



# Secondary Education in Canada: A Student Transfer Guide

9<sup>th</sup> Edition, 2004–05

## Preface

Each year thousands of Canadian secondary school students transfer from one province to another. One of the major concerns associated with such transfers is the continuity of the students' education; that is, will it be possible to enter studies in the new school without gaps or duplications? Will it be possible to complete school in the same number of years as if the transfer had not taken place?

This document has been prepared to assist receiving schools in placing secondary students so that their education can be as continuous as possible. The information for each jurisdiction is divided into two parts:

### Summary statement

**Part 1** provides information on secondary education in each of the ten provinces and three territories. Principals receiving students from another province or territory will find it valuable to refer to this section for the meaning of specific terms, systems of course numbering, credit requirements, examinations and grading practices, pattern of school organization, curriculum organization, and requirements for graduation.

The information for each jurisdiction is presented under the following eight headings:

1. Introduction
2. Organization of School System
3. Explanation of Terms Used
4. Course Designation
5. Time Allotments and Course Load
6. Curriculum Organization
7. Testing and Grading Practices
8. Requirements for Graduation

## Summary of course content

**Part 2** contains course descriptions to facilitate the placement of students. An outline is provided of required and elective courses in core academic subject areas for the 2004-2005 academic year. The name of each course is followed by the abbreviation and the course code that appear on the student's transcript. Some jurisdictions have included courses that are in the process of being phased in over time. In section 17, most jurisdictions have also identified courses in addition to the core subject areas.

Courses described in the document (for example, mathematics in section 13) do not always have the same yearly or course divisions, nor the same sequence of topics, even if the total content may be very similar by the time school has been completed. The person placing the student will have to assess whether the student will be better served by a placement involving some gaps in the content, or by one that will result in some duplication.

The information for each jurisdiction is generally organized under the following headings; language course headings under sections 9 to 12 may vary slightly for certain jurisdictions:

9. English (First Language)
10. French (First Language)
11. French (Second Language)
12. French (Immersion)
13. Mathematics
14. Science
15. Social Studies
16. List of Prerequisites and/or Co-requisites
17. Other Types of Programs/Courses
18. Assessment of Out-of-Province and Foreign Studies
19. Contact Persons

Official documents, such as the student transcript, often remain the best guide for placing a student. *Secondary Education in Canada - A Student Transfer Guide* is not designed to replace official ministry of education or school handbooks (see [Provincial/Territorial Curriculum Guides](#)). It is offered as an aid when the above-noted documents are not readily available for reference.



# **Secondary Education in Canada: A Student Transfer Guide**

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**Alberta**

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# Summary Statement

## 1. Introduction

In Alberta, the Minister of Education prescribes the outcomes that students should achieve in each subject through documents called programs of study. Programs of study are prepared in consultation with teachers, school principals, students, parents, people from business, other community members, superintendents, school trustees, educational associations, postsecondary institutions, and other government departments. Alberta 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 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 boards, and home education.

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. Other 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 1,000 hours of instruction per year.

In junior high schools, the majority of courses are offered for the full school year. However, complementary or optional courses may be rotated on a scheduled basis throughout the year. In senior high schools, 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.

A credit at the senior high school level represents course-specific knowledge, skills, and attitudes. One credit is defined as being equal to 25 hours of instruction, within which most students can achieve a 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 25 hours, while others may require more time.

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

## 3. Explanation of Terms Used

### Core courses

Courses that all students are required to take.

### Optional courses

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

## 4. Course Designation

### Junior high school

Students register in grades. 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 numbers 10 to 19 designate grade 10 courses, the numbers 20 to 29 designate grade 11 courses, and the grade 12 courses are designated by the numbers 30 to 39.

Alberta has several numbering systems, each referring to academic challenge and students' postsecondary goals. In general, the numbering system is as follows.

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

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

Students planning entry into some programs in colleges and technical schools, or some of the trades, or into the workplace would enrol 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 13, 23, 33.

Mathematics 14, 24 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 16, 26, 36 are reserved for the Integrated Occupational Program, which gives students entry-level workplace skills and allows them the opportunity to obtain a Certificate of Achievement instead of a high school diploma.

Courses in Career and Technology Studies (CTS) are not numbered in the same 2-digit manner as other courses. The CTS curriculum is organized into 22 strands with over 600 courses, each worth 1 credit. The courses are organized into 3 levels: introductory, intermediate, and advanced.

## 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.

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

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. Beginning in September 2005, it is planned that students in grades 1 through 9 will receive 30 minutes of daily physical activity.
Health and Life Skills	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 available

- French Alternative Language Programs
- French as a Second Language (FSL) courses
- International Languages
  - Chinese
  - German
  - Italian
  - Japanese
  - Spanish
  - Ukrainian
- Locally Developed/Acquired and Locally Authorized Optional Courses
- Religious Studies: Religious studies may be offered at the discretion of the local school board, under Section 50 of the *School Act*.

In September 2006, with the introduction of a second language requirement for all Alberta students, schools will have to begin offering a second language in grade 4. The language requirement will be phased in one year at a time until students reach grade 9 in 2011–12. In grade 10, students may choose to continue their studies in the second language that they selected in order to develop a higher level of language competency in the nine-year course sequence.

## 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 25 hours of instruction per high school credit, and schools are required to ensure that students have access to a minimum of 1,000 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:

- English Language Arts
- Français or French Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills
- Optional courses

## Senior high school

Courses include:

- Career and Life Management (CALM)
- Career and Technology Studies (CTS)
- English Language Arts
- Fine Arts
- Français or French Language Arts
- 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 students' 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, students 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 and 30-2
- French Language Arts 30
- Physics 30
- Pure Mathematics 30
- Science 30
- Social Studies 30
- Social Studies 33

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 authority, students who successfully complete the course may be granted credit in the prerequisite course in that sequence. (See section 16 on 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:

- A. Alberta High School Diploma
- B. Certificate of Achievement
- C. High School Equivalency Diploma for mature students

### A. Alberta High School Diploma

To attain an Alberta High School Diploma, a student must:

1. earn a minimum of 100 credits
2. complete and meet the standards of the following courses:
  - English Language Arts 30-1 or 30-2, or Français 30 or 30-2, or French Language Arts 30 or 30-2
  - Social Studies 30 or 33
  - Pure or Applied Mathematics 20 or Mathematics 24
  - Science 20 or 24, or Biology 20, or Chemistry 20, or Physics 20

**Note:** Students in francophone programs may present Français 30 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 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.

3. complete and meet the standards of the following:
  - Career and Life Management (CALM) (3 credits)
  - Physical Education 10 (3 credits)
  - 10 credits, in any combination from the following:
    - Career and Technology Studies (CTS)
    - Fine Arts
    - Physical Education 20 and/or 30
    - Second Languages
    - 36-level course(s) from any IOP Occupational Cluster
    - 35-level locally developed IOP course(s)

- Two 35-level course(s) in any trade in the Registered Apprenticeship Program (RAP)
4. earn, in addition to Social Studies 30 or 33 and English Language Arts 30-1 or 30-2, or Français 30 or 30-2, or French Language Arts 30 or 30-2 as specified above, 10 credits in any 30-level course(s), including:
- English Language Arts 30-1 or 30-2, or Français 30 or 30-2, or French Language Arts 30 or 30-2
  - Locally Developed/Acquired and Locally Authorized courses
  - 3000 series: advanced level in Career and Technology Studies (CTS) courses
  - 35-level Work Experience
  - One 36-level IOP Occupational course
  - One 35-level Locally Developed IOP course
  - Two 35-level courses from any trade in the Registered Apprenticeship Program (RAP)
  - Two 30-level courses from any Green Certificate specialization

## B. Certificate of Achievement

To qualify for a Certificate of Achievement that recognizes successful completion of the Integrated Occupational Program (IOP), students must earn a minimum of 80 credits. IOP students must complete a minimum of 25 credits in the following:

- English Language Arts courses (minimum 9 credits)
- Mathematics courses (minimum 3 credits)
- Science courses (minimum 3 credits)
- Social Studies courses (minimum 6 credits)
- Physical Education 10 course (3 credits)
- Career and Life Management (CALM) course (minimum 3 credits).

**Note:** Francophone students in IOP are encouraged to take Français 16, Français 26, and Français 36 (3 credits each), in addition to the English Language Arts courses indicated above.

They must also complete a minimum of 40 credits in Occupational clusters from any of the following:

- Agribusiness
- Business and Office Operations
- Construction and Fabrication
- Creative Arts
- Natural Resources
- Personal and Public Services
- Tourism and Hospitality
- Transportation.

Students may meet the 40-credit Occupational course requirement by completing:

- any 40-credit combination of IOP Occupational courses, CTS courses, RAP courses, or Green Certificate courses that include a minimum of 10 credits in 35-level RAP courses, or 36-level Occupational courses, or 30-level Green Certificate courses, and/or ten advanced-level CTS courses.

## C. High School Equivalency Diploma

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

## Alternative 1

A person 18 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 10 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 Information Services Branch, 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:

a high school course in Mathematics	5 credits
a high school course in Science	3 credits
English Language Arts 30-1 or 30-2, or French Language Arts 30 or 30-2, or Français 30 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, which must be earned as follows:

- additional high school courses
- additional approved adult education courses under recognized agencies, e.g., 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 18 years of age or older who has been out of school for at least 10 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 Branch of Alberta Education.

# Summary of Course Content

## 9. English Language Arts

### Required courses

#### 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 university 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 has been designed for students intending to go to vocational or technical schools or to seek employment immediately after leaving high school. 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 as a Second Language (ESL)

To facilitate the integration of students into the regular school program at the earliest possible opportunity, Alberta Education will assist school boards in providing 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.

## 10. Français (First Language)

See also Section 8 re: graduation requirements

### Required courses

#### 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 10-20-30**

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 postsecondary studies and the workplace;
- build cultural identity and develop a sense of belonging to the francophone community.

# **11. French (Second Language)**

## **Grades 7–9**

In grades 7 to 9, students who begin learning French in grade 7 take the entry level program as an option.

## **Grades 10–12**

In grades 10 to 12, students who are taking French for the first time may take French 13 followed by French 10; students who are continuing their studies in French who demonstrate the knowledge, skills, and attitudes of the French 13 and 10 program are placed in French 20 and 30; and students demonstrating higher level knowledge, skills, and attitudes may take French 31a, 31b, and 31c.

### **French 13 (Beginning French 1) and French 10 (Beginning French 2)**

Students in these two beginning levels for senior high perform approximately the same tasks as students in the beginning levels of the junior high program.

#### **Beginning level**

Communication: Learners use and understand simple oral and written messages (consisting of at least two or three statements) in a controlled or structured context.

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

Language: Learners understand and use the sound-symbol system, vocabulary, and word order in simple oral and written communications in the present tense.

## **French 20 and French 30**

Students in these two courses perform higher-level tasks than students in the French 13 and 10 courses.

Communication: Learners continue to practise their oral and written skills primarily in structured situations, and express their communicative intent by producing a series of ideas based on the communicative task. The series of ideas is usually prepared in advance, but is occasionally spontaneous.

Culture: Learners go on to identify and research factual similarities and differences among various francophone communities.

Language: Learners use more complex language, address sentence order as well as word order, and use the future tense and occasionally the past tense, as well as the present tense.

## **French 31a (Advanced French 1), French 31b (Advanced French 2), and French 31c (Advanced French 3)**

Communication: At the advanced level 1, 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 advanced level 2, learners continue to practise the oral and written skills they developed at level 1 and are occasionally able to express ideas spontaneously. Learners who are at advanced level 3 can express themselves spontaneously most of the time.

Culture: At advanced level 1, learners (with the teacher's assistance) review basic factual information in order to examine and analyze the contribution of francophone cultures to our society. At advanced level 2, learners continue pursuing similar studies, but more independently. At advanced level 3, learners work independently to interpret as well as analyze cultural information, events, and behaviour.

Language: At advanced levels 1 and 2, 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 advanced level 3, learners go on to add appropriate transitional words and linguistic elements, and refine what they have learned in the previous levels.

As the language requirement is phased in, the above-mentioned courses will be replaced by new courses. This optional phase-in is slated for September 2007, but schools can opt to introduce the courses of the nine-year course sequence earlier. This course sequence will be French 10-9y, French 20-9y, French 30-9y.

# **12. French (Immersion)**

## **French Language Arts, French as an Alternative Program**

### **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 10-20-30

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 postsecondary studies and the workplace
- develop an appreciation for the French language and culture

## 13. Mathematics

### Required courses

#### 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, and business-related fields in postsecondary 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 postsecondary 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. For maximum flexibility for admission to the university sector, students taking Applied Mathematics should also include a second language (e.g., European, Asian, Aboriginal languages, or either English or French).

**Math 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.

**Optional courses****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.

**Math 31 (Introductory Calculus)**

The Mathematics 31 course introduces students to the mathematical methods of calculus. The course acts as a link between the Mathematics 10-20-30 program and the requirements of mathematics programs in postsecondary 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.

**14. Science****Required courses****Grades 7–9****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 postsecondary 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 postsecondary 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 (e.g., 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-Society or STS connections) as well as the roles and limitations of science and technology in STS problem solving. 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.

**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**

The major science concepts developed in this course are systems, equilibrium, energy, and matter. Diversity and change are subordinate 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.

**Biology 30**

The major science concepts developed in this course are change, diversity, equilibrium, and systems. Matter and energy are subordinate themes that are also addressed. 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**

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: matter as solutions, acids, bases, and gases; quantitative relationships in chemical changes; chemical bonding in matter; and the diversity of matter: an introduction to organic chemistry.

**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 three units: thermochemical changes; electrochemical changes and equilibrium; acids and bases in chemical changes.

**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**

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.

**Physics 30**

The diversity of matter and energy are the predominant themes of the Physics 30 course. Physics 30 has four units: conservation laws; electric forces and fields; magnetic forces and fields; and nature of matter.

**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.

## 15. Social Studies

### Required courses

The goal of the social studies program is responsible citizenship. The program is compulsory for grades 1 to 12 and integrates major concepts and skills from history, geography, economics, 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 development. Implementation dates will be 2005–2010.

