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. Achieving excellence in scientific literacy is not the same as becoming a science specialist. The notion of thriving in a science-based world applies as much to a small-business person, a lawyer, an elementary school teacher, or an office worker as it does to a doctor, an engineer, or a research scientist. While the specific knowledge and skills required for each of these occupations vary, the basic goal of thriving in a science-based world remains the same. Achievement of both excellence and equity underlies the goals of the new science program at the secondary level. Accordingly, science courses have been designed for a wide variety of students, taking into account their interests and possible postsecondary destinations. Some courses have been designed to serve as preparation for specialist studies in science-related fields; others have been designed for students intending to go on to postsecondary education but not to study science; yet others have been designed with the needs of the workplace in mind. The overall intention is that all graduates of Ontario secondary schools will achieve excellence and a high degree of scientific literacy while maintaining a sense of wonder about the world around them.

The three goals of the science program are as follows:

- to relate science to technology, society, and the environment;
- to develop the skills, strategies, and habits of mind required for scientific enquiey; and
- to understand the basic concept of science.

Every course in the secondary science program focuses on these three goals. The goals are reflected within each strand of every course in the three overall expectations, which in turn are developed in corresponding sets of related specific expectations. The same three goals also underline assessment of student achievement in science.

Science is a way of knowing that seeks to describe and explain the natural and physical world. An important part of scientific literacy is an understanding of the nature of science, which includes and understanding of the following:

- what scientists, engineers, and technologists do as individuals and as a community;
- how scientific knowledge is generated and validated, and what benefits, costs, and risks are involved in using this knowledge;
- how science interacts with technology, society, and the environment.

Occasionally, theories and concepts undergo change, but for the most part, the fundamental concepts of science – to do with phenomena such as the cellular basis of life, the laws of energy, the particle theory of matter – have proved stable.

Fundamental concepts are concepts about phenomena that have not changed fundamentally over time and that are common to all cultures. The fundamental concepts in science provide a framework for the deeper understanding of all scientific knowledge – a structure that facilitates integrated thinking as students draw from the knowledge base of science and see patterns and connections within the subdisciplines of science, and between science and other disciplines. The fundamental concepts addresses in the curricula for science and technology in Grades 1 to 8 and for science in Grades 9 to 12 are similar to concepts found in science curricula around the world. As students progress through the curriculum from Grades 1 to 12, they extend and deepen their understanding of these fundamental concepts and learn to apply their understanding with increasing sophistication. The fundamental concepts are listed and described in the following chart.

Matter	Matter is anything that has mass and occupies space. Matter has particular structural and behavioural characteristics.
Energy	Energy comes in many forms, and can change forms. It is required to make things happen (to do work). Work is done when a force causes movement.
Systems and Interactions	A system is a collection of living and/or non-living things and processes that interacts to perform some function. A system includes inputs, outputs, and relationships among system components. Natural and human systems develop in response to, and are limited by, a variety of environmental factors.
Structure and Function	The concept focuses on the interrelationship between the function or use of a natural or huma-made object and the form that the object takes.
Sustainability and Stewardship	Sustainability is the concept of meeting the needs of the present witout compromising the ability of future generations to meet their needs. Stewardship involves understanding that we need to use and care for the natural environment in a responsible way and making the effort to pass on to the future generations no less than what we have access to ourselves. Values that are central to responsible stewardship are: using non-renewable resources with care; reusing and recycling what we can; switching to renewable resources where possible.
Change and Continuity	Change is the process of becoming different over time, and can be quantified. Continuity represents consistency and connectedness within and among systems over time. Interactions within and among systems result in change and variations in consistency.

"Big ideas" are the broad, important understanding that students should retain long after they have forgotten many of the details of what they have studied in the classroom. They are the understandings that contribute to scientific literacy. The big ideas that students can take away from each course in this curriculum relate to some aspect of the fundamental concepts described in the preceding section. Developing a deeper understanding of the big ideas requires students to understand basic concepts, develop inquiry and problem-solving skills, and connect these concepts and skills to the world beyond the classroom. Each course identifies the big ideas, the fundamental concepts in each of the four areas of science (biology, chemistry, earth and space science, physics), the overall expectations, and the specific expectations.

Students must earn two credits in science. They may take any course described in the secondarycurriculum policy documents for science that meet the compulsory credit requirements for science. Students may also meet the compulsory credit requirement for Group 3 through earning a credit in science at the Grade 11 or 12 level. Further information on all courses and prerequisites can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/science910_2008.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf

18.1 GRADES 9 AND 10

Two types of courses are offered in the Grades 9 and 10 science program: *academic and applied*. Schools may also offer up to two locally developed compulsory credit courses in science – a Grade 9 course and/or a Grade 10 course that may be used to meet the compulsory credit requirements in science for one or both of these grades. A student may earn a credit for successfully completing LDCC course and a curriculum course in science at the same grade level to meet the requirement of two science courses. Courses are organized into five strands. The firs strand focuses on the essential skills of scientific investigation and on career exploration. The remaining four strands cover the content areas of science, each focusing on one of the scientific sub-disciplines: biology, chemistry, earth and space science, and physics.

The topics treated within each strand in each course in Grades 9 and 10 are outlined in the following table. The first strand, Scientific Investigation Skills applies to all areas of course content and must be developed in conjuction with learning in all four content strands of the course. The scientific investigation skills are organized into four broad areas of investigation – initiationg and planning; performing and recording; analyzing and interpreting; and communicating.

Strands and Topics in Grades 9 and 10 Courses				
	Biology	Chemistry	Earth and Space Science	Physics
Grade 9 Academic	Sustainable Ecosystems	Atoms, Elements, and Compounds	The Study of the Universe	The Characteristics of Electricity
Grade 9 Applied	Sustainable	Exploring Matter	Space	Electrical

	Ecosystems and Human Activity		Exploration	Applications
Grade 10 Academic	Tissues, Organs and Systems of Living Things	Chemical Reactions	Climate Change	Light and Geometric Optics
Grade 10 Applied	Tissues, Organs, and Systems	Chemical Reactions and Their Practical Applications	Earth's Dynamic Climate	Light and Applications of Optics

The chart below lists the Grade 9 and 10 science courses and prerequisites. Each course is worth one credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Science	Academic	SNC1D	None
9	Science	Applied	SNC1P	None
9	Science	Locally Developed	SNC1L	None
10	Science	Academic	SNC2D	SNC1D or SNC1P
10	Science	Applied	SNC2P	SNC1P or SNC1D
10	Science	Locally Developed	SNC2L	SNC1L

SNC1D - Science, Grade 9, Academic
This course enables students to understand basic concepts in biology, chemistry, earth and space science, and physics; and to relate science to technology, society, and the environment. Students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

SNC1P - Science, Grade 9, Applied
This course enables students their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

SNC2D - Science, Grade 10, Academic
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science,

technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

SNC2P - Science, Grade 10, Applied
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

18.2 GRADES 11 AND 12
The senior science courses build on the Grade 9 and 10 science program, incorporating the same goals of science and fundamental concepts on which that program was based. Both programs are founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways. Grade 11 and 12 science curriculum is designed to help students prepare for University, college, or the workplace by building a solid conceptual and procedural foundation in science that enables them to apply their knowledge and skills in a variety of ways and successfully further their learning.
An important component of every course in the science program is the development of students' ability to relate science to technology, society, and the environment. Students are encouraged to apply their understanding of science to real-world situations in these areas and to develop knowledge, skills and attitudes that they will take with them beyond the science classroom.

The Grade 11 and 12 science program is designed to help students become scientifically literate. One aspect of scientific literacy is the ability to recognize, interpret, and produce representations of cientific information in forms ranging from written and oral reports, drawings and diagrams, and graphs and tables of values to equations, physical models, and computer simulations. The senior science curriculum also builds on students' experience with a variety of sophisticated yet easy-to-use computer applications and situations that are so prevalent in today's world. The curriculum integrates these technologies into the learning and doing of science in ways that help students develop investigation skills, extend their understanding of scientific concepts, enables them to solve meaningful problems, and familiarize them with technologies that can be applied in various other areas of endeavour. In this curriculum, technology does not replace skills acquisition; rather, it is treated as a learning tool that helps students explore concepts and hone skills.

Four types of courses are offered in the grades 11 and 12 science program — University Preparation, University/College Preparation, College Preparation, and workplace preparation. Courses in grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs. Such as school-to-work transition and apprenticeship programs, as long as the original course is not designated for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

The expectations for these science courses are organized in six distinct but related strands. The first strand, Strand A – Scientific Investigation Skills describes the skills that are considered to be essential for all types of scientific investigation. These skills apply to all areas of course content and must be developed in conjuction with learning in all five content strands of the course. The scientific investigation skills are organized into four broad areas of investigation – initiating and planning; performing and recording; analyzing and interpreting; and communicating. The topics treated within each strand in each course in Grades 11 and 12 are outlined in the table below.

Strands and Topics in Grades 11 and 12 Courses

Course	Strand B	Strand C	Strand D	Strand E	Strand F
Biology Gr. 11 University (SBI3U)	Diversity of Living Things	Evolution	Genetic Processes	Animals; Structure & Function	Plants; Anatomy, Growth & Function
Biology Gr. 11 College (SBI3C)	Cellular Biology	Microbiology	Genetics	Anatomy of Mammals	Plants in the Natural Environment
Biology Gr. 12 University (SBI4U)	Biochemistry	Metabolic Processes	Molecular Genetics	Homeostatics	Population Dynamics
Chemistry Gr. 11 University (SCH3U)	Matter, Chemical Trends & Chemical Bonding	Chemical reactions	Quantities in Chemical Reactions	Solutions and Solubility	Gases and Atmospheric Chemistry
Chemistry Gr. 12 University (SCH4U)	Organic Chemistry	Structure and Properties of Matter	Energy Changes and Rates of Reactions	Chemical Systems and Equilibrium	Electrochemistry
Chemistry Gr. 12 College (SCH4C)	Matter and Qualitative Analysis	Organic Chemistry	Electrochemistry	Chemical Calculations	Chemistry in the Environment
Earth & Space	Astronomy	Planetary	Recording	Earth Materials	Geological

Science Gr. 12 University (SES4U)	(Science of the Universe)	Science (Science of the Solar System)	Earth's Geological History		Processes
Environmental Science Gr. 11 University/College (SVN3M)	Scientific Solutions to Contemporary Environmental Challenges	Human Health and the Environment	Sustainable Agriculture and Forestry	Reducing and Managing Waste	Conservation of Energy
Environmental Science Gr. 11 (SVN3E)	Human Impact on the Environment	Human health and the Environment	Energy Conservation	Natural Resource Science and Management	The Safe and Environmentally Responsible Workplace
Physics Gr. 11 University (SPH3U)	Kinematics	Forces	Energy and Society	Waves and Sound	Electricity and Magnetism
Physics Gr. 12 University (SPH4U)	Dynamics	Energy and Momentum	Gravitational, Electric & Magnetic Fields	The Wave Nature of Light	Revolutions in Modern Physics; Quantum Mechanics and Special Relativity
Physics Gr. 12 College (SPH4C)	Motion and Its Applications	Mechanical Systems	Electricity and Magnetism	Energy Transformations	Hydraulic and Pneumatic Systems
Science Gr. 12 University/College (SNC4M)	Medical Technologies	Pathogens and Diseases	Nutritional Science	Science and Public health Issues	Biotechnology
Science Gr. 12 Workplace (SNC4E)	Hazard in the Workplace	Chemicals in Consumer Products	Disease and Its Prevention	Electricity at Home & Work	Nutritional Science

The following table lists all the courses and their prerequisites. Each course is worth 1 credit.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Biology	University	SBI3U	SNC2D
11	Biology	College	SBI3C	SNC2D or SNC2P
12	Biology	University	SBI4U	SBI3U
11	Chemistry	University	SCH3U	SNC2D
12	Chemistry	University	SCH4U	SCH3U
12	Chemistry	College	SCH4C	SNC2D or SNC2P
12	Earth & Space Science	University	SES4U	SNC2D

11	Environmental Science	University/College	SVN3M	SNC2D or SNC2P
12	Environmental Science	Workplace	SVN3E	SNC2D or SNC2P or SNC1L or SNC2L
11	Physics	University	SPH3U	SNC2D
12	Physics	University	SPH4U	SPH3U
12	Physics	College	SPH4C	SNC2D or SNC2P
12	Science	College/University	SNC4M	SNC2D or any Grade 11 U, M or C course in the science curriculum
12	Science	Workplace	SNC4E	SNC2P or SNC2L

SBI3U - Biology, Grade 11, University Preparation
This course furthers students' understanding of the processes involved in biological systems. Students will study theory nad conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic

SBI3C - Biology, Grade 12, University Preparation
This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Science, Grade 10, Academic or Applied

SBI4U - Biology, Grade 12, University Preparation
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation

SCH3U - Chemistry, Grade 11, University Preparation
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationship in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the

qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: Science, Grade 10, Academic

SCH4U - Chemistry, Grade 12, University Preparation
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation

SCH4C - Chemistry, Grade 12, College Preparation
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

SES4U - Earth and Space Science, Grade 12, University Preparation
This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.
Prerequisite: Science, Grade 10, Academic

SVN3M - Environmental Science, Grade 11, University/College Preparation
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationship between science, the environment, and society in a variety of areas.

Prerequisites: Grade 10 Science, Applied or Academic

SVN3E - Environmental Science, Grade 11, Workplace Preparation
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.
Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

SPH3U - Physics, Grade 11, University Preparation
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on inear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics.
Prerequisites: Science, Grade 10, Academic

SPH4U - Physics, Grade 12, University Preparation
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation

SPH4C - Physics, Grade 12, College Preparation
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machives. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment
Prerequisite: Science, Grade 10, Academic or Applied

SNC4M - Science, Grade 12, University/College Preparation
This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.
Prerequisite: Science, Grade 10, Academic, or any Grade 11 University, University/college, or College Preparation course in science

SNC4E - Science, Grade 12, Workplace Preparation
This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.
Prerequisite: Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science

19. Social Studies

19.1 Canadian and World Studies

The Canadian and world studies program encompasses five subjects: — economics, geography, history, law, and politics. In studying these subjects, students learn how people interact with and within their social and physical environments today, and how they did so in the past. Students' learning in the various courses in this discipline will contribute significantly to their understanding of Canada's heritage and its physical, social, cultural, governmental, legal, and economic structures and relationships. It will also help them to perceive Canada in a global context and to understand its place and role in the world community.

Courses in Canadian and world studies actively involve students in research, critical thinking, problem solving, and decision making. They also help students develop a variety of communication skills, as well as the ability to use information technology to collect, organize, interpret, and present information. Students can apply these skills and understandings in other secondary school subjects, in their future studies, and in today's rapidly changing workplace. The five subjects in Canadian and world studies are fundamentally connected to one another and can easily be linked to other secondary school curriculum areas as well.

Beginning in Grade 7, students study geography and history as distinct subjects. In Grade 9, students build on the foundational skills and knowledge acquired in earlier grades to expand their knowledge of the geography of Canada. The Grade 10 history course picks up where the

Grade 8 program ends, and completes the story of Canada's development to the present time. The Grade 10 civics course rounds out students' understanding of their role in society by teaching them the fundamental principles of democracy and of active, responsible citizenship. After Grade 10, the Canadian and world studies program offers a broad range of specialized, optional courses. Students will be able to expand their knowledge, refine their skills, and pursue their interest in the particular subject or subjects they are most curious about. These courses will prepare students for further studies at the postsecondary level and for responsible and informed participation in their community and world.

The curriculum in Canadian and world studies is built around a set of fundamental concepts: systems and structures; interactions and interdependence; environment; change and continuity; culture; and power and governance. Economics, geography, history, law, and politics offer different perspectives on these concepts. Although the specific content of programs changes from grade to grade, the conceptual framework within which topics are presented remains consistent throughout the curriculum, from Grades 1 to 12, and gives continuity to students' learning. As students progress through the curriculum, they extend and deepen their understanding of these concepts and learn to apply this understanding with increasing sophistication.

The Canadian and world studies program offers courses in history and geography in Grades 9 and 10. The Geography of Canada course is compulsory in Grade 9, and Canadian History Since World War I is compulsory in Grade 10. These courses are offered in two types: academic and applied. Students in Grades 9 and 10 make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. The Canadian and world studies program also includes a compulsory Grade 10 half-credit course in civics. Civics is offered as an Open course; that is, a course designed to be appropriate for all students.

To proceed to any Grade 11 geography course, students must successfully complete either the academic or the applied Grade 9 geography course; to proceed to any Grade 11 course in economics, history, law, or politics, students must successfully complete either the academic or the applied Grade 10 history course. A ministry-approved locally developed Grade 10 course in Canadian history can be counted as a student's compulsory credit in Canadian history.

The courses, with the exception of the half-credit Grade 10 civics course, are designed to be offered as full-credit courses; however, they may also be delivered as half-credit courses.

Details of all courses and prerequisites can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld910curr.pdf and http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf.

19.1.1 GRADES 9 AND 10

The main goals of the Canadian and world studies program in Grades 9 and 10 are to help students to

- gain an understanding of the basic concepts of the subjects taught at this level, as a foundation for further studies in the discipline
- develop the knowledge and values they need to become responsible, active, and informed Canadian citizens in the twenty-first century
- develop practical skills (such as critical-thinking, research, and communication skills), some of which are particular to a given subject in Canadian and world studies and some of which are common to all the subjects in the discipline
- apply the knowledge and skills they acquire in Canadian and world studies courses to better understand their interactions with the natural environment, the political, economic, and cultural interactions among groups of people, the relationship between technology and society, and the factors contributing to society's continual evolution

These goals are all of equal importance. They can be achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, including inquiry/research, communication, and map and graphic representation skills.

Strands in Grades 9 and 10					
Geography of Canada	Geographic Foundations: Space and Systems	Human-Environment Interactions	Global Connections	Understanding and Managing Change	Methods of Geographic Inquiry
Canadian History Since WWI	Communities: Local, National, and Global	Change and Continuity	Citizenship and Heritage	Social, Economic, and Political Structures	Methods of Historical Inquiry and Communication
Civics	Informed Citizenship	Purposeful Citizenship	Active Citizenship		

The following table lists all the Grades 9 and 10 courses. All courses are worth 1 credit except for CHV2O.

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Geography of Canada	Academic	CGC1D	None
9	Geography of Canada	Applied	CGC1P	None
10	Canadian History Since World War I	Academic	CHC2D	None
10	Canadian History Since World War I	Applied	CHC2P	None
10	Canadian History Since World War I	Locally Developed	CHC2L	None
10	Civics (0.5 credit value)	Open	CHV2O	None

CGC1D - Geography of Canada, Grade 9, Academic
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 geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

CGD1P - Geography of Canada, Grade 9, Applied
This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

CHC2D - Canadian History Since World War I, Grade 10, Academic
This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

CHC2P - Canadian History Since World War I, Grade 10, Applied
This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

CHV2O - Civics, Grade 10, Open
This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

19.1.2 GRADES 11 AND 12
In Grades 11 and 12, five types of courses are offered: University Preparation, University/College Preparation, College Preparation, workplace preparation, and open. Grades 11 and 12 courses in Canadian and world studies are optional. To meet the requirements for

the secondary school diploma, students must earn at least one 1 credit from Group 1 in their choice of Canadian and world studies, English, social sciences and humanities, or a third language. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Strands in Grades 11 and 12					
Economics	Economic Decision Making	Economic Shareholders	Self-Interest and Interdependence	Economic Institutions	Assessing Economic Change
Geography	Geographic Foundations: Space and Systems	Human-Environment Interactions	Global Connections	Understanding and Managing Change	Methods of Geographic Inquiry
History	Communities	Change and Continuity	Citizenship and Heritage	Social, Economic, and Political Structures	Methods of Historical Inquiry
Law	Heritage	Rights and Freedoms	Criminal Law and Procedures	Regulation and Dispute Resolution	Methods of Legal Inquiry
Politics (11)	Citizenship, Democracy, and Participation	Power, Influence, and the Resolution of Differences	Decision-Making Systems and Processes	Values, Beliefs, and Ideologies	Methods of Political Inquiry
Politics (12)	Participation in the International Community	Power, Influence, and the Resolution of Differences	Values, Beliefs, and Ideologies	Methods of Political Inquiry	

The following table lists all the Grades 11 and 12 courses and their prerequisites. All courses are worth one credit.

Economics				
Grade	**Course Name**	**Course Type**	**Course Code**	**Prerequisite**
11	The Individual and the Economy	University/College	CIE3M	CHC2D or CHC2P
11	Making Economic Choices	Workplace	CIC3E	CHC2D or CHC2P or CHC2L
12	Analysing Current	University	CIA4U	Any U or M course in

	Economic Issues			Canadian & World Studies, or English, or social sciences & the humanities
Geography				
11	The Americas: Geographic Patterns and Issues	University	CGD3M	CGC1D or CGC1P
11	Physical Geography: Patterns, Processes, and Interactions	University/College	CGF3M	CGC1D or CGC1P
11	Geographics: The Geographer's Toolkit	Workplace	CGT3E	CGC1D or CGC1P
11	Travel & Tourism: A Regional Geographic Perspective	Open	CGG3O	CGC1D or CGC1P
12	Canadian and World Issues: A Geographic Analysis	University	CGW4U	Any U or M course in Canadian & World Studies, or English, or social sciences and the humanities
12	World Geography: Human Patterns and Interactions	University	CGU4U	Any U or M course in Canadian and world studies, or English, or social sciences & the humanities
12	The Environment and Resource Management	College/University	CGR4M	Any U or M or C course in Canadian and World Studies, or English, or social sciences & the humanities
12	Geomatics: Geotechnologies in Action	University/College	CGO4M	Any U or M or C course in Canadian & World Studies, or English, or social sciences and the humanities
12	World Geography: Urban Patterns and Interactions	College	CGU4C	Any U or M or C course in Canadian & World Studies, or English, or social sciences and the humanities
12	The Environment and Resource Management	Workplace	CGR4E	CGC1D or CGC1P
History				
11	American History	University	CHA3U	CHC2D or CHC2P
11	World History to the 16th Century	University/College	CHW3M	CHC2D or CHC2P
11	Canadian History	College	CHH3C	CHC2D or CHC2P

	and Politics Since 1945			
11	Canadian History and Politics Since 1945	Workplace	CHH3E	CHC2D or CHC2P or CHC2L
11	World History Since 1900: Global and Regional Perspectives	Open	CHT3O	CHC2D or CHC2P
12	Canada: History, Identity, and Culture	University	CHI4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities
12	World History: The West and the World	University	CHY4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities
12	World History: The West and the World	College	CHY4C	Any U or M or C course in Canadian & World Studies, or English, or social sciences & the humanities
12	Adventures in World History	Workplace	CHM4E	CHC2D or CHC2P or CHC2L
Law				
11	Understanding Canadian Law	University/College	CLU3M	CHC2D or CHC2P
11	Understanding Canadian Law	Workplace	CLU3E	CHC2D or CHC2P or CHC2L
12	Canadian and International Law	University	CLN4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities
Politics				
11	Canadian Politics and Citizenship	Open	CPC3O	CHC2D or CHC2P
12	Canadian and World Politics	University	CPW4U	Any U or M course in Canadian & World Studies, or English, or social sciences & the humanities

19.2 Social Sciences and the Humanities

The discipline of social sciences and humanities in the Ontario secondary school curriculum encompasses four subject areas: family studies, general social science, philosophy, and world religions. Although these subjects differ widely in topic and approach, they all explore some aspect of human society, thought, and culture. The social sciences, represented in this curriculum by courses in family studies as well as general social science, explore individual and collective human behaviour and needs, and patterns and trends in society. Students must earn 1 additional credit from Group 1 in English, or social sciences and the humanities, or Canadian and World Studies. Students may choose any of the following one-credit courses to meet this requirement.

Courses are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-to-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a University program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

Details about all courses and prerequisites can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies910curr.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/sstudies1112curr.pdf.

19.2.1 GRADES 9 AND 10

All courses offered in social sciences and humanities are open courses that comprise a set of expectations appropriate for all students.

Grade	Course Name	Course Type	Course Code	Strands
9 or 10	Food and Nutrition	Open	HFN1O or HFN2O	Self and Others; Personal and Social Responsibilities; Social Challenge; Diversity, Interdependence, and Global Connections; Social Science Skills
9 or 10	Individual and Family Living	Open	HIF1O or HIF2O	Self and Others; Personal and Social Responsibilities; Social Challenges; Diversity, Interdependence, and Global Connections; Social Science Skills.

HFN1O/HFN2O - Food and Nutrition, Grade 9 or Grade 10, Open

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and they will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

HIF1O/HIF2O - Individual and Family Living, Grade 9 or Grade 10, Open
This course explores challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

19.2.2 GRADES 11 AND 12
Five types of courses are offered in the social sciences and humanities program: University Preparation, University/College Preparation, College Preparation, Workplace Preparation, and Open courses. All courses are worth 1 credit.

Family Studies				
Grade	**Course Name**	**Course Type**	**Course Code**	**Strands**
11	Living and Working with Children	College	HPW3C	Children in Society; Growth and Development; Socialization of Children; Social Challenges; Research and Inquiry Skills
11	Managing Personal and Family Resources	College	HIR3C	Self and Others; Personal and Social Responsibilities; Preparing for the Challenges of the Future; Social Structures; Research and Inquiry Skills.
11	Managing Personal Resources	Workplace	HIP3E	Self and Others; Personal Responsibilities; Preparing for the Challenges of the Future; Social Structures; Research and Inquiry Skills.
11	Fashion and Creative Expression	Open	HNC3O	Functions of Clothing; The Apparel Industry; Textiles; Design, Technology and Creative Expression; Research and Inquiry Skills.
11	Living Spaces and Shelter	Open	HLS3O	Functions of Living Spaces and Shelter; Shelter for Everyone; Considerations in Acquiring Shelter and Designing Living Spaces; Occupational Opportunities Related to Living Spaces and Shelter; Research and Inquiry Skills.
11	Parenting	Open	HPC3O	Self and Others; Personal and Social Responsibilities; Diversity

				and Universal Concerns; Social and Legal Challenges of Parenthood; Research and Inquiry Skills.
12	Food and Nutrition Sciences	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HFA4M	Self and Others; Personal and Social Responsibilities; Diversity, Interdependence, and Global Connections; Social Challenges; Research and Inquiry Skills.
12	Individuals and Families in a Diverse Society	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HHS4M	Self and Others; Personal and Social Responsibilities; Diversity, Interdependence, and Global Connections; Social Challenges; Research and Inquiry Skills.
12	Issues in Human Growth and Development	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HHG4M	Human Development; Socialization and Human Development; Self and Others; Diversity, Interdependence, and Global Connections; Research and Inquiry Skills.
12	Parenting and Human Development	Workplace	HPD4E	Stages of Family Life; Human Development; Self and Others; Personal and Social Responsibilities; Social Structures and Social Challenges; Research and Inquiry Skills.
12	The Fashion Industry	Open	HNB4O	Fashion and Society; The Canadian Fashion Industry; Fibres and Textiles; Design and

				Construction; Research and Inquiry Skills.
General Social Science				
Grade	**Course Name**	**Course Type**	**Course Code**	**Strands**
11	Introduction to Anthropology, Psychology, and Sociology	University/College	HSP3M	Self and Others; Social Structures and Institutions; Social Organization; Research and Inquiry Skills.
12	Challenge and Change in Society	University/College Prerequisite: Any U or M or C course in Canadian and world studies, or English, or social sciences and the humanities	HSB4M	Social Change; Social Trends; Social Challenges; Research and Inquiry Skills.
Philosophy				
Grade	**Course Name**	**Course Type**	**Course Code**	**Strands**
11	Philosophy: The Big Questions	Open	HZB3O	Philosophical Questions; Philosophical Theories; Philosophy and Everyday Life; Applications of Philosophy to Other Subjects; Research and Inquiry Skills
12	Philosophy: Questions and Theories	University Prerequisite: Any U or M course in Canadian and world studies, or English, or social sciences and the humanities	HZT4U	Metaphysics; Logic and the Philosophy of Science; Epistemology; Ethics; Social and Political Philosophy; Aesthetics; Research and Inquiry Skills
World Religions				
Grade	**Course Name**	**Course Type**	**Course Code**	**Strands**
11	World Religions: Beliefs, Issues, and Religious Traditions	University/College	HRT3M	Religious Beliefs; Social Structures; Religion and the Human Experience; Research and Inquiry Skills
11	World Religions:	Open	HRF3O	Exploring Religious Beliefs; Religion and daily Life; Exploring

	Beliefs and Daily Life			Festivals, Celebrations, and Memorializations; Exploring the Milestones of Life; Research and Inquiry Skills.

Family Studies

HPW3C - Living and Working With Children, Grade 11, College Preparation
This course focuses on the well-being of children in families and community settings. Students will study child behaviour and child development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others.
Prerequisite: None

HIRC3 - Managing Personal and Family Resources, Grade 11, College Preparation
This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction,; how to make responsible choices in their transition to postsecondary education and careers,; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.
Prerequisite: None

HIP3E - Managing Personal Resources, Grade 11, workplace preparation
This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.
Prerequisite: None

HNC3O - Fashion and Creative Expression, Grade 11, Open
This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.
Prerequisite: None

HLS3O - Living Spaces and Shelter, Grade 11, Open
This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing.
Prerequisite: None

HPC3O - Parenting, Grade 11, Open
This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.
Prerequisite: None

HFA4M - Food and Nutrition Sciences, Grade 12, University/College Preparation
This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.
Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

HHS4M - Individuals and Families in a Diverse Society, Grade 12, University/College Preparation
This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent–child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.
Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

HHG4M - Issues in Human Growth and Development, Grade 12, University/College Preparation
This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-

being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development.
Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

HPD4E - Parenting and Human Development, Grade 12, Workplace Preparation
This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-aged and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.
Prerequisite: None

HNB4O - The Fashion Industry, Grade 12, Open
This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.
Prerequisite: None

General Social Science

HSP3M - Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation
This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.
Prerequisite: None

HSB4M - Challenge and Change in Society, Grade 12, University/College Preparation
This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyse cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends.