#### Grades 7–9

**Social Studies 7: People and Their Culture**

This course focuses on three topics: Culture; Cultural transition: A case study of Japan; and Canada: A bilingual and multicultural country.

**Social Studies 8: History and Geography in the Western Hemisphere**

This course focuses on the following topics: Geography of Canada and the United States; Canada: History to the 20th century; and South America: A case study of Brazil.

**Social Studies 9: Economic Growth: Differing Perspectives**

This course focuses on the following: Economic growth: U.S.A.; Economic growth: A case study of the former U.S.S.R.; and Canada: Responding to change.

#### Grades 10–12

There are two sequences in senior high social studies: Social Studies 10-20-30 is designed for students intending to pursue further studies in postsecondary institutions. Social Studies 13-23-33 has issues and topics similar to those in Social Studies 10-20-30, but is less theoretical and more applied.

**Social Studies 10: Canada in the Modern World**

This course has two topics: Challenges for Canada: the 20th Century and Today; and Citizenship in Canada.

**Social Studies 13: Canada in the Modern World**

This course has two topics: Challenges for Canada: the 20th Century and Today; and Citizenship in Canada.

**Social Studies 20: The Growth of the Global Perspective**

This course has two themes: Development and interaction of nations: 19th Century Europe; and Interdependence in the global environment.

**Social Studies 23: The Growth of the Global Perspective**

This course focuses on the following: Development of the modern world; and Challenges in the global environment.

**Social Studies 30: The Contemporary World**

This course has two themes: Political and economic systems; and Global interaction.

**Social Studies 33: The Contemporary World**

Two themes are featured in this course: Political and economic systems; and Global interaction.

**Optional courses**

There are no optional courses in social studies, but students can take optional courses in social sciences for credit toward their high school diploma.

**Other****16. Prerequisites and/or Co-requisites**

The principal may waive prerequisites in some circumstances (see Section 7 on testing and grading practices) and may recommend that students transfer from one course sequence to another during their 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 CTS, French 13, Locally Developed/Acquired Optional courses, Mathematics Preparation 10, Physical Education 10, Registered Apprenticeship Program (RAP), Social Studies 10 and 13, Special Projects and Work Experience. (See *Guide to Education: ECS to Grade 12.*)

## 17. Other Types of Programs/Courses

### Credit Courses/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<sup>1</sup>.

**Integrated Occupational Program (IOP):** IOP provides students in grades 8 to 12 who meet the criteria with opportunities to experience success and become well prepared for employment, further studies, citizenship, and lifelong learning. Senior high school courses in the IOP are numbered 16, 26, and 36. (See Certificate of Achievement, Section 8.)

**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.

**Locally Developed/Acquired and Authorized Junior and Senior High School Optional 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.

**Work Experience, the Registered Apprenticeship Program (RAP), and the Green Certificate** program provide students with opportunities to simultaneously gain experience in the workplace and earn credits toward a high school diploma. These courses are only available to students in grades 10 to 12.

### Non-Credit Courses/Programs

**Information and Communication Technology (ICT):** The ICT program of studies identifies the technology outcomes that 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.

## 18. Assessment of Out-of-Province and 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 Information Services Branch. Evaluation forms can be obtained from the Extranet Web site 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.

<sup>1</sup> <http://www.learning.gov.ab.ca/educationguide/guide.asp?id=071001>

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 postsecondary institution in Alberta should submit their out-of-province documents to the postsecondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

A high school principal may appeal to the Special Cases Committee for special consideration on behalf of Canadian unilingual francophone students who enter the Alberta school system in their graduating year. For these students, the principal may recommend that Français 30 or 30-2 be accepted in lieu of English Language Arts 30-1 or 30-2 for a high school diploma.

## 19. Contact Persons

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**British Columbia**

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# 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 13 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 — K-1, 2-3. 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 11-12 for students on the 1995 graduation program<sup>1</sup>, and grades 10-12 for students on the 2004 graduation program<sup>2</sup>)<sup>3</sup>.

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 that 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, called Foundation Studies in the 1995 graduation program, and Required Courses in the 2004 graduation program, is comprised of provincially prescribed curriculum to ensure that all students, not just those planning to go to university, gain the knowledge, problem-solving skills, and communication skills they need to continue learning through 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, as well as provincially recommended learning resources. Each IRP provides the basic information that teachers require to implement curriculum in all subject areas for kindergarten to grade 12.

### Ministry-authorized courses

Chapter 2 of the manual, *Course Information for the Graduation Program: Grade 10, 11, and 12 Courses*<sup>4</sup>, lists Ministry of Education-authorized courses, including both curriculum developed by the ministry and external credentials approved by the ministry (see "external courses" below). The Course Information manual includes

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<sup>1</sup> <http://www.bced.gov.bc.ca/graduation/grad1995.htm>

<sup>2</sup> <http://www.bced.gov.bc.ca/graduation/grad2004.htm>

<sup>3</sup> 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.

<sup>4</sup> <http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf>

course titles and codes, grade levels, educational program guides for each course, and the number of credits that students can earn for each course.

## Locally-developed courses

These courses must be approved by the local board of school trustees and filed with the Ministry of Education. The courses are based on subject matter from a particular field of knowledge and on a skill set that is selected and organized by a particular school or school district. Locally-developed courses can count toward elective (Selected Studies) credits for students on the 1995 graduation program only. Students on the 2004 graduation program can take these courses, but they do not count toward graduation.

## Board/Authority-authorized courses

Like locally-developed 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 grade 10, 11, or 12 courses offered or developed by school boards 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 on both the 1995 and 2004 graduation programs (called Selected Studies in the 1995 graduation program).

## External 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*. 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, or locally-developed grade 10-12 courses. An IDS course can be for 1, 2, 3, or 4 credits, where one credit represents the value attached to the knowledge, skills, and attitudes that most students can acquire in approximately 30 hours of instruction.

## Postsecondary courses

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

## Career programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school course work with a work experience component. There are four types<sup>5</sup> of career programs that appear on British Columbia transcripts: Secondary School Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation.

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<sup>5</sup> <http://www.bced.gov.bc.ca/careers/cpschool.htm>

## 4. Course Designation

Courses at the grades 10-12 level 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. Career program courses carry the designation “CP” at the beginning of the title and “CP” 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 or locally-developed course. And postsecondary courses that count toward graduation use “PSI” at the beginning of the code, and the name of the British Columbia postsecondary 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 that 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 on the 1995 graduation program must complete at least 52 credits of grades 11-12 course work to satisfy minimum requirements for graduation. Students on the 2004 graduation program must complete at least 80 credits of grades 10-12 course work to satisfy minimum graduation requirements. (Section 8 of this document, “Requirements for Graduation,” provides more detail concerning credit requirements for students on both the 1995 and 2004 graduation programs.) 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 four-credit course is considered to be between 100 and 120 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 expected 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 11 or 12 (and grade 10 for students on the 2004 graduation program), letter grades are accompanied by per cent marks. The successful completion of a course numbered 11 or 12 (and 10 for students on the 2004 graduation program) requires a minimum grade of C- or 50 per cent.

The following reporting symbols and per cent marks are used at grades 11 and 12 (and grade 10 for students on the 2004 graduation program).

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.
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 <i>School Act</i> . 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	(For grade 12 provincially-examinable courses only.) The student has been granted a pass standing based on certification that the student was unable to write the exam, owing to illness or special circumstances. The school mark stands as the final per cent.

## 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 B.C. school in which the student was enrolled. The Permanent Student Record must be retained by school districts for 55 years after a student has withdrawn or graduated from school.

### Transcript of Grades

Transcripts showing a student's results in grades 11 and 12 courses (and grade 10 for students on the 2004 graduation program) are produced centrally by the Ministry of Education. A transcript is the official document that indicates successful completion of grades 11 and 12 courses (and grade 10 for students on the 2004 graduation program), course achievement levels, program participation, and how many graduation requirement credits have been completed. Transcripts only record successfully completed courses. As a result, F (Failure), 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

There are two types of provincial examinations, each related to a specific graduation program. "Graduation Program Examinations" applies to the 2004 graduation program, and "Provincial Grade 12 Examinations" applies to the 1995 graduation program.

## 1995 Graduation Program Provincial Grade 12 Examinations

In order to graduate, students on the 1995 graduation program are required to write one Provincial Grade 12 Examination in a Language Arts 12 course (English 12, Communications 12, English Literature 12, Français langue première 12, or Technical and Professional Communications 12). In addition, students on the 1995 graduation program, to earn course credits, must take course-related Provincial Grade 12 Examinations in courses that have an exam associated with them. A list of the 20 courses with Provincial Grade 12 Examinations can be found in Chapter 1 of the *Handbook of Procedures for the Graduation Program*<sup>6</sup>, 2004-2005. These exams are worth 40% of the final course mark.

## 2004 Graduation Program Examinations

In order to graduate, students on the 2004 graduation program 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 on the 2004 graduation program have the option of taking examinations related to specific grade 12 level courses that have an exam associated with them. (Students who take 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 exam courses whether or not the related examination is taken. Grade 10 and 11 exams count for 20% of the final course mark, and grade 12 exams count for 40% (except for the B.C. First Nations Studies 12 exam, which counts for 20%).

# 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 three distinct graduation programs leading to a Dogwood Diploma: the 1995 graduation program, 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 “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.

This section describes the Dogwood Diploma and the requirements for graduation for each of the 1995, 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 (1995 graduation program, 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.

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<sup>6</sup> [http://www.bced.gov.bc.ca/exams/handbook/handbook\\_procedures.pdf](http://www.bced.gov.bc.ca/exams/handbook/handbook_procedures.pdf)

## 1995 Graduation Program

### Who is on the 1995 graduation program?

Students who entered grade 10 before July 1, 2004, are on the 1995 graduation program. To graduate, these students must earn a minimum of 52 credits, which includes Foundation Studies (minimum 28 credits) and Selected Studies (minimum 24 credits). Selected Studies are additional courses chosen by students to support their academic, career, or personal interests.

Foundation Studies	
Subject Area	Minimum Credits
one Language Arts 11	4
one Language Arts 12	4
one Social Studies 11 or B.C. First Nations Studies 12	4
one Mathematics 11/12	4
one Science 11/12	4
one Fine Arts 11	2
one Applied Skills 11	2
Career and Personal Planning 11	2
Career and Personal Planning 12	2
Total	28 credits
A list of courses meeting the Foundation Studies follows.	

Selected Studies	
Category	Minimum Credits
Provincial Grade 12 level*	10
Additional Grade 11 and 12 courses	14
Total	24 credits
* excludes locally-developed courses unless they are part of a Career Preparation Program	
Overall total	52 credits

Of the 24 required credits in the Selected Studies section, at least 10 credits must come from grade 12 ministry-authorized, career program, board/authority-authorized, or external courses. Also, of the 24 required credits of Selected Studies, up to 8 credits only may come from locally-developed courses, unless they are part of an approved career program. Beyond 24 credits, there is no restriction on the number of course credits a student can take.

## 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<sup>7</sup>. In order for these students to graduate, they must earn a minimum of 80 credits, which includes Required Courses

<sup>7</sup> <http://www.bced.gov.bc.ca/graduation/portfolio/>

(minimum 48 credits), Elective Credits (minimum 28 credits), and Graduation Portfolio Assessment<sup>8</sup> (4 credits). Elective Credits are additional credits earned by students to support their academic, career, or personal interests.

<b>Required Courses</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
Language Arts 10	4
one Language Arts 11	4
one Language Arts 12	4
Social Studies 10	4
one Social Studies 11 or B.C. First Nations Studies 12	4
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
A list of courses satisfying the Required Courses requirement follows.	

<b>Elective Credits</b>	
Students must earn at least 28 elective credits. These credits can be for:	
Additional grade 10, 11, or 12 ministry-authorized courses	
External Credentials	
Board/Authority-authorized courses	
Postsecondary credits, and/or	
Independent Directed Studies	
Total	28 credits
<b>Graduation Portfolio Assessment</b>	
Students must earn 4 credits for their Graduation Portfolio	4 credits
Overall total	80 credits

- 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.

<sup>8</sup>Graduation Portfolio Assessment 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 exam program. Graduation Portfolios are purposeful collections (electronic or paper-based) made by individual students, documenting their competencies in the six areas (Arts and Design, Community Involvement and Responsibility, Education and Career Planning, Employability Skills, Information Technology, and Personal Health).

## Adult Graduation Program

### Who is eligible for this Graduation Program?

Students 19 years of age and over or 18 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 postsecondary system. Courses and credits can be counted from the B.C. school system and/or from a college ABE program. This is a common credential between both secondary and postsecondary systems and is recognized as true secondary school graduation, along with the regular grade 12 Dogwood.

British Columbia School System Qualifying Courses (All Ministry-authorized, 4-credits)	College or ABE Qualifying Courses
One Language Arts 12	One provincial or postsecondary level English course
One Mathematics 11 or 12	One advanced, provincial or postsecondary level Math 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 Postsecondary level
OR	
Social Studies 11 or B.C. First Nations Studies 12; and	Advanced Social Sciences; and
Two grade 12 ministry-authorized courses	Two provincial or postsecondary courses
Total: 20 credits	Total: 5 courses

- 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.

### Foundation Studies or Required Courses for the 1995 or 2004 graduation programs

The following table indicates which courses fulfill the Foundation Studies subject requirements for students on the 1995 graduation program, or the Required Courses subject requirements for students on the 2004 graduation program.