Prerequisite: Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world Any University, University/college, or College Preparation course in social sciences and humanities, English, or Canadian and world studies

Philosophy

HZB3O - Philosophy: The Big Questions, Grade 11, Open
This course addresses three (or more) of the following questions: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? How do we know what is beautiful in art, music, and literature? Students will learn critical-thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and investigating various topics in philosophy.
Prerequisite: None

HZT4U - Philosophy: Questions and Theories, Grade 12, University Preparation
This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.
Prerequisite: None

World Religions

HRT3M - World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation
This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.
Prerequisite: None

HRF3O - World Religions: Beliefs and Daily Life, Grade 11, Open
This course introduces students to the range and diversity of world religions and examines how systems of belief affect individual lives and social relationships. Students will learn about a variety of religious beliefs, teachings, traditions, and practices. The course also helps students to develop skills used in researching and investigating topics related to world religions.
Prerequisite: None

20. Other Courses

20.1 The Arts

Students must earn **1 credit** in the arts to obtain an OSSD. Students may take any course described in the secondary school policy documents for the arts to meet the compulsory credit requirement for the arts. Students must also earn **1 additional credit** from Group 2 in health and physical education, **or** the arts, **or** business studies.

Note: students who take Expressing Aboriginal Cultures (Grade 9), which is described in the Grades 9 and 10 curriculum policy documents for Native Studies, may use the credit earned for this course to meet the compulsory credit requirement for the arts.

In the arts program, courses are offered only as open courses in Grades 9 and 10. In the arts program in Grades 11 and 12, courses are offered as University/College Preparation and open. There are five arts subjects: dance, dramatic arts, media arts, music, and visual arts. Schools may offer courses focused on specific areas of the five arts subjects such as

- **dance:** ballet, modern dance, jazz dance, dance composition
- **dramatic arts:** acting, collective creation, play writing
- **media arts:** technical production, photography, desktop publishing, video production
- **music:** guitar, electronic music, instrumental music, vocal jazz, steel drum
- **visual arts:** printmaking, sculpture, painting, drawing

Students may take more than one focus course for credit per grade in a given arts subject. For example, a student in Grade 10 can earn 2 credits in dance, 1 for a course in ballet, and 1 for a course in jazz dance. The learning expectations for the Grade 10 dance course outlined in the curriculum policy document would be used for both the ballet and the jazz dance courses.

The expectations for all courses in the arts are organized into three distinct but related strands: Theory, Creation, and Analysis.

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr.pdf and http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr.pdf.

Codes for focus courses in the arts can be found at http://www.edu.gov.on.ca/eng/general/list/commoncc/t1.html.

Grade	Course Name	Type	Course Code	Prerequisite
9	Comprehensive Arts	Open	ALC1O	None
12	Exploring the Arts	Open	AEA4O	Any Grade 9 or 10 arts course

Dance				
9	Dance	Open	ATC1O	None
10	Dance	Open	ATC2O	None
11	Dance	University/College	ATC3M	Grade 9 or 10 Dance
11	Dance	Open	ATC3O	Grade 9 or 10 Dance
12	Dance	University/College	ATC4M	Grade 11 Dance
Dramatic Arts				
9	Dramatic Arts	Open	ADA1O	None
10	Dramatic Arts	Open	ADA2O	None
11	Dramatic Arts	University/College	ADA3M	Grade 9 or 10 Dramatic Arts
11	Dramatic Arts	Open	ADA3O	Grade 9 or 10 Dramatic Arts
12	Dramatic Arts	University/College	ADA4M	Grade 11 Dramatic Arts
12	Dramatic Arts	Open	ADA4O	Grade 11 Dramatic Arts
Media Arts				
10	Media Arts	Open	ASM2O	None
11	Media Arts	Open	ASM3O	Any Grade 9 or 10 arts course
12	Media Arts	Open	ASM4O	Any Grade 11 arts course
Music				
9	Music	Open	AMU10	None
10	Music	Open	AMU20	None
11	Music	University/College	AMU3M	Grade 9 or 10 Music
11	Music	Open	AMU3O	Grade 9 or 10 Music
12	Music	University/College	AMU4M	Grade 11 Music
11	Music - External (Conservatory)	University/College	AMX3M	n/a
12	Music - External (Conservatory)	University/College	AMX4M	n/a
Visual Arts				
9	Visual Arts	Open	AVI10	None
10	Visual Arts	Open	AVI2O	None
11	Visual Arts	University/College	AVI3M	Grade 9 or 10 Visual Arts
11	Visual Arts	Open	AVI3O	Grade 9 or 10 Visual Arts
12	Visual Arts	University/College	AVI4M	Grade 11 Visual Arts

20.2 Business Studies

Students must earn **1 additional credit** from Group 2 in health and physical education, **or** the arts, **or** business studies. Students may take any course described in the secondary school policy documents for business studies to meet this credit requirement.

In the business studies program, there is only one type of course — the open course — in Grades 9 and 10. The Introduction to Business course, offered in Grade 9 or Grade 10, is the key foundation course in the business studies program. This course introduces students to each of the major areas of business: the basics of business operation, the role and applications of technology in business, the role and characteristics of entrepreneurs, management, accounting, marketing, and international business. The Introduction to Information Technology in Business course, offered in Grade 9 or Grade 10, prepares students for a world of business and communication that relies increasingly on electronic technology, an area also undergoing continuous change.

Four types of courses are offered in the business studies program in Grades 11 and 12: University/College Preparation, College Preparation, workplace preparation, and open courses. Students can choose from courses in six subject areas: **accounting, entrepreneurship, information and communication technology, international business, marketing**, and **business leadership**.

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf.

Grade	Course Name	Type	Course Code	Prerequisite
9 or 10	Introduction to Business	Open	BBI10 or BBI20	None
9 or 10	Information and Communication Technology in Business	Open	BBT1O or BBT2O	None
Accounting				
11	Financial Accounting Fundamentals	University/College	BAF3M	None
11	Accounting Essentials	Workplace	BAI3E	None
12	Financial Accounting Principles	University/College	BAT4M	BAF3M
12	Accounting for a Small Business	Workplace	MAN4E	BAI3E
Entrepreneurship				
11	Entrepreneurship: The Venture	College	BDI3C	None
11	Entrepreneurship: The Enterprising Person	Open	BDP3O	None
12	Entrepreneurship: Venture	College	BDV4C	None

	Planning in an Electronic Age			
Information and Communication Technology				
11	ICT: The Digital Environment	Open	BTA3O	None
12	ICT: Multimedia Solutions	College	BTX4C	BTA3O
12	ICT in the Workplace	Workplace	BTX4E	BTA3O
International Business				
12	International Business Fundamentals	University/College	BBB4M	None
12	International Business Essentials	Workplace	BBB4E	None
Marketing				
11	Marketing: Goods, Services, Events	College	BMI3C	None
11	Marketing : Retail and Services	Workplace	BMX3E	None
Business Leadership				
12	Business Leadership: Management Fundamentals	University/College	BOH4M	None
12	Business Leadership: Becoming a Manager	Workplace	BOG4E	None

20.3 Classical Studies And International Languages

Students must earn **one additional credit** from Group 1 in English, **or** a third language, **or** social sciences and the humanities, **or** Canadian and world studies. Students may take any course described in the secondary school policy documents for Classical and International Languages, Grades 9 and 10, or Classical Studies and International Languages, Grades 11 and 12, to meet the compulsory credit requirement.

The courses in classical studies and international languages focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and private citizens. Students will develop the ability to speak, listen, read, and write with precision and confidence.

In the classical and international language program for Grades 9 and 10, only one type of course —academic — is offered for students wishing to study classical languages, while both academic and open courses are offered for those wishing to study international languages. In Grades 11 and 12, students enrolled in classical studies will take one type of course — University Preparation — while students enrolled in international languages will choose between two types of courses — University Preparation and open.

Courses in classical and international languages are not restricted to specific grades so that students may begin the study of a classical or international language in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Classical languages

are offered at three levels, and international languages at four levels, in the secondary school program for Grades 9 to 12.

The classical studies program in Grades 9 and 10 comprises two courses in the classical languages (Latin and ancient Greek). In Grades 11 and 12, two courses in classical languages (Latin and ancient Greek) are also offered, with an additional course in classical civilization, which explores the culture of the ancient world and its rich legacy.

A variety of international language credit courses may be offered in Ontario schools, including courses in European, African, Middle Eastern, and Asian languages. Codes for focus courses can be found at http://www.edu.gov.on.ca/eng/general/list/commoncc/t1.html. Each course is worth one credit.

The course codes consist of five characters. The first three characters identify the language under study and the audience for the course — that is, native speakers or non-native speakers (e.g., LWS is the code for Spanish for non-native speakers, and LWE is the code for Spanish for native speakers); the fourth character identifies the course level (i.e., *C* and *D* refer to Level 3 and Level 4, respectively); and the fifth character identifies the type of course (i.e., *U* refers to "University Preparation" and *O* refers to "open"). Hence, the course code for a Level 3 University Preparation course in Spanish for non-native speakers is LWSCU.

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang910curr.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang1112curr.pdf.

Grade	Course Name	Type	Course Code	Prerequisite
Classical Languages				
Level 1	Classical Languages - Ancient Greek	Academic	LVGAD	None
Level 1	Classical Languages - Latin	Academic	LVLAD	None
Classical Studies				
Level 2	Classical Languages - Ancient Greek	University	LVGBU	LVGAD
Level 2	Classical Languages - Latin	University	LVLBU	LVLAD
Level 3	Classical Languages - Ancient Greek	University	LVGCU	LVGBU
Level 3	Classical Languages - Latin	University	LVLCU	LVLBU
12	Classical Civilization	University	LVV4U	Grade 10 English
International Languages				

Level 1	International Languages	Academic	LBAAD-LYXAD	Prerequisites will be determined by boards depending on the structure of their language programs.
Level 1	International Languages	Open	LBAAO-LYXAO	
Level 2	International Languages	Academic	LBABD-LYXBD	
Level 2	International Languages	Open	LBABO-LYXBO	
Level 3	International Languages	University	LBACU-LYXCU	Level 2, Academic
Level 3	International Languages	Open	LBACO-LYXCO	Level 2 Academic or Open
Level 4	International Languages	University	LBADU-LYXDU	Level 3 Academic
Level 4	International Languages	Open	LBADO-LYXDO	Level 3 Academic or Open
Note: the range of course codes is listed for the various international languages programs; see http://www.edu.gov.on.ca/eng/general/list/commoncc/t1.html for further details.				

20.4 Guidance and Career Education

Students must earn one-half compulsory credit in Career Studies. In addition, students may use any Grade 11 or Grade 12 guidance and career education course to fulfill the Group 1 additional credit requirement, or as a substitution for another course fulfilling a compulsory credit requirement. The courses offered in guidance and career education are open courses. These courses are intended to help students develop learning and interpersonal skills and to enable them to explore careers. All guidance and career education courses encourage both community-based learning and career exploration through community involvement activities, work experience, cooperative education, volunteering, and job shadowing, school--to-work transition programs, youth apprenticeship programs, and internships.

The Grade 9 Learning Strategies course, which is an optional credit course, focuses on the development of knowledge and skills that will benefit all students. The course can be modified to suit the individual needs of the learner, and students who have an Individual Education Plan (IEP) would benefit considerably from such a modified course. A learning strategies course may also be developed for students in Grade 10 who have an IEP. The learning expectations for this course would be based on the Learning Strategies 1 course, but the focus of the course would be different in order to reflect the particular courses the student is currently studying.

In the compulsory half-credit Grade 10 Career Studies course, students learn how to identify and pursue goals in education, work, and community activities. The Grade 10 course on discovering the workplace helps students identify early in their secondary school career the

essential skills and work habits that are required for success in the workplace, and will prepare them for work experiences in the community.

The Grade 11 course on leadership and peer support teaches critical interpersonal skills and promotes participation both at school and in the community. Also offered in Grade 11 is a career planning course that develops students' abilities to select and pursue appropriate postsecondary education and employment opportunities. The Grade 12 Learning Strategies course is designed to prepare students for success in their postsecondary destinations. The Grade 12 course on navigating the workplace, enables students to develop these essential skills and explore the workplace through experiential learning opportunities so that they can make a smooth transition from secondary school to the workplace.

Details of these Guidance and Career Education courses, as well as their prerequisites, can be found at
http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf and
http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf.

Grade	Course Name	Type	Course Code	Prerequisite
9	Learning Strategies 1: Skills for Success in Secondary School	Open	GLS1O	None
9	Learning Strategies 1: Skills for Success in Secondary School	Open (for students with an IEP)	GLE1O	None
10	Learning Strategies 1: Skills for Success in Secondary School	Open (for students with an IEP)	GLE2O	Recommendation of the principal
10	Career Studies (0.5 credit)	Open (compulsory)	GLC2O	None
10	Discovering the Workplace	Open	GLD2O	None
11	Advanced Learning Strategies 2: Skills for Success After Secondary School	Open	GLE3O	Recommendation of the principal
11	Designing Your Future	Open	GWL3O	None
11	Leadership and Peer Support	Open	GPP3O	None
12	Navigating the Workplace	Open	GLN4O	None
12	Advanced Learning Strategies 2: Skills for Success After Secondary School	Open	GLS4O	None
12	Advanced Learning Strategies 2: Skills for Success After Secondary School	Open	GLE4O	Recommendation of the principal
Note: Students may earn ***either*** GLS1O or GLE1O; students may earn ***either*** GLS4O or				

GLE4O.

20.5 Health And Physical Education

Student must earn **one credit** in health and physical education. To meet the Group 2 compulsory credit requirement, students must earn *one additional credit* in health and physical education, **or** the arts, **or** business studies. They may take any course described in the secondary curriculum policy documents for health and physical education to meet the compulsory credit requirement for health and physical education.

All courses offered in Grades 9 and 10 health and physical education are open courses. These courses are made up of four strands: physical activity, active living, healthy living, and living skills. The courses offered in Grades 11 and 12 include open courses, as well as a University Preparation course and a College Preparation course.

It should be noted that schools may develop the Healthy Active Living courses in each grade to focus on a particular group of physical activities as the vehicle through which students will attain the expectations. Students may take more than one course in each grade. The following is an example of the possible options and corresponding course codes:

- Personal and Fitness Activities (PAF)
- Large-Group Activities (PAL)
- Individual and Small-Group Activities (PAI)
- Aquatics (PAQ)
- Rhythm and Movement (PAR)
- Outdoor Activities (PAD)

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/health910curr.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/health1112curr.pdf.

Grade	Course Name	Type	Course Code	Prerequisite
9	Healthy Active Living Education	Open	PPL1O	None
10	Healthy Active Living Education	Open	PPL2O	None
11	Healthy Active Living Education	Open	PPL3O	None
11	Health for Life	Open	PPZ3O	None
11	Healthy Active Living Education	Open	PPL4O	None
12	Exercise Science	University	PSE4U	Any Grade 11 or 12 U or M course in science, or any Grade 11 or 12 course

				in HPE
12	Recreational and Fitness Leadership	College	PLF4C	Any Grade 11 or 12 course in HPE

20.6 Native Languages

Research on Native education confirms that when students develop the ability to communicate in a Native language, learning that language will reinforce, not interfere with, the learning of English, French, or other languages. In those Native communities where no Native language is spoken, the Native languages program will serve to introduce the language. In those communities where some Native language is spoken, the program will assist in the development and maintenance of that language. In communities characterized by greater fluency in a Native language, the program will support the use of that language as the language of instruction in those subjects that would be enhanced by the close relationship between language and culture.

All courses in the Native languages program cover oral communication, reading, and writing; vocabulary, language conventions, and grammar; and use of information technology. Students also become familiar with the writing and sound systems of the language under study, and develop an appreciation of Native language and culture. The Native languages that are recognized in the Native language program are the following: **Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree,** and **Oneida**. Students may study one or more of these languages in the program.

Students must earn **1 additional credit** from Group 1 in English, **or** classical and international languages or Native languages, **or** social science and the humanities, **or** Canadian and world studies. Students who wish to take Native languages instead of FSL in secondary school may used the credit earned for an NL1 or NL2 course described in the Grade 9 and 10 curriculum policy document for Native languages as a substitute for the compulsory FSL credit.

In the Native languages program, there is only one type of course — the "open" course. The courses in Native languages are not restricted to specific grades, so that students may begin the study of one or more of the languages in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Five levels of courses in Native languages are offered in the Native languages program in Grades 9 through 12. Each course is worth one credit, and may also be offered as two half-credits. Students may earn more than one credit for each level in the Native languages by studying more than one Native language.

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang910curr.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang1112curr.pdf.

Grade	Course Name	Type	Course Code	Prerequisite

Level 1	Native Languages	Open	LNAAO-LNOOA	None
Level 2	Native Languages	Open	LNABO-LNOBO	At least 4 years of student of a Native language in elementary school, successful completion of NL1, or demonstrated proficiency
Level 3	Native Languages	Open	LNACO-LNOCO	Successful completion of NL2 or demonstrated proficiency
Level 4	Native Languages	Open	LNADO-LVODO	Successful completion of NL3 or demonstrated proficiency
Level 5	Native Languages	Open	LNAEO-LNOEO	Successful completion of NL4 or demonstrated proficiency

20.7 Native Studies

Native studies provides students in Ontario schools with a broad range of knowledge related to Aboriginal peoples to help them better understand Aboriginal issues of public interest discussed at the local, regional, and national levels. Students develop the skills necessary to discuss issues and participate in public affairs. Throughout their involvement in Native studies, they will increase their awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada. Canada is the land of origin for Aboriginal peoples, and the history of Canada begins with them. As the first people of Canada, Aboriginal peoples are unique in Canada's mosaic. Thus, exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country.

Students must earn **one additional credit** from Group 1 in English, **or** classical and international languages or Native languages, **or** social science and the humanities, **or** Canadian and world studies. The additional credit for Canadian and World Studies may be fulifilled by the successful completion of any course from the curriculum policy documents in Native Studies. Students who take the Grade 11 course "English: Contemporary Aboriginal Voices" (University, college, or workplace preparation) may use the credit earned for this course to meet the Grade 11 English compulsory credit requirement. Students who take the Grade 9 course "Expressing Aboriginal Cultures" (NAC1O) may use the credit earned for this course to meet the compulsory credit requirement for the Arts.

Two Native studies courses are offered in Grades 9 and 10 as "open" courses. The Grade 9 course, "Expressing Aboriginal Cultures", provides an overview of the various art forms used by Aboriginal peoples to communicate information about Aboriginal cultures. The Grade 10 course, "Aboriginal Peoples in Canada" highlights twentieth-century history and contemporary issues from an Aboriginal perspective.

In the Native studies program in Grades 11 and 12, four types of courses are offered: University Preparation, University/College Preparation, College Preparation, and workplace preparation. Eight Native studies courses are offered in Grades 11 and 12 — six courses in Grade 11 and two courses in Grade 12. In the Grade 11 courses, students focus on how various Aboriginal peoples

define themselves and their communities, and on their visions of the future. In the Grade 12 courses, students examine political, social, economic, and cultural issues relevant to Aboriginal peoples both in Canada and in the rest of the world. All courses are worth one credit.

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies910curr.pdf and at http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies1112curr.pdf.

Grade	Course Name	Type	Course Code	Prerequisite
9	Expressing Aboriginal Cultures	Open	NAC1O	None
10	Aboriginal Peoples in Canada	Open	NAC2O	None
11	English: Contemporary Canadian Voices	University	NBE3U	ENG2D
11	Current Aboriginal Issues in Canada	University/College	NDA3M	NAC2O or CHC2D or CHC2P
11	Aboriginal Beliefs, Values, and Aspirations in Contemporary Society	College	NBV3C	NAC2O or CHC2D or CHC2P
11	English: Contemporary Aboriginal Voices	College	NBE3C	ENG2D or ENG2P
11	Aboriginal Beliefs, Values, and Aspirations in Contemporary Society	Workplace	NBV3E	NAC2O or CHC2D or CHC2P
11	English: Contemporary Aboriginal Voices	Workplace	NBE3E	ENG2D or ENG2P
12	Aboriginal Governance: Emerging Directions	University/College	NDG4M	Any Grade 11 U, M, or C course in Native studies
12	Issues of Indigenous Peoples in a Global Context	University/College	NDW4M	Any Grade 11 U, M, or C course in Native studies

20.8 Technological Education and Computer Studies

Technological innovation influences all areas of life, from the actions of individuals to those of nations. It addresses basic human needs and provides the tools and processes required for the exploration of both the known and the unknown world. The power of technology, its pervasiveness, and its continual advances demand a rigorous curriculum and the commitment of educators to understand it, promote its responsible use, and enable students to become problem solvers who are self-sufficient, entrepreneurial, and technologically literate. Students must acquire the technological skills and knowledge required to participate in a competitive, global economy. They must become critical and innovative thinkers, able to question, understand, and respond to the implications of technological innovation, as well as to find

solutions and develop products. Technological education focuses on developing students' ability to work creatively and competently with technologies that are central to their lives. Their development as technologically literate individuals throughout elementary and secondary school enhances their success in postsecondary studies and in the workplace. The policy outlined in this secondary school curriculum document is designed to ensure that technological education in Ontario meets the challenges and opportunities of the twenty-first century.

Students must earn **one additional credit** from Group 3 in senior science *or* technological education or computer studies. Any course from the secondary curriculum policy documents for science, Grades 11 and 12, technological education, Grades 9 and 10 and Grades 11 and 12 will meet this compulsory credit requirement.

All courses in grades 9 and 10 in technological education are open courses. In grades 11 and 12, three types of courses are offered in the technological education curriculum: University/College Preparation, College Preparation, and workplace preparation courses. In computer studies, there is one course at Grade 10 open level, and courses at the University and College Preparation level in Grades 11 and 12.

Courses in broad-based technology are offered in the following subject areas:
- Integrated Technologies (Grade 9 only)
- Communications Technology
- Construction Technology
- Health and Personal Services
- Hospitality and Tourism
- Manufacturing Technology
- Technological Design
- Transportation Technology

Courses in computer studies are offered in the following subjects:
- Computer and Information Science
- Computer Engineering

Under the existing Technological Education Policy, schools may offer more than one Integrated Technologies course in Grade 9. The additional courses must adhere to the expectations outlined for the Grade 9 course in the Technological Education curriculum policy document but focus on different areas of technology from those treated in the main Integrated Technologies course. Students who take the main course may also take the additional course (or courses) in the same year, earning one credit for each course successfully completed. The new policy defines exploratory courses in Grades 9 and 10 in each subject area of Technological Education in addition to the Grade 9 "Exploring Technologies" course.

In Technological Education, courses in Grades 10, 11, and 12 that lead to apprenticeship or certification programs or that are part of school-to-work transition programs may be planned

for up to 330 hours of scheduled instructional time. This additional instructional time allows for the practice and refinement of skills needed to raise the quality of students' performance to the levels required for certification, entry into apprenticeship programs, or participation in school-to-work transition programs. (It may also support articulation agreements for advanced standing or preferred entrance into specialized programs.) Instructional time may be increased by increments of 55 hours; for each additional 55 hours, students earn an additional half-credit. A maximum of three credits may be earned for the successful completion of a 330-hour course.

All technological education courses must be identified by a five-character course code (e.g., TTJ3C for Transportation Technology, Grade 11, College Preparation). Schools may add a sixth character to the code to indicate additional information. School boards will determine the conventions related to the sixth digit, and will include the name of the course on the student's OST.

Details of these courses, as well as their prerequisites, can be found at http://www.edu.gov.on.ca/eng/curriculum/secondary/teched910curr.pdf or at http://www.edu.gov.on.ca/eng/curriculum/secondary/teched1112curr.pdf.

Note: The following course names and codes will be available through the 2008-2009 school year. After this time, please refer to the chart of revised subjects, courses, and codes included below.

Grade	Course Name	Type	Course Code	Prerequisite
9	Integrated Technologies	Open	TTI1O	None
10	Communications Technology	Open	TGJ2O	None
10	Computer and Information Science	Open	TIK2O	None
10	Computer Engineering Technology	Open	TEE2O	None
10	Construction Technology	Open	TCJ2O	None
10	Health and Personal Services Technology	Open	TPJ2O	None
10	Hospitality and Tourism Technology	Open	TFJ2O	None
10	Manufacturing Technology	Open	TMJ2O	None
10	Technological Design	Open	TDJ2O	None
10	Transportation Technology	Open	TTJ2O	None
PART A: BROAD-BASED TECHNOLOGY				
Communications Technology				
11	Communications Technology	University/College	TGJ3M	None
11	Communications Technology	Workplace	TGJ3E	None
12	Communications Technology	University/College	TGJ4M	TGJ3M

12	Communications Technology	Workplace	TGJ4E	TGJ3E
Construction Technology				
11	Construction Technology	College	TCJ3C	None
11	Construction Technology	Workplace	TCJ3E	None
12	Construction Technology	College	TCJ4C	TCJ3C
12	Construction Technology	Workplace	TCJ4E	TCJ3E
Health and Personal Services				
11	Health Care	College	TPA3C	None
11	Hairstyling and Aesthetics	Workplace	TPE3E	None
12	Child Development and Gerontology	College	TPO4C	None
12	Medical Technologies	College	TPT4C	TPA3C
12	Hairstyling and Aesthetics	Workplace	TPE4E	TPE3E
Hospitality and Tourism				
11	Hospitality	College	TFT3C	None
11	Hospitality and Tourism	Workplace	TFH3E	None
12	Tourism	College	TFS4C	None
12	Hospitality and Tourism	Workplace	TFH4E	TFH3E
Manufacturing Technology				
11	Manufacturing Engineering Technology	College	TMJ3C	None
11	Manufacturing Technology	Workplace	TMJ3E	None
12	Manufacturing Engineering Technology	College	TMJ4C	TMJ3C
12	Manufacturing Technology	Workplace	TMJ4E	TMJ3E
Technological Design				
11	Technological Design	University/College	TDJ3M	None
11	Technological Design	Workplace	TDJ3E	None
12	Technological Design	University/College	TDJ4M	TDJ3M
12	Technological Design	Workplace	TDJ4E	TDJ3E
Transportation Technology				
11	Transportation Technology	College	TTJ3C	None
11	Transportation Technology	Workplace	TTJ3E	None
12	Transportation Technology	College	TTJ4C	TTJ3C
12	Transportation Technology	Workplace	TTJ4E	TTJ3E
PART B: COMPUTER STUDIES				
Computer and Information Science				
11	Computer and Information Science	University/College	ICS3M	None
12	Computer and Information Science	University/College	ICS4M	ICS3M
Computer Engineering				

11	Computer Engineering	University/College	ICE3M	None
11	Computer Engineering	Workplace	ICE3E	None
12	Computer Engineering	University/College	ICE4M	ICE3M or ICS3M
12	Computer Engineering	Workplace	ICE4E	ICE3E

PLEASE NOTE:

20.8.1 TECHNOLOGICAL STUDIES

A revised provincial curriculum document for Technological Education was released in spring 2009. Subject areas, course codes, and course names for the broad-based technologies have charged. The new course information is provided below.

Exploring Technologies				
9	Exploring Technologies	Open	TIJ1O	None
Communications Technology				
9	Exploring Communications Technology	Open	TGJ1O	None
10	Communications Technology	Open	TGJ2O	None
11	Communications Technology	University/College	TGJ3M	None
11	Broadcast and Print Production	Open	TGH30	None
12	Communications Technology	University/College	TGJ4M	TGJ3M
12	Digital Imagery and Web Design	Open	TGJ4O	None
Focus Courses				
11	Interactive New media & Animation	University/College	TG13M	
11	Photography & Digital Imaging	University/College	TGP3M	
11	Print & Graphic Communications	University/College	TGG3M	
11	Radio, Audio & Sound Production	University/College	TGR3M	
11	TV, Video & Movie Production	University/College	TGV3M	
12	Interactive New Media & Animation	University/College	TG14M	
12	Photography & Digital Imaging	University/College	TGP4M	

12	Print & Graphic Communications	University/College	TGG4M	
12	Radio, Audio & Sound Production	University/College	TGR4M	
12	TV, Video & Movie Production	University/College		
Computer Technology				
9	Exploring Computer Technology	Open	TEJ1O	None
10	Computer Technology	Open	TEJ2O	None
11	Computer Engineering Technology (CET)	University/College	TEJ3M	None
11	Computer Technology (CT)	Workplace	TEJ3E	None
12	Computer Engineering Technology	University/College	TEJ4M	TEJ3M
12	Computer Technology	Workplace	TEJ4E	TEJ3E
Focus Courses				
11	CET - Interfacing	University/College	TEI3M	
11	CET - Electronics	University/College	TEL3M	
11	CET - Networking	University/College	TEN3M	
11	CET - Robotics and Control Systems	University/College	TER3M	
11	CT - Computer Repair	Workplace	TEC3E	
11	CT - Information Technology Support	Workplace	TET3E	
11	CT - Network Support	Workplace	TEW3E	
12	CET - Interfacing	University/College	TEI4M	
12	CET - Electronics	University/College	TEL4M	
12	CET - Networking	University/College	TEN4M	
12	CET - Robotics and Control Systems	University/College	TER4M	
12	CT - Computer Repair	Workplace	TEC4E	
12	CT - Information Technology Support	Workplace	TET4E	
12	CT - Network Support	Workplace	TEW4E	
Construction Technology				
9	Exploring Construction Technology	Open	TCJ1O	None
10	Construction Technology (CT)	Open	TCJ2O	None
11	Construction Engineering Technology (CET)	College	TCJ3C	None
11	Construction Technology	Workplace	TCJ3E	None

12	Construction Engineering Technology	College	TCJ4C	TCJ3C
12	Construction Technology	Workplace	TCJ4E	TCJ3E
11	Custom Woodworking	Workplace	TWJ3E	None
12	Custom Woodworking	Workplace	TWJ4E	TWJ3E
Focus Courses				
11	CET - Construction Management & Science	College	TCS3C	
11	CET - Civil Engineering	College	TCY3C	
11	CT - Carpentry	Workplace	TCC3E	
11	CT - Electrical/Network Cabling	Workplace	TCE3E	
11	CT - Heating & Cooling	Workplace	TCH3E	
11	CT - Masonry	Workplace	TCM3E	
11	CT - Plumbing	Workplace	TCP3E	
12	CET - Construction Management & Science	College	TCS4C	
12	CET - Civil Engineering	College	TCY4C	
12	CT - Carpentry	Workplace	TCC4E	
12	CT - Electrical/Network Cabling	Workplace	TCE4E	
12	CT - Heating & Cooling	Workplace	TCH4E	
12	CT - Masonry	Workplace	TCM4E	
12	CT - Plumbing	Workplace	TCP4E	
Green Industries/Agriculture				
9	Exploring Green Industries	Open	THJ1O	None
10	Green Industries	Open	THJ2O	None
11	Green Industries	University/College	THJ3M	None
11	Green Industries	Workplace	THJ3E	None
12	Green Industries	University/College	THJ4M	THJ3M
		Workplace	THJ4E	THJ3E
Focus Courses				
11	Agribusiness	University/College	THA3M	
11	Landscaping Architecture	University/College	THD3M	
11	Forestry	University/College	THO3M	
11	Horticulture Management & Science	University/College	THS3M	
11	Floristry	Workplace	THF3E	
11	Agriculture	Workplace	THG3E	
11	Horticulture	Workplace	THH3E	
11	Landscaping Construction & Maintenance	Workplace	THL3E	

11	Forestry	Workplace	THO3E	
12	Agribusiness	University/College	THA4M	
	Landscaping Architecture	University/College	THD4M	
12	Forestry	University/College	THO4M	
12	Horticulture Management & Science	University/College	THS4M	
12	Floristry	Workplace	THF4E	
12	Agriculture	Workplace	THG4E	
12	Horticulture	Workplace	THH4E	
12	Landscaping Construction & Maintenance	Workplace	THL4E	
12	Forestry	Workplace	THO4E	
Hairstyling and Aesthetics				
9	Exploring Hairstyling & Aesthetics	Open	TXJ1O	None
10	Hairstyling & Aesthetics	Open	TXJ2O	None
11	Hairstyling & Aesthetics	Workplace	TXJ3E	None
12	Hairstyling & Aesthetics	Workplace	TXJ4E	TXJ3E
Focus Courses				
11	Aesthetics	Workplace	TXA3E	
11	Hairstyling	Workplace	TXH3E	
12	Aesthetics	Workplace	TXA4E	
12	Hairstyling	Workplace	TXH4E	
Healthcare				
9	Exploring Health Care	Open	TPJ1O	None
10	Health Care	Open	TPJ2O	None
11	Health Care	University/College	TPJ3M	None
11	Health Care	College	TPJ3C	None
12	Health Care	University/College	TPJ4M	TPJ3M
12	Health Care	College	TPJ4C	TPJ3C
12	Health Care Support Services	Workplace	TPJ4E	None
12	Child Development & Gerontology	College	TOJ4C	None
Focus Courses				
11	Dental Services	University/College	TPD3M	
11	Laboratory Services	University/College	TPL3M	
11	Nursing/Medical Services	University/College	TPM3M	
11	Pharmacy Services	University/College	TPP3M	
11	Therapy Services	University/College	TPT3M	
12	Dental Services	University/College	TPD4M	
12	Laboratory Services	University/College	TPL4M	

12	Nursing/Medical Services	University/College	TPM4M	
	Pharmacy Services	University/College	TPP4M	
12	Therapy Services	University/College	TPT4M	
12	Child Development	College	TOC4C	
12	Gerontology	College	TOG4C	
Hospitality and Tourism				
9	Exploring Hospitality & Tourism	Open	TFJ1O	None
10	Hospitality & Tourism	Open	TFJ2O	None
11	Hospitality & Tourism	College	TFJ3C	None
11	Hospitality & Tourism	Workplace	TFJ3E	None
12	Hospitality & Tourism	College	TFJ4C	TFJ3C
12	Hospitality & Tourism	Workplace	TFJ4E	TFJ3E
Focus Courses				
11	Applied Nutrition	College	TFN3C	
11	Culinary Arts & Management	College	TFR3C	
11	Tourism & Travel Planning	College	TFT3C	
11	Baking	Workplace	TFB3E	
11	Cooking	Workplace	TFC3E	
11	Event Planning	Workplace	TFE3E	
12	Applied Nutrition	College	TFN4C	
12	Culinary Arts & Management	College	TFR4C	
12	Tourism & Travel Planning	College	TFT4C	
12	Baking	Workplace	TFB4E	
12	Cooking	Workplace	TFC4E	
12	Event Planning	Workplace	TFE4E	
Manufacturing Technology				
9	Exploring Manufacturing Technology	Open	TMJ1O	None
10	Manufacturing Technology (MT)	Open	TMJ2O	None
11	Manufacturing Engineering Technology (MET)	Univeristy/College	TMJ3M	None
11	Manufacturing Technology	College	TMJ3C	None
11	Manufacturing Technology	Workplace	TMJ3E	None
12	Manufacturing Engineering Technology	University/College	TMJ4M	TMJ3M
12	Manufacturing Technology	College	TMJ4C	TMJ3C
12	Manufacturing Technology	Workplace	TMJ4E	TMJ3E
Focus Courses				

11	MET - Mechanical Engineering	University/College	TMM3M	
11	MET - Robotics & Control Systems	University/College	TMR3M	
11	MR - Computer Aided Manufacturing	College	TMC3C	
11	MT - Industrial Maintenance	College	TM13C	
11	TM - Precision Machining	College	TMP3C	
11	MT - Robotics & Control Technician	College	TMT3C	
11	TM - Welding Technician	College	TMY3C	
11	MT - Machine Operator	Workplace	TMO3E	
11	MT - Sheet Metal	Workplace	TMS3E	
11	MT - Welding	Workplace	TMW3E	
12	MET - Mechanical Engineering	University/College	TMM4M	
12	MET - Robotics & Control Systems	University/College	TMR4M	
12	MR - Computer Aided Manufacturing	College	TMC4C	
12	MT - Industrial Maintenance	College	TM14C	
12	TM - Precision Machining	College	TMP4C	
12	MT - Robotics & Control Technician	College	TMT4C	
12	TM - Welding Technician	College	TMY4C	
12	MT - Machine Operator	Workplace	TMO4E	
12	MT - Sheet Metal	Workplace	TMS4E	
12	MT - Welding	Workplace	TMW4E	
Technological Design				
9	Exploring Technological Design	Open	TDJ1O	None
10	Technological Design	Open	TDJ2O	None
11	Technological Design	University/College	TDJ3M	None
11	Technological Design & the Environment	Open	TDJ3O	None
12	Technological Design	University/College	TDJ4M	TDJ3M
12	Technological Design in the 21st Century	Open	TDJ4O	None
Focus Courses				
11	Architectural Design	University/College	TDA3M	
11	Mechanical & Industrial	University/College	TDM3M	

	Design			
11	Apparel & Textile Design	University/College	TDP3M	
11	Robotics & Control Systems Design	University/College	TDR3M	
11	Interior Design	University/College	TDV3M	
12	Architectural Design	University/College	TDA4M	
12	Mechanical & Industrial Design	University/College	TDM4M	
12	Apparel & Textile Design	University/College	TDP4M	
12	Robotics & Control Systems Design	University/College	TDR4M	
12	Interior Design	University/College	TDV4M	
Transportation Technology				
9	Exploring Transportation Technology	Open	TTJ1O	None
10	Transportation Technology	Open	TTJ2O	None
11	Transportation Technology	College	TTJ3C	None
11	Vehicle Ownership	Open College	TTJ3O	None
12	Transportation Technology	College	TTJ4C	TTJ3C
12	Vehicle Maintenance	Workplace	TTJ4E	None
Focus Courses				
11	Auto Service	College	TTA3C	
11	Auto Body	College	TTB3C	
11	Heavy Duty & Agriculture Equipment	College	TTH3C	
11	Light Aircraft	College	TTL3C	
11	Small Engine & Recreational Equipment	College	TTS3C	
11	Truck & Coach	College	TTT3C	
12	Auto Service	College	TTA4C	
12	Auto Body	College	TTB4C	
12	Heavy Duty & Agricultural Equipment	College	TTH4C	
12	Light Aircraft	College	TTL4C	
12	Small Engine & Recreational Equipment	College	TTS4C	
12	Truck & Coach	College	TTT4C	

The revised curriculum document is available on the Ministry website at http://www.edu.gov.on.ca/eng/curriculum/secondary/teched.html

20.8.2 COMPUTER STUDIES

10	Introduction to Computer Studies	Open	ICS2O	None
11	Introduction to Computer Science	University	ICS3U	None
11	Introduction to Computer Programming	College	ICS3C	None
12	Computer Science	University	ICS4U	ICS3U
12	Computer Programming	College	ICS4C	ICS3C

The revised curriculum document is available on the Minstry website at http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf

21. Contact Information

In Ontario, individual elementary and secondary schools evaluate the academic records of all new students. If you or your children are new to Ontario, please take your education documents (translated into English or French, if necessary) directly to the school where you or your children will attend. The school will use the records to determine grade-level placement and the number of additional course credits required for graduation.

If you want to find out more about education in Ontario, please consult the Ministry of Education website at http://www.edu.gov.on.ca/. You may also contact the General Inquiries service of the Ministry of Education as follows:

General Inquiries

Telephone Toll-free in Ontario: 1-800-387-5514 Metro Toronto area and outside Ontario: (416) 325-2929	***Mail*** Ministry of Education, Correspondence and Public Inquiries Unit 14th Floor, Mowat Block, 900 Bay Street Toronto, Ontario M7A 1L2
E-mail info@edu.gov.on.ca or send us a comment or question using our online form that can be found at http://www.edu.gov.on.ca/eng/about/contact.asp	***Fax*** (416) 325-6348
Telecommunications Devices for the Deaf *(TDD/TYY)* 1-800-263-2892	

Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Prince Edward Island

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Part 1 – Summary Statement

1. Introduction

The public school program has courses for students in the following categories: English First Language, French First Language, and French Immersion, both early and late.

Most language arts, mathematics, science, and social studies courses at the senior high, postsecondary preparatory level are available in both languages; a few courses available only in French are so designated.

2. Organization of School System

All school activities are organized on a yearly basis with the school year extending from approximately September 1 to June 30.

The number of days in the school year may vary from 195 to 197. The instructional time each week is 1500 minutes.

At the senior high level, all schools operate fully or partially on a semester system. There are two equal semesters in the school year. Credits are granted for courses taken in Grades 10, 11, and 12.

3. Explanation of Terms Used

- **Intermediate** – This includes Grades 7 to 9.
- **English as an Additional Language (EAL)** – This is the term used to describe courses for students for whom English is not their mother tongue.
- **French as an Additional Language (FAL)** – This is the term used to describe courses for students for whom French is not their mother tongue.
- **Locally developed course** – This type of course is developed by a school and then reviewed and authorized by the Department of Education and Early Childhood Development.
- **Senior high school** – This includes Grades 10 to 12. The following terms are used in conjunction with the senior high program.

  - Credit – One credit is equivalent to 110 hours of instructional time.
  - Promotion standards – The pass mark is 50 per cent in all courses.
  - Compulsory courses – These include four language arts courses, two mathematics, two science, and two social studies.

- **Special Education** – Special Education programming and/or services are designed to accommodate students within the public school system whose educational needs require interventions different from, or in addition to, those that are needed by most students. Assessments of students are the basis for determining appropriate special education programs and services. These programs and services may involve the use of adapted or modified curriculum, materials and facilities, and/or alternative methodologies, and/or additional assistance from student support staff within school settings.

- **Special educational needs** – Special educational needs refers to educational needs of students where there is substantive normative agreement such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap, and multiple handicaps.

- **Continuum of Support –** Continuum of Support is a range of programs, settings, materials, and services of additional or alternate curriculum, adaptations or modifications, changes in teaching methodology, and/or evaluation and/or support from school staff that accommodate various levels of support within public schools for students with assessed special educational needs.

- **Student record –** This is a collection of information directly related to a student and maintained by a school board in paper, electronic, or other format.

- **Assessment –** Assessment is a systematic process of gathering information from many sources in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and which results in the identification and implementation of strategies to assist educational planning for the student.

- **Individualized Education Plan (IEP)** – An Individualized Education Plan (IEP) is a written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision making, and reporting. The IEP outlines support services and educational program adaptations and/or modifications.

- **Transition** – Transition is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.

- **Inclusionary practice** – Inclusionary practice is the value system which holds that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship, and belonging.

4. Course Designation

Grade 9

The unique course code is composed of five characters. Each course code has a course title associated with it.

Number of Characters	Field	Description
1	Grade	9 = Grade 9
3	Subject	Example: MAT = Mathematics
1	Program	The fifth character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding. A to E = English Language courses F to J = French Immersion courses M to Q = French First Language courses W to Z = Local program courses

Grades 10–12

Courses are presently identified by a code consisting of six fields (see below).

	MAT	6	2	1	A	Mathematics
Field Number	1	2	3	4	5	6

Examples:

Field 1: Area of study (subject abbreviation)

ENG	MAT	BUS
English	Mathematics	Business

Field 2: Year in which the course is usually attempted

9	4	5	6	7	8
Grade 9	Grade 10	Grade 11	Grade 12	Grades 10 or 11	Grades 11 or 12

Field 3: Course classification

0 = Open	At the high school level, 0 indicates that the course varies in level of difficulty and/or is considered a worthwhile selection for any student regardless of career plans.
1 = Advanced Academic	This type of course is more challenging than the regular academic courses considered acceptable for entrance into university.
2 = Academic	This course is a traditional scholarly course considered acceptable for entrance into university.
3 = General	The course emphasizes practical applications within the content area rather than technical or theoretical concepts.
4 = Vocational	The course relates directly to skills required in the world of work.
5 = Practical	The course teaches basic life skills.
6 = Modified	The course has been modified to suit the needs of the learner.

Field 4: Credit value

0.5 = one-half credit	55 hours of instructional time
1 = one credit	110 hours of instructional time
2 = two credits	220 hours of instructional time

Field 5: Program identifier

A to E	English First Language courses
F to J	French Immersion courses
M to Q	French First Language courses
W to Z	Local program courses

Field 6: Specific course title

Each specific course title is self-explanatory.

5. Time Allotments and Course Load

At the senior high level, each credit or course must be allotted 110 hours for instructional purposes. This is true for both compulsory and elective courses.

6. Curriculum Organization

A three-year program has been organized for the intermediate grades. The following subjects are offered each year and are required to be taken by most students.

Core	Exploratory Courses
English	Art
Mathematics	Music
Social Studies	Home Economics
Science	Industrial Technology
French	
Health	
Physical Education	

At the senior high level, the curriculum has been organized to provide a three-year period of study. Schools operate on the credit system.

7. Testing and Grading Practices

School examinations are prepared and marked locally. Achievement scores are reported in percentage or letter grades. Since the province does not maintain a provincial registry of students' records, schools are required to maintain adequate records and to issue transcripts.

The Department of Education and Early Childhood Development, in conjunction with the three provincial school boards, administers a common assessment program. The purpose of the program is to obtain valid and reliable information about student achievement and to inform teaching and learning. The assessments are developed by teacher working committees and are aligned with the provincial curriculum. The results of the assessments are made available to students and their parents. They are also made available to the schools, school boards, and the general public.

In 2007–2008, three assessments took place: Primary Literacy Assessment in Grade 3, the Elementary Literacy Assessment in Grade 6, and the Intermediate Mathematics Assessment in Grade 9.

In the next few years, the Department of Education and Early Childhood Development will introduce common assessments in literacy and mathematics in Grades 3, 6, and 9, and in high school.

8. Requirements for Graduation

Intermediate

Students must successfully complete the prescribed courses for each grade.

Senior High School

Students must successfully complete 20 credits to obtain a high school certificate from the Prince Edward Island Department of Education and Early Childhood Development.

Ten credits are compulsory and must be selected from the following core areas:

- 4 language credits (English/French)
- 2 mathematics credits
- 2 science credits
- 2 social studies credits

Three of the language credits must be taken from English or French First Language programs. The fourth language credit can be either an additional credit of the first language program or a credit in the other official language.

A student is required to complete 5 full course credits at the Grade 12 level. One of these 5 credits will be English for students in the English program and French for students in the French First Language program.

A student who meets graduation requirements receives a Provincial Senior High Graduation Certificate.

9. Prerequisites and/or Co-requisites

There are no prerequisites for senior secondary courses; however, students are usually expected to complete the lower-level course before enrolling in the next level. Schools, in consultation with parents and students, make the appropriate placement decision.

10. Other Types of Programs

Some schools offer the International Baccalaureate program or Advanced Placement (AP) courses.

11. Assessment of Out-of-Province and Foreign Studies

The province of Prince Edward Island does not presently have a foreign credential assessment policy or procedure in place. The high schools are responsible for the placement of students with foreign credentials. Schools, however, may call upon the Department of Education and Early Childhood Development for assistance, as there is no other agency available. The process for assessing a foreign high-school-leaving certificate or its equivalent is the same as for adults seeking employment.

Part 2 – Summary of Course Content

12. English Language Arts

Grade 9

Language Arts, (9ENGA)

The English program for Grades 7 to 9 is based on an integrated language arts model. Speaking, listening, reading, writing, representing, and viewing receive attention in the program to increase students' communication skills and to develop students' knowledge and their appreciation of literature. Integration of the language arts is recommended in instruction; furthermore, building instruction upon student-centred purposes and interests is encouraged. Writing assignments with variety in purpose, audience, and form arise from the study of literature and from other classroom experiences. In evaluation and assessment of writing and speaking, by the teachers and by students themselves, content and effectiveness are of prime importance; however, word usage, syntax, spelling, and other surface features are not neglected.

English, Grades 10–12

English (ENG421A)

This integrated language arts course is designed to help students become more assured and adept communicators. New resources offer a wide variety of texts, reading levels, and student responses. The course addresses speaking, listening, reading, viewing, writing, and representing to allow students to respond with critical awareness to various genres and to express themselves competently.

English (ENG521A)

English 521A examines the major genres such as poetry, essays, novels, short stories, and drama and provides supports (including assessment rubrics) that address all the outcomes of the APEF Language Arts Curriculum. While recognizing the diverse community of learners, English 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 capacity to attain new levels of understanding and skill while pursuing their academic goals.

English (ENG621A)

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

English (ENG431A)

Students in this course are provided the opportunity to explore a variety of texts with a variety of meanings and interpretations. Throughout this course, students will be provided with frequent opportunities to observe, apply, and practise oral, written, and visual forms of language. In addition, they will use these frequent language opportunities to discern the structures and use of language to access and use information.

English (ENG531A)

This course is designed for students who have some difficulty with oral and written communication. The goal of the course is to encourage the reading and enjoyment of novels, short stories, and drama so they become more readily connected with the literature being explored, furthering their ability to approach a selection strategically. This program will help students increase their vocabulary and discuss and express their ideas by collaborating in oral, written, and media projects. Meaningful writing activities will expose students to all the stages of the writing process, with particular emphasis on revising and editing.

English (ENG631A)

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

English (ENG451A, ENG551A, ENG651A)

These courses for Grades 10, 11, and 12 emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple, while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.

Writing (WRT421A)

This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (prewriting, drafting, revising, editing, publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, documenting sources); practical

strategies are explicitly taught and modelled to support each stage of these processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise.

Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters, and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

Creative Writing (WRT521A)

This optional English course is intended to improve the power and fluency of students' writing. Through the use of the writing process, students become familiar with techniques for selecting the content and focus for a piece of writing, for giving and securing feedback that results in improvements at the revision stage, and for editing and polishing so that the finished piece meets the standards of the intended audience. Writing assignments in the course provide for both transactional (information-centred) and poetic (creative or imaginative) writing. The assignments are based on recognized forms for writing, including description, exposition, narration, and persuasion. For each assignment, students have considerable latitude to choose a topic and to consider the point of view and purpose. Because grammar, mechanics, and usage are an integral component of this course, many pieces of writing are edited and polished to conform to generally accepted standards.

Life Skills English (LSK551A)

This optional English course emphasizes everyday applications of reading, writing, speaking, listening, and viewing skills. Students participate in activities and projects centred around evaluating television programs, simulating job interviews, obtaining and learning how to complete the various forms people use in job applications or in banking, practising the reading, writing, and thinking skills needed for operating an automobile or maintaining an apartment, and learning oral communication skills for dealing with people in social settings such as hospitals, the courts, governments, and business. The study of literature, grammar, and mechanics is not emphasized in this course; however, appropriate language usage is stressed for the everyday applications that are the focus of study.

Media (MED531A)

This optional English course provides for the study of four of the mass media: television, radio, newspapers, and magazines. Students learn the appropriate terminology to describe, discuss, and compare the main features of the media. In addition, project work helps to develop an understanding of how media are used and produced. Besides the media themselves,

advertising and the media is an important topic of the course. For each medium, the methods and the impact of advertising are examined.

Communications (COM801A)

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

13. Mathematics

Grade 9

Mathematics (9MATA)

Grade 9 Mathematics includes the study of advanced concepts in statistics and probability, including polynomials, factoring, and using equations to solve problems.

Grades 10–12

Mathematics (MAT421A)

This is an introductory academic high school mathematics course that is a prerequisite for all other academic mathematics courses. Course topics include sequence and series, polynomials, relations and functions, coordinate geometry, trigonometry, and data management.

Mathematics (MAT431A)

This is an introductory high school mathematics course that demonstrates how to use mathematics in everyday life. Combined with the Grade 11 mathematics course, MAT531A, and the Grade 12 mathematics course, MAT631A, this course will meet requirements to enter some community college programs. It includes topics that prepare students to enter the workforce directly from high school such as wages, salaries, and expenses; personal banking; spreadsheets; consumer decisions; geometry and trigonometry; and sampling and probability.

Mathematics (MAT451A)

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

Mathematics (MAT521A)

This is a second-level mathematics course intended for all students planning to attend university and will also be needed for some college courses. It introduces students to topics such as systems of linear equations, quadratic functions, trigonometry, consumerism, and matrices and networks.

Mathematics (MAT521B)

This course, although optional, is highly recommended for students planning to enter university business or science programs. The topics covered are radicals; reasoning, justification, and proof; plane and coordinate geometry; linear inequalities and linear programming; rational expressions; equations, inequalities, and developing a function toolkit.

Mathematics (MAT531A)

This course continues the exploration of how to use mathematics in everyday life. Combined with the Grade 12 mathematics course, MAT631A, will meet the requirements to enter some community college programs. This course includes topics that prepare students to enter the workforce directly from high school, such as income and debt; data analysis; measurement technology; relations and formulas; owning and operating a vehicle, and personal income tax.

Mathematics (MAT551A)

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

Mathematics (MAT621A)

This third-year mathematics course is intended for students planning to enter university arts and social science programs. Topics covered are transformations, exponents and logarithms, sequences and series, trigonometric functions, combinatorics and probability, and statistics.

Mathematics (MAT621B)

This third-year mathematics course is intended for all students planning to enter university business or science programs. The topics covered are transformations, exponents and logarithms, sequences and series, trigonometric functions, conics, and combinatorics and probability. This course is highly recommended for students planning to take MAT611B.

Mathematics (MAT611B)

This course is designed for students with a strong mathematical background planning to enter university business or science programs. The topics covered are advanced trigonometry, complex numbers and polar coordinates, functions and limits, derivatives and applications, and an introduction to integration.

Mathematics (MAT631A)

This course meets the requirements to enter some community college programs. This course includes topics in algebra, probability, trigonometry, and consumer mathematics. In algebra, factoring and solving linear and quadratic equations are studied. The consumer topics include income, sales, and property taxes, with a special unit on Prince Edward Island. As well, the economics of home ownership are explored, along with various types of investments.

Consumer and Career Math (MAT651A)

Consumer and Career Mathematics is intended for students who might benefit from a program that emphasizes problem solving. The content includes problems involving income, banking, credit, transportation, housing, taxes, insurance, investments, and renting, purchasing, and budgeting. Additional content is left to the discretion of the teacher.

Applied Mathematics (MAT801A)

This course emphasizes essential mathematical skills 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 meets the requirements for a number of community college programs.

14. Science

The science curriculum of the Atlantic provinces is guided by the vision that all students, regardless of gender or cultural background, will have an opportunity to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and

knowledge that students need to develop inquiry, problem-solving, and decision-making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.

Inquiry investigations and problem-solving situations create powerful learning opportunities for students. They increase students' understanding of scientific and technological concepts and help students connect ideas about their world. The intermediate science program supports an interactive learning environment that encourages students to make sense of experiences through a combination of "hands-on" and "minds-on" activities.

Required Courses

Grade 9

Science (9SCIA)

Topics include reproduction, characteristics of electricity, atoms and elements, and space exploration.

Grades 10–12

Science (SCI421A)

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics.

Science (SCI431A)

This course introduces students to concepts that are relevant in today's world. It should encourage students to become interested in and inquisitive about scientific topics. Lab and field activities will complement the curriculum. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics.

Elective Courses

Applied Science (SCI701A)

Applied Science 701A is a physical science course that develops student scientific and technological skills and knowledge through the use of technology and societal/environmental contexts. It contains a balance of theory and experimental activities that build student scientific and technological literacy through the processes of inquiry, problem solving, and decision making. Units of study include the following: Energy/Sustainability; Simple Machines (pulleys,

levers, ramps, gears, screws); Fluid Dynamics (hydraulics, pneumatics); and Introduction to Robotics (VEX robotics system).

Agriscience (AGS801A)

Agriscience is the application of scientific principles and technology to the study of natural resource management and agriculture. Topics include air, water and soil quality, forestry and wildlife management, aquaculture, plant science, crop and pest management, home gardening, and indoor/outdoor “plantscaping”.

Animal Science (AGR801A)

This course is designed to develop an appreciation and awareness of the agricultural industry. The students are introduced to the farming industry in Canada and Prince Edward Island, careers directly and indirectly related to agriculture, and issues of farm safety and animal welfare. The major topics are livestock nutrition, reproduction, diseases, and management of dairy, beef, swine, poultry, sheep, goats, horses, and other specialty livestock.

Animal Science (AGR621A)

Animal science covers in detail such topics as animal nutrition, breeding, and health. Dairy, beef, swine, and poultry production, and other Island livestock enterprises are also examined.

Biology (BIO521A)

This is the first course in which the focus is entirely on the life sciences. Biology 521A provides 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 the following: Matter and Diversity for Life; Biodiversity; Maintaining Dynamic Equilibrium I (systems: circulatory, respiratory, digestive, excretory, immune); and Interactions Among Living Things.

Biology (BIO621A)

This is the second course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from Biology 521A and provides 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 the following: Maintaining Dynamic Equilibrium I (systems: nervous and endocrine); Reproduction and Development; Genetic Continuity; and Evolution, Change and Diversity.

Human Biology (BIO801A)

This course is designed to introduce students to the structure, function, and inter-relation of the various systems in the human body that are required to maintain homeostasis. Topics including nutrition, embryonic development, and genetics are also addressed. Biology 801A provides students with the opportunity to develop knowledge, skills, and science-technology-society-environment connections concerning the functioning of their body.

CHEM Study (CHM511A)

This academic course follows the CHEM Study approach. It is intended for college preparatory students. There is considerable lab work and discovery learning through experimentation. Emphasis is placed on applying the scientific skills learned to new problem-solving situations.

CHEM Study (CHM611A)

This course is the follow-up to CHM511A. Again, there is emphasis on discovery learning by means of experimentation. Topics include atomic structure, chemical bonding, reaction kinetics, acids and bases, oxidation and reduction, and radioactivity.

Chemistry (CHM521A)

This is the first science course in which the focus is entirely on attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry. The units of study include the following: Stoichiometry; From Structures to Properties; and Organic Chemistry.

Chemistry (CHM621A)

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

Oceanography (OCN621A)

Oceanography 621A is an integrated science course that examines the geological, chemical, physical, and biological aspects of the marine environment. Students will be made aware of regional, national, and global ocean-related issues.

Physics (PHY521A)

This is the first science course in which the focus is entirely on attitudes, skills, knowledge, and STSE connections involving physics. Topics include the following: Kinematics; Dynamics; Momentum and Energy; and Waves. This course is the prerequisite for Physics 621A.

Physics (PHY621A)

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

15. Social Studies

Grade 9

Atlantic Canada in the Global Community (9SOCA)

This course was co-developed by the four Atlantic provinces and takes a multidisciplinary approach in exploring five key themes: physical setting, culture, economics, technology, and interdependence. The course enables students to examine and reflect upon the major issues that affect them as individuals, as Atlantic Canadians, and as global citizens.

Grades 10–12

Elective Courses

Ancient and Medieval History (HIS421A)

This survey course in ancient history traces the principal events in the history of man from the Stone Age to Medieval times. Emphasis is placed on the following topics: the transition from the Stone Age cultures to the early civilization of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity and other world religions; and the feudal system. Considerable emphasis is placed on relating the historical events to present world conditions and problems.

Canadian Studies (CAS401A)

This course is designed to meet the needs of students with a wide range of abilities and interests, and will engage students in a broad overview of the historical and contemporary factors that form and continue to influence our identity as a country. Areas of study vary from

geography to history, to economics, culture, and citizenship. Interdependence is a persistent theme in our global world and extends the Grade 9 Atlantic interdependence into a broader Canadian context.

Social Studies (SOC451A)

This course has been designed to meet the needs of lower-level Grade 10 students who would have difficulty with the academic or general programs. The program content is drawn from a number of social science disciplines, with an emphasis on Canadian-based topics and materials. Current issues, citizenship topics, and our legal system are examined along with selected Canadian history and geography topics.

Social Studies (SOC851A)

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

Modern World Survey (HIS521A)

Sequential to HIS421A, this course surveys modern European history from the 1400s and the Age of Discovery. Major topics studied are the Age of Absolutism; the Age of Revolutions (English, American, and French); the Industrial Revolution; the rise and fall of Napoleon; the unification of Italy and Germany; and imperialism and the world wars. The course will provide students with an understanding of how modern European ideas and events have contributed to modern Western civilization.

Canadian History (HIS621A)

This course is an academic, 1-credit course developed specifically with an Atlantic Canadian perspective. The course is organized into thematic units that address persistent questions in Canada's history. These questions form the basis for five of the six units in the course: Globalization; Development; Sovereignty; Governance; and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student research using historiography and the historical method in the examination of Canada's history. Key topics studied through these approaches include, but are not limited to, First Nations, colonialism, Confederation, the world wars, free trade, constitutional issues, Canada's role in the global community, industrialization, human rights issues, and immigration/migration.

PEI History (HIS621B)

This is a multi-resource-based course utilizing both written and non-written sources. It traces the historical, social, political, and economic development of Prince Edward Island from early settlement to the present. Major themes studied in the course are First Nations, the French period, the English period, the land question, Confederation, and the economic and social development of the province. One of the major objectives of the program is to have the students use community resources and do research in the local community.

World Survey (HIS631A)

This course is a study of world history from the 1600s to the present day, and will cover the Age of Absolutism, the Age of Reason, and the Age of Revolutions. Major topics studied are the French Revolution, the Industrial Revolution, and the world wars. Students will gain a better understanding of some historic figures such as Cromwell, Napoleon, and Hitler.

Modern World Issues (HIS631B)

The purpose of this course is to stimulate a greater understanding of local, provincial, national, and international issues. Students will be given the opportunity to consider the historical background and its connection to present-day trends in current world issues. Topics are generated by significant world events and fall into general issue categories pertaining to energy, environment, international law and order, economics, human rights, and the Third World.