Subject Area	Course Code	Course
<b>Language Arts 10</b> <i>Credit Value - 4</i>	EN 10	English 10
	FRALP 10	Français langue première 10
	UABEE 10	ABE Intermediate English 10
<b>Note:</b> Applies only to students on the 2004 graduation program		

Subject Area	Course Code	Course
<b>Language Arts 11/12</b>  <i>Credit Value - 4</i>	UABEE 11	ABE Advanced English 11
	UABEE 12	ABE Provincial English 12
	COM 11/12	Communications 11/12
	TCPF 12	Communications professionnelle et technique 12
	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
TPC 12	Technical and Professional Communications 12	

Subject Area	Course Code	Course
<b>Social Studies 10</b>  <i>Credit Value – 4</i>	SCH 10	Sciences humaines 10
	SS 10	Social Studies 10
<b>Note:</b> Applies only to students on the 2004 graduation program		

Subject Area	Course Code	Course
<b>Social Studies 11 or 12</b>  <i>Credit Value - 4</i>	UABES 11	ABE Advanced Social Studies 11
	CIV 11	Civic Studies 11
	CIVF 11	Éducation civique 11
	FNS 12	B.C. First Nations Studies 12
	FNSF 12	Études des Premières Nations de la C.-B. 12
	SCH 11	Sciences humaines 11
	SS 11	Social Studies 11

Subject Area	Course Code	Course
<b>Mathematics 10</b>  <i>Credit Value - 4</i>	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
<b>Note:</b> Applies only to students on the 2004 graduation program		

Subject Area	Course Code	Course
<b>Mathematics 11 or 12</b>  <i>Credit Value - 4</i>	UABEM 1	ABE Advanced Mathematics 1
	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
<b>Science 10</b>  <b>Note:</b> Applies only to students on the 2004 graduation program	UABEG 10	ABE Intermediate General and Applied Science 10
	SC 10	Science 10
	SCF 10	Sciences 10

Subject Area	Course Code	Course
<b>Science 11 or 12</b>  <i>Credit Value 4 (except where noted)</i>  *Applies only to students on the 1995 graduation program	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
	APCSC 12A	AP Computer Science A 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
	ICTCF 11/12	Communication numérique appliquée 11/12*
	UCSB 11	Computer Certification Category Two 11*
	UCSA 12	Computer Certification Category One 12*
	UCSB 12	Computer Certification Category Two 12*
	UCSC 12	Computer Certification Category Three 12*
	ICTXF 11/12	Cours modulaire exploratoire 11/12*
	ICTMF 11/12	Développement de médias numériques 11/12*
	ESC 11	Earth Science 11
	FOR 11/12	Forests 11/12
	FORF 11/12	Forêts 11/12
	GEOL 12	Geology 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
IBCSS 11/12	IB Computer Science (SL) 11/12*	
IBCSH 11/12A	IB Computer Science (HL) 11/12A*	
IBCSH 12B	IB Computer Science (HL) 12B (2)	

Subject Area	Course Code	Course
	IBESS 11/12	IB Environmental Systems (SL) 11/12
	IBGCH 11/12	IB General Chemistry (SL) 11/12
	IBITS 11/12	IB Information Technology in a Global Society (SL) 11/12*
	IBPHH 11/12A	IB Physics (HL) 11/12A
	IBPHS 11/12	IB Physics (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*
	INT 11/12	Information Technology 11/12*
	PH 11/12	Physics 11/12
	PHYSF 11/12	Physique 11/12
	ICTPF 11/12	Programmation par ordinateur 11/12*
	SCT 11	Science and Technology 11
	ESCF 11	Science de la Terre 11
	SCTF 11	Science et technologie 11
	ICTSF 11/12	Systèmes informatiques 11/12*
	INTF 11/12	Technologie de l'information 11/12*
	TECH 11/12 A/B/C	Technology 11/12 A/B/C*

Subject Area	Course Code	Course
<b>Fine Arts 10</b>  <i>Credit Value - 4 (except where noted)</i>  <b>Note:</b> Applies only to students on the 2004 graduation program	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)
	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)
	UABM 10	Associated Board of the Royal Schools of Music 10
	UBCCM 10	BC Conservatory of Music 10
	UMWB 10	Conservatory Canada 10
	DNC 10	Dance 10: Choreography (2/4)
	DNG 10	Dance 10: General (2/4)
	DNP 10	Dance 10: Performance (2/4)
	DNCF 10	Danse 10: Chorégraphie (2/4)
	DNGF 10	Danse 10: Cours général (2/4)
	DNPf 10	Danse 10: Interprétation (2/4)
	DRG 10	Drama 10: General (2/4)
	DRR 10	Drama 10: Theatre Performance (2/4)
	DRD 10	Drama 10: Theatre Production (2/4)
	ULCM 10	London College of Music 10
	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)
	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 a cordes (2/4)
MCBF 10	Musique 10: Orchestre d'harmonie (2/4)	
MJBf 10	Musique 10: Orchestre de jazz (2/4)	
URMSD 10	RCM: Speech Arts and Drama 10	
UMRC 10	Royal Conservatory Music 10	
UTCD 10	Trinity College: Drama 10	
UTCEC 10	Trinity College: Effective Communications	

<b>Subject Area</b>	<b>Course Code</b>	<b>Course</b>
		10 (2)
	UTCM 10	Trinity College: London – Music 10
	UTCMT 10	Trinity College: Musical Theatre 10
	UTCPA 10	Trinity College: Performance Arts 10
	UTCSD 10	Trinity College: Speech and Drama 10
	UMVC 10	Victoria Conservatory Music 10
	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)
	VAM 10	Visual Arts 10: Media Arts (2/4)

Subject Area	Course Code	Course
<b>Fine Arts 11 or 12</b> <i>Credit Value - 4 (except where noted)</i> ^Applies only to students on the 2004 graduation program *Applies only to students on the 1995 graduation program	UDPJ 11/12A/B	ADAPT: Jazz 11/12A/B
	UDPT 11/12A/B	ADAPT: Tap 11/12A/B
	UAMD 11/12	AIDT: Modern Dance 11/12
	UATT 11A/B/12	AIDT: Tap Dance 11A (2)/B/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
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12
	AF 11/12	Art Foundations 11/12
	VAMTF 11/12	Arts visuels: Arts médiatiques 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 graphisme^
	SAFFF 11/12	Arts visuels en atelier 11/12: Textiles et fibres^
	UABM 11/12	Associated Board of the Royal Schools of Music 11/12
	UBDJ 11A/B/12	BATD: Jazz 11A (2)/B/12
	UBCCM 11/12	BC Conservatory of Music 11/12
	FNAF 11/11A/B	Beaux-Arts 11/11A/B (2)
	UCAT 11A/B/12	CDTA: Tap 11A (2)/B/12
	UCAJ 11A/B/12	CDTA: Jazz 11A (2)/B/12
	ULAL 11	Chinese dance Syllabus (Lorita Leung Dance Association) 11 (2)
	CMCC 11/12	Choral Music 11/12: Concert Choir
	CMJV 11/12	Choral Music 11/12: Vocal Jazz
	UMWB 11/12	Conservatory Canada 11/12
	DNC 11/12	Dance: Choreography 11/12
	DNCF 11/12	Danse: Chorégraphie 11/12
	DNP 11/12	Dance: Performance 11/12
DNPF 11/12	Danse: Interprétation 11/12	
DDF 11/12	Drafting and Design 11/12*	
DFT 11/12	Drama: Film & Television 11/12	
TEXF 11/12	Étude des textiles 11/12*	

Subject Area	Course Code	Course
	FNA 11/11A/B	Fine Arts 11/11A/B (2)
	FNASK 11	Fine Arts and Applied Skills 11*
	AFF 11/12	Fondements de l'art 11/12
	UHLD 11/12	Highland Dancing 11/12
	IBAHS 11/12	IB Art History (SL) 11/12A
	IBARH 11/12A	IB Art/Visual Arts (HL) 11/12A
	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
	IBMCH 11/12A	IB Music (HL) 11/12A
	IBMCS 11/12	IB Music (SL) 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 Strings
	TPAF 11/12	Interprétation théâtrale 11/12: jeu dramatique
	TPDSF 11/12	Interprétation théâtrale 11/12: mise en scène et scénarisation
	UIDC 11A/B 12A/B	ISTD: Cecchetti 11A (2)/B or 12A (2)/B
	UIDB 11A/B 12A/B	ISTD: Imperial Ballet 11A (2)/B or 12A (2)/B
	UIDMT 11A/B 12A/B	ISTD: Modern Theatre Dance 11A (2)/B or 12A (2)/B
	UIDT 11A/B/12	ISTD: Tap 11A (2)/B or 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 11 (2)
	ULCM 11/12	London College of Music 11/12
	MFMAF 11/12	Metal Fabrication and Machining (FNASK) 11/12*
	MCT 11/12	Music: Composition & Technology 11/12
	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 11/12

Subject Area	Course Code	Course
	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
	TPRF 11	Production théâtrale 11
	TPRMF 12	Production théâtrale 12: Gestion théâtrale
	TPRTF 12	Production théâtrale 12: Technique théâtrale
	URAD 11A/B 12A/B	Royal Academy of Dancing 11A (2)/11B or 12A (2)/12B
	UMRC 11/12	Royal Conservatory Music 11/12
	URMSD 11/12	RCM: Speech Arts and Drama 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
	TEX 11/12	Textile 11/12*
	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
	UTCM 11/12	Trinity College: London Music 11/12
	UTCD 11/12	Trinity College: London Drama 11/12
	UTCEC 11/12	Trinity College: London Effective Communications 11 (2)/12 (2)
	UTCMT 11/12	Trinity College: London Musical Theatre 11/12
	UTCPA 11/12	Trinity College: London Performance Arts 11/12
	UTCSD 11/12	Trinity College: London Speech and Drama 11/12
	VAMT 11/12	Visual Arts: Media Arts 11/12
	UMVC 11/12	Victoria Conservatory Music 11/12

Subject Area	Course Code	Course
<b>Applied Skills 10</b> <i>Credit Value – 2/4</i> <b>Note:</b> Applies only to students on the 2004 graduation program	BEC 10	Business Education 10: Business Communications
	BEE 10	Business Education 10: Entrepreneurship
	BEF 10	Business Education 10: Finance and Economics
	BEG 10	Business Education 10: General
	BEM 10	Business Education 10: Marketing
	HEFF 10	Économie domestique 10: Alimentation
	HEGF 10	Économie domestique 10: Cours général
	HESF 10	Économie domestique 10: Étude de la famille
	HETF 10	Économie domestique 10: Textiles
	BECF 10	Éducation aux affaires 10: Communications d'affaires
	BEGF 10	Éducation aux affaires 10: Cours général
	BEEF 10	Éducation aux affaires 10: Entrepreneuriat
	BEFF 10	Éducation aux affaires 10: Finance et économie
	BEMF 10	Éducation aux affaires 10: Marketing
	TEDF 10	Formation technologique 10: Conception industrielle
	TEGF 10	Formation technologique 10: Cours général
	TEEF 10	Formation technologique 10: Électronique
	TECF 10	Formation technologique 10: Mécanique
	TEMF 10	Formation technologique 10: Travail des métaux
	TEWF 10	Formation technologique 10: Travail du bois
	HES 10	Home Economics 10: Family Studies
	HEF 10	Home Economics 10: Foods
	HEG 10	Home Economics 10: General
	HET 10	Home Economics 10: Textiles
	INT 10	Information Technology 10
	INTF 10	Technologie de l'information 10
	TED 10	Technology Education 10: Drafting and Design
	TEE 10	Technology Education 10: Electronics
	TEG 10	Technology Education 10: General
	TEC 10	Technology Education 10: Mechanics
TEM 10	Technology Education 10: Metalwork	
TEW 10	Technology Education 10: Woodwork	

Subject Area	Course Code	Course
<b>Applied Skills 11 or 12</b> <i>Credit Value - 4 (except where noted)</i> *Applies only to students on the 1995 graduation program	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
	ASK 11, 11A/B	Applied Skills 11 or 11A or 11B (2)
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12*
	VAMTF 11/12	Arts visuels: Arts médiatiques 11/12*
	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
	UBTG 11A/B	Boating 11A (2)/B
	UBEP 11	Bold Eagle Program 11
	BCA 11	Business Computer Applications 11
	BIM 12	Business Information Management 12
	CAFT 11/12	Cafeteria Training 11/12
	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 11A/B/C	Carpentry 11A/B/C
	CARP 12A/B/C	Carpentry 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	

Subject Area	Course Code	Course
	CJP 12	Carpentry and Joinery 12: Woodcraft Products
	ICTCF 11/12	Communication numérique appliquée 11/12
	ASK 11/11A/B	Compétences pratiques 11 (2) or 11A (2)/B (2)
	COP 11/12	Comptabilité 11/12
	FAF 12	Comptabilité financière 12
	UCSC 12	Computer Certification Category Three 12
	UCSF 12A	Computer Certification Category Three 12A (2)
	UCSD 11/A	Computer Certification Category One 11 (2)/A
	UCSA 12	Computer Certification Category One 12
	UCSB 11/11A/12	Computer Certification Category Two 11/11A (2)/12
	UCSE 12A	Computer Certification Category Two 12A (2)
	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
	DDF 11/12	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
	DFT 11/12	Drama: Film and Television 11/12*
	EC 12	Economics 12
	ECF 12	Économie 12
	EPH 11/12	Éducation physique 11/12*
	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

Subject Area	Course Code	Course
	ENTF 12	Entrepreneuriat 12
	FAMF 11/12	Étude de la famille 11/12
	FDSF 11/12	Étude des aliments 11/12
	TEXF 11/12	Étude des textiles 11/12
	FM 11/12	Family Studies 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 11/12	Food Studies 11/12
	CAFTF 11/12	Formation en cuisine 11/12
	FPC 11A/B/C	Formation professionnelle des cuisiniers 11A/B/C
	FPC 12A/B/C	Formation professionnelle des cuisiniers 12A/B/C
	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)
	HS 11A/B/C	Human Services 11A/B/C
	HS 12A/B/C	Human Services 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 11/12	Information Technology 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

Subject Area	Course Code	Course
	UXFD 12	Medic First Aid 12 (2)
	MFM 11/12	Metal Fabrication and Machining 11/12
	MFMF 12	Metal Fabrication and Machining 12: 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
	MFMAF 11/12	Metal Fabrication and Machining (FNASK) 11/12*
	MFMT 11A/B/C, 12A/B/C	Metal Fabrication - Machinist Training 11A/B/C, 12A/B/C
	MFMW 11A/B/C, 12A/B/C	Metal Fabrication - Millwright 11A/B/C (1987), 12A/B/C (1987)
	MFSM 11A/B/C, 12A/B/C	Metal Fabrication - Sheet Metal 11A/B/C (1987), 12A/B/C (1987)
	MFWE 11A/B/C, 12A/B/C	Metal Fabrication - Welding 11A/B/C, 12A/B/C
	MCT 11/12	Music: Composition & Technology 11/12*
	MCTF 11/12	Musique: Composition et technologie 11/12*
	UOCT 11A/11B/11C	Occupational Certification: Tourism 11A/B/C
	UOB 11	Outward Bound 11
	PE 11/12	Physical Education 11/12*
	ICTPF 11/12	Programmation par ordinateur 11/12
	ICTSF 11/12	Systèmes informatiques 11/12
	INTF 11/12	Technologie de l'information 11/12
	TECH 11A/B/C, 12A/B/C	Technology 11A/B/C, 12A/B/C
	TEX 11/12	Textile Studies 11/12
	TRM 11/12	Tourism 11/12
	TRMF 11/12	Tourisme 11/12
	VAMT 11/12	Visual Arts: Media Arts 11/12*
	WELD 11A/B/C, 12A/B/C	Welding 11A/B/C, 12A/B/C