Geography of Canada (GEO421A)

Students investigate the major physical and cultural patterns of Canada and, thus, expand their application of the principles of the discipline of geography from the Atlantic Region (Grade 9) to the country as a whole. The course is organized into three sections: Canadian Studies; Canada and the World; and the Built Environment (optional units of study).

Global Studies (GEO521A)

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

World Geography (GEO531A)

This program emphasizes human geography in a world setting. Students will develop geographic skills while learning the political and geographic make-up of the world. The interactions between land and water forms, climates, resources, and people in various parts of the world are considered.

Global Issues (GEO621A)

This course is geographic in nature, but its focus is on world problems that create global reactions and implications. Students begin by exploring the concept of global issues and the reasons why citizens become involved in the identification and remedies of particular problems. The course is designed to offer opportunities for students to set their own exploratory directions within a number of themes and to participate in an active citizenship project within class. A Global Classroom Initiative component of the course provides a unique PEI–Kenya link and an opportunity to explore issues unique to that region.

Global Issues (GEO631A)

The course content in this program includes physical geography, cultural geography, economic geography, environmental studies, and future studies.

Introductory Economics (ECO621A)

The major areas of study in this course are as follows: the market; institutions in our economic system; labour relations; the Canadian economy—its goals and how they are pursued by government; entrepreneurship; and the international economy. The course provides an overview of both microeconomics and macroeconomics while attempting to promote the development of analytical, research, and presentation skills suitable for the senior high school level.

Introductory Politics (POL521A)

This course is devoted to the study of the Canadian political system and includes the following topics: the role of government; the electoral process; the role of political parties; the Constitution; Parliament; federal, provincial, and municipal governments; the *Charter of Rights and Freedoms*; and other political concepts such as protest.

Advanced Politics (POL621A)

While Politics 521A provides a fundamental understanding of Canada's governing system, Advanced Politics 621A broadens students' views of the world's major political systems. Students will explore the values behind democratic and non-democratic forms of governments,

as they will be challenged to analyze world problems through different viewpoints. The course promotes critical thinking and decision-making skills and encourages discussion and debate on current political events.

Introductory Law (LAW521A)

This course is an introduction to Canadian Law with an exploration of fundamental concepts such as the history and purpose of law, development of law, and administration of law in Canada. The course is organized into units that include the following: Foundations of Law; Criminal Law; and Civil Law. Another unit, based on the 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.

Canadian Law (LAW531A)

This course is similar to Introductory Law 521A in that it provides an introduction to many of the same concepts. Students are able to enhance their understanding of Canadian law through the use of case studies and exploration of legal issues. The course is organized into three units: Foundations of Law; Criminal Law; and Civil Law. The Civil Law unit also includes a section on Family Law. Topics of study include fundamentals of law, the *Charter of Rights and Freedoms*, criminal and civil law procedures, youth and law, sentencing, and remedies and defenses among other areas of interest.

16. Health

Grade 9

Health (9HEAA)

The aim of the Grade 9 health curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. The health curriculum is built around three general curriculum outcomes: Wellness Choices; Relationship Choices; and Life Learning Choices.

17. Physical Education

Grade 9

Physical Education (9PEDA)

The aim of the Grade 9 physical education program is to provide students with an opportunity to develop skills in a variety of physical activities at levels of proficiency relative to each student's unique abilities. Activities from team sports, racquet sports, individual activities, and outdoor pursuits are included. Dance and fitness are used to provide a balanced education program for this level.

18. French Second Language

Core French

Grade 9 (9 FREA) (Required Course)

The Grade 9 French Second Language program emphasizes communicative competence and the development of the four basic language skills—listening comprehension, reading comprehension, oral production, and written production—by increasing the possibilities for self-expression and for authentic communication. Fields of experience related to the interests of the students are explored, culminating in a final project for each theme.

Grades 10–12

French (FRE421A)

This course is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: The Francophone World; Getting a Driver's Licence; The Informed Consumer; and The Newspaper. The two optional modules are Relationships and Travel/Exchanges. Both oral and written communication skills are developed in the context of authentic situations, and French is the working language in the classroom. For each module studied, the student is responsible for completing a final project or task, and all the work in the unit will contribute to the achievement of that goal. Evaluation is based on listening and reading comprehension, as well as written and oral production.

French (FRE521A)

FRE521A is a continuation of the FRE421A program but with different themes that include careers, planning a trip, lifestyles—knowing yourself, crime and violence, and the theatre.

French (FRE621A)

The same philosophy, methodology, and organization of modules outlined in the two previous levels are used in FRE621A. The themes identified for this level are racial discrimination, the arts, the media, life after school, and technology in society.

French (Immersion)

French immersion is available from Grade 7 to Grade 12. In Grades 7 to 9, students may continue to spend approximately 50 per cent of their school time in **continuing immersion** (or Early French Immersion – EFL) that began in the elementary grades, or they may spend 75 per cent of their time in a **late immersion** program (Late French Immersion – LFI). In Grades 10 to 12, the two immersion streams merge, and students are advised to enroll in at least two French-language courses per year to obtain a provincial Immersion Certificate.

Grade 9

French Language Arts [*9FREF* (continuing) and *9FREG* (late)]

Students participate in communicative activities based on their experience within four or five general themes during the year. These activities allow them to practise planned and spontaneous oral and written communication by using the informative, expressive, persuasive, social, and poetic functions of language. Students also participate in activities aimed at understanding and appreciating the prescribed literature materials.

Health [*9HFLF* (continuing) and *9HFLG* (late)]

The health curriculum reflects the preventive approach of health education today. Rather than a focus on ill health and its treatment, it features a focus on those aspects of well-being that are most within the control of the individual. These include decisions about diet, fitness, smoking and other drugs, friends and family relationships, careers, and sexuality.

Mathematics [*9MATF* (continuing) and *9MATG* (late)]

Grade 9 Mathematics includes the study of advanced concepts in statistics and probability, including polynomials, factoring, and using equations to solve problems.

Science [*9SCIF* (continuing) and *9SCIG* (late)]

Topics include reproduction, characteristics of electricity, atoms and elements, and space exploration.

Social Studies [*9SOCF* (continuing) and *9SOCG* (late)]

This course utilizes a student-centred inquiry approach to explore geography, history, culture, society, politics, economics, and global interdependence of the Atlantic region. The focus is on contemporary issues in the four Atlantic provinces.

Grades 10–12

French Language Arts (FRE421F)

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

French Language Arts (FRE521F)

This course is a continuation of FRE421F with more emphasis on literature, including plays, novels, short stories, and comic strips, with special attention given to the functional aspects of grammar. Students will be expected to present several oral projects throughout the semester, both individually and in groups. Prerequisite FRE421F.

French Language Arts (FRE621F)

This course is a continuation of FRE521F. The emphasis is on literature, short stories, novels, non-fiction, and oral and written expression, with special attention given to the functional aspects of grammar. Prerequisite FRE521F.

Canada in Today's World – Le Canada dans le monde (HIS421G)

This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focusing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes are Canadian government, French–English relations, Canada's role in world wars, citizenship and multiculturalism, Canadian foreign policy, and Canadian international relations.

Canada in Today's World – Le Canada dans le monde (HIS421J)

This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focusing on

contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes are Canadian government, French–English relations, Canada's role in world wars, citizenship and multiculturalism, Canadian foreign policy, and Canadian international relations. Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

The Individual in Society – Individus en société (SOC621F)

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

Économie (ECO621F)

This course provides students with an understanding of our economic system and the various forces that affect individual, collective, organizational, and social decision making in our society. It introduces basic economic concepts that serve as a foundation to economic inquiry, reasoning, and analysis. Major areas of study are economics and society, production and affluence, money and financial institutions, and international economics.

Canadian Law – Le droit (LAW521F)

This is an introductory law course designed to give students an overview of the following legal topics: introduction to the Canadian legal system, the rights of the individual, criminal law, adolescents and the law, 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.

Exploring Civilizations – Civilisations comparées (CIV621F)

This course is designed to explore the many factors that shape societies from their beginning to the present time. Students will be asked to participate actively in the study of the role played by economics, politics, science, spirituality, and various forms of artistic expressions. They will have the opportunity to learn and apply research methodologies to understand the large variety of civilizations that surround them and influence their lives.

Science – Sciences (SCI421F)

This course introduces students to topics that are relevant in today's world. It should encourage students to further their scientific studies in later years. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics.

Science – Sciences (SCI421J)

This course introduces students to topics that are relevant in today's world. It should encourage students to further their scientific studies in later years. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics. Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

Mathematics – Mathématiques (MAT421F)

This is the French Immersion equivalent of the MAT421A introductory academic high school mathematics course that is a prerequisite for all other academic mathematics courses. Included are such topics as sequences and series, relations and functions, coordinate geometry, trigonometry, and data management.

19. French (First Language)

The compulsory credit and elective (optional) credit courses are described in the French First Language version of this guide.

20. Other Types of Credit Courses

Business Education

ACC621A	Accounting Principles
ACC801A	Accounting
BUS701A	The World of Business
ENT521A	Entrepreneurship
TYP801A	Business Typing

Career/Technical Courses

WEL701A	Introduction to Welding
WEL801A	Shielded Metal Arc Welding (SMAW)
WEL801B	Gas Metal Arc Welding (GMAW)
WEL801C	Oxyfuel Process
WEL801D	Flux Core Arc Welding (FCAW)
WEL801E	Gas Tungsten Arc Welding (GTAW)
CAR701A	Introduction to Carpentry Technology
CAR801A	Floor Systems
CAR801B	Structures, Shaping and Assembly
CAR801C	Wall Framing Systems
CAR801D	Construction Planning and Design
CAR801E	Roof Systems
DES701A	Design and Drafting
COS701A	Introduction to Cosmetology
COS702A	Cosmetology
COS702B	Cosmetology
COS801A	Advanced Cosmetology
COS802A	Cosmetology
COS802B	Cosmetology
AUT701A	Introduction to Auto Service
AUT801A	Basic Power Train
AUT801B	Brake Systems
AUT801C	Electrical Systems
AUT801D	Steering Systems
AUT801E	Suspension Systems
PHP701A	Peer Helper
PHP/801A	Peer Helper
CAF801A	Career Futures
FSC801A	Food Service Careers

Cooperative Education

CWS502A	Cooperative Work Study
CWS602A	Cooperative Work Study
CWS501A/501B	Cooperative Work Study
CWS601A/601B	Cooperative Work Study

Physical Education

9PEDA	Physical Education – Grade 9
PED401A	Physical Education
PED801A	Physical Education – Life Style
PED621A	Physical Education – Leadership

Home Economics/Health and Family Life

9HECA	Home Economics – Grade 9
9HEAA	Health – Grade 9
FAM421A	Family Life Education
FDS421A	Foods
CFC421A	Combination Foods and Clothing
CHD521A	Child Development
CLO521A	Clothing
HSG621A	Housing
HOS801A	Hospitality and Tourism

Computer Studies

ITC401A	Information Technology and Communications
CMP521A	Introductory Computer Studies
CMP621A	Computer Studies
CMP801A	Computer Literacy
CMM801A	Creative Multimedia

Arts

DRA801A	Dramatic Arts
MUS421A	Instrumental
MUS421B	Vocal
MUS421C	Strings
MUS521A	Instrumental
MUS521B	Vocal
MUS521C	Strings
MUS621A	Instrumental
MUS621B	Vocal
MUS621C	Strings
MUS801A	Styles in Popular Music
ART401A	Visual Arts
ART501A	Visual Arts
ART601A	Visual Arts

English as an Additional Language

EAL701A	Beginning/Introductory Level – Listening and Speaking
EAL701B	Beginning/Introductory Level – Reading and Writing
EAL701C	Intermediate Level
EAL701D	High Intermediate/Advanced Level

Please note: There are no non-credit programs.

21. Contact Information

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Secondary Education in Canada:
A Student Transfer Guide
Québec

Part 1: Information on Secondary Studies

1. Introduction

In 1998, Québec initiated a review of its educational system in order to create conditions that would ensure the success of the greatest number of students possible. On the basis of a renewed social consensus, it was decided that Québec schools would fulfill their mission by enabling all students to develop the skills needed to become educated and refined individuals, committed citizens, and skilled workers. To achieve this objective, the statutory and regulatory provisions, as well as the study programs and educational policies, were modified at the elementary and secondary grade school levels.

The present document is designed to guide academic advisors and principals of secondary schools in other Canadian provinces and territories where students may transfer after completing part of their studies in a public or private school in Québec. It provides a brief description of the evolving Québec school system and of the secondary school diploma requirements for the Youth General Education path and the Adult General Education path.
At the secondary school level, the secondary school diploma awarded since 2007 in the Youth General Education path certifies that students have received a general education that includes the required levels of knowledge in the language of instruction, in a second language, in mathematics, in sciences, and in social environment. As of June 2010, in addition to meeting these requirements, graduating students will be required to demonstrate their skills in all disciplinary fields.

2. Organization of School System

In Québec, school attendance is compulsory between the ages of six and sixteen. After six years of elementary school (seven for students with learning disabilities), students begin five years of secondary schooling if they are pursuing a general education leading to a secondary school diploma. The duration of time spent in secondary school varies depending on whether students are enrolled in a work-oriented general education program (applied general education) or in a program leading to a vocational studies diploma.
The five-year secondary school program is divided into two cycles. Cycle One is comprised of the first two years at the secondary level, and its primary focus is on basic subjects. As of the third year, the timetable leaves room for elective courses. In Cycle Two, students can pursue a general education while using electives to explore various avenues before going on to college

studies, or they can take vocational training if they want to find employment in a particular trade. Starting in the fourth year of secondary school studies, it is possible for students to begin an educational program leading to a diploma in vocational studies.

3. Explanation of Terms Used

Units (called credits in the other provinces and territories)

Students attending a secondary school, an adult education centre, or a vocational training centre earn units for all courses they successfully complete in Secondary 4 and 5. The number of units associated with a course depends on the number of hours allocated to the course. In general education, 1 unit corresponds to approximately twenty-five hours of course time or school activities. In vocational training, 1 unit corresponds to approximately fifteen hours.

Exemption from taking a course or obtaining passing marks
Students with learning disabilities, or students who produce a medical assessment recognized by the school authority, may be exempted by the Minister from the obligation of passing or of taking a compulsory course. Once exempted students have met all other graduation requirements, "XMT" is recorded on their transcript for the exempted course, and the diploma units for that course are granted.

Paths
In Cycle Two of secondary school, students can choose either a general education or an applied general education path. The difference between the paths is in the science programs and the addition of a compulsory course, *Personal Orientation Project*, for students enrolled in applied general education. In the general education path, the Science and Technology program is compulsory and concepts are introduced through scientific issues. In the applied general education path, the *Science and Technology program* is compulsory and concepts are introduced through technological issues.
Students can also choose a program that focuses on vocational training. It is comprised of the following two paths: training that leads to work or training that leads to a semi-skilled trade. Students who are at least fifteen years of age as of September 30 of the academic year in which they begin their training may choose either training path. However, their competency report or individualized education plans must demonstrate that their choice of training, among all those offered at the secondary level, is one that is most likely to match the students' interests, needs, and abilities.

Graduating Requirements

Requirements for the secondary school diploma are set according to government regulations. The Youth General Education requirements have evolved through four periods known as Certification of Studies. The first period, J1, includes the various requirements that were in force before 1989. The second period, J2, contains the requirements in effect from 1989 to

1997. Under J2, students had to earn at least 130 units from Secondary 1 to 5 that included the following required units: language of instruction in Secondary 5; second language in Secondary 4 for students receiving instruction in French (Secondary 5 for students whose language of instruction was English); History of Québec and Canada in Secondary 4; and Moral Education, or Catholic or Protestant Religious Education, in Secondary 4 or 5.
J3 represents the requirements in effect from 1997 to 2007. Students had to earn at least 54 units from Secondary 4 or 5, of which 20 units had to be from Secondary 5 courses. Furthermore, the following units were compulsory: 6 units for the language of instruction in Secondary 5; 4 units for second language in Secondary 4 for students receiving instruction in French (Secondary 5 for students whose language of instruction was English); and 4 units for the History of Québec and Canada in Secondary 4. Since 2007, students completing Secondary 5 are subject to the J4 graduating regulations, which are described in Section 8.

Diploma

Students enrolled in a secondary school or in an adult education centre may obtain their secondary school diploma if they meet the graduating requirements. This official document is accompanied by a transcript of marks or a transcript of what was studied stating the results achieved in the courses taken. Students in the vocational training path may obtain a diploma or a certificate of vocational specialization indicating the trade, occupation, or specialization.

4. Course Designation

Each course in the Youth General Education path is identified by a six-digit code. The first digit indicates the type of education (general or vocational) and the language of instruction (French or English). The second and third digits indicate the general education program. The fourth digit refers to the secondary school level in which the course is normally given. (For example, French as Language of Instruction 129-**5**36 is a Secondary 5 program, while 132-**4**06 is a Secondary 4 program.) For more recently developed courses, the fifth digit no longer has any particular meaning; however, in the 1980s, it identified the entity responsible for the content (ministerial requirement, ministerial elective, or local). The sixth digit indicates the number of units a student will earn towards his or her diploma (for example, Mathematics 063-40**4**).
In the Adult General Education path, course codes are alphanumeric. The first three characters indicate the discipline or type of educational services. The last digit specifies the number of units associated with the course (for example, ANG-5048-**6**).
Note: To make it easier for the reader to understand the transcripts the Ministry of Education has issued over the years, this guide presents all codes used in each class, currently or in the past, for examinations designed to assess student achievement for secondary school graduation or for access to post-secondary education. In all other cases, only current course codes are given. Codes currently in effect are indicated in **boldface**.

5. Time Allotments and Course Load

The following table presents the required subjects for the Youth General Education path in 2008–2009. Students may complete their schedule with locally developed courses (not subject to the Minister's approval). Schools are individually responsible for setting the time allocated to each required or elective subject.

SUBJECT	Secondary School Level and Number of Units			
	Cycle 1	Cycle 2		
	Secondary 1 and 2	Secondary 3	Secondary 4	Secondary 5
French, Language	16	8	6	6
English, Language	12	6	6	6
English as a Second Language	8	4	4	4
French as a Second Language	12	6	4	4
Mathematics	12	6	4 or 6	4 or 6
Science and Technology Applied Science and Technology	8	6 or 6	4 or 6	
Geography	6			
History and Citizenship Education	6	4	4	
Contemporary				4
Arts	8	2	2	2
Physical Education and Health	4	2	2	2
Ethics and Religious Culture	4		4	2
Personal Orientation Project (Applied General Education path only)		4		
Electives Subjects		4	4 or 6	10

6. Curriculum Organization

Since September 2005, the *Programme de formation de l'école québécoise*, a broad-based plan overhauling the school curricula, is being gradually phased in and is mandatory. In 2008–2009, it became mandatory for Secondary 4 students. Existing rules for obtaining the secondary school diploma (J4) will remain in force until May 2011, one year after the introduction of new rules for students governed by the *Programme de formation*.
Although the study programs are prescribed by the Ministry of Education, teaching methods are primarily left to the discretion of the school boards, the schools, and the teachers.

7. Testing and Grading Practices

The Ministry of Education and school authorities are jointly responsible for assessing student achievement. School authorities are authorized to prepare and administer examinations in most disciplines. In the general education path, the pass mark is 60 per cent. The Ministry of Education and school authorities are jointly responsible for assessing student achievement. School authorities are authorized to prepare and administer examinations in most disciplines. In the general education path, the pass mark is 60 per cent. In the vocational training path, the pass mark varies and is expressed by the word *success*.

In the general education path, all courses successfully completed from the Secondary 4 and 5 programs count towards the diploma. All vocational training courses also count towards the diploma unless they are part of a program leading to a vocational training certificate (semi-skilled trades).

In the Youth General Education path, the Minister of Education sets single examinations in subjects required to obtain the diploma. School authorities are responsible for assessing courses not subject to these Ministry-prescribed single examinations. In the Adult General Education and Vocational Training paths, the Ministry sets examinations for some courses but leaves it up to the individual educational institution to develop examinations for other courses in accordance with Ministry guidelines.

When students take a single examination set by the Ministry, the final outcome recorded on the official transcript is generally made up of two components: 50 per cent from the mark obtained on the Ministry examination and 50 per cent from a weighted mark assigned by the school. In other cases, the outcome is composed entirely of the mark or of a “pass” or “fail” indication assigned by the institution.

Outcomes in disciplines where a single examination is administered are processed statistically to ensure comparability among schools, classes, and students. Since 1974, weighting is applied to any marks provided by a school for students in a group of at least two students. As part of this weighting process, the average and standard deviation (i.e., distribution around the average of marks obtained on the single examination by students in a particular group) are compared to the marks provided by the school for the same students. If there is a difference between the two distributions, the distribution of the school’s marks is weighted back to the distribution of the single examination.

8. Requirements for Graduation

Youth General Education

Since 1997, students enrolled in the Youth General Education path must earn at least 54 units, including 20 required units for Secondary 5. Students are required to complete the following courses successfully:

- Language of Instruction in Secondary 5
- Second Language in Secondary 5
- Mathematics in Secondary 4
- Physical Science in Secondary 4
- History of Québec and Canada in Secondary 4

Adult General Education

The Minister awards the secondary school diploma to adults who began secondary schooling after July 1, 1989, and have earned at least 54 units in Secondary 4 or 5, distributed as follows:

- 12 units in Language of Instruction, including at least 6 in Secondary 5
- 6 units in Second Language in Secondary 4 or 5 for adults whose language of instruction is French; students whose language of instruction is English must earn these units in Secondary 5.
- 36 units in elective subjects, of which at least 18 must be earned in Secondary 5

Language of Instruction and Second Language units may not exceed 36.
To obtain a secondary school diploma, an adult student must earn units in at least one Secondary 5 course in an adult education centre.

9.

10. Prerequisites and/or Co-requisites

Not applicable.

11. Other Types of Programs/Courses

Programs Developed by the Ministry

Physical Education and Health
— Year 1 of Secondary Cycle 1: **043-100**; **543-110**
— Year 2 of Secondary Cycle 1: **043-204**; **543-204**
— Secondary 3: **043-302**; **543-302**
— Secondary 4: **044-412**; **544-412**

043-402; **543-402**
— Secondary 5: **044-512**; **544-512**
043-502; **543-502**

Ethics and Religious Culture
— Year 1 of Secondary Cycle1: **069-100**; **569-100**
— Year 2 of Secondary Cycle 1: **069-204**; **569-204**
— Secondary 4: **069-404**; **569-404**
— Secondary 5: **069-502**; **569-502**

Arts
Music:
— Year 1 of Secondary Cycle1: **169-100**; **669-100**
— Year 2 of Secondary Cycle 1: **169-208**; **669-208**
— Secondary 3: **169-302**; **669-302**
— Secondary 4: **169-402**; **669-402**
— Secondary 5: **169-502**; **669-502**

Dance:
— Year 1 of Secondary Cycle 1: **172-100**; **672-100**
— Year 2 of Secondary Cycle 1: **172-208**; **672-208**
— Secondary 3: **172-302**; **672-302**
— Secondary 4: **172-402**; **672-402**
— Secondary 5: **172-502**; **672-502**

Drama:
— Year 1 of Secondary Cycle 1: **170-100**; **670-100**
— Year 2 of Secondary Cycle 1: **170-208**; **670-208**
— Secondary 3: **170-302**; **670-302**
— Secondary 4: **170-402**; **670-402**
— Secondary 5: **170-502**; **670-502**

Visual Arts:
— Year 1 of Secondary Cycle 1: **168-100**; **668-100**
— Year 2 of Secondary Cycle 1: **168-208**; **668-208**
— Secondary 3: **168-302**; **668-302**
— Secondary 4: **168-402**; **668-402**
— Secondary 5: **168-502**; **668-502**

Programs Developed Locally

Only local programs worth more than 4 units must be approved by the Minister.

12. Assessment of Foreign Studies

For students enrolled in the Youth General Education path, there is no equivalence granted for courses taken outside the Québec school system, except for music studies.
Students enrolled in an Adult General Education sector may obtain equivalences for courses successfully completed in Canada outside Québec.
Students from a foreign country must have their student record assessed, for classification purposes, by the Ministère de l'Immigration et des Communautés culturelles (MICC) of Québec.

Part 2: Course Description

13. English, Language of Instruction

Courses Students Must Successfully Complete to Obtain a Diploma

— Secondary 1: **632-100**; (**ENG-1061-3 and ENG-1062-3**)
— Secondary 2: **632-212**; (**ENG-2061-3 and ENG-2062-3**)
— Secondary 3: **632-306**; (**ENG-3061-3 and ENG-3062-3**)
— Secondary 4: **632-406**; (**ENG-4061-3 and ENG-4062-3**)
— Secondary 5: 628-526; 631-516; 631-563; 631-526; 632-516 (ENG-5130-3 and ENG-5132-3 or **ENG-5061-3** and **ENG-5062-3**); 631-053; 631-536; 631-063; 631-553; **630-516**; **632-506**

Students enrolled in a school authorized to provide education in English must take the English as Language of Instruction course every year during elementary and secondary studies. The English as Language of Instruction programs take an integrated approach to teaching the language, treating language as an instrument with which to communicate, absorb culture, and structure ideas and experiences. These programs focus on the process of communication and the context in which it takes place. While the goals of the program as a whole remain the same for each school year, expectations increase as students develop and mature. A varied choice of literary works is offered, including poetry, drama, novels, and essays, as well as articles on communication, writing, and the media.

Students who demonstrate sufficient mastery of the objectives set for the Secondary 4 and 5 English as Language of Instruction courses earn 6 units towards their diploma in each of those years; however, students enrolled in a French-language school must first show they have reached the expected skills in the French as Language of Instruction course in Secondary 5 before they can earn units towards their diploma from the English as Language of Instruction course.

Students who have obtained Secondary 5 units in the English as Language of Instruction course are able to demonstrate they have the required skills to write texts that include contextual elements that have the intended effect on the reader. They have mastered the writing

conventions of their chosen genre and know how to organize their material and make appropriate use of everyday vocabulary. They can explain their writing choices and connect their writing style to appropriate literary works.

These students are also able to demonstrate their reading skills in English. In an assigned text, they can identify and explain the ideas it contains and connect them to ideas expressed in another literary work. They express a personal viewpoint associated with the text and provide an analysis of at least two of the author's writing techniques.

14. French, Language of Instruction

— Secondary 1: **132-100**; (**FRA-1031-3 and FRA-1032-2 and FRA-1033-1**)
— Secondary 2: **132-216**; (**FRA-2031-3 and FRA-2032-2 and FRA-2033-1**)
— Secondary 3: **132-308**; (**FRA-3033-3 and FRA-3035-2 and FRA-3037-1**)
— Secondary 4: **132-406**; (**FRA-4061-3 and FRA-4062-3**)
    — Secondary 5: 128-536; 128-586; 132-586; 130-516; 131-013; 131-513; 131-523; 131-533; **129-536**; **132-506**; 132-516 (FRA-5104-4; FRA-5121-1 and FRA5122-1 and FRA-5123-3 and FRA-5124-1; **FRA-5141-1 and FRA-5142-2 and FRA-5143-3**)

In Québec's French-language secondary schools, students must take the French as Language of Instruction course during each of the five years of their program. These courses have the acquisition of skills in reading (40 per cent), writing (50 per cent), and oral communication (10 per cent) in common.

By the end of secondary school, students must be able to properly apply writing strategies to a text of at least 500 words. The quality of an argumentative text is assessed in terms of consistency in argument and observance of language conventions.

Students must also show mastery of reading strategies. After reading narrative literary works, they must be able to establish relations between these texts, construe their meaning, and provide a response.

Finally, students must be able to express their ideas accurately in various situations, particularly during discussions, presentations, and debates. More specifically, they must be able to express their feelings, viewpoints, and knowledge in various areas, including language itself.

15. English as a Second Language

To obtain their secondary school diploma, students in the Youth General Education path who are receiving instruction in French must earn the units associated with the Secondary 5 English as a Second Language course. Adult students, in contrast and until 2010, can obtain their

diploma if they have earned the units associated with the Secondary 4 level of the English as a Second Language course.

— Secondary 1:
- **Core curriculum 134-100; (ANG-1001-6)**
- **Enriched curriculum 136-100**

— Secondary 2:
- **Core curriculum 134-208; (ANG-2001-6)**
- **Enriched curriculum 136-208**

— Secondary 3:
- **Core curriculum 134-304; (ANG-3007-6)**
- **Enriched curriculum 136-304**

— Secondary 4:
- **Core curriculum 134-404; (ANG-4436-6)**
- **Enriched curriculum 136-406**

— Secondary 5:
- **Core curriculum** 134-514; 135-542; 135-022; 135-042; 135-082; 135-092; 135-522; 135-554; 135-582; 135-592; 136-584; 136-524; **156-544**; **134-504** (ANG-5049-6; ANG-5054-6; ANG-5055-6; ANG-5057-6; **ANG-5554-6**; **ANG-5555-6**)
- **Enriched curriculum 136-506**

The study programs are designed to introduce students to the various techniques used to understand or convey messages. More emphasis is placed on the message conveyed than on the correct form. Listening, reading, speaking, and writing skills are always placed in context and suit the age and interests of the students.

Students who pass the courses in the youth path earn 4 Secondary 4 English as a Second Language units and another 4 Secondary 5 units for the core program. Students who pass the courses in the enriched programs will earn 6 Secondary 4 English as a Second Language graduation units and another 6 Secondary 5 units. Students enrolled in the adult education path will earn up to 6 units per year of study. Units are granted after students have shown sufficient mastery in understanding spoken and written discourse and have produced an oral and a written presentation in accordance with the program requirements. Students' oral presentations must be easy to follow and must be either grammatically correct or well developed. Written texts must be at least 150 words, must be generally understandable upon the first reading without interpretation, and must meet the guidelines provided.

16. French as a Second Language

— Secondary 1:
- **Core curriculum 634-100 (FRE-1091-6; FRE-1092-6)**
- **Enriched curriculum 635-100**

— Secondary 2:
- **Core curriculum 634-212 (FRE-2091-6)**
- **Enriched curriculum 635-212**

— Secondary 3:
- **Core curriculum 634-306 (FRE-3091-6)**
- **Enriched curriculum 635-306**

— Secondary 4:
- **Core curriculum 634-404 (FRE-4091-6)**
- **Enriched curriculum 635-406**

— Secondary 5:
- **Core curriculum** 633-022; 635-042; 635-572; 633-522; 635-052; 635-542; 634-514; 635-062; 635-552; 635-072; 635-562; 634-594**; 636-544**; **634-504**; 635-514 (FRE-5070-6; FRE-5071-6; FRE-5068-6; FRE-5069-6; **FRE-5091-6**)
- **Enriched curriculum 635-506**

To obtain a secondary school diploma, students in the youth or adult paths must earn at least 4 units in the Secondary 5 (Grade 11) French as a Second Language course. Students with a hearing disability or students who produce a medical assessment recognized by the school authority may be exempted by the Minister from the requirement to pass or take the English as a Second Language course. Students who are not Canadian citizens and who are in Québec temporarily may likewise be exempted from having to pass the French as a Second Language course. Once exempted students have met all other graduation requirements, “XMT” is recorded on their transcript for the French language course, and the diploma units for the course are granted.