Subject Area	Course Code	Course
<b>Physical Education 10</b> <i>Credit Value - 4</i> <b>Note:</b> Applies only to students on the 2004 graduation program	EPH 10	Éducation physique 10
	PE 10	Physical Education 10

Subject Area	Course Code	Course
<b>Planning 10</b> <i>Credit Value - 4</i> <b>Note:</b> Applies only to students on the 2004 graduation program	PLANF 10	Plantification 10
	PLAN 10	Planning 10

Subject Area	Course Code	Course
<b>Career and Personal Planning 11/12</b> <i>Credit Value - 2</i> <b>Note:</b> Applies only to students on the 1995 graduation program	CAPP 11/12	Career and Personal Planning 11/12
	CAPPF 11/12	Planification professionnelle et personnelle 11/12

Subject Area	Course Code	Course
<b>Portfolio Assessment</b> <i>Credit Value - 4</i> <b>Note:</b> Applies only to students on the 2004 graduation program	PORTF	Évaluation du portfolio
	PORT	Portfolio Assessment

## Summary of Course Content

### 9. English Language Arts

#### Required courses

##### English Language Arts, grades 8-12

The English Language Arts 8-12 curriculum provides a framework for students to experience language in its full range of contexts and purposes. The framework allows students to use language to communicate their ideas through a variety of print and non-print media, and to understand and draw conclusions from communications, whether written, spoken, or displayed visually. Language knowledge and skills are taught within the context of the six language arts processes of speaking, listening, reading, writing, viewing, and representing. 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. Students also explore Canadian and world literature as a way of understanding their literary and multicultural heritage.

## 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 that 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.

## 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.

## 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.

### 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.

### Journalism/Media 11

The curriculum for Journalism/Media 11 is found in the *Writing 11 Curriculum Guide (1981)* and provides students with a thorough understanding of the process of writing for media and with opportunities to write for print and electronic media.

**Note:** This course will be delisted as of August 31, 2005

## 10. Français langue première

### 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, and 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*.

## 11. Core French

The study of a second language is required in grade 8 as part of the grades 5-8 Language Education Policy mandate. In grades 9-12, 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 4 organizers:

- Communicating
- Acquiring information
- Experiencing creative works
- Understanding cultural influences

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

## 12. Français langue seconde-immersion

### Elective courses

#### Français langue seconde-immersion, 8-10

#### Français langue seconde-immersion, 11-12

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 3 main organizers:

- Communications — Allows students to interact, to comprehend, and to respond to literary and informational communications, and 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 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*.

## 13. Mathematics

### Mathematics 8

43 prescribed learning outcomes are considered within 10 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), shape and space (transformations), probability and statistics (data analysis), and statistics and probability (chance and uncertainty). Students intending to take Principles of Mathematics 10 are encouraged to explore suggested extensions included in the integrated resource package (IRP).

### Mathematics 9

37 prescribed learning outcomes are considered within 9 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 statistics and probability (chance and uncertainty). Students intending to take Principles of Mathematics 10 are encouraged to explore suggested extensions included in the integrated resource package (IRP).

### 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

49 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, number (number concepts), number (number operations), 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

34 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, number (number operations), patterns and relations (variables and equations), patterns and relations (relations and functions), shape and space (measurement), shape and space (3-D objects and 2-D shapes), and statistics and probability (chance and uncertainty).

#### Applications of Mathematics 12

40 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving, number (number operations I), number (number operations II), patterns and relations (patterns), patterns and relations (relations and functions), 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

47 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving; personal banking; wages, salaries and expenses; spreadsheets; rate, ratio, and proportion; trigonometry; geometry project; and probability and sampling.

## Essentials of Mathematics 11

34 prescribed learning outcomes are considered within 9 sub-organizers that include problem solving; relations and formulas; income and debt; data analysis and interpretation; measurement technology; owning and operating a vehicle; personal income tax; applications of probability; and business planning.

## Essentials of Mathematics 12

34 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving; personal finance; design and measurement; government finances; investments; taxation; variation and formulas; and life/career project.

## 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

58 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving, number (number concepts), number (number operations), patterns and relations (variables and equations), 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).

### Principles of Mathematics 11

44 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, number (number operations), 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 12

52 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, 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

**Note:** Principles of Mathematics 12 can lead to Calculus 12, which prepares students to take calculus at a postsecondary level and to write the University Challenge Examination.

63 prescribed learning outcomes are considered within 9 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).

## 14. Science

### Science 8

Lab/activity oriented. Learning outcomes are presented under 4 organizers: *applications of science* (safety, testing hypotheses and predictions, identifying variables, using models, using graphs and statistics, using information and conclusions, critiquing information in a variety of media, analyzing costs and benefits of choices, and describing how scientific principles are applied in technology); *life science* (diversity; social issues: resources, pollution; global ecosystems); *physical science* (matter, properties and the periodic table; energy); *Earth and space science* (geological processes).

### Science 9

Lab/activity oriented. Learning outcomes are presented under 4 organizers: *applications of science* (safety, controlling experiments, identifying interactions between parts, error in measurement, patterns of change, evaluating the use of data, comparing and contrasting models, debating socio-scientific issues and explaining how scientific principles are applied in technology); *life science* (body systems, factors affecting body systems); *physical science* (elements, compounds, and reactions; force and energy); *Earth and space science* (the solar system and the universe).

### Science 10

Lab/activity oriented. Learning outcomes are presented under 4 organizers: *applications of science* (safety and responsibility, limitations of techniques and instruments, discoveries resulting from exploring unexpected events, devising methods of presenting information); *life science* (cells, genetics); *physical science* (chemicals and reactions; electricity and magnetism; radioactivity); *Earth and space science* (Earth forces).

## Grade 11 or 12

### Biology 11

Lab-oriented. The course is organized under 3 themes: unity and diversity; evolution; and ecological relationships. Learning outcomes are grouped under 6 organizers: *adaptation and evolution*; *microbiology* (viruses, kingdom Monera, kingdom Protista); *mycology*; *plant biology* (green algae, mosses, ferns; gymnosperms; angiosperms); *animal biology* (porifera; cnidaria; platyhelminthes, nematoda, annelida); *animal biology* (mollusca, echinodermata; arthropoda; choirdata – subphylum vertebrata); *ecology*.

### Chemistry 11

Lab-oriented. Learning outcomes are presented under 7 organizers: *introduction to chemistry* (lab safety, measurement and communication, and matter and its changes); *atoms, molecules and ions* (classification, nomenclature); *mole concept* (introduction, molar volume of gases, per cent composition, and molarity); *chemical reactions* (introduction and stoichiometry); *atomic theory* (introduction, periodic table, and chemical bonding); *solution chemistry* (introduction); *organic chemistry* (introduction, hydrocarbons, and functional group).

### Physics 11

Lab-oriented. Learning outcomes are organized under 7 curriculum topics: *physics – an introduction*; *wave motion and geometrical optics* (wave properties of light, reflection of light, refraction of light); *kinematics* (displacement and velocity in one dimension, acceleration in one dimension, projectile motion); *dynamics in one dimension* (force of gravity, force of friction, elastic forces, Newton's laws, momentum in one

dimension); *energy* (work and energy, law of conservation of energy, power and efficiency); *special relativity*; *nuclear fission and fusion*.

## Earth Science 11

Lab-oriented. Learning outcomes are presented under 6 curriculum organizers: *Earth and its environment* (introduction); *geological science* (Earth materials; weathering and erosion; tectonics and volcanism; tectonics and earthquakes; resources and environment); *oceanographic science* (oceans); *astronomical science* (observing the universe; stars and galaxies; the sun and the solar system; Earth and moon; space technologies); *atmospheric science* (the atmosphere; pressure and winds; evaporation, precipitation, and weather); *Earth's history* (geologic time).

## Science and Technology 11

Issues-oriented course based on provincially-developed resources. The content is grouped under 5 organizers and 15 modules: the first 2 modules are core; all the others are optional: *introduction to Science and Technology* (module 1); *communications and explorations* (modules 2, 3, and 4); *environment and resources* (modules 5, 6, and 7); *human requirements* (modules 8, 9, 10, and 11); *lifestyles, choices, and the future* (modules 12, 13, 14, and 15).

## Biology 12

Lab-oriented. Learning outcomes are grouped under 3 organizers: *cell biology* (cell structure, cell compounds, biological molecules, DNA); *cell processes and applications* (protein synthesis, cancer, transport across cell membrane, enzymes); *human biology* (digestive system, circulatory system - circulation and blood; circulatory system - heart structure and function; respiratory system; nervous system - neuron, impulse generation, reflex arc; and nervous system - divisions of the nervous system and the brain; urinary system; reproductive system).

## Chemistry 12

Lab-oriented. Learning outcomes are set out under 5 curriculum organizers: *reaction kinetics* (introduction, Collision theory, reaction mechanisms and catalysts); *dynamic equilibrium* (introduction, Le Chatelier's Principle and the equilibrium constant); *solubility equilibria* (concept of solubility, solubility and precipitation and quantitative aspects); *acids, bases, and salts* (properties and definitions, strong and weak acids and bases, Kw pH, pOH, Ka and Kb problem solving, hydrolysis of salts, indicators, neutralizations of acids and bases, buffer solutions, and acid rain); *oxidation and reduction* (introduction, balancing redox equations, electrochemical cells, corrosion, and electrolytic cells).

## Physics 12

Lab-oriented. Learning outcomes are set out under 7 organizers: *vector kinematics in two dimensions* (vectors and relative velocity and motion with constant acceleration); *dynamics (forces)*; *vector dynamics* (two-dimensional dynamics); *work, energy and power, momentum* (one-dimensional momentum, two-dimensional momentum); *equilibrium, circular motion, gravitation, electrostatics* (electric force and electric field, electric potential energy, and electric potential); *electric circuits* (Ohm's law and Kirchoff's laws, power and energy); *electromagnetism* (magnetic forces, magnetic induction).

## Geology 12

Lab-oriented. Learning outcomes are grouped under 5 organizers: *Earth materials* (introduction to geology; minerals; igneous rocks and processes; sedimentary rocks and processes; metamorphic rocks and processes; mineral, rock, and energy resources); *time and the fossil record* (relative dating; absolute dating; geologic time scale; the fossil record); *internal processes and structures* (plate tectonics; seismology; isostasy; Earth's

interior; structural geology); *surficial processes* (weathering and erosion; running water; glaciers; ground water); *comparative planetology*.

## Forests 11

Lab-activity-oriented. Learning outcomes are grouped under 9 organizers: *forests and society*; *forest ecology*; *plants*; *trees*; *animals*; *measurement*; *forest resources*; *land-use planning*; *forest management*.

## Forests 12

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes for Forests 12 are grouped under 10 organizers: *management perspectives*; *forest ecology*; *soils*; *resource inventory*; *harvest planning*; *harvesting operations and site preparation*; *reforestation*; *stand-tending*; *insects and diseases*; *fire management*.

## Applications of Physics 11

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes for this course are grouped under the following curriculum organizers and sub-organizers: *FORCE in a mechanical system* (linear, rotational); *PRESSURE in a fluid system* (general, density); *VOLTAGE in an electrical system*; *TEMPERATURE in a thermal system*; *RATE in a mechanical system* (linear, rotational); *rate in a fluid system*, *rate in an electrical system*; *rate in a thermal system*; *WORK in mechanical and fluid systems*; *ENERGY in a mechanical system*; *energy in a fluid system*; *energy in an electrical system*; *energy in a thermal system*; *RESISTANCE in a mechanical system*; *resistance in a fluid system*; *resistance in an electrical system* (resistivity, circuits); *resistance in a thermal system*.

## Applications of Physics 12

The prescribed learning outcomes for this course are grouped under the following curriculum organizers and sub-organizers: *transformers* (mechanical systems, fluid systems, electrical systems); *momentum* (linear mechanical systems, angular mechanical systems); *energy conversion*; *transducers* (mechanical/fluid, electrical/thermal); *waves and vibrations* (mechanical, electromagnetic); *electricity and magnetism* (circuits, motors, capacitance).

# 15. Social Studies

## Social Studies 8

Development and decline of civilizations from A.D. 500-1600: medieval and Renaissance societies; daily life and belief systems; cultural transmission and adaptation; evolution of legal and governmental systems; early economic systems; impact of trade and commerce; impact of science and technology; world geography; population distribution and resource use; exploration of places and ideas.

## 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; 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; 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*, which 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.

## **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, obtaining legal assistance) 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 5 themes of geography (location, place, human and physical interactions, movement, and regions); systems of Earth (weather, climate, tectonic processes, gradation processes); 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; 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.

## B.C. First Nations Studies 12

Traditions and history of B.C.'s First Nations peoples. This 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 B.C. 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.

## Other

### 16. 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.

### 17. Other Types of Programs/Courses

**Note:** All of the courses listed below 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.

(Please 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 4 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 4 curriculum organizers are:

- 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, and 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 and contact information of languages that have been developed through the Ministry Languages Template process, please check the ministry Web site 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. The documents for Business Education 8 to 10 can be found at <http://www.bced.gov.bc.ca/irp/bused810.pdf> and Business Education 11 and 12 and Economics 12 can be viewed at <http://www.bced.gov.bc.ca/irp/bused1112.pdf>

### Home Economics

The Home Economics curricula for grades 8 to 12 focus on helping students develop practical abilities related to foods, textiles, and care giving. The aim of these documents is to provide opportunities for students to develop knowledge, skills, and attitudes that have immediate and future applications in their personal and family life, as well as in key sectors of local and global economies. Home Economics 8 to 10 is available at <http://www.bced.gov.bc.ca/irp/he810.pdf> and Home Economics 11 and 12 can be found at <http://www.bced.gov.bc.ca/irp/he1112.pdf>

### Technology Education

The goal of the diverse Technology Education curricula for 8 to 12 is to assist students to develop the technological literacy and lifelong learning patterns that 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, 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, 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 Web site at <http://www.bced.gov.bc.ca/irp/irp.htm>.

## Career and Personal Planning

Students on both the 1995 and 2004 graduation programs follow a curriculum that includes elements of planning (opportunities for students to plan and put into effect educational, career, and personal decisions), health and personal development (e.g., healthy living, family life education, safety and injury prevention), and career development (learning associated with career skills awareness, career exploration, and career preparation).

Students on the 1995 graduation program are required to take Career and Personal Planning (CAPP) 10-12<sup>9</sup> (2-credit courses), in which students develop Student Learning Plans and participate in a minimum of 30 hours of experiential learning in real-life work environments.

Students on the 2004 graduation program are required to take the Planning 10<sup>10</sup> 4-credit course, which includes many of the key concepts of CAPP, plus a new organizer on personal financial literacy. They must also complete a Graduation Portfolio<sup>11</sup>, which includes, among other things, a requirement that students participate in a minimum of 30 hours of work experience or community service.

## Information and Communications Technology 11 and 12

The aim of the Information and Communications Technology (ICT) curriculum is to help students develop the attitudes, skills, and knowledge that are needed to live, learn, and work effectively in an information-rich technological society. The curriculum involves the development of information and information technology literacy, and knowledge relevant to careers in ICT.

The prescribed learning outcomes for ICT 11 and 12 are grouped into four pathways, each pathway consisting of eight modules. The pathways are Applied Digital Communications (ICTC), Digital Media Development (ICTM), Computer Information Systems (ICTS), and Computer Programming (ICTP).

Schools have the flexibility to structure courses to accommodate students' needs and interests while giving consideration to teacher expertise and school timetables. A course will consist of four modules. Schools may mix and match the modules to suit the needs of students selecting the course. If a course is composed of modules selected from different pathways, the course can be reported using the Modular Survey Course code (ICTX11 or ICTX12).

For more complete information, please check the ministry Web site at <http://www.bced.gov.bc.ca/irp/ict1112.pdf>.

## Physical Education

### Physical Education 8-10

The aim of Physical Education 8-10, as required areas of study for both the 1995 and 2004 graduation programs, is to enable all students to enhance their quality of life through active living. The Physical Education curriculum is arranged under three curriculum organizers: *Active Living*, *Movement*, and *Personal and Social Responsibility*.

*Active Living* provides students with opportunities to make appropriate choices and set personal goals that enhance their quality of life.

<sup>9</sup> <http://www.bced.gov.bc.ca/irp/capp812.pdf>

<sup>10</sup> <http://www.bced.gov.bc.ca/irp/plan10.pdf>

<sup>11</sup> <http://www.bced.gov.bc.ca/graduation/portfolio/>

*Movement* is divided into 6 categories including alternative-environment activities, dance, games, gymnastics, as well as individual and dual activities. In all movement categories students develop efficient and effective movement skills, and understanding of the movement concepts and body mechanics that are necessary to develop activity-specific motor skills.

*Personal and Social Responsibility* provides opportunities for students to acquire leadership skills and an understanding of the qualifications required to pursue careers related to physical activity.

## 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 8-10: *Active Living, Movement, 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.

## 18. Assessment of Foreign Studies

Decisions regarding the assessment and placement of 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 on ICES can be obtained from their URL: <http://www.bcit.ca/ices>

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

Graduation Program *Course Information Booklet* URL: <http://www.bced.gov.bc.ca/graduation/courseinfo/>

Graduation Program *Handbook of Procedures* URL: <http://www.bced.gov.bc.ca/exams/handbook/>

## 19. Contact Persons

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Manitoba**

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# Summary Statement

## 1. Introduction

Since 1995, Manitoba's curricula have been 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. Development in the four core subject areas (mathematics, language arts, social studies, and science) began with Manitoba's participation in consortia of provinces and territories.

In 1993, Ministers of Education from Northwest Territories, Yukon, British Columbia, Alberta, Saskatchewan, and Manitoba signed the Western Canadian Protocol for Collaboration in Basic Education (K–12). With the addition of Nunavut in 2000, the Protocol was renamed Western and Northern Canadian Protocol (WNCP). One of the WNCP goals was to facilitate the transfer of students among western Canadian jurisdictions by more closely aligning curricula.

WNCP participants have produced common curriculum frameworks for mathematics (1995), language arts (1996), heritage languages (1999), international languages (2000), Aboriginal languages and culture (2000), and social studies — from kindergarten to grade 9.

Manitoba also participated in the broader Pan-Canadian Science Project<sup>1</sup>, coordinated by the Council of Ministers of Education, Canada (CMEC). It produced The Common Framework of Science Learning Outcomes, K–12 (1997). Manitoba's science curriculum is aligned with this framework.

**Note:** The French version of this Guide parallels to the English version with the exception of some variation in the requirements for Mathematics and Social Studies, Sections 13 and 15 respectively.

Users of this guide are invited to consult the Manitoba Education, Citizenship and Youth Web site<sup>2</sup> for updated information in the English language and <http://www.edu.gov.mb.ca/indexfr.html> for updated information in the French language.

## 2. Organization of School System

Schools are encouraged to group grades according to Early Years (kindergarten to grade 4), Middle Years (grades 5 to 8), and Senior Years (Senior 1 to Senior 4, or grades 9 to 12).

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.

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.

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<sup>1</sup> <http://www.cmec.ca/science/>

<sup>2</sup> <http://www.edu.gov.mb.ca/ks4/>

## 3. Explanation of Terms Used

### Senior Years

These are the years that follow early and middle schooling. The terms Senior 1, Senior 2, Senior 3, and Senior 4 refer to grades 9–12.

### School-initiated courses (SICs)

These courses are developed locally and registered with Manitoba Education, Citizenship and Youth.

### Student-initiated projects (SIPs)

Projects that are initiated, designed, and carried out by the student under teacher supervision. A SIP is registered with Manitoba Education, Citizenship and Youth and, upon successful completion, the student earns credit.

## 4. Course Designation

### Senior Years Course-Numbering

The present course-numbering system comprises a 3-character alpha-numeric code. The first and second characters are numerals, and the third is a letter.

#### First Character

- 1 — for courses developed for Senior 1
- 2 — for courses developed for Senior 2
- 3 — for courses developed for Senior 3
- 4 — for courses developed for Senior 4

#### Second Character

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

#### Third Character

- F — Foundation
- G — General
- S — Specialized
- E — ESL
- M — Modified
- I — Individualized
- C — College-based
- U — University-based

## Course Designations

### Foundation (F)

Educational experiences that are 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 SICs and 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.)

### Specialized (S)

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

### ESL (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.

### 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.

### Individualized (I)

Educational experiences that are 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 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; 7II indicates year seven of such participation.

### College-based (C)

Educational experiences at the college level that can be used for dual credits; credit at the Senior 3 and Senior 4 levels and also for the first year of college.

### University-based (U)

Educational experiences at the first-year university level that can be used for dual credits; credit at the Senior 4 level for Senior Years graduation purposes and also for first-year university.

## Course Levels

### Senior 1

All subject area curricula, except vocational industrial, are designated as Foundation courses. Some technology education curricula may be developed as specialized courses. The Foundation (F) course designation replaces the General (G) course designation as new curricula come into effect.

### Senior 2

As new curricula are introduced, all subject area curricula (except vocational industrial and mathematics) are developed as Foundation (F) courses. Some curricula for technology education may be developed as Specialized (S) courses.

### Senior 3

New outcome-based curricula for a variety of subject areas include a range of Foundation (F) and Specialized (S) courses. Some curricula that have not yet been revised to include learning outcomes will continue to use the General (G) course designation.

### Senior 4

New outcome-based curricula for a variety of subject areas include a range of Foundation (F) and Specialized (S) courses.

Some curricula that have not yet been revised to include learning outcomes will continue to use the General (G) course designation. Courses that qualify for a U designation are first-year University courses. Those that qualify for a C designation are first-year College courses.

From Senior 1 to 4, a particular Foundation, General, and/or Specialized subject area curriculum can be modified on an individual basis via a student's Individual Education Plan following Departmental requirements. The M or E course designation then applies.

**Note:** 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.

## Examples

### Senior 1 Mathematics (10F)

Senior 1, curriculum developed by Manitoba Education, Citizenship and Youth for 1 credit, Foundation course.

### Senior 1 Science (10F)

Senior 1, curriculum developed by Manitoba Education, Citizenship and Youth for 1 credit, Foundation course.

### Senior 1 Science (10M)

Senior 1, curriculum developed by Manitoba Education, Citizenship and Youth for 1 credit, Foundation course. Curriculum outcomes modified by 50 per cent or more to accommodate a student with significant cognitive disabilities, Modified course.

**Senior 1 Futures in Business (15G)**

Senior 1, curriculum developed by Manitoba Education, Citizenship and Youth for one-half credit, not based on learning outcomes, General course.

**Senior 2 Science (20F)**

Senior 2, curriculum developed by Manitoba Education, Citizenship and Youth for 1 credit, Foundation course.

**Senior 2 Science (20E)**

Senior 2, curriculum developed by Manitoba Education, Citizenship and Youth for 1 credit that has been adapted by 50 per cent or more specifically to facilitate an ESL student's acquisition of English and to assist the student in making the transition into regular Senior Years programming.

**Senior 3 Physical Education SIC (31G)**

Senior 3, a school-initiated course developed locally for 1 credit.

**Senior 4 Women's Studies SIP (41G)**

Senior 4, a student-initiated project developed by a student, for 1 credit.

**Senior 4 English-IB SL (42S)**

Senior 4, developed elsewhere and approved by Manitoba Education, Citizenship and Youth for 1 credit, Specialized course.

**Accounting Software (Comp-0128) 42C**

Senior 4, a first-year college-level course for dual credits, developed by a college and approved by Manitoba Education, Citizenship and Youth for one-half credit, College-based course.

**Introductory Psychology (44.1000/6) 42U**

Senior 4, a first-year university level course for dual credits, developed by a university and approved by Manitoba Education, Citizenship and Youth for one credit, University-based course.

**Individualized Programming (31I)**

The credit designation applies to those students whose cognitive disabilities are so significant that they are unable to benefit from Department-developed or Department-approved curricula. The 31I signifies that a student has completed three years in an Individualized program.

## 5. Time Allotments and Course Load

The following time allotment tables for grades 1–8 describe the expectations for the subject area time allotments in the three programs (English, Français, and French Immersion). An overall percentage breakdown is given AS A GUIDELINE ONLY.

Instructional leaders have the flexibility to arrange timetabling in a manner that suits the composition and specific needs of their school.

The Department recommends that 70 per cent of instructional time be devoted to compulsory subject areas.

<b>ENGLISH PROGRAM — Recommended Time Allotments</b>		
<b>Subject Areas</b>	<b>Grades 1 to 6</b>	<b>Grades 7 and 8</b>
<b>Compulsory</b>		
language arts (English)	35%	27%
mathematics	15%	17%
science	10%	13%
social studies	10%	13%
physical education/health education	11%	9%
arts	10%	8%
<b>Optional</b>		
e.g., basic French, other languages (Aboriginal, etc.)	9%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>

A recommendation for schools offering basic French or other second languages is to re-allocate a small portion of English language arts time for this purpose. This recognizes that some language concepts are transferable and should assist schools to accommodate the basic French grant requirement.

<b>FRANÇAIS PROGRAM — Recommended Time Allotments</b>		
<b>Subject Areas</b>	<b>Grades 1 to 6</b>	<b>Grades 7 and 8</b>
<b>Compulsory</b>		
Français/Anglais <sup>a</sup>	35%	27%
mathématiques	15%	17%
sciences de la nature	10%	13%
sciences humaines	10%	13%
éducation physique et éducation à la santé	11%	9%
arts	10%	8%
<b>Optional e.g., éducation religieuse, etc.</b>		
	9%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>

<sup>a</sup>Anglais is a compulsory subject area from grade 4 to Senior 4. School divisions/districts and schools may elect to teach Anglais in grade 3.

<b>FRENCH IMMERSION PROGRAM — Recommended Time Allotments<sup>a</sup></b>		
<b>Subject Areas</b>	<b>Grades 1 to 6</b>	<b>Grades 7 and 8</b>
<b>Compulsory</b>		
English language arts - Immersion	20%	14%
Français	15%	13%
mathématiques	15%	17%
sciences de la nature	10%	13%
sciences humaines	10%	13%
éducation physique et éducation à la santé	11%	9%
arts	10%	8%
<b>Optional</b>		
e.g., formation personnelle, etc.	9%	13%
<b>Total</b>	<b>100%</b>	<b>100%</b>

<sup>a</sup>Bilingual Heritage Language Instruction (Ukrainian, German, Hebrew): The time allotments specified for the French Immersion Program also apply to Bilingual Heritage Language Instruction. Time allotments for English language arts will be the same as the English allotment in the table. The time allotment identified for Français will be used for language arts instruction in the heritage language. Mathematics and science will be instructed in English; the other subjects will be taught in the heritage language (following the *Policy for Heritage Language Instruction*).

## Senior Years Credit System

The Senior Years (Senior 1–4) credit system provides flexibility to enable students to pursue Senior Years courses best suited to their individual requirements and aspirations. A student may earn one credit by undertaking and successfully completing a course of study designed for a minimum of 110 hours of instruction. Half credits (courses designed for a minimum of 55 hours of instruction) may be earned in like manner. The minimum of 28 credits is required for graduation from the Senior Years.

## 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.

### English Program

To fulfill the requirements of this program, all Senior Years subjects are taught in English with the exception of other languages studied.