By the end of the Secondary 5 French as a Second Language course, students must be able to provide personal information, encourage someone to act, respond to facts and events, express and defend their point of view, and report what others have said.

17. Immersion French

Codes for Local Courses

Orientation and immersion classes have been set up so that non-Francophone students who enroll in the French-language education sector for the first time and do not have an adequate knowledge of French will find it easier to enter the French-language school system and take regular courses. These students spend an average of ten months in a French orientation or immersion (francization) class where priority is given to intensive instruction in French. Orientation classes are designed for students who have lived in Québec for fewer than five years, while immersion (francization) classes are open to students who have been Québec residents for more than five years.

This program, intended for linguistic, educational, and social integration, differs from the French as a Second Language program in that its objective is to enable students to function in a regular classroom. Consequently, the program is designed to achieve a higher oral and written acquisition level of French than is required of students in the French as a Second Language program.

Moreover, English-language schools may adopt a local program to provide intensive French-language instruction; however, in order to obtain their secondary school diploma, these students must demonstrate that they have attained the objectives of the French as a Second Language program.

18. Mathematics

In Secondary 4 and 5, students must take one of the three mathematic programs depending on their level of knowledge. Students may pass several of these courses, but a maximum of 6 units per year count towards their secondary school diploma.

Secondary 4 Mathematics units are required to obtain the secondary school diploma. They are also required for admission to post-secondary educational institutions and to many vocational training programs.

The core programs are as follows:

— Secondary 1: **063-100**; **563-100**; (**MAT-1005-2 and MAT-1006-2 and MAT-1007-2**) **or** (**MTH-1005-2 and MTH-1006-2 and MTH-1007-2**)

— Secondary 2: **063-212**; **563-212**; **(MAT-2006-2 and MAT-2007-2 and MAT-2008-2**) **or** (**MTH-2006-2 and MTH-2007-2 and MTH-2008-2**)

— Secondary 3: **063-306**; **563-306**; **(MAT-3001-2 and MAT-3002-2 and MAT-3003-2**) **or** (**MTH-3001-2 and MTH-3002-2 and MTH-3003-2**)

— Secondary 4: **063-404**; **563-404**; 064-416; 564-416; 068-416 or 568-416 or (MAT-4057-3) or (MTH-4057-3) **(MAT-4065-2 and MAT-4066-1 and MAT-4067-2 and MAT-4068-1**) or **(MTH-4065-2 and MTH-4066-1 and MTH-4067-2** and **MTH-4068-1**); **(MAT-4101-2 and MAT-4102-1 and MAT-4103-1 and MAT-4104-2**) **or** (**MTH-4101-2 and MTH-4102-1 and MTH-4103-1 and MTH-4104-2**)

— Secondary 5: **063-504**; **563-504**; 064-574; 564-574; **068-514 or 568-514 (**MAT-5051-3 **or MAT-5083-1 and MAT-5084-2 and MAT-5085-1**) **or** (MTH-5051-3 **or MTH-5083-1 and MTH-5084-2 and MTH-5085-1**); (**MAT-5101-1 and MAT-5102-1 and MAT-5103-1 and MAT-5104-1**) **or** (**MTH-5101-1 and MTH-5102-1 and MTH-5103-1 and MTH-5104-1**)

The intermediate programs, which are offered to students who wish to pursue postsecondary studies in administration or in a technical program, are as follows:

— Secondary 4: 068-426 or 568-426 (**MAT-4065-2 and MAT-4066-1 and MAT-4067-2 and MAT-4068-1 and MAT-4058-1 and MAT-4060-1 and MAT-4061-2**) **or (MTH-4065-2 and MTH-4066-1 and MTH-4067-2 and MTH-4068-1 and MTH-4058-1 and MTH-4060-1 and MTH-4061-2**) **or (MAT-4101-2 and MAT-4102-1 and MAT-4103-1 and MAT-4104-2 and MAT-4105-1 and MAT-4106-1 and MAT-4107-1 and MAT-4108-1 and MAT-4109-1**) **or** (**MTH-4101-2 and MTH-4102-1 and MTH-4103-1 and MTH-4104-2 and MTH-4105-1 and MTH-4106-1 and MTH-4107-1 and MTH-4108-1 and MTH-4109-1**)

— Secondary 5: **068-526 or 568-526 (MAT-5101-1 and MAT-5102-1 and MAT-5105-1 and MAT-5106-1 and MAT-5107-2 and MAT-5108-2 and MAT-5109-1**) **or** (**MTH-5101-1 and MTH-5102-1 and MTH-5105-1 and MTH-5106-1 and MTH-5107-2 and MTH-5108-2 and MTH-5109-1**)

The Advanced Mathematics programs, which students must take if they wish to pursue further studies in science in particular, include the following courses:

— Secondary 4: **064-406**; **564-406**; **065-406**; **565-406**; 064-436; 564-436; 068-436 or 568-436 (**MAT-4065-2 and MAT-4066-1 and MAT-4067-2** and **MAT-4068-1 and MAT-4058-1 and MAT-4059-1 and MAT-4060-1 and MAT-4061-2**) **or** (**MTH-4065-2 and MTH-4066-1 and MTH-4067-2 and MTH-4068-1 and MTH-4058-1 and MTH-4059-1 and MTH-4060-1 and MTH-4061-2)**; (**MAT-4101-2 and MAT-4102-1 and MAT-4103-1 and MAT-4104-2 and MAT-4105-1 and MAT-4106-1 and MAT-4107-1 and MAT-4108-1 and MAT-4109-1 and MAT-4110-1 and MAT-4111-2**) **or** (**MTH-4101-2 and MTH-4102-1 and MTH-4103-1 and MTH-4104-2 and MTH-4105-1 and MTH-4106-1 and MTH-4107-1 and MTH-4108-1 and MTH-4109-1 and MTH4110-1 and MTH-4111-2**)

— Secondary 5: **064-506**; **564-506**; **065-506**; **565-506**; 064-536; 564-536; **068-536**; **568-536** (**MAT-5076-1 and MAT-5077-1 and MAT-5078-1 and MAT-5079-1 and MAT-5080-1 and MAT-5081-2 and MAT-5082-2**) **or** (**MTH-5076-1 and MTH-5077-1 and MTH-5078-1 and MTH-5079-1 and MTH-5080-1 and MTH-5081-2 and MTH-5082-2 or** (**MAT-5101-1 and MAT-5102-1 and MAT-5105-1 and MAT-5106-1 and MAT-5107-2 and MAT-5108-2 and MAT-5109-1 and MAT-5110-1 and MAT-5111-2**) **or** (**MTH-5101-1 and MTH-5102-1 and MTH-5105-1 and MTH-5106-1 and MTH-5107-2 and MTH-5108-2 and MTH-5109-1 and MTH-5110-1 and MTH-5111-2**); MAT-5051-3; MAT-5052-3; MAT-5053-3; MAT-5054-3; MAT-5055-3; MTH-5051-3; MTH-5052-3; MTH-5053-3; MTH-5054-3; MTH-5055-3

By the end of secondary school, students are required to have mastered the concepts and processes of the five mathematical fields: algebra, arithmetic, geometry, probabilities, and statistics. They must be able to apply a combination of concepts they have previously learned and must demonstrate their skills in solving problems, displaying mathematical reasoning, and communicating with recourse to mathematical language.

19. Science and Technology

— Secondary 1: **055-100**; **555-100**
— Secondary 2: **055-208**; **555-208**
— Secondary 3:

- **General education path 055-306; 555-306**
- **Applied general education path 057-306; 557-306**

— Secondary 4:

- **General education path 055-404; 555-404; 058-404; 568-404**
- **Applied general education path 057-406; 567-406; 058-402; 568-402**

In Secondary 4 and 5, students may take various science and technology programs based on their educational plan. The units associated with the Secondary 4 Science and Technology or Technological Applications courses are required to obtain the secondary school diploma.

Science courses offered in Secondary 4 are as follows:
A — Science and Technology or Applied Science and Technology (core curriculum)
055-404; **555-404**; **057-406**; **567-406**; 056-416; 556-416; 056-486 or 556-486 or (**SCP-4010-2 and SCP-4011-2 and SCP-4012-2**; **PSC-4010-2 and PSC-4011-2 and PSC-4012-2**)
Students who have earned their diploma units in these courses have mastered concepts associated with the fields of science, namely astronomy, biology, physics, geology, and technology. They are able to apply a combination of concepts related to scientific and technological realities and can also apply scientific methods and concepts when carrying out practical tasks in a laboratory or workshop environment.

B — Environmental Science and Technology or Science and the Environment (enriched curriculum)
058-404; **558-404**; **058-402**; **558-402**; 056-430; 556-430; 056-436; 556-436
As a complement to the core program, students may take an additional course to study a subject in greater depth.

The following science courses are offered in Secondary 5:

Chemistry: **051-504**; **551-504**; **051-584 or 551-584** or (**CHI-5041-2 and CHI-5042-2** and **CHI-5043-2**; **CHE-5041-2 and CHE-5042-2 and CHE-5043-2**)
Students who have earned the units associated with these courses have acquired a deeper understanding of the concepts of matter and energy by investigating the behaviour of gases and of the energies generated by various chemical reactions and that influence various chemical reactions. They have gained an increased awareness of the capabilities and limitations of science.

Physics: **051-504**; **553-504**; **051-584 or 554-584** or (**PHY-5041-2** and **PHY-5042-2 and PHY-5043-2**; **PHS-5041-2 and PHS-5042-2 and PHS-5043-2**)

Students who have earned the units associated with these courses have acquired a deeper understanding of the concepts of matter and energy by investigating light phenomena. Their investigation has enabled them to discover certain behaviour patterns of light, to learn how optical devices work, and to understand the behaviour of moving objects in order to discover the causes and appreciate the resulting transfers of energy. They have gained an increased awareness of the capabilities and limitations of science.

20. Social Sciences

— Secondary 1:

- **Geography 095-100; 595-100**
- **History and Citizenship Education 087-100; 587-100**

— Secondary 2:

- **Geography 095-206; 595-206**
- **History and Citizenship Education 087-206; 587-206**

— Secondary 3:

- **History and Citizenship Education 087-304; 587-304**

— Secondary 4:

- **History and Citizenship Education 087-404**; **587-404**; 085-414 or 585-414 (**HIS-4016-2 and HIS-4017-2**; **HST-4016-2 and HST-4017-2**; **HIS-4019-5**; **HST-4019-5**; HIS-5034-6; HST-5034-6; HIS-5036-2 and HIS-5038-2; HST-5036-2 and HST-5038-2)

Students enrolled in the Youth General Education path must pass the History and Citizenship course in Secondary 4 to obtain their secondary school diploma.

Students who have earned the units associated with these courses have acquired an overall perspective of Québec's and Canada's past, from their origins to present day. They have examined, in particular, the interaction of social realities such as population and demographics, economy and development, culture and the movement of ideas, the exercise of power at various levels, as well as issues at stake in our society. They have mastered skills related to the questioning of social realities in a historical perspective, the interpretation of social realities using historical methods, and the exercise of citizenship. These courses focus on the following topics: the French empire in America, Canadian society under the French regime, the Conquest and the early days of British rule, the beginnings of responsible government, Québec and Confederation, industrial development, and contemporary Québec.

— Secondary 5:

- **Contemporary World 092-504** or **592-504**

Ministry program to come

21. Other

Not applicable.

22. Contact Information

Mrs Ginette Gagné, Youth General Education Coordinator
Ministère de l'Éducation, du Loisir et du Sport
Direction de la sanction des études
675, boulevard René-Lévesque Est
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Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

Saskatchewan

Table of Contents

Part 1 – Summary Statement

1. Introduction

In Saskatchewan, the Minister of Education prescribes the outcomes that students should achieve in each area of study through curricula. Curricula are prepared in consultation with teachers, school principals, students, parents, business and other community members, superintendents, school trustees, educational and other associations, post-secondary institutions, and other government departments. Saskatchewan also works with other provinces and territories to develop common learning outcomes for students. School boards and their staffs determine the teaching strategies and materials that will be used to help their students achieve the outcomes in the provincial curricula. They may select from the provincial list of recommended resources or choose other resources to meet the needs of their students. Presently, curricula in all areas of study are being renewed with a focus on making strong connections from the outcomes in each area of study to the provincial Goals of Education. Explicit efforts to centralize First Nations and Métis content, perspectives, and ways of knowing are a strong focus in the curriculum renewal process.

2. Organization of School System

In Saskatchewan, the school system includes the public school system, the separate school system, the Division scolaire francophone, and seven private high schools (historical high schools), all of which are funded by the provincial government.

In addition, the following schools also deliver provincial curriculum and are recognized by the Ministry for submission of academic records in order to receive an official Transcript of Secondary Level Achievement:

- fourteen independent schools
- forty-eight First Nations schools
- one private (for-profit) school
- one off-shore school (Hong Kong)

The following post-secondary institutions have approval to deliver 30-level courses towards an Adult 12 standing (equivalent to the regular high school standing):

- Saskatchewan Institute of Applied Science and Technology (SIAST)
- Regional Colleges
- Saskatchewan Indian Institute of Technology (SIIT)
- Dumont Technical Institute (DTI)

The school year of 197 days has traditionally been from September 1 to June 30 of the following year, with some minor variations from system to system. Most secondary-level school systems divide the year into two equal semesters, with the term break falling at the end of January. In

recent years, a number of schools have been starting earlier, some as early as the second week in August, and ending earlier in the spring, some as early as the last week in May, with the semester break occurring at the end of December.

Elementary, middle, and secondary levels have approximately 1500 minutes of instructional time per week.

3. Explanation of Terms Used

Elementary Level	Grades 1–5
Middle Level	Grades 6–9
Secondary Level	Grades 10–12

Core Curriculum

Core Curriculum includes four components:

I. Required Areas of Study
II. Common Essential Learnings (CEL)
III. Adaptive Dimension
IV. Locally Determined Options

I. Required Areas of Study

The content areas of curriculum are a common requirement for all students and are included throughout the school program from the elementary to the secondary levels. The seven required areas of study within the Core Curriculum are as follows:

- Language Arts
- Mathematics
- Science
- Social Studies
- Health Education
- Arts Education
- Physical Education

II. Common Essential Learnings

Common essential learnings contain the understandings, values, skills, and processes considered important for learning in all school subjects. The common essential learnings are represented by the following six categories:

- Communication

- Numeracy
- Critical and Creative Thinking
- Technological Literacy
- Independent Learning
- Personal and Social Values and Skills

III. Adaptive Dimension

The adaptive dimension enables teachers and schools to adjust instructional strategies, materials, and environment to meet the needs of a variety of students.

IV. Locally Determined Options

To meet local or individual program needs, provision is made for locally determined options, either through the selection of department-developed courses or through courses developed at the local level.

- **Locally Developed Courses of Study**
  These courses (designated 10L, 20L, 30L) are developed at the secondary level by school divisions to meet local needs that are not met by department-developed curricula and, therefore, typically are not in the required areas of study.

  - **Modified Courses of Study**
    Modified courses of study are based on department-developed courses and are only permitted in English/French language arts, mathematics, science, and social science areas of study.

  - **Advanced**
    These courses (designated 10A, 20A, 30A) are enriched beyond the norm. Modifications to the existing curriculum provide the academic challenge required to meet individual student needs. The range of modification must meet the criteria stipulated in the department-developed curricula and guidelines.

  - **Basic**
    These courses (designated 11, 21, 31) are reduced in the level of difficulty. The range of modification must meet the criteria stipulated in the department-developed curricula and guidelines.

In addition to these four components, Core Curriculum includes various initiatives that guide the development and selection of teaching materials as well as instruction in the classroom:

- resource-based learning
- Aboriginal education
- gender equity

- multicultural education
- special education
- career development
- instruction
- assessment and evaluation
- identity, language, and culture (fransaskois schools)

4. Course Designation

Each course is assigned a name and number that serve to identify the grade level.

	Grade 10	Grade 11	Grade 12
100 per cent Department prepared	10	20	30
Modified – Advanced	10A	20A	30A
Modified – Basic	11	21	31
Locally developed	10L	20L	30L
Part of a recognized International Baccalaureate program	10(IB)	20(IB)	30(IB)
Part of a recognized Advanced Placement program			30(AP)

Course Type

For the purposes of the transcript, courses are assigned a course-type designation to demonstrate level of difficulty.

R – Regular	10, 20, 30 designation	courses designed for the majority of students
A – Advanced	10A, 20A, 30A, 10(IB), 20(IB), 30(IB), 30(AP) designation	courses that are academically advanced
M – Modified	11, 21, 31 designation	courses with a reduced level of difficulty
AE – Alternative Education	18, 28, 38 designation	courses designed for special needs students and are qualitatively different from the regular or modified courses

5. Time Allotments and Course Load

Each course at the secondary level is assigned a credit value. One credit is equal to approximately 100 hours of classroom instruction.

6. Curriculum Organization

Core Curriculum has two major components: the required areas of study and the common essential learnings. The required areas of study constitute the content areas of curriculum that are a common requirement for all students. The common essential learnings contain "the understandings, values, skills and processes that are considered important for learning in all school subjects" (from *Understanding the Common Essential Learnings: A Handbook for Teachers*).

In addition to these two major components, Core Curriculum also provides for an adaptive dimension and locally determined options (as defined in Section 3). The Ministry recognizes that flexibility is needed within the education system to enable schools and teachers to meet a variety of student needs. The adaptive dimension enables teachers and schools to adjust instructional strategies, materials, and environment to meet these needs. In order to meet local and individual program needs, provision is made for locally determined options. These options can be provided through the selection of Ministry-developed courses or through courses developed at the local level and approved by the Saskatchewan Ministry of Education.

7. Testing and Grading Practices

Students in Grades 1–9 progress to the next grade based on their cumulative performance for that particular year. At the secondary level (Grades 10–12), students earn credits for subjects in which they are registered. A minimum percentage mark of 50 is required to earn credit in any course. Schools report the achievement to the Ministry in percentage grades.

For certain subjects in Grade 12 only (English Language Arts A and B; Mathematics A, B, and C; Biology; Chemistry; and Physics), students are required to write departmental examinations if the teacher is not accredited in that subject. As it applies to the Saskatchewan context, accreditation means the individual teacher is accredited to determine 100 per cent of the students' final marks, given the teacher's teaching experience, university classes taken, attendance at accreditation seminars, and possession of a Professional "A" teaching certificate. Non-accredited teachers will have their students' school marks blended with the departmental examination marks. The mark blend is such that the teacher determines 60 per cent of the student's mark, and 40 per cent is determined by the departmental examination. The transcript issued by the Ministry of Education does not indicate if the students' final grades have been determined by a departmental examination.

Transcript: The official Transcript of Secondary Level Achievement is issued centrally by the Saskatchewan Ministry of Education. Report cards are issued at the school level.

8. Requirements for Graduation

Regular Program (Includes English, Programme Fransaskois, French Immersion)

This program includes courses that are

- 100 per cent department prepared (designated 10, 20, 30)
- modified at the local level—advanced (designated 10A, 20A, 30A) and basic (designated 11, 21, 31)—that have a minimum of 50 per cent department-prepared curriculum
- locally developed (designated L) that may be up to 100 per cent local (original) content while still at a level consistent with other department courses for regular education
- part of a recognized International Baccalaureate program (designated IB)
- part of a recognized Advanced Placement program (designated AP)

Regular Program – 24-Credit Policy

Grade 10	Grade 11	Grade 12
minimum 8 credits	minimum 16 credits	minimum 24 credits (5 of which must be at the 30 level)

Compulsory Courses	Compulsory Courses	Compulsory Courses
– English Language Arts A 10 and English Language Arts B 10 – Social Studies 10, History 10, or Native Studies 10 – Science 10 – Mathematics 10 – three electives at the 10 level or higher	– English Language Arts 20 – Mathematics 20 – 6 additional elective credits at the 20 or 30 level	– English Language Arts A 30 and English Language Arts B 30 – Social Studies 30: Canadian Studies, History 30: Canadian Studies, or Native Studies 30: Canadian Studies – a science 20 or 30 – a social science 20 or 30 – Wellness 10, Physical Education 20, or Physical Education 30 – 2 credits in arts education/practical and applied arts at the 10, 20, or 30 level

To fulfill elective requirements, students may choose courses from the required areas of study, the practical and applied arts, language courses, and locally developed courses.

In addition, students may acquire 1 credit for an out-of-school personal learning initiative.

Programme Fransaskois

All courses must be taken in the French language (except English Language Arts).

10e année	**11e année**	**12e année**
8 crédits minimum	16 crédits minimum	24 crédits minimum (dont 5 au moins de niveau 30)

Cours obligatoires – Français fransaskois A 10 et Français fransaskois B 10 – English Language Arts A 10 ou English Language Arts B 10 – Sciences sociales fransaskois 10 – Sciences 10 – Mathématiques 10 **Cours facultatifs** – 2 crédits au choix de niveau 10	**Cours obligatoires** – Français fransaskois 20 – English Language Arts 20 – Mathématiques 20 – un crédit au choix tel qu'identifié dans le tableau de 12e année **Cours facultatifs** – 4 crédits au choix de niveau 20 ou 30	**Cours obligatoires** – Français fransaskois A 30 et Français fransaskois B 30 – English Language Arts A 30 ou English Language Arts B 30 – Sciences sociales fransaskois 30 – un crédit en sciences de niveau 20 ou 30 – un crédit en sciences sociales de niveau 20 ou 30 – un crédit à choisir parmi Mieux-être 10, Éducation physique 20, ou Éducation physique 30 – deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués

French Immersion Program / Programme d'immersion française

Grade 10 / 10e année	**Grade 11 / 11e année**	**Grade 12 / 12e année**
minimum 8 credits (4 credits must be in French) / minimum de 8 crédits dont 4 en français	minimum 16 credits (8 credits must be in French) / minimum de 16 crédits dont 8 en français	minimum 24 credits (5 of which must be at the 30 level and 12 must be in French) / minimum de 24 crédits dont 5 crédits de niveau 30 et 12 en français

Compulsory Courses / Cours obligatoires	Compulsory Courses / Cours obligatoires	Compulsory Courses / Cours obligatoires
– English Language Arts A 10 or / ou English Language Arts B 10 – Français immersion 10 – Social Studies 10, History 10 / Histoire 10, or / ou Native Studies 10 – Science 10 / Sciences 10 – Mathematics 10 / Mathématiques 10 – three electives at the 10 level or higher / 3 cours au choix de niveau 10, 20 ou 30	– English Language Arts 20 – Français immersion 20 – Mathematics 20 / Mathématiques 20 – 5 additional elective credits at the 20 or 30 level / 5 autres cours au choix de niveau 10, 20 ou 30	– English Language Arts A 30 or / ou English Language Arts B 30 – Français immersion 30 – Social Studies 30: Canadian Studies, History 30: Canadian Studies, or Native Studies 30: Canadian Studies, or Sciences sociales immersion 30 – a science 20 or 30 / un cours de niveau 20 ou 30 de sciences – a social science 20 or 30 / un cours de niveau 20 ou 30 en sciences sociales – Wellness 10, Physical Education 20, or Physical Education 30 / Mieux-être 10, Éducation physique 20 ou Éducation physique 30 – 2 credits in arts education/practical and applied arts at the 10, 20, or 30 level / deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués

Adult 12 Program / Éducation des adultes

As defined in Part VI, 21a of the Regulations under *The Education Act, 1995*, an adult means a person who is at least eighteen years of age and who has been out of school for at least one year. Under Ministry policy, a person who is nineteen is also considered an adult.

Under the Adult 12 program, an adult may attain a Grade 12 standing by completion of 7 credits. A minimum of 5 credits must be at the 30 level. Prerequisite requirements are waived for adults. Credits may be attained by taking the course from a Saskatchewan secondary school, or a Saskatchewan post-secondary institution approved to offer secondary-level courses. Adults also have the option of challenging a departmental examination. Please note that learners enrolled in an Adult 12 program delivered by a Saskatchewan post-secondary institution approved to offer secondary-level courses must have a Grade 10 standing.

Grade 12
minimum 7 credits (5 of which must be at the 30 level)
Compulsory Courses – English Language Arts A 30 and English Language Arts B 30 – one Canadian Studies History 30: Canadian Studies, Native Studies 30: Canadian Studies, or Social Studies 30: Canadian Studies – one mathematics at the 20 or 30 level – one science at the 20 or 30 level – two electives at the 30 level (one may be a Prior Learning credit)

Alternative Education Program / Programme d'éducation alternative

This program is designed for students who are unable to succeed in the regular education program. It is an approved locally developed program designed to meet the special needs of students who require curricula qualitatively different from that available in the regular program.

Within each grade level program, a student must complete a minimum of eight courses that may include various combinations of courses from regular and alternative education programs.

	Grade 10	Grade 11	Grade 12
Minimum Credits Required	8	8	8 (5 of which must be at the 30 level)
Required Courses			
– Language Arts/Communications	A 18 B 18	A 28 B 28	A 38 B 38
– Career and Work Exploration	18	28	A 38
– Mathematics	18	28	
– Science	18		
– History, Native Studies, or Social Studies	18		
Specified Areas of Study			
– Health Education/Physical Education	18 or	28 or	38
– Arts Education/Practical and Applied	18 or	28 or	38
Electives			
– Regular Education Program courses or Alternative Education Program electives			

For further information, please consult the *Policy, Guidelines, and Procedures for Alternative Education Programs: Alternative Grade 10, 11, and 12* (September 2006) issued by the Saskatchewan Ministry of Education.

Alternative Education Program Adult 12 Program / Programme d'éducation alternative Éducation des adultes

Grade 12
minimum 7 credits (5 of which must be at the 30 level)
Courses may be taken at the Alternative, Modified, or Regular level. Locally developed courses may be used to meet elective requirements. **Compulsory Courses** – Language Arts/Communications A 38 and Language Arts/Communications B 38 – Career and Work Exploration 38 – Mathematics 28 or 38 – three electives

Functional Integrated Program / Programme intégré fonctionnel

This program is designed for students with severe multiple or intellectual disabilities who require individual programs. Students do not receive credits for individual courses. They receive recognition for completing a functional integrated program that is made up of the domains selected by the school division from the options approved by the department.

For further information, please consult *Policy, Guidelines, and Procedures for Functional Integrated Programs* (September 2006) issued by the Saskatchewan Ministry of Education.

9. Prerequisites and/or Co-requisites

The Saskatchewan Ministry of Education establishes prerequisite requirements. Principals are provided with an annual update. Prerequisite requirements in required subjects (English language arts, français, mathematics, chemistry, and physics) cannot be waived without permission of the Registrar. In other areas (such as practical and applied arts, computer science, and languages), prerequisites are identified, but principals are given more flexibility to make decisions in the best interest of the student. The list of prerequisites can be obtained by contacting the Saskatchewan Ministry of Education (see Section 21).

10. Other Types of Programs

Special Project Credit

To meet credit requirements for graduation, the Saskatchewan Ministry of Education will recognize 1 special project credit per student for out-of-school initiatives on the basis of work proposed and completed by the student. The special project credit shall be named Special Project 10 (course code: 5303), Special Project 20 (course code: 7303), or Special Project 30 (course code: 9303). Granting of credit for approved out-of-school initiatives recognizes student achievement in areas outside of the regular secondary program. It encourages students to become involved in the selection, planning, and organization of their own programs.

Prior Learning 30 Credit

A maximum of 1 prior learning credit, Prior Learning 30 (course code: 9302) may be used as part of the 7 credits required for completion of the Adult 12 program. Prior learning credits are intended to acknowledge those adults returning to pursue an Adult 12 program who bring sufficient learning experience to be recognized for an adult secondary-level credit.

Course Challenge Process

The course challenge process allows students to challenge evaluation requirements and move on to further learning. This recognizes that some students, because of their life experience, academic ability, or efficient study habits, are able to demonstrate the achievement of the academic ability. A maximum of 2 course challenge credits may be attained at the 10 or 20 level.

11. Assessment of Out-of-Province and/or Foreign Studies

It is the practice in Saskatchewan, as in other provinces, to equate grade for grade at the elementary and middle levels, and to consider subject for subject additionally at the secondary level.

Schools are given jurisdiction to evaluate Canadian records pursuant to Ministry policy. Evaluation results are submitted to the Ministry for registration. The Ministry provides support to schools through

- the *Saskatchewan Ministry of Education Credit Transfer Guide*
- the CMEC document *Secondary Education in Canada: A Student Transfer Guide*
- counselling

Out-of-country records are sent to the Ministry for an equivalency evaluation. For out-of-country transfer, it is standard practice to request that the institution issuing a record must be recognized by the Ministry of Education in the country or state in which it is located. Equivalency credit recognition can only be given for courses in which a final mark has been received and for which the Saskatchewan Ministry of Education has approved a comparable course.

Part 2 – Summary of Course Content

The following sections provide information about new courses developed or under development. If information about courses not included in this section is required, contact the Saskatchewan Ministry of Education.

12. English (First Language)

Required Courses

Grades 6–9

This is an integrated and language-based program. All six language processes—speaking, listening, reading, writing, viewing, and representing—are integrated, and language knowledge and skills are taught within the context of these processes according to students' needs and abilities. The program is based on the following goals:

- Comprehend and Respond – Students will extend their abilities to view, listen, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes, including learning, interest, and enjoyment.
- Compose and Create – Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
- Assess and Reflect on Language Abilities – Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

Grades 10–12

English Language Arts A 10 (1 credit; course code: 4017) and *English Language Arts B 10 (1 credit; course code: 4018)*

This is a matriculation course that integrates the development of effective language and communication skills, including the study of various literary and transactional texts.

English Language Arts 20 (1 credit; course code: 6017)

This is a matriculation course that correlates language and literature skills in oral, print, and other media texts.