### English Senior Years Technology Education Program

Technology Education includes the courses found in the subject areas of Business and Marketing Education, Home Economics, Industrial Arts, and Vocational Industrial Arts. Many students take courses from Senior 1 to Senior 4 in these subject areas to fulfill part of their optional credit requirements for graduation. Others pursue a full Senior Years Technology Education Program, defined as any 8 to 14 courses that have been

approved by Manitoba Education, Citizenship and Youth for the purpose of helping students make the transition from school to work.

## Senior Years French Immersion Program

Out of a total of 28 credits, the minimum of 14 credits from courses taught in French are required to obtain the provincial diploma in French Immersion: at each grade in Senior 1 and in Senior 2, the minimum of 4 credits must be completed in French; at each grade in Senior 3 and in Senior 4, the minimum of 3 credits must be completed in French.

## Français Program

All courses are taught in French, including 19 compulsory and 9 optional credits for a total of 28 credits.

The specific requirements for each of these diplomas are outlined under section 8.

## 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 6 to Senior 4.

Beginning in 2004–05, provincial standards tests for English language arts and Mathematics will only be administered at Senior 4. 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 Senior 4 (grade 12) will 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.

New provincial assessment programming for grade 6 and grade 8 under development.

Provincial transcripts of student marks are available from:

### Professional Certification and Student Records Unit

Box 700

Russell, Manitoba

R0J 1W0

Phone: (204) 773-2998

Fax: (204) 773-2411.

## 8. Requirements for Graduation

In the 2004–05 school year, all students working toward graduation must follow programs developed under *Increased Choice and Flexibility: Changes to Senior Years Graduation Requirements* (March 2001). See the Manitoba Education, Citizenship and Youth Web site: <http://www.edu.gov.mb.ca/ks4/policy/index.html>.

Detailed information on graduation requirements for the four school programs in Manitoba is available at: [http://www.edu.gov.mb.ca/ks4/policy/grad\\_require.html](http://www.edu.gov.mb.ca/ks4/policy/grad_require.html).

Should you require clarification regarding curricula, program, or policy issues, please contact:

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The minimum of 28 credits is required for graduation from the Senior Years. Individual schools have the authority to designate courses as compulsory for their students and to exceed the minimum 28 credit graduation requirement. These credits must follow a pattern established for each of the four programs as follows.

## English Program (minimum of 28 credits)

### Compulsory Credits: 15

Senior Years Graduation Credit Requirements							
Senior 1		Senior 2		Senior 3		Senior 4	
Compulsory Subject Areas (5 credits)		Compulsory Subject Areas (5 credits)		Compulsory Subject Areas (3 credits)		Compulsory Subject Areas (2 credits)	
language arts	1	language arts	1	language arts	1	language arts	1
mathematics	1	mathematics	1	mathematics	1	mathematics	1
science	1	science	1				
social studies	1	social studies	1	social studies	1		
physical education/health education	1	physical education/health education	1				

### Optional Credits: 13

Students must ensure that 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 one Senior 3 credit and two Senior 4 credits.

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- social studies (additional)
- basic French
- other second languages
- the arts
  - visual arts
  - music
  - drama
  - dance
- physical education
- health education
- skills for independent living
- technology education
  - vocational industrial
  - home economics
  - business and marketing
  - industrial arts

**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 credits may vary.

## Senior Years English Technology Education Program (minimum of 28 credits)

### Compulsory Credits: 14

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*<sup>3</sup>

Plus, students must fulfill the minimum 28 credit graduation requirement by completing (0 to 6) credits from the optional category.

To graduate with an approved SENIOR YEARS APPRENTICESHIP OPTION, students must complete the 14 compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 6) .

Senior Years Graduation Credit Requirements							
Senior 1		Senior 2		Senior 3		Senior 4	
Compulsory Subject Areas (5 credits)		Compulsory Subject Areas (5 credits)		Compulsory Subject Areas (2 credits)		Compulsory Subject Areas (2 credits)	
language arts	1	language arts	1	language arts	1	language arts	1
mathematics	1	mathematics	1	mathematics	1	mathematics	1
science	1	science	1				
social studies	1	social studies	1				
physical education/health education	1	physical education/health education	1				

### Optional Credits: 13

Students must ensure that 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 one Senior 3 credit and two Senior 4 credits.

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

<sup>3</sup> <http://www.edu.gov.mb.ca/ks4/docs/policy/sthte/index.html>

- skills for independent living
- technology education
  - vocational industrial
  - home economics
  - business and marketing
  - industrial arts

**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 credits may vary.

## Français Program (minimum of 28 credits)

### Compulsory Credits: 19

Senior Years Graduation Credit Requirements							
Senior 1		Senior 2		Senior 3		Senior 4	
Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (4 credits)		Compulsory Subject Areas (3 credits)	
Français	1	Français	1	Français	1	Français	1
Anglais	1	Anglais	1	Anglais	1	Anglais	1
mathématiques	1	mathématiques	1	mathématiques	1	mathématiques	1
sciences de la nature	1	sciences de la nature	1				
sciences humaines	1	sciences humaines	1	sciences humaines	1		
éducation physique et éducation à la santé	1	éducation physique et éducation à la santé	1				

### Optional Credits: 9

Students must ensure that 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 one Senior 3 credit and two Senior 4 credits.

- 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

## French Immersion Program (minimum of 28 credits)

### Compulsory Credits: 19

Senior Years Graduation Credit Requirements							
Senior 1		Senior 2		Senior 3		Senior 4	
Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (4 credits)		Compulsory Subject Areas (3 credits)	
Français	1	Français	1	Français	1	Français	1
English language arts - Immersion	1	English language arts - Immersion	1	English language arts - Immersion	1	English language arts - Immersion	1
mathématiques	1	mathématiques	1	mathématiques	1	mathématiques	1
sciences de la nature	1	sciences de la nature	1				
sciences humaines	1	sciences humaines	1	sciences humaines	1		
éducation physique et éducation à la santé	1	éducation physique et éducation à la santé	1				

### Optional Credits: 9

Students must ensure that 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 one Senior 3 credit and two Senior 4 credits

Out of a total of 28 credits, the minimum 14 credits from courses taught in French are required to obtain the provincial diploma in French Immersion: at each grade in Senior 1 and in Senior 2, the minimum of 4 credits must be completed in French and at each grade in Senior 3 and in Senior 4, the minimum of 3 credits must be completed in French.

- 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

**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 credits may vary.

## Français/French Immersion Technology Education Program (minimum of 28 credits)

### Compulsory Credits: 18

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*.<sup>4</sup>

To graduate with an approved Senior Years Apprenticeship Option, students must fulfill the minimum 28 credit graduation requirements. Students must complete the 18 compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 2).

Senior Years Graduation Credit Requirements							
Senior 1		Senior 2		Senior 3		Senior 4	
Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (3 credits)		Compulsory Subject Areas (3 credits)	
Français	1	Français	1	Français	1	Français	1
Anglais or English language arts - Immersion*	1	Anglais or English language arts - Immersion*	1	Anglais or English language arts - Immersion <sup>a</sup>	1	Anglais or English language arts - Immersion	1
mathématiques	1	mathématiques	1	mathématiques	1	mathématiques	1
sciences de la nature	1	sciences de la nature	1				
sciences humaines	1	sciences humaines	1				
éducation physique et éducation à la santé	1	éducation physique et éducation à la santé	1				

<sup>a</sup>Anglais for students in a Français Program; English language arts—Immersion for students in a French Immersion Program.

### Optional Credits: 0 to 2

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

Within the approved Senior Years Technology Education Program cluster, students must complete the minimum of 1 Senior 3 credit and 1 Senior 4 credit.

- autres langues

<sup>4</sup> <http://www.edu.gov.mb.ca/ks4/docs/policy/sthte/index.html>

- 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

**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

## Summary of Course Content

### 9. First Language (English)

#### Required courses

##### Grades 7-8

General and specific outcomes for this level are based on the Western Canadian Protocol document, *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*. General outcomes include:

- Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
- Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.
- Students will listen, speak, read, write, view, and represent to manage ideas and information.
- Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- Students will listen, speak, read, write, view, and represent to celebrate and to build community.

##### Senior Years

##### Senior 1 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*) identify English language arts knowledge, skills and strategies, and attitudes that 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.

### **Senior 2 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*.) identify English language arts knowledge, skills and strategies, and attitudes that students are expected to develop and demonstrate. These build upon those mandated for Senior 1 (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.

### **Senior 3 English Language Arts: Comprehensive Focus (30S)**

Five general and 56 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. 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.

### **Senior 3 English Language Arts: Literary Focus (30S)**

Five general and 56 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. 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 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.

### **Senior 3 English Language Arts: Transactional Focus (30S)**

Five general and 56 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. 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, 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 to select a tone appropriate to their purpose.

**Senior 4 English Language Arts: Comprehensive Focus (40S)**

Five general and 56 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. Students develop and refine a range of literacy skills that deepen their engagement with and appreciation of a variety of texts. 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.

**Senior 4 English Language Arts: Literary Focus (40S)**

Five general and 56 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. The course focus is on aesthetic uses of language. 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 that students produce are aesthetic in purpose and approximately 30 per cent 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 that they are staging.

**Senior 4 English Language Arts: Transactional Focus (40S)**

Five general and 56 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. The course focus is on pragmatic uses of language. 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 that 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, Web sites). While maintaining a pragmatic purpose, students may compose texts that use highly aesthetic language.

**Optional courses****Senior 4 English Language Arts: Language and Technical Communication (40S)\***

Five general and 37 specific learning outcomes identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate in this course. 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. \*Students who are vocational program majors in the Senior Years English Technology Education Program may take this course as their single compulsory Senior 4 English Language Arts credit.

### **Senior 4 English Language Arts: Language and Literary Forms (40S)**

This course provides learners with experiences related to reading, writing, listening, speaking, viewing, and thinking. In this course, 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 postsecondary 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.

### **Senior 4 English Language Arts: Language and Transactional Forms (40S)**

This course continues to provide learners with experiences related to reading, writing, listening, speaking, viewing, and thinking. 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 postsecondary goals include emphasis on journalism, public relations, media or creative communications and for students who are interested in pursuing postsecondary 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.

### **Senior 2-4 Dramatic Arts (20G, 30S, 40S)**

Study and practice of drama, including acting, improvisation, staging, directing, technical aspects.

## **10. First Language (French)**

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**

#### **Grades 7 and 8**

The general and specific learning outcomes of the course are based on those found in: *Les résultats d'apprentissage en français langue première (de la maternelle à la douzième année)*. This document was produced in 1996 under the aegis of the Western Canadian Protocol for Collaboration in Basic Education K–12. The learning outcomes are embodied in the four areas of culture and identity, oral communication, reading, and writing and are aimed at developing in an interactive way, students' ability to communicate, to learn, to develop strategies, and to appreciate culture.

- Senior 1 Français langue première 10F
- Senior 2 Français langue première 20F
- Senior 3 Français langue première : Langue et communication 30S
- Senior 4 Français langue première : Langue et communication 40S

The goals of these courses are twofold:

- Students will develop their language skills in order to make use of their first language as a tool for efficient personal and social communication in the four strands of listening, speaking, reading, and writing within informative, promotional, expressive, and literary texts.
- Students will have opportunities to participate in meaningful activities in the French language, thus allowing them to appreciate the positive aspects of their first language, to recognize the

sociocultural values being transmitted by what is heard and read, and to progressively come to place themselves in relation to these values.

## 11. Second Language

### Elective courses

#### A. Basic French

The majority of Manitoba students commence 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.

The curricular designations for Basic French are the following: Basic French 10G, Basic French 20G, Basic French 30S, Basic French 40S — with distinct learning outcomes.

- Senior 1 Basic French (10G)
- Senior 2 Basic French (20G)
- Senior 3 Basic French (30S)
- Senior 4 Basic French (40S)

#### B. Anglais

All Anglais courses have the same content/course description, but a different course coding, as the courses found in Section 9 of the Guide.

## 12. French (Immersion)

### Required courses

#### Grades 7 and 8

The general and specific learning outcomes of the course are based on those found in *Les résultats d'apprentissage en français langue seconde — immersion (de la langue maternelle à la douzième année)*. This document was produced in 1996 under the aegis of the Western Canadian Protocol for Collaboration in Basic Education K–12. The learning outcomes are embodied in the five areas of oral comprehension, written comprehension, oral production, written production, and enhanced value of learning French and are aimed at developing in students the abilities to communicate, to learn, to develop strategies, and to appreciate culture.

#### Senior years

- Senior 1 Français langue seconde — immersion 10F
- Senior 2 Français langue seconde — immersion 20F
- Senior 3 Français langue seconde — immersion : Langue et communication 30S
- Senior 4 Français langue seconde — immersion : Langue et communication 40S

These courses are aimed at giving students the skills they need to further their language abilities in comprehending and producing oral and written texts. More specifically, in the area of comprehension, the students should be able to read and listen to different texts that may respond to their personal and social needs for communication; they should also be able to reconstruct the meaning of texts based on language forms and structure and on the various components of the situation.

More specifically, in the area of production, the students should be able to write and to structure orally a variety of texts that may respond to their personal and social needs for communication; they should also be able to formulate meaning based on language forms and structure and on the various components of the situation.

## 13. 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 are available in the French version of the Guide.

### Required courses

#### Grades 7 and 8

The curriculum for these grades includes all outcomes identified by *The Common Curriculum Framework for K-12 Mathematics (1995)* 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. The curriculum is organized in four strands: patterns and relations, statistics and probability, shape and space, and number. In Manitoba, four outcomes relating to the area of triangles and parallelograms have been added to the shape and space strand beyond the Western Canadian Protocol.

#### Senior Years

##### Senior 1 Mathematics (10F)

This is a foundation course for all students. This curriculum includes all outcomes identified by *The Common Curriculum Framework for K-12 Mathematics (1995)* 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. Units are: mathematical reasoning, statistics, polynomials, spatial geometry, linear relations, similarity and congruence, probability, powers and exponents, trigonometry, measurement, and transformational geometry.

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

Applied Mathematics is particularly directed to students planning to enter postsecondary 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, 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.

**Senior 2 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, data management and analysis.

**Senior 3 Applied Mathematics (30S)**

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

**Senior 4 Applied Mathematics (40S)**

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

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

Intended for students whose postsecondary planning does not include a focus on mathematics and science-related fields. These are one credit courses, each consisting of two 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.

**Senior 2 Consumer Mathematics (20S) Topics**

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

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

**Senior 3 Consumer Mathematics (30S) Topics**

**Half-credit III:** 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, applications of probability.

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

**Senior 4 Consumer Mathematics (40S) Topics**

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

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

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

Appropriate for students planning to pursue postsecondary studies in mathematics and sciences. These courses are designed for students who intend to study calculus and related mathematics as part of their postsecondary 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.

**Senior 2 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.

**Senior 3 Pre-Calculus (30S)**

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

**Senior 4 Pre-Calculus (40S)**

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

**Accounting**

**Note:** Students can take the following accounting courses to meet the graduation requirements for Senior 3 and Senior 4 Mathematics credits. However, this may limit their access to some postsecondary programs.

**Senior 3 Accounting Principles (30S)**

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

**Senior 4 Accounting Systems (40S)**

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, analyzing and interpreting corporate financial statements

**Elective courses****Senior 1 Transitional Mathematics (10F)**

A bridging course designed to assist students to develop the skills and understanding needed for success in Senior 1 Mathematics (10F).

**Senior 2 to Senior 4 Computer Science (20S, 30S, 40S)**

The emphasis in computer science courses is on students learning to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students learn programming techniques and the syntax of one or more programming languages. More importantly, students learn to adapt to changes in programming languages and learn new languages as they are developed. This set of knowledge, skills and strategies, and attitudes is developed at an increasing degree of sophistication as students move from the 20S level through to the 30S and 40S levels.

For more details visit: <http://www.edu.gov.mb.ca/ks4/cur/cs/index.html>.

**Senior 4 Seminar in Business (40S)**

Ethics, career development, office organization, administrative support, research skills/offices resources, telephone techniques, interpersonal skills, stress management, communications, work education component.

## 14. Science

### Required Courses

The Province of Manitoba has designated science as a compulsory discipline of study up to and including Senior 2 (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.

The following table summarizes the cluster topics for Grade 7 to Senior 2.

<b>Science Curriculum Clusters — Grade 7 to Senior 2</b>				
<b>Cluster</b>	<b>Grade 7 Science</b>	<b>Grade 8 Science</b>	<b>Senior 1 Science (10F)</b>	<b>Senior 2 Science (20F)</b>
Cluster 0	Overall Skills and Attitudes (to be integrated into Clusters 1 to 4)			
Cluster 1	Interactions within Ecosystems	Cells and Systems	Reproduction	Dynamics of Ecosystems
Cluster 2	Particle Theory of Matter	Optics	Atoms and Elements	Chemistry in Action
Cluster 3	Forces and Structures	Fluids	Nature of Electricity	In Motion
Cluster 4	Earth's Crust	Water Systems	Exploring the Universe	Weather Dynamics

### Elective courses

Manitoba is currently renewing the Senior Years science curriculum. The renewal process will be completed by 2008, with implementation timelines varying for individual courses. All 30G curricula will be discontinued as of June 2005. All 40G curricula will be discontinued as of June 2006. For updates on the status of new courses visit the science Web site at: <http://www.edu.gov.mb.ca/ks4/cur/science/index.html>

#### **Senior 3 Biology (30S)**

A study of the human body systems with an emphasis on homeostasis wellness.

#### **Senior 4 Biology (40S)**

A study of genetics and biodiversity.

**Senior 4 Biology (40G)**

(To be discontinued effective June 2006)

A general study of genetics, biodiversity, and ecology.

**Senior 3 Physics (30S)**

A study of mechanics, fields, waves, and an introduction to modern physics.

**Senior 4 Physics (40S)**

A study of mechanics, fields, and an introduction to modern physics, building on what students know and are able to do as a result of their studies in Physics 30S.

**Senior 3 Chemistry (30S)**

A study of chemistry in a changing world, physical properties and changes, chemical reaction, solubility, acids and bases, and organic chemistry.

**Senior 4 Chemistry (40S)**

A study of the nature of chemistry, kinetics, chemical equilibrium, acid-base equilibria, solubility equilibria, and oxidation-reduction.

**Senior 4 Physical Science (40G)**

(To be discontinued effective June 2006)

A study of waves, sound or light, atomic structure and nuclear energy, organic chemistry, rocks and minerals.

**Senior 3 Current Topics in the Sciences (30S)**

This new course, in the pilot phase until 2005, is a study of multidisciplinary topics based on current issues. It shifts the focus from learning science concepts and facts to developing critical thinking and problem solving skills. 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.

## 15. 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 the Guide.

Manitoba is currently renewing the Kindergarten to Senior 4 Social Studies curriculum. The renewal process will be completed by 2008 and, until then, Manitoba schools will continue to offer the existing curriculum, described below. For updates on the status of the new courses, visit our Web site<sup>5</sup>.

<sup>5</sup> <http://www.edu.gov.mb.ca/ks4/cur/socstud/index.html>

## Required courses

### **Grade 7 Social Studies: Spaceship Earth**

A study of the Earth, which focuses on why people live where they do, and on the ways of life they develop through interaction with their physical environment and with each other. The course has a world geographic orientation and develops the concepts of least developed, developing, and developed worlds.

### **Grade 8 Social Studies: People through the Ages**

A study of how people lived within selected societies of the past, and how life today is closely related to developments that have occurred through the ages. Questions such as the following receive emphasis: How did people live? How does that way of life compare with our own? What developments in previous societies are still evident in present-day societies? The course has a world history orientation.

## Senior Years

### **Senior 1 Social Studies (10G) Canada Today: Canadian Studies**

A study of the Canadian society in which the student lives and the role of the student within that society. Topics include Canadian identity; multiculturalism; the political, legal, and economic process; technology; Canada and the world; and the future of Canada. The course has a Canadian Studies orientation.

### **Senior 2 Social Studies (20G) North America: A Geographic Perspective**

The North American continent as a whole is studied from a geographical perspective. A regional approach focuses on the interrelationship of resources and people.

### **Senior 3 Social Studies (30G, 30S) Canada: A Social and Political History**

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

## Elective courses

### **Senior 2 American History (20G)**

A survey course in the history of the United States of America.

### **Senior 3 Physical Geography (30S, 30G)**

A study of geographic concepts with an emphasis on mapping, and the interrelationship between population and economic activities.

### **Senior 3 Agriculture (30S, 30G)**

A study of the role of agriculture in society.

### **Senior 4 World Geography: A Human Perspective (40S, 40G)**

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

### **Senior 4 Western Civilization: A Historical Review of Its Development (40S, 40G)**

A study of the significant historical developments, movements, and individuals who have shaped and influenced western civilization.

### **Senior 4 World Issues (40S, 40G)**

A study of the course and effect of world issues on global quality of life.

### **Senior 4 Economics (40S)**

The economic system, effects on business, government, and the individual.

### **Senior 4 Law (40S)**

Introduction to law, torts, contracts, property rights, family, inheritance, crimes, insurance, employment.

### **Senior 1–4 Family Studies (15G, 25G, 10G, 20G, 30S, 40S, 40G)**

Family issues in modern society.

## **Physical Education/Health Education**

Physical Education/Health Education (PE/HE) is a compulsory subject area from Kindergarten to Senior 2 (Grade 10).

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 Senior 4: Movement; Fitness Management; Safety; Personal and Social Management; Healthy Lifestyle Practices. Specific student learning outcomes have also been identified for Kindergarten to Senior 2.

**Note:** Manitoba's new PE/HE curriculum for Senior 3 and Senior 4 (optional years) is still under development. Refer to the [Physical Education/Health Education Web site](http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html)<sup>6</sup> for regular updates.

## **Other**

### **16. 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 or co-requisites.

<sup>6</sup> <http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html>

## 17. Other Types of Programs/Courses

### Making Local Choices

From Senior 1 to Senior 4, 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 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 28 credits for graduation. These processes provide for programming opportunities that address both provincial and local educational priorities.

### Notes of Caution

1. Be aware of and record the number of local courses that a school may make compulsory for students beyond the 28-credit provincial requirement. In order to obtain a school graduation diploma, a student must fulfill the local requirements.
2. A Manitoba high school graduation diploma does not ensure admission into postsecondary institutions. Before selecting Senior Year courses, students should consult the calendars of the postsecondary institutions that they are interested in attending. Admission requirements for these institutions vary, as they are set by individual institutions. Information on entrance to postsecondary institutions may be obtained at high schools, at individual institutions, 5yt or on-line.

### Mature Students

For information on how to complete your high school diploma (Mature Student Graduation Requirements) go to [http://www.edu.gov.mb.ca/ks4/policy/mat\\_students.html](http://www.edu.gov.mb.ca/ks4/policy/mat_students.html)<sup>7</sup>.

Courses are available from:

- Distance Learning, telephone 1-800-465-9915
- local high schools
- an adult learning centre

## 18. Assessment of Foreign Studies

Students entering Manitoba schools from outside the province have their standing appraised by the school to which they wish to gain admission.

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<sup>7</sup> [http://www.edu.gov.mb.ca/ks4/policy/mat\\_student.html](http://www.edu.gov.mb.ca/ks4/policy/mat_student.html)

## 19. Contact Persons

### **English Program**

#### **Dominique Bloy**

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**New Brunswick (Anglophone sector)**

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# 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 whose programs and services are offered in English and which 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. All high schools in the province are now on this system. For most students, the high school experience will be of four years 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 (see Section 6).

The grades 11 and 12 program leads to a New Brunswick High School Diploma. 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, postsecondary intentions, and career aspirations.

School programs and activities are organized on a one-year basis, with the school year extending from the day after Labour Day in September through to mid-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	K–Grade 5
Middle School	Grades 6–8
High School	Grades 9–12

## 4. Course Designation

At grades 9 and 10, the subjects in the common curriculum are designated by subject name and year — Math 10, Music 9. All students are expected to complete the same learning outcomes for the subject in a given year. There are no designated levels of difficulty, although ability grouping is allowed in grade 10 English and mathematics.

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

## 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 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 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. The majority of New Brunswick high schools have chosen to adopt the 90-hour per 20 credits system.

Students have opportunities to challenge for credit (up to 2 challenges allowed in grades 11 and 12) and to take independent study (one independent study allowed in grades 11 and 12). These are allowed exceptions to the usual time allotment.

## 6. Curriculum Organization

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

Grade 9	Grade 10	Grade 11	Grade 12
English (year long)	English (year long)	English (2 credits)	English
Math (year long)	Math (year long)	Math (1 credit)	Elective
French	French	Science <sup>a</sup>	Elective
Social Studies	Social Studies	History	Elective
Science	Science	Fine Arts/ Life Role	Elective
		Development <sup>b</sup>	Elective
90 hours minimum in each of:			
<ul style="list-style-type: none"> <li>• Art, Music Physical Education, technology (or 135 hours in one, 45 in another &amp; 90 in two)</li> <li>• Guidance — 40 hours over 2 years</li> <li>• Family Studies — 40 hours over 2 years</li> </ul>		Elective	Elective

<sup>a</sup>or approved technology course

<sup>b</sup>*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; Co-op Ed 120; Outdoor Pursuits 110; Health and Physical Education 120; Entrepreneurship 110. Courses that are 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.

For promotion to grade 11, students must pass all grade 10 subjects (with minimum of 60 per cent, C, or Acceptable, depending on the reporting system used in the school). Students in grade 11 may take some grade 12 courses. Grade 11 electives are available to those students in grade 10 whose schedules allow.

## 7. Testing and Grading Practices

Testing, assessment, and grading are the responsibility of the school in all areas of the High School Program. Previously, provincial examinations in mathematics and English in grade 11 counted for 30 per cent of the student's mark.

Students who may 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. Computer Literacy Skills are a compulsory part of the common curriculum.

## 8. Requirements for Graduation

New Brunswick high schools have a choice of organizing courses in a 16-credit system or a 20-credit system. As of the 2001–02 school year, most schools have opted for the 20-credit system.

Grades 11 and 12 are designed to allow considerable flexibility for students who have differing skills, abilities, and needs. Students must successfully achieve 17 credits, including 6 compulsory credits of which 5 must show at least a pass mark for grade 12. The student course load is 10 credits a year. Students typically begin to earn credits for graduation only during grades 11 and 12, although some are able to earn an elective credit or two during their grade 10.

Students must also pass the English Language Proficiency Assessment and attain Computer Literacy Skills (see Section 7).

### High School Graduation Requirements: 20-credit system

Students who entered grade 11 in September 1999 or later must:

- meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the *Grades 9/10 Companion Document* (completing Information Technology outcomes satisfies Computer Literacy requirement);
- successfully pass 17 courses, including 7 compulsories;
- accumulate a minimum of 5 credits at the grade 12 level.

#### Compulsory courses

##### Grade 11

- English 11 (2 credits)
- Math 11 (1 credit)
- Science (or approved Technology Course) (1 credit)
- Modern History 11 (1 credit)
- Fine Arts cluster / Life Role Development cluster (1 credit)

##### Grade 12

- English 12 (1 credit)
- 7 credits from compulsory courses, out of 20 credits
- 17 credits required (including the above compulsory courses)
- 5 credits must be at the grade 12 level

**In the 16-credit system students must successfully pass 14 courses, including 6 compulsories.**

#### High School Diploma

The responsibility for issuing a high school diploma lies with the Department of Education, with individual high schools acting on the Department's 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 they include the courses required by the institution in their high school program.

For additional information on New Brunswick high school education, contact:

**High School Co-ordinator**  
Department of Education  
Educational Programs & Services  
P.O. Box 6000  
Fredericton, NB E3B 5H1  
(506) 453-2155

## Summary of Course Content

The four-year high school is organized into two sections: the 9/10 program and the 11/12 program.

The 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 ability grouping in math and English may take place as late as possible in grade 10.

The 9/10 program allows for all or nothing promotion at the end of grade 9, and it also allows promotion by subject at the end of grade 10. The pass mark is a minimum of 60 per cent, Acceptable, or C, depending on the reporting system used by the school. There are no credits for subjects in grades 9 and 10.

At grades 11/12, students begin to earn credit for graduation purposes. Learning in grades 11/12 is organized in courses that may have different levels according to degree of difficulty. Students in grade 10 may earn credits in one or two grade 11/12 courses if their timetables permit.

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

### 9. First Language (English)

#### 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 challenge students continually. The aim is to enable students to be confident, effective communicators.