English Language Arts A 30 (1 credit; course code: 8017) and *English Language Arts B 30 (1 credit; course code: 8018)*

The focus of English Language Arts A 30 and English Language Arts B 30 is on the development of secondary-level students' language skills. It is centred on the philosophy of language as a base for communicating, learning, and thinking. It promotes language growth by giving students opportunities to do the following:

- learn the English language through experiences with the language
- learn about language, including its elements, conventions, and processes as they speak, listen, write, read, view, and represent
- learn about life, literature, and language itself as they use it

The aim of these English language arts courses is to graduate a literate person who is competent and confident using language for both functional and aesthetic purposes.

The English language arts courses advocate a unit approach to instruction and suggest Canadian themes (A 30) and world issues (B 30) as organizing units for the integration and interrelation of the speaking, listening, reading, writing, viewing, and representing objectives. These themes and issues encourage students to learn about and through language as they use language in purposeful ways.

Elective Courses

Creative Writing 20 (course code: 6024)

This course is designed to develop students' creative writing abilities and to refine their writing skills. Students practise a variety of writing forms that require increasingly complex levels of thought and imagination. They also have the opportunity to create and prepare various genres (including poems, plays, and stories) for possible publication.

Media Studies 20 (course code: 6025)

This course is designed to help students better understand mass communication and popular culture. Students explore the impact of mass media on the individual and society, including television, popular novels, magazines, photography, radio, film, and video. They have an opportunity to read, view, listen, write, and discuss critically as they examine the media that influence their lives.

Communication Studies 20 (course code: 6026)

This course is designed to help students further develop the language skills for various situations requiring effective oral, written, and visual communication. Students learn to gather, organize, deliver, and interpret information in a variety of ways, including writing and presenting reports, delivering persuasive speeches, and taking part in discussions and projects.

Journalism Studies 20 (course code: 6027)

This course is designed to help students learn how to gather, write, edit, publish, and broadcast news for print and electronic media. Students become knowledgeable about journalism as a career, and they learn to organize their time, meet deadlines, establish schedules, and write creatively and objectively.

13. French (First Language)

All courses are sequentially constructed to ensure the acquisition of language skills and the development of the cultural identity of the student. The aim of each course is the mastery of the French language as a tool for oral and written communication.

Required Courses

Français fransaskois A 10 (course code: 4022)

Learning outcomes revolve around three core components of fluency in French as a first language: identity, language, and culture. In each area of language use, outcomes involve the articulation of expository material dealing with current affairs and the arts, as well as the characters, dialogue, and poetic elements in works of contemporary world literature.

Français fransaskois B 10 (course code: 4023)

Learning outcomes revolve around three core components of fluency in French as a first language: identity, language, and culture. In each area of language use, outcomes involve the articulation of a text dealing with sport and leisure themes, as well as the characters or the narrator in works of contemporary world literature.

Français fransaskois 20 (course code: 6022)

Learning outcomes revolve around three core components of fluency in French as a first language: identity, language, and culture. In each area of language use, outcomes involve the articulation of analytical material dealing with the world of work, as well as humour and sarcasm and the realities depicted in works by leading Canadian French-language authors.

Français fransaskois A 30 (course code: 8022)

Learning outcomes revolve around three core components of fluency in French as a first language: identity, language, and culture. In each area of language use, outcomes involve the articulation of argumentative material, theatre, and values embodied by francophone characters and realities of francophone life in works by leading world French-language authors.

Français fransaskois B 30 (course code: 8023)

Learning outcomes revolve around three core components of fluency in French as a first language: identity, language, and culture. In each area of language use, outcomes involve the quality of information, theatre, and the world vision and social issues in works by leading world French-language authors.

Note: English Language Arts A 10 or B 10, English Language Arts 20, and English Language Arts A 30 or B 30 are also required for Fransaskois students.

14. English (Second/Additional Language)

ESL students in Saskatchewan must complete the same provincially developed curricula in the requires areas of study as all other students. The only curricula specific to ESL students are Locally Developed Curricula at the secondary level which are offered by local school divisions. These courses may be taken as elective credits.

15. French (Second/Additional Language)

The secondary Core French program has the following goals:

- to provide a learning environment that will contribute to the global education of learners and will allow them to enrich their personal experiences through rich, significant, and authentic communicative situations
- to facilitate the development of language skills and enable learners to communicate effectively and accurately in French
- to develop in learners communication and social strategies and skills that will enable them to communicate effectively and accurately in French
- to promote a positive attitude towards the learning of French and, through an exposure to francophone cultures, develop an openness towards cultural diversity and a comprehension of the bilingual and multicultural reality of Canada today
- to foster in learners a comprehension of the language-learning process, and of the general nature of languages, while helping them to become autonomous learners
- to provide foundational and learning objectives for the communicative/experiential culture, general language, and language syllabi of the multidimensional curriculum

16. French Immersion

Required Courses

Français immersion 10 (course code: 4020)

In Grade 10, each of the three main themes has a model unit:
- print media
- short stories
- songs and lyric poetry

A common thread running through these themes is an invitation to students to discover the world view or perspective of francophones throughout the world.

Français immersion 20 (course code: 6020)

The Grade 11 curriculum concentrates more on the structure of the language in a variety of contexts. The course is divided into three themes, each having a model unit:
- electronic media
- the novel
- comics or picture novels

Français immersion 30 (course code: 8020)

In Grade 12, the curriculum expands on what students have learned and helps them become more knowledgeable about the various forms of literary communication. The three themes are as follows:
- novels as a means of communicating a world view
- theatre (drama)
- poetry

Note: French immersion students are required to take English Language Arts A 10 or B 10, English Language Arts 20, and English Language Arts A 30 or B 30.

Elective Courses

Français immersion intégré A 20 (course code: 6021) and *Français immersion intégré B 20 (course code: 6022)*

These integrated language arts courses are optional and may be taken in either Grade 11 or Grade 12. Français 10 is the prerequisite course. The integrated courses differ from other language courses. The study of language is enhanced and integrated with other disciplines taught at the secondary level such as the following:

- entrepreneurship
- cinema
- sociology
- psychology

17. Mathematics

Required Courses

Grades 6–9

New curriculum has been introduced that is organized into four strands: number, patterns, and relations, shape and space, statistics, and probability.

Grades 10–12

Mathematics 10 (course code: 4403) / Mathématiques 10 (course code: 4407)

This course includes the following units: linear equations and inequalities, relations, linear functions and variation, consumer mathematics, lines and line segments, angles and polygons, and algebra.

Mathematics 20 (course code: 6403) / Mathématiques 20 (course code: 6407)

This course includes the following units: irrational numbers, consumer mathematics, polynomials and rational expressions, quadratic functions, quadratic equations, probability, angles and polygons, and circles.

Elective Courses

Mathematics A 30 (course code: 8404) / Mathématiques A 30 (course code: 8407)

This course includes the following units: permutations and combinations, data analysis, polynomials and rational expressions, exponents and radicals, relations and functions, systems of linear equations, and angles and polygons.

Mathematics B 30 (course code: 8405) / Mathématiques B 30 (course code: 8408)

This course includes the following units: probability, data analysis, matrices, complex numbers, quadratic equations, polynomial and rational functions, and exponential and logarithmic functions.

Mathematics C 30 (course code: 8406) / Mathématiques C 30 (course code: 8409)

This course includes the following units: mathematical proof, conic sections, circular functions, applications of trigonometry, trigonometric identities, and trigonometric equations.

Calculus 30 (course code: 8421) / Calcul 30 (course code: 8422)

This course includes the following units: functions, limits and continuity, differentiation, applications of derivatives to curve sketching, practical applications of derivatives, derivatives of the transcendental functions, integration, and the fundamental theorem of calculus.

18. Science

Required Courses

Science is a compulsory course in Grades 1–10. In addition, one course at the 20 or 30 level is required for graduation. (These courses are listed under Elective Courses.)

Grades 6–9

Grade 6

This course includes the following units: diversity of life, electricity, space (our solar system), and flight.

Grade 7

This course includes the following units: interactions within ecosystems, mixtures and solutions, heat, and Earth's crust.

Grade 8

This course includes the following units: cells, tissues, organs and systems, optics, fluids, and water systems on Earth.

Grade 9

This course includes the following units: reproduction, atoms and elements, characteristics of electricity, and space exploration (exploring our universe).

Grade 10

Science 10 (course code: 4214) / Sciences 10 (course code: 4224)

This course includes the following units: motion in our world, sustainability of ecosystems, weather dynamics, and chemical reactions.

Elective Courses

Biology 20 (course code: 6211) / Biologie 20 (course code: 6216)

This course includes the following units: theories, ecological organization, diversity of life, agricultural botany of Saskatchewan, and optional unit(s).

Biology 30 (course code: 8211) / Biologie 30 (course code: 8216)

This course includes the following units: chemical basis of life, cell structure and function, genetics, animal systems, evolution, and optional unit(s).

Chemistry 20 (course code: 6212) / Chemie 20 (course code: 6222)

This course includes the following units: atoms and elements, molecules and compounds, chemical reactions, mole concept and stoichiometry, and three optional units.

Chemistry 30 (course code: 8212) / Chemie 30 (course code: 8222)

This course includes the following units: solubility and solutions, energy changes in chemical reactions, reactions kinetics, equilibrium, acid-base equilibria, oxidation and reduction, and one optional unit. (Chemistry 20 or Chemie 20 is a prerequisite.)

Physics 20 (course code: 6213) / Physique 20 (course code: 6223)

This course includes the following units: waves, light, heat, everyday things, and two optional units.

Physics 30 (course code: 8213) / Physique 30 (course code: 8223)

This course includes the following units: kinetics and dynamics, mechanical energy, electricity, nuclear physics, and four optional units. (Either Physics 20 or Physique 20 or Mathematics A 30 or Mathématiques A 30 is a prerequisite.)

Computer Science 20 (course code: 6702)

This course includes the following units: fundamentals of programming and design, input/output, variables, conditionals and looping, subprograms, user-defined functions, single dimension arrays, networking, careers, and a research project.

Computer Science 30 (course code: 8702)

This course includes the following units: multi-dimension arrays, number systems, and programming for applications and research. An object-oriented language is strongly recommended; language selection is made by the teacher and must be different from the one used in Computer Science 20. (Computer Science 20 is the prerequisite.)

19. Social Studies

Required Courses

Grades 6–9

Grade 6: Canada and Its Atlantic Neighbours

This is a study of Canada's relationship with, and international responsibilities towards, countries bordering on the Atlantic Ocean. The major concepts developed are location, interaction, identity, and interdependence.

Grade 7: Canada and Its Pacific Neighbours

This is a study of Canada's relationship with, and international responsibilities towards, Pacific Rim Nations within a conceptual framework. The major concepts developed are location, resources, power, and change.

Grade 8: The Individual and Society

This course identifies and analyzes issues of identity with which students are affected as members of a changing and complex society. The major concepts developed are culture, citizenship, identity, and interdependence.

Grade 8: Les études fransaskoises (Programme Fransaskois)

To better understand their identity as Fransaskois, the students will learn about the origins of the Fransaskois culture by studying the lifestyle and customs of the Fransaskois communities. They will also study the history of the institutions of the Fransaskois community and the conflicts and changes that marked its evolution to today.

Grade 9: The Roots of Society

This course examines two major traditions or roots that have had an impact on the development of the Canadian identity: the tradition that developed in the Ancient Middle East and came down to Canadians through their European roots; and the cultural traditions that developed over thousands of years in North America. The major concepts in this course are time, change, causality, and culture.

Grades 10–12

To meet graduation requirements, students must take the following:

- one of Social Studies 10, History 10 / Histoire 10, Native Studies 10, or Sciences sociales fransaskois 10
- one of Social Studies 30, History 30, Native Studies 30, Sciences sociales fransaskois 30, or Sciences sociales immersion 30
- a second social science course at the 20 or 30 level

Grade 10

The goal of Grade 10 social studies and history is to help students understand the basic organizations of industrialized, democratic societies. The major concepts in these courses are interdependence, social institutions, decision making, power, and ideology.

Social Studies 10 (course code: 4307)

This program outlines the basic organization of Canadian society and then provides some other examples to give students a basis for comparison.

History 10 (course code: 4306) / Histoire 10 (course code: 4312)

This program uses the past to show students how fundamental social organizations developed in the late eighteenth and nineteenth centuries.

Native Studies 10 (course code: 4309)

Native Studies 10 focuses on the societal structures and practices of First Nations, Métis, and Inuit peoples in Saskatchewan and Canada. The course discusses the Indigenous peoples of Canada and some basic aspects of traditional philosophy. The units of the course encompass identity/world view, kinship/community, governance, and economies.

Sciences sociales fransaskois 10 (course code: 4323)

The course focuses on the basic foundations of a democratic industrial society. Although Canada is used as the prime model, other examples, both past and present, are provided as a basis for comparison. The course includes units on political decision making in the eighteenth century, conflicting political ideologies of the Industrial Revolution, international relations in the context of World War I, the basis of a national economy, and the effect of international commerce on the domestic economy. The course also focuses on francophone involvement in and contributions to the local, provincial, national, and global economies.

Grade 11

The goal of Grade 11 social studies and history is to help students understand the major issues facing humanity at the beginning of the twenty-first century. The major concepts for these courses are autonomy, integration, and dialectic.

Social Studies 20 (course code: 6307)

This program examines issues such as human rights, population growth, wealth creation, environmental change, and world governance.

History 20 (course code: 6306) / Histoire 20 (course code: 6312)

This program examines the conditions, ideas, and events of the twentieth century that gave rise to these issues.

Native Studies 20 (course code: 6309)

Native Studies 20 is a holistic resource-based examination of contemporary issues and concepts common to Canadian and international Indigenous peoples. The units of the course focus on self-determination and self-government, development, and social justice.

Grade 12

The goal of Grade 12 social studies and history is to help students understand the major issues facing Canadians at the beginning of the twenty-first century. The major concepts in these courses are world view, paradigms, social contract, ideology, and integration. These programs examine the current state of these issues and alternative viewpoints for dealing with them within Canadian society.

Social Studies 30: Canadian Studies (course code: 8307)

This program examines issues such as social change throughout Canadian history, people–land relationships, cross-cultural relationships, the governance of Canadian society, and Canada's relationship with the global community.

History 30: Canadian Studies (course code: 8306)

This course examines the historical forces between the Aboriginal peoples who were the first inhabitants and the many different immigrants who came to make a new life for themselves. Canadians have had to deal with issues stemming from the environment and from working out ways of living with each other.

Native Studies 30: Canadian Studies (course code: 8321)

Native Studies 30 examines contemporary Aboriginal issues in Canada. The topics include Aboriginal and treaty rights, governance, land claims and treaty land entitlement, economic development, and social development.

Sciences sociales fransaskois 30 (course code: 8323)

This course offers Fransaskois students the opportunity to study people and their relationship to their social and physical environments, to understand better the era in which they live, to appreciate their French–Canadian and Fransaskois cultural heritage, and to become informed and responsible Canadian citizens who can eventually make a significant contribution to the development of the larger community. From these studies, students will further acquire a sense of identity and an affinity with the Fransaskois and French–Canadian culture, both in Canada and in the world.

Sciences sociales immersion 30 (course code: 8324)

This course will ensure that students understand questions and issues facing present-day Canadians. Focusing on dialectical thinking and evaluation, the course aims to help students understand that Canada is a pluralistic society with fundamental diversity in its geography, culture, and ideology. The students will learn that they often have to choose among diverging points of view, each strongly held with reasonable argument.

Elective Courses

Students may take any of the courses previously listed to meet elective requirements if not already being used to meet a social studies requirement. In addition to the courses noted, the following social science courses are available: Geography 10, 20, and 30, Economics 20 and 30, Psychology 20 and 30, Psychologie 20 and 30, Law 30, and Sciences sociales fransaskois 20.

Geography 10 (course code: 1150)

This introductory course in physical geography consists of units on the planet Earth: forms of the Earth, climate, economic geography, and population.

Geography 20 (course code: 2150)

The objective of this course is to provide an understanding of the geography of North America by studying broad regional differences, physical and cultural, that occur within the continental area.

Geography 30 (course code: 3150)

The theme of the course is the geography of population. The course deals with the economic, political, and social issues arising from population expansion.

Economics 20 (course code: 2140)

This course is designed to enable students to develop an understanding of economics and those skills and abilities necessary to function effectively in the Canadian economic system.

Economics 30 (course code: 3140)

This course will allow students to develop an understanding of and appreciation for the international economy—its interrelationship with the Saskatchewan and Canadian economies, how it operates, its problems, and its possibilities—with the goal of helping them to become informed decision makers.

Sciences sociales fransaskois 20 (course code: 6323)

This course focuses on twentieth-century historical events and conditions that have presented the challenges facing contemporary society. Various units present societal problems such as peace and security, poverty and hunger, environmental concerns, human rights, alienation, and isolation. This course also offers a francophone perspective on some of these same events and concerns.

20. Other Courses

Health Education/Physical Education

Required Course

Students are required to take one compulsory health education or physical education course at the secondary level: Wellness 10 / Mieux-être 10 or Physical Education 20 / Éducation physique 20 or Physical Education 30 / Éducation physique 30.

Wellness 10 (course code: 4600) / Mieux-être 10 (course code: 4601)

This course combines the two disciplines of health education and physical education to promote living a balanced lifestyle. The curriculum encourages students to balance physical activity and fitness, stress management, leisure, healthy eating, and relationships through wellness plans that students design for themselves.

In addition to personal wellness, the curriculum focuses on local and global wellness. This concept stems from the idea that people can attain and maintain optimal wellness by taking care of themselves and reaching out to others and investing in meaningful causes beyond themselves.

Physical Education 20 (course code: 6603) / Éducation Physique 20 (course code: 6604), Physical Education 30 (course code: 8603) / Éducation Physique 30 (course code: 8604)

The mission of physical education in Saskatchewan schools is the development of autonomous, lifelong learners who readily participate in meaningful physical activity on a regular basis. Every participant will have the opportunity to develop characteristics commonly associated with goal setting, social responsibility, and personal achievement. The goals of a quality physical education program are concept-based skill development and the development of positive attitudes and a lifestyle oriented to overall well-being.

Arts Education/Practical and Applied Arts

Required Courses

Students are required to take 2 credits from the arts education/practical and applied arts areas of study.

Arts Education

Arts Education 10 (course code: 4511), Arts Education 20 (course code: 6516), Arts Education 30 (course code: 8516)

These courses are a continuation of the Grades 1–9 curriculum, providing students with the opportunity to continue studies in dance, drama, music, and the visual arts. The curriculum contains three components: the creative/productive, the cultural/historical, and the critical/responsive. The program is broad in scope and includes fine arts, mass media, and the popular, traditional, commercial, and functional arts with the understanding that there is much overlap among these categories. Students may also attain credits in visual art, drama, choral, music, band, and dance.

Practical and Applied Arts

A wide variety of practical and applied arts courses are available within the cluster of communication, agriculture, design, care and hospitality, transportation, and resources. The practical and applied arts courses are modular courses, and an individual course may be configured as a combination of selected core and optional modules. Some of the thirty-five practical and applied arts curricula available include career and work exploration, construction and carpentry, welding, food studies, information processing, accounting, entrepreneurship, energy and mines, wildlife management, mechanical and automotive, electricity and electronics, and horticulture. Up to 6 practical and applied arts survey course credits are also available. A survey course is one that is made up of modules from at least three of the available curricula.

Languages

Course options currently available at the secondary level include:

nēhiyāwiwin (Cree) 10 (course code: 4084), nēhiyāwiwin (Cree) 20 (course code: 6084), nēhiyāwiwin (Cree) 30 (course code: 8084)

German 10 (course code: 1435), German 20 (course code: 2435), German 30 (course code: 3435)

Mandarin 10 (course code: 4067), Mandarin 20 (course code: 6067), Mandarin 30 (course code: 8067)

Russian 10 (course code: 4068)

Spanish 10 (course code: 4074), Spanish 20 (course code: 6074), Spanish 30 (course code: 8074)

Ukrainian 10 (course code: 1440), Ukrainian 20 (course code: 2440), Ukrainian 30 (course code: 3440)

Ukrainian Language Arts (Bilingual) 10 (course code: 4031), Ukrainian Language Arts 20 (course code: 6031), Ukrainian Language Arts 30 (course code: 8031)

21. Contact Information

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Yukon Territory

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Part 1 – Summary Statement

1. Introduction

The aim of the Yukon Kindergarten to Grade 12 education system is to enable all students to graduate with a sound education that is relevant to their lives. The goals set for schools are defined by standards that provide meaningful measures of students' progress. These standards are realistic expectations of what students should know and be able to do as they progress through thirteen years of schooling. The provincial curriculum expresses these standards as expected learning outcomes for each subject or course and grade. These learning outcomes reflect patterns of student development and actual standards of achievement within the province. In the primary years, standards are based on expectations for children in their grade range: Kindergarten to Grade 1 and Grades 2 to 3. In Grades 4 to 12, standards are based on expected learning outcomes for each grade or course.

2. Organization of School System

The education program is divided into three levels: primary (Kindergarten to Grade 3), intermediate (Grades 4 to 9 or 10), and graduation years [Grades 11 to 12 for students on the 1995 graduation program (http://www.bced.gov.bc.ca/graduation/grad1995.htm) or Grades 10 to 12 for students on the 2004 graduation program (http://www.bced.gov.bc.ca/graduation/grad2004.htm)][1].

Each level of the education program has particular emphases that reflect the range of knowledge, skills, and attitudes that students develop during these years. All levels of the program are developed around a common core of learning intended to ensure students learn to read, write, and do basic mathematics, solve problems, and use computer-based technology. These basic skills are emphasized through studies in English language arts, mathematics, science, social studies, fine arts, and applied skills from Kindergarten to Grade 12.

This common core of learning is comprised of provincially prescribed curriculum to ensure all students, not just those planning to go to university, gain the knowledge, problem-solving skills, and communication skills they need to continue learning throughout their lives.

3. Explanation of Terms Used

Integrated Resource Package (IRP)

The British Columbia Ministry of Education provides curriculum documents to the Yukon in the form of Integrated Resource Packages (IRPs). IRPs include provincially prescribed learning outcomes with support for classroom instruction and assessment. Provincially recommended

learning resources to support the curriculum are contained in Grade Collections for each IRP. Each IRP provides the basic information teachers require to implement curriculum in all subject areas for Kindergarten to Grade 12.

Ministry-Authorized Courses

Chapters 2 and 3 of the *Course Information for the Graduation Program, Grade 10, 11 and 12 Courses* manual (http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf), lists courses authorized by the Ministry of Education, including both curriculum developed by the ministry and external credentials approved by the ministry. (See External Courses.) The *Course Information* manual includes course titles and codes, grade levels, educational program guides for each course, and the number of credits students can earn for each course.

Board/Authority-Authorized Courses

Board/Authority-Authorized (BAA) courses must be approved by the local board of school trustees or independent school authority, and the course name, grade level, and authorization date must be filed with the Ministry of Education. BAA courses are Grades 10, 11, or 12 courses offered or developed by boards of education or independent school authorities to meet student needs and interests. Unlike locally developed courses, BAA courses may be used to satisfy elective credits for students towards graduation.

External Credential Courses

These courses are organized sets of learning activities offered outside the British Columbia school system and are listed in the manual, *Course Information for the Graduation Program Grades 10, 11 and 12 Courses*. Students receive graduation credit for successfully completing an external course. These courses are of an educational standard deemed equivalent to or exceeding that of ministry-authorized grade 10, 11, or 12 courses.

Independent Directed Studies Courses

These courses are student-initiated and conducted under teacher supervision. Independent Directed Studies (IDS) courses are based on the learning outcomes of ministry-authorized, board/authority-authorized, Grades 10 to 12 courses. An IDS course can be for 1, 2, 3, or 4 credits, where 1 credit represents the value attached to the knowledge, skills, and attitudes most students can acquire in approximately thirty hours of instruction. Although IDS is intended to allow students to pursue curriculum in more detail or to focus on one or more of the learning outcomes of a course that has not been taken, IDS can also be used to recognize learning in courses students do not complete.

Post-Secondary Courses

These courses, offered from qualifying post-secondary institutions in British Columbia, lead to a post-secondary credential. A student presenting a transcript from a recognized institution showing successful completion of a post-secondary course that leads to a credential is entitled to have that course count towards secondary school graduation.

Yukon Territory School Completion Certificate

The Yukon Territory School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans (IEPs) or students who meet other criteria established by their local school board. The School Completion Certificate is a specifically designed certificate, distinct from the Yukon Graduation Certificate.

The Department of Education also provides a transcript showing all credit and locally developed (non-credit) courses completed that also contains a statement indicating that the student has been issued a School Completion Certificate. The Transcript of Grades provides prospective employers and post-secondary institutions with relevant information about student accomplishments.

Individual Education Plan

An Individual Education Plan (IEP) is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, and the services to be provided, and it includes measures for tracking achievement.

Locally Developed Courses

Locally developed courses are Grades 10, 11, or 12 non-credit courses developed by a local board of school trustees. The courses are based on subject matter from a particular field of knowledge and on a skill set selected and organized by a particular school or school district. However, it is required that specific course codes be used as provided in the *Handbook of Procedures for the Graduation Program* for reporting course enrollment and completion, and use of these codes must be approved by the local board of school trustees/authority. Locally developed courses do not count towards elective credits towards graduation.

Career Programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school coursework with a work experience component. There are four types of career programs that appear on British Columbia transcripts: Secondary School Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation (http://www.bced.gov.bc.ca/careers/cpschool.htm).

4. Course Designation

Courses at the Grades 10 to 12 levels are assigned an official code that includes the course name and grade level. For example, French 11 (FR 11) is the Grade 11 French course. Locally developed courses carry the designation “LD” at the beginning of the title and “X” at the beginning of the code, whereas board/authority-authorized courses begin with a “Y.” External courses use a “U” at the beginning of the code. Independent directed studies courses are coded with the prefix “IDS,” followed by the regular course code for the related ministry-authorized, board/authority-authorized course. Post-secondary courses that count towards graduation use “PSI” at the beginning of the code, and the name of the British Columbia post-secondary institution where the course was completed shows on the transcript.

5. Time Allotments and Course Load

In Grades 4 to 9, minimum time allotments expressed as percentages of total instructional time are recommended for each required area of study. They suggest the priority the Department of Education expects schools to give to each area of study. It is up to each school to design a timetable appropriate for all students. Variation in the recommended times is allowed to address the learning needs of individual students and the particular needs of communities.

6. Curriculum Organization

Students in the graduation program must complete at least 80 credits of Grades 10 to 12 coursework to satisfy minimum graduation requirements. (See Section 8, Requirements for Graduation, for more detail regarding credit.) The length and scope of courses are reflected in the credit value awarded to them. Courses may have a value of 1, 2, 3, or 4 credits. A 4-credit course is considered to be between one hundred and one hundred twenty hours of instructional time. Most courses are worth 4 credits.

7. Testing and Grading Practices

For Grades 4 to 12, students receive letter grades describing what they are able to do in relation to prescribed learning outcomes. In Grades 4 to 7, written comments are required in addition to letter grades, but written comments are included only as necessary in Grades 8 to 12. For students in Grades 10 to 12, letter grades are accompanied by per cent marks. The successful completion of a course numbered 10, 11, or 12 requires a minimum grade of C– or 50 per cent.

The following reporting symbols and per cent marks are used at Grades 10 to 12:

Indicator	Per cent	Meaning
A	86–100	Excellent or outstanding performance
B	73–85	Very good performance
C+	67–72	Good performance
C	60–66	Satisfactory performance
C–	50–59	Minimally acceptable performance
F (Failed)	0–49	The student has not demonstrated the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
RM (Requirements Met)	N/A	The student has met the requirements of the course. This indicator applies only to the Graduation Transitions course.
I (In progress or Incomplete)	N/A	The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
SG (Standing Granted)	N/A	Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade.
TS (Transfer Standing)	N/A	The student has completed an equivalent course at an institution other than a school as defined in the British Columbia *School Act*. There is no final per cent.
W (Withdrawal)	N/A	The student has been granted permission to withdraw from the course or subject.
AEG (Aegrotat Standing)	N/A	The student has been granted exemption from writing a required provincial examination due to unpredictable circumstances. The school mark stands as the final per cent. (for Grade 12 provincially examinable courses only)

Transcripts

Permanent Student Record

The purpose of the permanent student record is to record the history of a student's education program from Kindergarten through Grade 12. Copies can be requested from the last British Columbia school in which the student was enrolled. The permanent student record must be retained by school districts for fifty-five years after a student has withdrawn or graduated from school.

Transcript of Grades

Transcripts showing a student's results in Grades 10, 11, and 12 courses are produced centrally by the Ministry of Education. A transcript is the official document that indicates successful completion of Grades 10, 11, and 12 courses, course achievement levels, program participation, and how many graduation requirement credits have been completed. Transcripts only record successfully completed courses. As a result, F (Failed), I (In progress or Incomplete), and W (Withdrawal) are not used on transcripts. If a student has repeated a course, only the highest mark is reported on the transcript.

Provincial Examinations

In order to graduate in Yukon, students are required to write all course-based provincial examinations. Grades 10 and 11 examinations count for 20 per cent of the final course mark, and Grade 12 examinations count for 40 per cent (except for the Yukon First Nations Studies 12 examination, which counts for 20 per cent).

8. Requirements for Graduation

Successful completion of a graduation-level educational program is recognized through the awarding of a Yukon Certificate of Graduation.

Yukon School Completion Certificates, on the other hand, are intended to recognize the accomplishments of students who have succeeded in meeting goals of their educational program other than graduation, and are especially intended to recognize the accomplishments of students with special needs who complete the goals and objectives stated in their Individual Education Plan.

The following information describes the Yukon Graduation Certificate and the requirements for graduation for the 2004 and adult graduation programs.

2004 Graduation Program

Who Is on the 2004 Graduation Program?

Students who entered Grade 10 on or after July 1, 2004, are on the 2004 graduation program (http://www.bced.gov.bc.ca/graduation/). Students who entered Grade 10 before July 1, 2004, are on the 1995 graduation program. In order to graduate, students must earn a minimum of 80 credits, which includes Required Courses (minimum 48 credits), Elective Credits (minimum 28 credits), and Graduation Transitions[2] (4 credits).

- Elective Credits are additional credits earned by students to support their academic, career, or personal interests.
- Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 language arts course and 12 other credits. These 12 credits may be from Required Courses or Elective Courses.
- Students do not earn credits for locally developed courses in the 2004 graduation program.

Required Courses

Required Courses **Required Courses**	
Subject Area	**Minimum Credits**
One Language Arts 10	4
One Language Arts 11	4
One Language Arts 12	4
Social Studies 10	4
One Social Studies 11 or 12	4
One Science 10	4
One Science 11 or 12	4
One Mathematics 10	4
One Mathematics 11 or 12	4
Physical Education 10	4
Planning 10	4
One Fine Arts and/or Applied Skills 10, 11, or 12	4
Total	48 credits

Elective Credits

Students must earn at least 28 elective credits. These credits can be for the following:

Elective Credits	
Additional Grades 10, 11, or 12 Ministry-Authorized Courses	
External Credentials	
Board/Authority-Authorized Courses	
Post-secondary Credits, and/or Independent Directed Studies	
Total	28 credits
Graduation Transitions	
Students must earn 4 credits for their Graduation Transitions.	4 credits

Adult Graduation Program

Who Is Eligible for the Adult Graduation Program?

Students nineteen years of age and over, or eighteen and out of school for one continuous year, are eligible to begin the adult graduation program. Adult students must also do a minimum of three courses “as an adult” but may transfer credits for other courses they may have completed as “school-aged” students.

To complete the adult graduation program, adult students must earn at least 20 credits in the secondary system or complete five courses in the post-secondary system. Courses and credits can be counted from the Yukon school system and/or from a college ABE program. This is a common credential between both secondary and post-secondary systems and is recognized as true secondary school graduation, along with the regular Grade 12 graduation certificate.

British Columbia School System Qualifying Courses (All Ministry-Authorized, 4 Credits)	College or ABE Qualifying Courses
One Language Arts 12	One provincial or post-secondary level English course
One Mathematics 11 or 12	One advanced, provincial, or post-secondary level mathematics course
AND EITHER	
Option 1 Three Grade 12, ministry-authorized or external courses (All must be 4-credit courses.)	Three additional courses at the provincial or post-secondary level
OR	
Option 2 Social Studies 11 or B.C. First Nations Studies 12; AND Two Grade 12 ministry-authorized courses (Both must be 4-credit courses.)	Advanced Social Sciences; AND Two provincial or post-secondary courses
Total: 20 credits	Total: five courses

Yukon School Completion Certificate

The Yukon School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. A French version of the Yukon School Completion Certificate is available upon request. (See Section 10, Other Types of Programs, for more information.)

Required Courses for the 2004 Graduation Program

The following tables indicate which courses fulfill the Required Courses subject requirements for students on the 2004 graduation program.

Subject Area	Course Code	Course
Language Arts 10 *Credit Value: 4*	EN 10	English 10
	FRALP 10	Français langue première 10
	UABEE 10	ABE Intermediate English 10

Subject Area	Course Code	Course
Language Arts 11/12 *Credit Value: 4*	UABEE 11	ABE Advanced English 11
	UABEE 12	ABE Provincial English 12
	COM 11/12	Communications 11/12
	EFP 12	English 12 First Peoples
	EN 11/12	English 11/12
	FRALP 11/12	Français langue première 11/12
	IBENH 11	IB English A1 (HL) 11
	IBENS 11	IB English A1 (SL) 11

Subject Area	Course Code	Course
Social Studies 10 *Credit Value: 4*	SCH 10	Sciences humaines 10
	SS 10	Social Studies 10

Subject Area	Course Code	Course
Social Studies 11 or 12 *Credit Value: 4*	UABES 11	ABE Advanced Social Studies 11
	CIV 11	Civic Studies 11
	CIVF 11	Éducation civique 11
	FNS 12	Yukon First Nations Studies 12
	FNSF 12	Études des Premières Nations de la C.-B. 12
	IBGGH 11	IB Geography (HL) 11
	IBGGS 11	IB Geography (SL) 11
	IBHIH 11	IB History (HL) 11
	IBHIS 11	IB History (SL) 11
	SCH 11	Sciences humaines 11
	SS 11	Social Studies 11

Subject Area	Course Code	Course
Mathematics 10 *Credit Value: 4*	UABEM 10	ABE Intermediate Mathematics 10
	AMAF 10	Applications des mathématiques 10
	AMA 10	Applications of Mathematics 10
	EMA 10	Essentials of Mathematics 10
	EMAF 10	Mathématiques de base 10
	MTH 10	Principes de mathématiques 10
	MA 10	Principles of Mathematics 10

Subject Area	Course Code	Course
Mathematics 11 or 12 *Credit Value: 4*	UABEM 1	ABE Advanced Mathematics 11
	UABEM 12	ABE Provincial Mathematics 12
	APCAL 12	AP Calculus AB 12
	APCAL 12A/B	AP Calculus BC 12A or 12B
	APSTA 12	AP Statistics 12
	AMAF 11/12	Application des mathématiques 11 ou 12
	AMA 11/12	Applications of Mathematics 11 or 12
	CALC 12	Calculus 12
	EMA 11/12	Essentials of Mathematics 11 or 12
	EMAF 11/12	Mathématiques de base 11 ou 12
	IBFM 11/12	IB Further Mathematics (SL) 11 or 12
	IBMM 11/12	IB Mathematical Methods (SL) 11 or 12
	IBMS 11/12	IB Mathematical Studies (SL) 11 or 12
	IBMC 11/12A	IB Mathematics (HL) 11 or 12A
	MTH 11/12	Principes de mathématiques 11 ou 12
	MA 11/12	Principles of Mathematics 11 or 12

Subject Area	Course Code	Course
Science 10 *Credit Value: 4*	UABEG 10	ABE Intermediate General and Applied Science 10
	SC 10	Science 10
	SCF 10	Sciences 10

Subject Area	Course Code	Course
Science 11 or 12 *Credit Value: 4*	UABEB 11	ABE Advanced Biology 11
	UABEH 11	ABE Advanced Chemistry 11
	UABEG 11	ABE Advanced General and Applied Science 11
	UABEP 11	ABE Advanced Physics 11
	UABEB 12	ABE Provincial Biology 12
	UABEH 12	ABE Provincial Chemistry 12
	UABEG 12	ABE Provincial General and Applied Science 12
	UABEP 12	ABE Provincial Physics 12
	AG 11/12	Agriculture 11 or 12
	APENS 12	AP Environmental Science 12
	APPHC 12	AP Physics C 12
	PHAF 11/12	Applications de la physique 11/12
	PHA 11/12	Applications of Physics 11/12
	BIOSR 11/12	Biologie 11/12
	BI 11/12	Biology 11/12
	CH 11/12	Chemistry 11/12
	CHF 11/12	Chimie 11/12
	ESC 11	Earth Science 11
	FOR 11/12	Forests 11/12
	FORF 11/12	Forêts 11/12
	GEOL 12	Geology 12
	GEOLF 12	Geologie 12
	IBBIH 11/12A	IB Biology (HL) 11/12A
	IBBIS 11/12	IB Biology (SL) 11/12
	IBCHH 11/12A	IB Chemistry (HL) 11/12A
	IBESS 11/12	IB Environmental Systems (SL) 11/12
	IBGCH 11/12	IB General Chemistry (SL) 11/12
	IBPHH 11/12A	IB Physics (HL) 11/12A
	IBPHS 11/12	IB Physics (SL) 11/12

Subject Area	Course Code	Course
	PH 11/12	Physics 11/12
	PHYSF 11/12	Physique 11/12
	SCT 11	Science and Technology 11
	ESCF 11	Science de la Terre 11
	SCTF 11	Science et technologie 11
	SR 11	Sustainable Resources 11
	SRA 12	Sustainable Resources 12: Agriculture
	SRFI 12	Sustainable Resources 12: Fisheries
	SRFO 12	Sustainable Resources 12: Forestry
	SRM 12	Sustainable Resources 12: Mining

Subject Area	Course Code	Course
Fine Arts 10, 11, or 12 *Credit Value: 4* *(except where noted)*	UDPJ 10/11/12A/B	ADAPT: Jazz 10/11/12A/B
	UDPT 10/11/12A/B	ADAPT: Tap 10/11/12A/B
	UAMD 10/11/12A/B	AIDT: Modern Dance 10/11/12A/B
	UATT 10/11/12	AIDT: Tap Dance 10/11/12
	AP2DP 12	AP 2-D Design Portfolio 12
	AP3DP 12	AP 3-D Design Portfolio 12
	APMU 12	AP Music Theory 12
	APAR 12	AP History of Art 12
	APSAD 12	AP Studio Art: Drawing 12
	APSAG 12	AP Studio Art: General 12
	DRGF 10	Art dramatique 10: Cours général (2/4)
	DRRF 10	Art dramatique: Interprétation théâtrale (2/4)
	DRDF 10	Art dramatique: Production théâtrale (2/4)
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12
	AF 11/12	Art Foundations 11/12
	VAMF 10	Arts visuels 10: Arts médiatiques (2/4)
	VACF 10	Arts visuels 10: Céramique et sculpture (2/4)
	VAGF 10	Arts visuels 10: Cours général (2/4)
	VADF 10	Arts visuels 10: Dessin et peinture (2/4)
	VAMTF 11/12	Arts visuels: Arts mediatiques 11/12
	SACSF 11/12	Arts visuels en atelier 11/12: Céramique et sculpture
	SADPF 11/12	Arts visuels en atelier 11/12: Dessin et peinture
	SAPGF 11/12	Arts visuels en atelier 11/12: Gravure et

Subject Area	Course Code	Course
		graphisme
	SAFFF 11/12	Arts visuels en atelier 11/12: Textiles et fibres
	UABM 10/11/12	Associated Board of the Royal Schools of Music 10/11/12
	UBCCM 10/11/12	BC Conservatory of Music 10/11/12
	FNAF 11/11A/B	Beaux-Arts 11/11A/B (2)
	UCAB 10/11/12	CDTA: Ballet 10/11/12
	UCAJ 10/11/12A/B	CDTA: Jazz 10/11/12A/B
	UCAT 10/11/12A/B	CDTA: Tap 10/11/12A/B
	ULAC 10 /11/12	Chinese dance Syllabus (Lorita Leung Dance Association) 10/11/12
	CMCC 11/12	Choral Music 11/12: Concert Choir
	CMJV 11/12	Choral Music 11/12: Vocal Jazz
	UMWB 10A/B/C, 11A/B/C(2), 12A/B/C(2)	Conservatory Canada 10A/B/C(2), 11A/B/C(2), 12A/B/C(2)
	DNC 10	Dance 10: Choreography (2/4)
	DNG 10	Dance 10: General (2/4)
	DNP 10	Dance 10: Performance (2/4)
	DNC 11/12	Dance: Choreography 11/12
	DNCF 10	Danse 10: Chorégraphie (2/4)
	DNGF 10	Danse 10: Cours général (2/4)
	DNPF 10	Danse 10: Interprétation (2/4)
	DNCF 11/12	Danse: Chorégraphie 11/12
	DNP 11/12	Dance: Performance 11/12
	DNPF 11/12	Danse: Interprétation 11/12
	DRG 10	Drama 10: General (2/4)
	DRR 10	Drama 10: Theatre Performance (2/4)
	DRD 10	Drama 10: Theatre Production (2/4)
	DFT 11/12	Drama: Film and Television 11/12
	FNA 11/11A/B	Beaux-Arts 11/11A/B (2)
	AFF 11/12	Fondements de l'art 11/12
	UHLD 11/12	Highland Dancing 11/12
	IBAHS 11/12	IB Art History (SL) 11/12
	IBARH 11/12 A/B	IB Art/Visual Arts (HL) 11/12 A/B
	IBARS 11/12	IB Art/Design (SL) 11/12
	IBF 11/12	IB Film (SL) 11/12
	IBTAH 11/12A	IB Theatre Arts (HL) 11/12A
	IBTAS 11/12	IB Theatre Arts (SL) 11/12

Subject Area	Course Code	Course
	IBMCH 11/12A	IB Music (HL) 11/12A
	IBMCS 11/12	IB Music (SL) 11/12
	UIOP 11/12	Piping and Drumming Qualification Board: Piping 11/12
	IMCB 11/12	Instrumental Music 11/12: Concert Band
	IMG 11/12	Instrumental Music 11/12: Guitar
	IMJB 11/12	Instrumental Music 11/12: Jazz Band
	IMOS 11/12	Instrumental Music 11/12: Orchestral
	TPAF 11/12	Interprétation théâtrale 11/12 jeu dramatique
	TPDSF 11/12	Interprétation théâtrale 11/12 mise en scène et scénarisation
	UIDC 10/11/12A/B	ISTD: Cecchetti 10/11/12A/B
	UIDB 11/12A/B	ISTD: Imperial Ballet 11/12A(2)/B
	UIDMT 10/11/12	ISTD: Modern Theatre Dance 10/11/12
	ULMSD 11	LCM: Speech and Drama 11 (2)
	ULMA 11	LCM: Acting 11 (2)
	ULMD 11	LCM: Duologue 11 (2)
	ULMMT 11	LCM: Music Theatre (2)
	ULCM 10/11/12	London College of Music 10/11/12
	MCB 10	Music 10: Concert Band (2/4)
	MCC 10	Music 10: Concert Choir (2/4)
	MG 10	Music 10: General (2/4)
	MGR 10	Music 10: Guitar (2/4)
	MJB 10	Music 10: Jazz Band (2/4)
	MOS 10	Music 10: Orchestral Strings (2/4)
	MVJ 10	Music 10: Vocal Jazz (2/4)
	MCT 11/12	Music: Composition & Technology 11/12
	MCCF 10	Musique 10: Chorale de concert (2/4)
	MVJF 10	Musique 10: Chorale de jazz (2/4)
	MGF 10	Musique 10: Cours général (2/4)
	MGRF 10	Musique 10: Guitare (2/4)
	MOSF 10	Musique 10: Orchestre à cordes (2/4)
	MCBF 10	Musique 10: Orchestre d'harmonie (2/4)
	MJBF 10	Musique 10: Orchestre de jazz (2/4)
	CMCCF 11/12	Musique chorale 11/12: Choeur de concert
	CMJVF 11/12	Musique chorale 11/12: Jazz vocal
	MCTF 11/12	Musique: Composition et technologie 11/12
	IMJBF 11/12	Musique instrumentale: Ensemble de jazz

Subject Area	Course Code	Course
		11/12
	IMGF 11/12	Musique instrumentale: Guitare 11/12
	IMOSF 11/12	Musique instrumentale: Orchestre à cordes 11/12
	IMCBF 11/12	Musique instrumentale: Orchestre d'harmonie 11/12
	UNAT 10	NADT: Tap 10
	TPRF 11	Production théâtrale 11
	TPRMF 12	Production théâtrale 12: Gestion théâtrale
	TPRTF 12	Production théâtrale 12: Technique théâtrale
	URMSD 10/11/12	RCM: Speech Arts and Drama 10/11/12
	URAD 10/11/12A/B	Royal Academy of Dance 10/11/12A/B
	UMRC 10/11/12	Royal Conservatory Music 10/11/12
	SACS 11/12	Studio Arts 11/12: Ceramics and Sculpture
	SADP 11/12	Studio Arts 11/12: Drawing and Painting
	SAFF 11/12	Studio Arts 11/12: Fabric and Fibre
	SAPG 11/12	Studio Arts 11/12: Printmaking and Graphic Design
	TPA 11/12	Theatre Performance 11/12: Acting
	TPDS 11/12	Theatre Performance 11/12: Directing and Script Development
	TPR 11	Theatre Production 11
	TPRT 12	Theatre Production 12: Technical Theatre
	TPRM 12	Theatre Production 12: Theatre Management
	UTCD 10/11/12	TrinityGuildhall: Drama 10/11/12
	UTCEC 10/11/12	TrinityGuildhall: Communications 10/11/12 (2)
	UTCM 10/11/12	Trinity Guildhall: Music 10/11/12
	UTCMT 10/11/12	Trinity College: Musical Theatre 10/11/12
	UTCPA 10/11/12	Trinity Guildhall: Performance Arts 10/11/12
	UTCSD 10/11/12	Trinity Guildhall: Speech and Drama 10/11/12
	UMVC 10/11/12	Victoria Conservatory Music 10/11/12
	VAC 10	Visual Arts 10: Ceramics and Sculpture (2/4)
	VAD 10	Visual Arts 10: Drawing and Painting (2/4)
	VAG 10	Visual Arts 10: General (2/4)

Subject Area	Course Code	Course
	VAM 10	Visual Arts 10: Media Arts (2/4)
	VAMT 11/12	Visual Arts: Media Arts 11/12

Subject Area	Course Code	Course
Applied Skills 10, 11, or 12 *Credit Value: 4* *(except where noted)*	UX4H 11/12	4-H 11/12
	UABEA 11	ABE Advanced Accounting 11
	UABEC 11	ABE Advanced Computer Studies 11
	UABEC 12	ABE Provincial Computer Studies 12
	AC 11	Accounting 11
	ACC 12	Accounting 12
	UAWPM 12	Advanced Wood Products Manufacturing: Woodlinks 12
	APCSC 12	AP Computer Science AB 12
	APCSC 12A	AP Computer Science A 12
	BCAF 11	Applications informatiques de gestion 11
	ASK 11/11A/B	Applied Skills 11/11A/B (2)
	AST 12A/B/C/D	Auto Service Technician Level One 12A/B/C/D
	AT 11/12	Automotive Technology 11/12
	ATD 12	Automotive Technology 12: Engine and Drive Train
	ATE 12	Automotive Technology 12: Automotive Electricity and Electronics
	ATB 12	Automotive Technology 12: Body Repair and Finish
	UBMQ 11	Basic Military Qualifications 11
	UBTG 11A/B	Boating 11A (2)/B
	UBEP 11	Bold Eagle Program 11
	BCA 11	Business Computer Applications 11
	BEC 10	Business Education 10: Business Communications (2/4)
	BEE 10	Business Education 10: Entrepreneurship (2/4)
	BEF 10	Business Education 10: Finance and Economics (2/4)
	BEG 10	Business Education 10: General (2/4)
	BEM 10	Business Education 10: Marketing (2/4)
	BIM 12	Business Information Management 12
	CAFT 11/12	Cafeteria Training 11/12

Subject Area	Course Code	Course
	UCPC 11/12	Canadian Pony Club 11/12
	URCFA 11	Canadian Red Cross First Aid Instructor 11 (2)
	URCWS 11	Canadian Red Cross Water Safety Instructor 11 (2)
	CARP 12A/B/C	Carpentry Level One 12A/B/C
	CJ 11/12	Carpentry and Joinery 11/12
	CJR 12	Carpentry and Joinery 12: Residential Construction
	CJC 12	Carpentry and Joinery 12: Cabinet Construction
	CJF 12	Carpentry and Joinery 12: Furniture Construction
	CJW 12	Carpentry and Joinery 12: CNC Wood Processes
	CJP 12	Carpentry and Joinery 12: Woodcraft Products
	ICTCF 11/12	Communication numérique appliquée 11/12
	ASKF 11/11A/B	Compétences pratiques 11/11A//B
	COP 11/12	Comptabilité 11/12
	FAF 12	Comptabilité financière 12
	UCSA 10/11/12	Computer Certification 10/11/12
	IDF 11/12	Conception industrielle 11/12
	CKT 11A/B/C, 12A/B/C	Cook Training 11A/B/C or 12A/B/C
	ICTXF 11/12	Cours modulaire exploratoire 11/12
	DM 12	Data Management 12
	ICTMF 11/12	Développement de médias numériques 11/12
	DD11/12	Drafting and Design 11/12
	DDE 12	Drafting and Design 12: Engineering and Mechanical Drafting
	DDA 12	Drafting and Design 12: Advanced Design
	DDT 12	Drafting and Design 12: Technical Visualization
	DDH 12	Drafting and Design 12: Architecture and Habitat Design
	EC 12	Economics 12
	ECF 12	Économie 12
	HEFF 10	Économie domestique 10:

Subject Area	Course Code	Course
		Alimentation/Économie domestique 10: Alimentation et Nutrition (2/4)
	HEGF 10	Économie domestique 10: Cours général (2/4)
	HESF 10	Économie domestique 10: Étude de la famille (2/4)
	HETF 10	Économie domestique 10: Textiles (2/4)
	BECF 10	Éducation aux affaires 10: Communications d'affaires (2/4)
	BEGF 10	Éducation aux affaires 10: Cours général (2/4)
	BEEF 10	Éducation aux affaires 10: Entrepreneuriat (2/4)
	BEFF 10	Éducation aux affaires 10: Finance et économie (2/4)
	BEMF 10	Éducation aux affaires 10: Marketing (2/4)
	EL 11/12	Electronics 11/12
	ELAS 12	Electronics 12: Analog Systems
	ELDS 12	Electronics 12: Digital Systems
	ELR 12	Electronics 12: Robotics
	ENT 12	Entrepreneurship 12
	ENTF 12	Entrepreneuriat 12
	FAMF 10/11/12	Étude de la famille 10/11/12
	FDSF 10/11/12	Étude des aliments 10/11/12
	TEXF 10/11/12	Étude des textiles 10/11/12
	FM 10/11/12	Family Studies 10/11/12
	FA 12	Financial Accounting 12
	FNASK 11	Fine Arts and Applied Skills 11
	UXFA 11/12	First Aid 11/12 (2)
	UBFL 11/12	Fitness Leader 11/12
	FDS 10/11/12	Food Studies 10/11/12
	FDN 10/11/12	Foods and Nutrition 10/11/12
	CAFTF 11/12	Formation en restauration 11/12
	FPC 11A/B/C 12A/B/C	Formation professionnelle des cuisiniers Niveau Un 11A/B/C, 12A/B/C
	TEDF 10	Formation technologique 10: Conception industrielle (2/4)
	TEGF 10	Formation technologique 10: Cours général (2/4)
	TEEF 10	Formation technologique 10: Électronique

Subject Area	Course Code	Course
		(2/4)
	TECF 10	Formation technologique 10: Mécanique (2/4)
	TEMF 10	Formation technologique 10: Travail des métaux (2/4)
	TEWF 10	Formation technologique 10: Travail du bois (2/4)
	BIMF 12	Gestion de l'information d'entreprise 12
	DMF 12	Gestion des données 12
	UGSR 11	Ground Search and Rescue (Provincial Emergency Program) 11 (2)
	HES 10	Home Economics 10: Family Studies (2/4)
	HEF 10	Home Economics 10: Foods (2/4)
	HEG 10	Home Economics 10: General (2/4)
	HET 10	Home Economics 10: Textiles (2/4)
	HS 11A/B/C, 12A/B/C	Human Services 11A/B/C, 12A/B/C
	IBBOH 11/12A	IB Business and Management (HL) 11/12A
	IBBOS 11/12	IB Business and Management (SL) 11/12
	IBCSH 11/12A/B	IB Computer Science (HL) 11/12A/B (2)
	IBCSS 11/12	IB Computer Science (SL) 11/12
	IBDT 11/12	IB Design Technology (SL) 11/12
	IBITS 11/12	IB Information Technology in a Global Society (SL) 11/12
	ICTC 11/12	ICT: Applied Digital Communications 11/12
	ICTS 11/12	ICT: Computer Information Systems 11/12
	ICTP 11/12	ICT: Computer Programming 11/12
	ICTM 11/12	ICT: Digital Media Development 11/12
	ICTX 11/12	ICT: Modular Survey Course 11/12
	ID 11/12	Industrial Design 11/12
	INT 10/11/12	Information Technology 10(2/4)/11/12
	MIF 12	Innovation en gestion 12
	UIWPM 12	Introductory Wood Products Manufacturing: Woodlinks 12
	MI 12	Management Innovation 12
	MK 11/12	Marketing 11/12
	MKF 12	Marketing 12
	UXFD 12	Medic First Aid 12 (2)
	MFM 11/12	Metal Fabrication and Machining 11/12
	MFMF 12	Metal Fabrication and Machining 12:

Subject Area	Course Code	Course
		Advanced Fabrication
	MFMM 12	Metal Fabrication and Machining 12: Advanced Machining
	MFMW 12	Metal Fabrication and Machining 12: Advanced Welding
	MFMJ 12	Metal Fabrication and Machining 12: Art Metal and Jewellery
	MFMC 12	Metal Fabrication and Machining 12: CNC Processes
	MFMY 12	Metal Fabrication and Machining 12: Forging and Foundry
	MFMS 12	Metal Fabrication and Machining 12: Sheet Metal
	UOCT 11A/11B/11C	Occupational Certification: Tourism 11A/B/C
	UOB 11	Outward Bound 11
	ICTPF 11/12	Programmation par ordinateur 11/12
	URP 11	Raven Programme 11
	ICTSF 11/12	Systèmes informatiques 11/12
	INTF 10	Technologie de l'information 10
	TED 10	Technology Education 10: Drafting and Design (2/4)
	TEE 10	Technology Education 10: Electronics (2/4)
	TEG 10	Technology Education 10: Mechanics (2/4)
	TEC 10	Technology Education 10: Mechanics (2/4)
	TEM 10	Technology Education 10: Metalwork (2/4)
	TEW 10	Technology Education 10: Woodwork (2/4)
	TEX 10/11/12	Textile Studies 10/11/12
	TXT 10/11/12	Textiles 10/11/12
	TRM 11/12	Tourism 11/12
	TRMF 11/12	Tourisme 11/12
	WELD 11A/B/C, 12A/B/C	Welding 11A/B/C, 12A/B/C

Subject Area	Course Code	Course
Physical Education 10 *Credit Value: 4*	EPH 10	Éducation physique 10
	PE 10	Physical Education 10

Subject Area	Course Code	Course
Planning 10 *Credit Value: 4*	PLANF 10	Planification 10
	PLAN 10	Planning 10

Subject Area	Course Code	Course
Graduation Transitions *Credit Value: 4*	GTF	Transition vers l'après-secondaire
	GT	Graduation Transitions

9. Prerequisites and/or Co-requisites

There are no ministry prerequisites for senior secondary courses; however, students are usually expected to complete the lower-level course before enrolling in the next level. Schools, in consultation with parents and students, make appropriate placement decisions.

10. Other Types of Programs

Career Programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school coursework with a work experience component. There are four types of career programs that appear on British Columbia transcripts: Secondary School Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation. types (http://www.bced.gov.bc.ca/careers/cpschool.htm).

Yukon School Completion Certificate

The Yukon School Completion Certificate is awarded to students who meet the goals of their educational program other than graduation. This can include students with Individual Education Plans or students who meet other criteria established by their local school board. The School Completion Certificate is a specifically designed certificate, distinct from the Graduation Certificate.

The Ministry of Education provides a transcript showing all credit and locally developed (non-credit) courses completed that also contains a statement indicating the student has been issued

a School Completion Certificate. The Transcript of Grades provides prospective employers and post-secondary institutions with relevant information about student accomplishments.

11. Assessment of Out-of-Province and/or Foreign Studies

Decisions regarding the assessment and placement of out-of-province and foreign students are made within each school district. Most often, school placement recommendations are made by a district or school administrator. If additional information is needed, the International Credential Evaluation Service (ICES) can be contacted. ICES was established as a national service evaluating international education credentials and is operated by the British Columbia Institute of Technology.

Further information about ICES: http://www.bcit.ca/ices

Ministry of Education: http://www.gov.bc.ca/bced/

Course Information for the Graduation Program:
http://www.bced.gov.bc.ca/graduation/courseinfo/

Handbook of Procedures for the Graduation Program:
http://www.bced.gov.bc.ca/exams/handbook/

Part 2 – Summary of Course Content

12. English (First Language)

Required Courses

English Language Arts, Grades 8 to 12

The English Language Arts curriculum for Grades 8 to 12 provides students with opportunities to experience the power of language by dealing with a range of texts and with the full range of contexts and purposes associated with the use of language. This curriculum acknowledges that students learn and develop at different rates and that the time frame for literacy development will vary. The aim of English language arts in these grades is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. The overarching goals are for students to comprehend and respond to oral and written language critically, creatively, and articulately; to communicate ideas, information, and feelings critically, creatively, and articulately using various media; to think critically and creatively and to reflect on and articulate their thinking and learning; and to

develop a continuously increasing understanding of self and others. As students progress through the grade levels, the communication processes and materials used become more complex, and students are expected to produce increasingly sophisticated work.

English 12 First Peoples

English 12 First Peoples is one of three provincial courses available for students to satisfy the Grade 12 English language arts graduation program requirement. The course, which is designed to the same standards as English Language Arts 12, is intended for both Aboriginal and non-Aboriginal teachers and students. It represents an invitation to all learners to explore and discover First Peoples' world views through the study of literacy and informational text with local, Canadian, and international First Peoples' content.

Communications 11 and 12

The Communications 11 and 12 curriculum is designed for students who do not plan to pursue academic studies beyond Grade 12. The focus of this curriculum is to strengthen students' basic skills in comprehending and producing language so they are able to use language competently to understand and respond to communications in spoken, written, and visual forms. In these courses, students learn to use language appropriate to the situation, audience, and purpose in their lives and in the workplace. Students also explore Canadian and world literature as a way of understanding their literary and multicultural heritage.

Elective Courses

English Literature 12

The English Literature 12 curriculum provides a representative chronological survey of English literature from the Anglo-Saxon era to the present. The course encompasses a range of voices, including writing by men and women from various social classes and ethnic backgrounds. In addition to works originally written in English, the course includes translated literature from the classical and medieval periods. The curriculum emphasizes students' development of intellectual, aesthetic, and affective responses to text.

Technical and Professional Communications 12

In Technical and Professional Communications 12, students use collaborative processes similar to those employed in the workplace to address real or simulated communications challenges related to technical and professional issues. The outcomes require students to use a variety of traditional and current technologies to facilitate and enhance their work.

Writing 12

The curriculum for Writing 12 is found in the *Writing 11 Curriculum Guide (1981)* and provides extended opportunities for students to practise and refine their writing skills. The curriculum includes two options: Creative Writing and Journalism/Media. The Creative Writing option encourages students to study and write in traditional and experimental forms of story, poetry, and other types of descriptive and narrative writing.

13. French (First Language)

Required Courses

Français langue première, 8–12

The IRP for Français langue première, 8–12 is designed as a first-language program for francophone students qualifying under Section 23 of the *Canadian Charter of Rights and Freedoms*. It aims to develop and maintain a sense of cultural identity in francophone students. The learning outcomes are grouped into three main organizers:

- culture – allows students to develop an appreciation of their culture and to contribute to building a francophone community
- self and society – allows students to develop confidence, to think creatively and critically, and to use language to work with others
- communication – allows students to interact, to comprehend, and to respond to literary and informational communications, as well as to communicate ideas and information

The IRP sets curriculum standards that, to some extent, match those set by the Western and Northern Canadian Protocol in its *Common Curriculum Framework of Learning Outcomes for Français langue première, 8–12*.

14. English (Second/Additional Language)

The Ministry of Education provides English as a Second Language (ESL) supplementary funding to school districts that report eligible students needing English-language development support. Funding is available for up to five, not necessarily consecutive, years in Kindergarten to Grade 12. School districts may also offer board/authority-authorized (BAA) courses designed to address English-language development. Up to 12 elective credits of BAA ESL 10, 11, and 12 courses may be earned towards graduation.

15. French (Second/Additional Language)

Core French

The study of a second language is required in Grade 8 as part of the Grades 5 to 8 Language Education Policy mandate. In Grades 9 to 12, the study of a second language is optional. Core French is a program designed to enable non-French-speaking students to begin to understand and communicate in French, as well as to experience authentic French creative works and francophone cultures. The prescribed learning outcomes are grouped into four organizers:

- communicating
- acquiring information
- experiencing creative works
- understanding cultural influences

The IRP prescribes learning outcomes for each grade level (5 to 12) that reflect the fields of experience and experiential goals stated in the National Core French Study.

Note: Students enrolled in French First Language schools may be eligible for French as a Second Language (FSL) supplementary funding. Funding is available for up to five, not necessarily consecutive, years in Kindergarten to Grade 12.

16. French (Immersion) – Français langue seconde-immersion

Elective Courses

The French Immersion program is an intensive second-language program designed to produce functionally bilingual students by using French as the language of instruction. The learning outcomes of the language arts IRPs are grouped into three main organizers:

- communications – allows students to interact, to comprehend, and to respond to literary and informational communications, as well as to communicate ideas and information
- culture – allows students to value their own and other cultures, including cultures of the French-speaking world
- self and society – allows students to develop confidence, to think creatively and critically, and to use language to work with others

The secondary IRPs set curriculum standards that, to some extent, match those set by the Western and Northern Canadian Protocol in its *Common Curriculum Framework of Learning Outcomes for Français langue seconde-immersion, 8–12*.

17. Mathematics

Grade 9

Mathematics 9

Valid until September 2010

Thirty-seven prescribed learning outcomes are considered within four organizers and nine sub-organizers that include *problem solving*, *number* (number concepts), *number* (number operations), *patterns and relations* (patterns), *patterns and relations* (variables and equations), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), *probability and statistics* (data analysis), and *probability and statistics* (chance and uncertainty).

Note: Starting September 2009, the Western and Northern Canadian Protocol Common Curriculum Framework for K–9 Mathematics will be optionally implemented with full implementation in September 2010.

Twenty-two prescribed learning outcomes are considered within four organizers and eight sub-organizers that include *number*, *patterns and relations* (patterns), *patterns and relations* (variables and equations), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), *shape and space* (transformations), *statistics and probability* (data analysis), and *statistics and probability* (chance and uncertainty).

Grades 10 to 12

Valid until September 2010

Applications of Mathematics Pathway

This pathway is designed to prepare students for entrance into some university degree, certificate, diploma, continuing education, trades, or technical programs, none of which require calculus.

Applications of Mathematics 10

Twenty-six prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (relations and functions), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), and *statistics and probability* (data analysis).

Applications of Mathematics 11

Nineteen prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (measurement), and *statistics and probability* (data analysis).

Applications of Mathematics 12

Twenty-one prescribed learning outcomes are considered within four organizers and five sub-organizers that include *number*, *patterns and relations* (patterns), *shape and space* (measurement), *shape and space* (3-D objects and 2-D shapes), and *statistics and probability* (chance and uncertainty).

Essentials of Mathematics Pathway

This pathway is designed to provide students with the skills necessary to become informed citizens, to become confident in using mathematics in the workplace, and to prepare them for a limited number of vocational and trades programs.

Essentials of Mathematics 10

Thirty-four prescribed learning outcomes are considered within four organizers and seven sub-organizers that include *number* (spreadsheets), *number* (personal banking), *number* (wages, salaries, and expenses), *patterns and relations* (rate, ratio, and proportion), *space and shape* (trigonometry), *space and shape* (geometry project), and *statistics and probability* (probability and sampling).

Essentials of Mathematics 11

Sixteen prescribed learning outcomes are considered within four organizers and seven sub-organizers that include *number* (income and debt), *number* (personal income tax), *number* (owning and operating a vehicle), *number* (business plan), *patterns and relations* (relations and formulas), *shape and space* (measurement technology), and *statistics and probability* (data analysis and interpretation).

Essentials of Mathematics 12

Twenty-one prescribed learning outcomes are considered within three organizers and five sub-organizers that include *number* (personal finance), *number* (investments), *number* (government finances), *patterns and relations* (variation and formulas), and *shape and space* (design and measurement).

Principles of Mathematics Pathway

This pathway is designed for students who intend to pursue a career in mathematics or engineering or who wish to explore the theoretical, abstract side of mathematics.

Principles of Mathematics 10

Thirty prescribed learning outcomes are considered within six sub-organizers that include *number*, *patterns and relations* (patterns), *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (measurement), and *shape and space* (3-D objects and 2-D shapes).

Principles of Mathematics 11

Twenty prescribed learning outcomes are considered within two organizers and three sub-organizers that include *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), and *shape and space* (3-D objects and 2-D shapes).

Principles of Mathematics 12

Thirty-four prescribed learning outcomes are considered within three organizers and seven sub-organizers that include *patterns and relations* (patterns), *patterns and relations* (variables and equations), *patterns and relations* (relations and functions), *shape and space* (3-D objects and 2-D shapes), *shape and space* (transformations), and *statistics and probability* (chance and uncertainty).

Calculus 12

Principles of Mathematics 12 can lead into Calculus 12 that prepares students to take calculus at a post-secondary level and to write the University Challenge Examination.

Sixty-three prescribed learning outcomes are considered within nine sub-organizers that include *problem solving*; *overview of calculus*; *functions, graphs and limits* (functions and their graphs [limits]); *the derivative* (concepts and interpretations); *the derivative* (computing derivatives); *applications of derivatives* (derivatives and the graphs of the function); *applications of derivatives* (applied problems); *anti-differentiation* (recovering functions and their derivatives); and *anti-differentiation* (applications of anti-differentiation).

Note: Starting in September 2010, Applications of Mathematics, Essentials of Mathematics, and Principles of Mathematics will be de-listed as provincial curriculum. Starting in September 2010, students will have opportunities to complete courses in Apprenticeship and Workplace

Mathematics 10 to 12, Foundations of Mathematics and Pre-calculus 10, Foundations of Mathematics 11 and 12, and Pre-calculus 11 and 12.

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 workforce. Topics include algebra, geometry, measurement, number, and 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, number, logical reasoning, relations and functions, and statistics and probability.

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, and permutations, combinations and binomial theorem.

18. Science

Grades 9 and 10

Science 9

Lab-/Activity-oriented. Twenty-three prescribed learning outcomes are presented under four organizers and five sub-organizers coinciding with the Pan-Canadian Framework of Science Learning Outcomes: *process of science*, *life science* (reproduction), *physical science* (atoms, elements, and compounds), *physical science* (characteristics of electricity), and *earth and space science* (space exploration).

Science 10

Lab-/Activity-oriented. Twenty-three prescribed learning outcomes are presented under four organizers and six sub-organizers coinciding with the Pan-Canadian Framework of Science

Learning Outcomes: *process of science*, *life science* (sustainability of ecosystems), *physical science* (chemical reactions and radioactivity), *physical science* (motion), *earth and space science* (energy transfer in natural systems), and *earth and space science* (plate tectonics).

Grades 11 or 12

Biology 11

Lab-oriented. The course is organized under three themes: unity and diversity, evolution, and ecological relationships. Seventeen prescribed learning outcomes are grouped under seven organizers and nine sub-organizers: *processes of science*, *taxonomy*, *evolution*, *ecology*, *microbiology* (viruses), *microbiology* (kingdom Monera), *plant biology*, and *animal biology*.

Chemistry 11

Lab-oriented. Thirty-six prescribed learning outcomes are presented under seven organizers: *skills and processes of chemistry*, *the nature of matter*, *mole concept*, *chemical reactions*, *atomic theory*, *solution chemistry*, and *organic chemistry*.

Physics 11

Lab-oriented. Eighteen prescribed learning outcomes are organized under nine organizers: skills, methods and nature of physics, wave motion and geometrical optics, kinematics, forces, Newton's Laws, momentum, energy, special relativity and nuclear fission and fusion.

Earth Science 11

Lab-oriented. Sixteen prescribed learning outcomes are presented under six organizers: *introduction to earth and space science*, *astronomy*, *earth materials* (rocks and minerals), *geological time, internal processes and plate tectonic theory*, and *surface processes and the hydrosphere*.

Forests 11

Lab-/Activity-oriented. Prescribed learning outcomes are grouped under nine organizers: *forests and society*, *forest ecology*, *plants*, *trees*, *animals*, *measurement*, *forest resources*, *land-use planning*, and *forest management*.

Note: This course will be superseded by Sustainable Resources 11 in September 2009.

Sustainable Resources 11

Sustainable Resources 11 is a survey course structured on six topic-based curriculum organizers: agriculture, fisheries, forestry, mining, energy, and career opportunities. Each resource organizer was selected because of its importance to the economy and to society in British Columbia.

Science and Technology 11

Issues-oriented. Prescribed learning outcomes are grouped under two modules (science module and technology module) with a total of ten organizers. Students are required to take a minimum of two organizers from each of the modules. The organizers include *science* (agriculture), *science* (applied chemistry), *science* (forensics), *science* (health), *science* (natural resources and the environment), *technology* (computers and communication), *technology* (home and technology), *technology* (personal technologies), *technology* (space exploration), and *technology* (transportation).

Applications of Physics 11

Applications-oriented with an emphasis on relevancy and everyday relationships. Thirty-five prescribed learning outcomes are grouped under four organizers and ten sub-organizers: *mechanical systems* (force), *mechanical systems* (energy), *mechanical systems* (energy), *fluid systems* (pressure), *fluid systems* (rate), *fluid systems* (energy), *thermal systems* (temperature), *thermal systems* (rate and resistance), *electrical systems* (fundamentals), and *electrical systems* (circuits).

Biology 12

Lab-oriented. Twenty-nine prescribed learning outcomes are grouped under three organizers and thirteen sub-organizers: *processes of science*, *cell biology* (cell structure), *cell biology* (cell compounds and biological molecules), *cell biology* (DNA replication), *cell biology* (protein synthesis), *cell biology* (transport across cell membrane), *cell biology* (enzymes), human biology (digestive system), *human biology* (circulatory system), *human biology* (respiratory system), *human biology* (nervous system)*, human biology* (urinary system), and *human biology* (reproductive system).

Chemistry 12

Lab-oriented. Forty-nine prescribed learning outcomes are grouped under five organizers: *reaction kinetics*, *dynamic equilibrium*, *solubility equilibria*, *nature of acids and bases*, and *acids and bases*: quantitative problem solving, applications of acid–base reactions, oxidation–reduction, and applications of redox reactions.

Physics 12

Lab-oriented. Twenty-two prescribed learning outcomes are grouped under twelve organizers: *experiments and graphical methods*, *vectors*, *kinematics*, *dynamics*, *work*, *energy and power*, *momentum*, *equilibrium*, *circular momentum*, *gravitation*, *electrostatics*, *electric circuits*, and *electromagnetism*.

Geology 12

Lab-oriented. Twenty-one prescribed learning outcomes are grouped under five organizers: *earth materials* (rocks and minerals), *earth resources*, *geological time*, *internal processes and plate tectonic theory*, and *surface processes and the hydrosphere*.

Applications of Physics 12

Applications-oriented with an emphasis on relevancy and everyday relationships. Nineteen prescribed learning outcomes are grouped under five organizers: *transformers*, *momentum*, *transducers*, *waves and vibrations*, and *electricity and magnetism*.

Forests 12

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes are grouped under ten organizers: *management perspectives*, *forest ecology*, *soils*, *resource inventory*, *harvest planning*, *harvesting operations and site preparation*, *reforestation*, *stand-tending*, *insects and diseases*, and *fire management*.

Note: This course will be superseded by Sustainable Resources 12 in September 2009.

Sustainable Resources 12

Sustainable Resources 12 has four separate modules that are taught as four distinct courses. Students can explore, at a detailed level, one of the following four resource topics: agriculture, fisheries, forestry, or mining. Content related to jobs and careers is integrated throughout each of the four courses in order to emphasize the importance of these resources to British Columbia and to promote awareness of opportunities for students.

19. Social Studies

Required Courses

Social Studies 9

History of Canada to 1815: nation building and social order in Europe; industrialization in Europe and North America; colonialism, imperialism, and nationalism; relationship between Aboriginal Canadians and European settlers; growth of fur trade; geographic regions of North America; and development of individual and group identity.

Social Studies 10

Canada: 1815–1914: evolution of responsible government; Confederation; changing relationships of Aboriginal peoples; development of the West to 1914; geographical factors in the development of Canada; immigration; changing roles of women and families; Canada's economic activities; Canadian regional geography; resource and environmental management; global and Pacific Rim trade; and Canadian identity.

Social Studies 11

Canada in the 20th Century: social, cultural, political, legal, economic, and environmental issues facing Canadians; Canadian and global citizenship; Canada in the world community; the Canadian identity; the roles, rights, and responsibilities of citizens in a democratic society; the fundamental principles of law in Canada; Canada's regional, cultural, and ethnic diversity; national and international economic forces; the interrelationship between human beings and the world around them.

Civic Studies 11

A study in civics that includes drawing on past historical events and how these events relate to, have affected, and affect issues in the present day and in the future. Students learn to become mindful of connections to the civic world and their responsibilities as members of various local and global communities, informed decision makers on matters of public concern, active citizens of Canada and the world, responsible agents of change, participants in socially relevant projects, and real-life learners for the purpose of developing civic mindedness.

Yukon First Nations Studies 12

A study of the traditions and history of Yukon's First Nations peoples. The course focuses on the richness and diversity of First Nations languages and cultures within their own context; studies

the sophisticated, organized, self-sufficient societies of Yukon First Nations; explores First Nations art as a total cultural expression; develops an awareness of human rights and freedoms as they pertain to First Nations; develops an understanding of and appreciation for First Nations values and beliefs.

Elective Courses

Law 12

Canadian legal system: legal decision making; rights and freedoms; criminal law; tort law; family law; contract law; achieving independence (housing, health care, work, consumer protection and credit, inheritance, motor vehicle issues, and obtaining legal assistance); and current issues.

Geography 12

The interrelationship of people, places, and resources: human and physical systems; resource management and resource sustainability; local, regional, and global perspectives on environmental issues; the five themes of geography (location, place, human and physical interactions, movement, and regions); systems of Earth (weather, climate, tectonic processes, and gradation processes); and geographic literacy.

History 12

Modern world history: geopolitical events, social change, economic developments, technological progress, and ideologies from 1919 onward; the world of 1919; the USA, USSR, and China as world powers; the Great Depression; the effects of mass production and technological change; the interwar period; World War II and the post-World War II period; the role of the individual in history; the nature of conflict and conflict resolution; contemporary historiography; the growth of internationalism in the 20th century; the changing role of the individual in society; the changing role of women in global events; and the end of the Cold War to 1991.

Comparative Civilizations 12

The interrelationships among art, culture, and civilization: study and comparison of various past and contemporary cultures and civilizations through the analysis of political, social, economic, and cultural structures; examination of elements of culture such as belief systems, gender roles, and power and authority; understanding the basic concepts of art, culture, and civilization and their relationship to each other; examination of approaches to aesthetic inquiry; extension of critical- and creative-thinking skills; appreciation of the diversity of world views and cultures and recognition of the values inherent in those cultures.

Social Justice 12

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyze situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. The course includes an emphasis on action, providing opportunities for students to examine models of social change and implement strategies to address social injustice, while at the same time providing opportunities for students to examine their own beliefs and values, as well as the origins of those beliefs. Social Justice 12 builds on students' innate sense of justice, motivating them to think and act ethically and empowering them to realize their capacity to effect positive change in the world.

20. Other Courses

Note: All of the following courses are credit courses.

Languages Other than French

Ministry-developed language courses offered in addition to Core French are American Sign Language, German, Japanese, Mandarin Chinese, Punjabi, and Spanish.

Note: There are a number of other provincially approved language courses that have been developed by school districts, community groups, or boards using the ministry's Languages Template.

Every curriculum endorses what is commonly referred to as the communicative-experiential approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only, providing some useful strategies to facilitate communication and comprehension.

In following the communicative-experiential approach, prescribed learning outcomes in the curriculum are expressed in terms of tasks to be performed, not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

The components of the curriculum are categorized under four organizers. These organizers are based on the common reasons people have for wanting to learn a second language and have been used to group the learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources. The four curriculum organizers are as follows:

- communicating – to communicate with other people
- acquiring information – to acquire information for a purpose
- experiencing creative works – to experience creative works for enjoyment
- understanding culture and society – to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow developers of language programs to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language and are integrated into most learning activities.

Each language curriculum also includes an introductory Grade 11 course designed especially for students who have not previously studied that particular language in Grades 5 to 10. It is an intensive learning experience designed to provide students with an introduction to the language and culture being studied, as well as to provide a solid foundation for further study. Although Introductory Grade 11 is usually offered in Grade 11, to alleviate scheduling pressure on students during their final two years, it may be offered at the Grade 10 level. It incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for Grades 5 to 10. This reflects the fact that Introductory Grade 11 is designed to provide students with an equivalent preparation for Grade 11 and Grade 12 courses. A major consideration, therefore, is to relate the emerging language skills of students who are new to the study of the language to their actual ages, real-life experiences, and prior knowledge. In addition to the activities suggested in the introductory Grade 11 course, teachers can adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

For additional information, including the names of languages developed through the Ministry Languages Template process, as well as contact information, please check the ministry website at http://www.bced.gov.bc.ca/irp/irp.htm.

Applied Skills Courses

The term *applied skills* refers to a large suite of courses in the subject areas of business education, home economics, and technology education.

Business Education

The Business Education curricula for Grades 8 to 12 present a sequence of business concepts and skills development that responds to students' increasing sophistication, skill levels, and awareness of business within the home, school, community, and global marketplace. The documents provide a framework within which a variety of perspectives may be integrated, including those of small business, corporate business, workers, labour unions, and

entrepreneurs. The viewpoints of employees, consumers, and employers are also considered. High ethical and environmental standards for the workplace and for business and consumer practices are emphasized. Business Education 8 to 10 documents can be found at http://www.bced.gov.bc.ca/irp/bused810.pdf. Business Education 11 and 12 and Economics 12 documents can be found at http://www.bced.gov.bc.ca/irp/bused1112.pdf.

Home Economics

Home economics for Grades 10, 11, and 12 can satisfy the British Columbia graduation requirement for an applied skills or fine arts course at Grades 10, 11, or 12. Effective September 2008, a revised Home Economics curriculum for Grades 8 to 12 is available for optional implementation. This revised curriculum will supersede all previous Home Economics curricula as of September 2009. This curriculum includes three course options:

- Foods and Nutrition (available for Grades 8 to 12)
- Textiles (available for Grades 10 to 12)
- Family Studies (available only for Grades 10, 11, and 12)

The revised Home Economics curriculum offers both Foods and Nutrition and Textiles as concentrated courses of 4 credits at the Grades 9 through 12 levels. Family Studies 10 to 12 has been developed using a modular approach, allowing teachers to combine the 2-credit individual modular courses to make up a 4-credit course based on student interest as well as teacher interest and expertise. The aim of these curricula is to provide opportunities for students to develop knowledge, skills, and attitudes that have immediate and future applications in their personal and home lives, as well as in key sectors of local and global economies. Home Economics 8 to 12 curriculum is available at http://www.bced.gov.bc.ca/irp/irp_appskills.htm.

Technology Education

The goal of the diverse Technology Education curricula for Grades 8 to 12 is to assist students to develop the technological literacy and lifelong learning patterns they need to live and work effectively. To achieve this, each of the Technology Education curriculum documents provides a framework for students to learn how to design and construct solutions to real-world problems and opportunities to put into practice what they have learned. Technology education fosters the development of skills and attitudes that increase the social and ethical issues of technological advances. To view the curriculum documents available for Technology Education 8 to 12, please check the Central Integrated Resource Packages page at http://www.bced.gov.bc.ca/irp/irp.htm.

Fine Arts

The term *fine arts* refers to a large suite of courses in the subject areas of dance, drama, music, and visual arts. The fine arts subjects provide opportunities for students to represent their learning in creative and personally meaningful ways. Through creating, performing, perceiving, and responding to artworks, students develop skills and abilities to express their ideas and emotions.

Dance

The Dance curricula for Grades 8 to 12 provide students with opportunities to extend their creative, expressive, and technical abilities in dance performance and dance choreography. Students create movements and choreograph dance sequences in response to sound and music and for specific purposes and performance venues. The presentation and performance of dance includes the development of skills and attitudes appropriate to dance experiences as a performer and an audience member. Students apply the principles of fitness, health, and safety to their dance and movement experiences. Analyzing the roles of the dancers in a specific dance, critiquing the work of self and others, developing an awareness of career opportunities in dance, and learning about the historical and cultural contexts of dance are also aspects of the Grades 8 to 12 Dance curricula.

Drama

The Drama curricula for Grades 8 to 12 provide students with opportunities to examine human experiences through imagined roles and situations. Students are encouraged to explore, express, and reflect on their thoughts, feelings, and ideas through their participation in drama. Drama programs may focus on theatre performance (acting, directing, and script development), theatre production (technical theatre and theatre management), and film and television. They learn drama skills, such as using the body and voice expressively, maintaining concentration while portraying a character and creating a setting for a drama experience. Students learn to experience, respond to, and reflect on the cultural, historical, and social contexts of drama. Investigating various career possibilities in which drama skills and knowledge may be useful is also part of the drama program in these grades.

Music

The Music curricula for Grades 8 to 12 enable learners to explore, create, perceive, and communicate through music. Students explore the structure of music, expressive properties, and form as they create or compose, listen to, and perform music. They learn about the historical and cultural contexts of music, as well as the appropriate skills and attitudes for music experiences as a performer and as an audience member. They become aware of health and safety issues associated with the performance of music as well as the career opportunities related to music. Students in Grades 8 to 12 expand their music knowledge, skills, and attitudes

through music programs, which may include choral music (concert choir, vocal jazz), instrumental music (concert band, jazz band, guitar, orchestral strings), composition and technology, and general music.

Visual Arts

The Visual Arts curricula for Grades 8 to 12 provide opportunities for all students to perceive, respond to, create, and communicate through images. The visual arts programs may present focus areas, including art foundations, studio arts (painting and drawing, ceramics and sculpture, printmaking and graphic design, and fabric and fibre), and media arts. Students learn to analyze and use a variety of techniques, design strategies, materials, and processes to create 2-D and 3-D images. They solve design problems considering the intended form and purpose of an artwork. Students identify characteristics of artworks from a variety of cultures and historical eras and incorporate selected elements into their own artworks to create effects or moods. Students apply safety and environmental considerations while creating their artworks. Visual arts programs also include investigation into visual arts and arts-related careers, as well as the roles of artists and artworks in society.

To view the various Fine Arts curriculum documents, please go to the ministry website at http://www.bced.gov.bc.ca/irp/irp.htm.

Health and Career Education

Health and Career Education 8 and 9

Health and career education is a required area of study from Kindergarten to Grade 9. In Health and Career Education 8 and 9, students continue learning about the importance of making informed decisions about their lifelong health and the skills necessary for developing and maintaining a healthy lifestyle. They will also learn to assess information about the short-term and long-term consequences of their health decisions for themselves and for their families, their peers, and the society at large. General health topics relating to healthy living, healthy relationships, safety and injury prevention, as well as substance misuse prevention are covered. In addition, students extend their career exploration from the elementary years by continuing to investigate a wide variety of career options and by thinking about the sustainability of those careers for their own lives. Employability skills are emphasized (for example, those skills developed through a variety of school and community activities that can be transferred to a range of situations, including future careers). Students are also introduced to the Grade 10 requirements of the graduation program to assist them in planning for the remainder of their secondary school years. For more information, go to http://www.bced.gov.bc.ca/irp/hce89.pdf.

Planning 10

Planning 10 is an extension of the curricula for Health and Career Education 8 and 9. Students must complete Planning 10 in order to satisfy provincial graduation requirements. With twenty-eight prescribed learning outcomes and four distinct curriculum organizers, Planning 10 is designated as a 4-credit course. It is not possible to obtain partial credit for this course. The aim of Planning 10 is to enable 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. Planning 10 provides opportunities for students to plan for successful learning in the graduation program, explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, as well as begin planning for their transition beyond secondary school. Planning 10 provides relevant and experiential learning opportunities for students to develop those skills, attitudes, and behaviours that will allow them to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential. The overall intent of Planning 10 is to address a broad range of health, education, and career topics, as well as support students in making informed decisions about Grades 11 and 12 elective options, their work in relation to Graduation Transitions, and possible post-secondary options. For more information, go to http://www.bced.gov.bc.ca/irp/plan10.pdf.

Graduation Transitions

Graduation Transitions is a program rather than a course per se. It is introduced in Planning 10 and completed during Grades 10-12, and is required for graduation. Like a course, it has a number of requirements in the form of learning outcomes that students must meet. Unlike a traditional course, the requirements can be met in a variety of ways. Graduation Transitions is intended to help prepare students for a successful transition to life after secondary school by requiring that students demonstrate that they have met requirements in Personal health (maintaining a personal health plan and participating in at leat 150 minutes per week of moderate to vigorous physical activity in each of Grades 10, 11 and 12), Community Connections (participating in at least 30 hours of work experience and/or community service, and describing what was learned), and Career and Life (completing a transition plan for life after secondary school, and presenting selected components of their transition plan to members of the school or community). (http://www.bced.gov.bc.ca/graduation/grad-transitions/prog_guide_grad_trans.pdf)

Physical Education

Physical Education 9

In British Columbia, physical education is a required area of study from Kindergarten to Grade 10. Effective September 2008, a revised Physical Education curriculum for Grades 8 to 10 is

available for optional implementation. This revised curriculum will supersede all previous Physical Education 8 to 10 curricula as of September 2009. With sixteen broad prescribed learning outcomes and their associated achievement indicators under the umbrella of three curriculum organizers (*active living*, *movement*, and *safety, fair plan, and leadership*), the aim of Physical Education 9 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. The Physical Education 9 curriculum provides opportunities for all students to continue developing their non-locomotor movement skills, locomotor movement skills, and manipulative movement skills in order to gain an appreciation for and enjoyment of movement in a variety of activities (for example, individual and dual activities, games, and rhythmic movement activities including dance and gymnastics). Physical Education 9 contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

Physical Education 10

Physical Education 10 is an extension of the curricula for physical education from Kindergarten to Grade 9. Physical Education is a required area of study from Kindergarten to Grade 10. Students must complete Physical Education 10 in order to satisfy provincial graduation requirements. Effective September 2008, a revised Physical Education curriculum for Grades 8 to 10 is available for optional implementation. This revised curriculum will supersede all previous Physical Education 8 to 10 curricula as of September 2009. With fourteen broad prescribed learning outcomes and their associated achievement indicators under the umbrella of three curriculum organizers (*active living*, *movement*, and *safety, fair plan, and leadership*), the aim of Physical Education 10 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. The Physical Education 10 curriculum provides opportunities for all students to continue developing their non-locomotor movement skills, locomotor movement skills, and manipulative movement skills in order to gain a lifelong appreciation for and enjoyment of movement in a variety of activities (for example, individual and dual activities, games, and rhythmic movement activities including dance and gymnastics). Physical Education 10 contributes to students' future capacity to lead active, healthy, responsible, and productive adult lives, allowing them to maximize their personal enjoyment of life and to minimize their risk of developing health problems associated with a sedentary lifestyle.

Physical Education 11 and 12

The curriculum for Physical Education 11 and 12, regarded as elective courses for both the 1995 and 2004 graduation programs, is organized under the same three curriculum organizers as Physical Education 8 to 10: *active living, movement,* and *personal and social responsibility*. Physical Education 11 and 12 are considered applied skills courses for students on the 1995

graduation program. Physical Education 10, 11, and 12 are not applied skills courses for students on the 2004 graduation program.

Athapaskan

Athapaskan 11

This first-year Southern Tutchone Athapaskan course focuses on conversational skills based on cultural activities, transcription, listening and speaking practice, and exercises in the sound system. It is offered in conjunction with the Yukon Native Language Centre, Yukon College.

Athapaskan 12

The second-year Southern Tutchone Athapaskan course emphasizes advanced conversational skills, grammar studies, and some reading and writing practice. This course is offered in conjunction with the Yukon Native Language Centre, Yukon College.

Correspondence Courses

Individual British Columbia correspondence courses and full programs of study are available for Yukon students whose needs cannot be met through other programs available in the Yukon.

Teen Parent Program

This is a flexible program designed to assist young parents in the completion of their secondary education, and to provide practical skills in parenting and child care.

Experiential Education

The Yukon Department of Education strongly endorses course and program organization that provides opportunities for actively engaging secondary students in their learning through experience-based learning opportunities. To do this, many schools have organized school-within-a-school programs to include experiential activities as a basis for the instructional strategies used by the teachers and learning opportunities for the students.

Some of the shared programs available to all students (and offered in Whitehorse) include: ACES 10, Experiential Science 11, Music, Art and Drama (M.A.D.) 9/10, M.A.D. 11/12, and F.E.A.S.T 10. These provide a semester-long program offering in-depth knowledge and field experiences along the themes of(Yukon First Nation history and culture)???, research and field study methods in science, outdoor education, performing arts, and commercial food preparation. Students receive recognized credit for approved courses of study in the curriculum.

Outdoor Education 9 (OPES; PASE; SASE)

This course emphasizes the development of an understanding and appreciation of the wilderness environment through classroom and outdoor pursuits activities, including three major wilderness trips during the course of the year. Activities include orienteering, map and compass, rock climbing, cross country skiing, backpacking, telemark skiing, kayaking and cycling. Yukon First Nations history and culture, ecological stewardship (Leave No Trace Camping), Social Studies and Science curriculum are woven into these grade nine learning opportunities

21. Contact Information

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Notes:

1. Students who began Grade 10 before July 1, 2004, are on the 1995 graduation program. Students who began Grade 10 on or after July 1, 2004, are on the 2004 graduation program. The 1995 graduation program includes Grades 11 and 12, whereas the 2004 graduation program includes Grades 10 to 12. Each of these programs has its own requirements for graduation, including required courses and examinations. Differences between the programs are highlighted throughout this document, as appropriate.

2. Graduation Transitions is an element in the 2004 graduation program that acknowledges the fact that students need more than academic skills in order to make successful transitions beyond Grade 12. This is a new type of assessment. It requires that students demonstrate their competence in areas that are critical for success in the world beyond Grade 12, areas not traditionally measured in the provincial examination program.