#### 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 postsecondary 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 literary pieces. English 122 concentrates on critical comprehension and evaluation skills of Canadian and world literature, including a Shakespearean play. 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 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, 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 activity-based, aims to have students learn through experiment and exploration.

### **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. Some schools are following a newer version of the course developed through Atlantic regional cooperation.

### **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.

## **10. French (First Language)**

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

## 11. Second Language (French)

### Grades 9–10

There are three French second language programs — Core French, Early French Immersion, and Late French Immersion. A multidimensional approach to language teaching is used in all programs, and it ensures students are exposed to a variety of experiences in French that reflect both their needs and life experiences as individuals. It also implies that there are connections to be made between the outcomes for French second language programs and the outcomes of other curricular areas. French Second Language Program requirements are outlined in New Brunswick Department of Education Policy Statement 309: <http://www.gnb.ca/0000/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).

### Core French

#### Grades 9–10

##### French 9 (1005017) – 10 (1005027)

Core French 9 and 10 courses focus on the language skills necessary to satisfy routine social demands and limited requirements in school and social settings. Communication is in French with a multidimensional approach to the teaching and learning of a second language. According to Policy 309, French in New Brunswick is compulsory until the end of grade 10. These courses are not appropriate for students with a background in French Immersion.

The goal upon completion of grade 12 Core French, is for students to attain 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 multidimensional 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. They 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, or no, background in French as a second language. The course covers the skills necessary for basic communication in French in daily situations.

## 12. French (Immersion)

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

### **French Immersion Language Arts 110 (1507530) – 120 (1507540)**

The French as a Second Language program uses a multidimensional 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 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.

## 13. Mathematics

### **Grades 9 – 10**

#### **Mathematics 9 (1030017) – 10 (1030027)**

At grades 9 and 10, all students follow a common mathematics curriculum (Mathematics 9 and Mathematics 10) designed 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. Grouping of students and differentiation of instruction may take place at some point during the grade 10 year.

### **Grades 11 – 12**

#### **Geometry and Applications in Mathematics 111 (1030131)/112 (1030132)**

This course (or Applications in Mathematics 113) is compulsory for high school graduation, and follows Mathematics 10. Students will 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); and circle geometry (both Euclidean and analytical); as well as pursuing an independent study.

#### **Applications in Mathematics 113 (1030233)**

This course (or Geometry and Applications in Mathematics 111/112) is compulsory for high school graduation, and follows Mathematics 10. Students will 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; as well as pursuing 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 grade 11 or 12. Students will 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 grade 11 or 12. Students will 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)**

This elective course will generally be taken by students in grade 12. Students will 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 will 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 will 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).

## **14. 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, the nature of technology, and 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 as in Physics 112 – 122, but the depth of coverage will be greater.

**Physics 112 (1025432)**

Physics 112 is the first of two physics courses designed for students who intend to go 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 to go 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 will include library research, laboratory investigations, and multi-sources of information, including print, software, video, 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 will be 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 112 (1025132)**

Biology 112 is a one-credit course emphasizing the nature of life. Lecture and demonstration methods are used together with a laboratory program. Grades 9–10 will prepare students for this course. Study includes biodiversity, cellular matter and energy flow, energy and matter exchange by humans and other organisms, and energy and matter exchange in ecosystems. Although it is not a prerequisite, Biology 112 is a good preparation for Biology 120.

**Biology 113 (1025133)**

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

**Biology 120 (1025140)**

Biology 120 is a one-year course designed for students who may go to postsecondary institutions. Although previous biology or chemistry courses are not required, they are strongly recommended as preparation for this course. Laboratory and/or demonstration periods are an integral part of the course. Major topics include systems regulating change in human and other organisms, reproduction and development, chromosomes, genes, DNA, and change in populations, communities, and species.

**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, ecosystems' nutrient cycles, 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 take postsecondary study in chemistry, physics, and some branches of engineering.

## 15. 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 future, are willing to confront issues, and participate in local, national, and world affairs. The learner is capable of inquiry, analysis, synthesis, and evaluation. Study includes: individual development and identity; groups and institutions; citizenship, power, and governance; culture and cultural diversity; global perspectives; change; environment; and production, distribution, and consumption.

### 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 19th and 20th 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 20th 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 mankind. 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 man-made structures and systems, 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 19th century to the present. It includes the Maritime Provinces (1815–1864), the Canadas, 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 our 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.

### **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 that 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.

## Other

### 16. 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.

### 17. Other Types of Programs/Courses

#### Grades 9–10

##### Visual Arts

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

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

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's taking more responsibility for the learning.

##### Physical Education

Physical Education has many broad-based outcomes that relate to a healthy lifestyle, personal development, aesthetic expression, citizenship, solving problems, and communication. The outcomes are best achieved through a program that provides for class instruction, application through intramural participation, and recreational club activity.

##### Guidance/Family Studies

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.

## **Grades 11–12**

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

## **18. Assessment of Foreign Studies**

Students who wish to attend high school in New Brunswick must present their credentials to their receiving school. These credentials are usually evaluated by the school, sometimes with the assistance of the Department of Education.

## **19. Contact person**

**High School Co-ordinator**  
Department of Education  
Educational Programs and Services Branch  
P.O. Box 6000  
Fredericton NB E3B 5H1  
Tel.: (506) 453-2155



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9<sup>th</sup> Edition, 2004–05

**New Brunswick (Francophone sector)**

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# Summary Statement

## 1. Introduction

New Brunswick is officially bilingual, and has two separate education sectors, both of which cover the whole territory of the province. French-language school districts belong to one sector, and English-language school districts to the other. The Department of Education<sup>1</sup> has two divisions, one for each sector. Each division is responsible for developing educational programs and services, and for overseeing their implementation and assessment.

## 2. Organization of School System

The New Brunswick school system provides education from kindergarten to grade 12. In the Francophone sector, these 13 years are organized into two divisions: elementary, from kindergarten to grade 8, and secondary from grade 9 to grade 12. To enrol in kindergarten, children must have their fifth birthday by December 31 of the current year. School attendance is compulsory to the completion of secondary school or to age 18.

The school year has 195 days, including 185 teaching days. In secondary schools, at least five and a half hours per day are devoted to classroom work.

## 3. Explanation of Terms Used

Public education in New Brunswick is organized into two divisions:

Elementary	Kindergarten to Grade 8
Secondary	Grade 9 to Grade 12

## 4. Course Designation

Course codes have four segments.

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

Code	Discipline
10	French
21 to 24	English, Spanish, and German
30 to 31	Mathematics and Statistics
40 to 45	Social Studies
50 to 55	General Science, Physics, Chemistry, Biology, Environmental Science, and Astronomy
60 to 69	Technology and Trades
70 to 79	Personal and Social Education, and Physical Education
80 to 88	Computers, Entrepreneurship, Accounting, Law, Cooperative Education, and Introduction to Work
91 to 94	Arts Education: Visual Arts, Music, and Drama

<sup>1</sup> <http://www.gnb.ca/0000/index-f.asp>

- The third digit of the course code indicates the year.

Code	Year
1	Grade 9
2	Grade 10
3	Grade 11
4	Grade 12

- The fourth digit indicates the term.

Code	Semester
1	First Semester
2	Second Semester

- 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 to the same program adapted in respect of outcomes or learning activities, and code 3 to adaptation for exceptional students as part of an individual education plan. In mathematics, however, modified courses are designed so that a student who has taken the grade 9 mathematics course and the three modified mathematics courses 30212, 30312 and 30322 in grades 10 and 11 could, by passing an additional modified course (Mathematics 30412), obtain the same standing as students who have taken the first four regular mathematics courses.

Code	Level
1	Regular
2	Modified
3	Practical

\*\* For example, course code 30421 means 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 185 days in length, and is divided into two semesters of 92.5 days each. In each semester, students take four one-credit courses, each of which lasts 115 hours.

## 6. Organization of the Curriculum

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

Theme	Sub-themes
School system orientation	Mission of public education
	Cross-curricular learning outcomes for students in Atlantic Canada
	Statement of principle on the integration of information and communication technologies
Discipline orientation	Definition and role of the discipline
	Goals of learning the discipline
	Progress in the discipline
	Interrelations among curricula
Educational components of the curriculum	Curriculum orientations
	Guiding principles
	Psycho-pedagogical profile of the students
	Learning approach and teaching approach
	Learning assessment
	Teaching time

The second component, the plan of study, sets out the learning outcomes that the courses are designed to attain. This information mostly includes general learning outcomes and 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 that students must take to obtain their secondary school diploma. At the end of each semester, in January and in June, secondary school graduation examinations are held in the following courses: French 10411 and 10412, Mathematics 30321 and 30322, Chemistry 52311 and 52312, History 42311 and 42312, Physics 51211 and 51212, Geography 41211 and 41212, and English as a Second Language 21211 and 22211. These examinations are required for the secondary school diploma and represent 40 per cent of the student's final mark. The other 60 per cent comes from the mark provided by the school.

## 8. Requirements for Graduation

The secondary school program comprises 32 credits from grade 9 to grade 12. One credit is equivalent to at least 115 hours of instruction, and students receive one credit for each approved course that they complete successfully, the pass mark being 55 per cent. The program includes 23 compulsory credits (at the regular or modified level) and 9 credits from the range of elective courses. To meet the requirements for graduation, students must earn at least 23 compulsory credits and 3 credits from the variety of electives, for a total of 26 credits. The following are compulsory courses.

<b>Discipline</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Credits</b>
French	10111	10211 or 10212 and 10221 or 10222	10311 or 10312 and 10321 or 10322	10411 or 10412	6
English as a Second Language	21111 or 22111	21211 or 22211			2
Mathematics	30111	30211 or 30212	30311 or 30312 and 30321 or 30322		4
Science	Natural Science 50111	Physics 51211 or 51212	Chemistry 52311 or 52312		3
Social Studies	Social Studies 40111	Geography 41211 or 41212	History 42311 or 42312		3
Arts Education I	91111 or 92111				1
Physical Education	71111				1
Personal and Social Education	74111				1
Technology		60211			1
Options			Human Development 74311 or Political, Economic, and Legal Institutions 43311 or Entrepreneurship 83311 or Arts Education II 91211 or 92211		1
<b>Total</b>					<b>23</b>

## Secondary School Diploma

The reorganization of secondary education included making the Department of Education responsible for awarding the secondary school diploma. Before the diploma is conferred, secondary schools determine, on behalf of the Department, whether students have achieved the desired learning outcomes.

# Summary of Course Content

## 9. French (First Language)

### French 10111

This course, which emphasizes communication, helps students learn French and perfect their knowledge of the language so that it can become an instrument for significantly improving their ability to communicate and to express themselves, for acquiring a cultural identity, and for participating in social, intellectual, and occupational activities in their first language.

The course is designed to develop skills for dealing with any communication situation, for mastering discourse to exploit the resources of the language, and to do this, it offers content relating to vocabulary, syntax, spelling, and grammar. Six writing genres are included in the course: documentaries, understood orally; columns or magazine articles; short stories and legends, understood in written form; oral presentations of information; journalistic news reports; and short stories produced in written form.

This course is for all grade 9 students.

### French 10211, 10212

This course is designed for all grade 10 students. Given in one semester, it helps students develop their ability to express themselves and to think. The aim of the course is to enable students to improve their mastery of standard French, to attain a satisfactory level of language skills, and to develop a stronger sense of belonging to the francophone and Acadian community. Students are expected to give an oral book report on a novel for young people and, to show their writing skills, to describe a literary portrait and write a letter to a friend. To develop their oral comprehension, students will become familiar with the interview. The course also includes vocabulary, syntax, and spelling components.

### French 10221, 10222

This course is designed for all grade 10 students. It is given in one semester, and covers literary short stories, opinion letters, commercials, and oral presentations. In addition to providing the usual vocabulary, syntax, and spelling components, the course analyzes various forms of self-expression and the context appropriate to them.

### French 10311, 10312

This course is designed for all grade 11 students. Given in one semester, it helps students to attain a satisfactory level of language competence and to develop a stronger sense of belonging to the francophone and Acadian community. Regarding written comprehension, students will become familiar with analytic articles, poetry, and drama. In the area of oral communication, students will be expected to make an explanatory presentation. In their written skills, they will be required to produce a newspaper article and a dramatic text.

## **French 10321, 10322**

This course, which is offered in the second semester of grade 11, helps students to improve their reading comprehension by studying excerpts from novels. Students must compose a critique orally or in writing, and for oral comprehension, they must become familiar with news reports. Like previous courses, this one helps students progress in their oral and writing skills by improving their mastery of vocabulary, syntax, and spelling.

## **French 10411, 10412**

As the last compulsory French course, this one offers varied activities through which students can practise their skills in reading and writing literary and everyday texts, and in expressing themselves orally in various situations. Students analyze novels, poetry, and songs, and write opinion pieces. Through debates, 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 labour market.

# **10. English (Second Language)**

## **English as a Second Language 21111 and 21211**

English as a Second Language 21111 and 21211 are designed for grades 9 and 10 francophone students in New Brunswick secondary schools who are acquiring and developing basic language skills in their second language. These students acquire most of their oral and written language skills in school. They have little contact with English outside of the English as a Second Language course. This clientele take courses that follow a regular progression for acquiring the language.

## **English as a Second Language 22111 and 22211**

English as a Second Language 22111 and 22211 are designed for grades 9 and 10 francophone students in New Brunswick secondary schools who are developing and improving their language skills, with emphasis on written communication. These clients already have good oral language skills and can express themselves easily in the target language, both in their English courses and outside them. This clientele takes a regular language course for developing the language.

# **11. French as a Second Language**

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

# **12. Immersion French**

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

# **13. Mathematics**

The Mathematics courses required to obtain the graduation diploma are designed to help students

- learn the value of mathematics
- develop confidence in their mathematical skills
- acquire problem-solving skills
- learn to communicate mathematically
- learn to reason mathematically

These aims are furthered by the mathematics content presented in the sections below. Mathematics is offered in a four-course sequence through which, starting in grade 10, students can study the subject at the regular level or at the modified level.

<b>Course</b>	<b>Content</b>	
30111	Rational Numbers	
	Real Numbers	
	Algebra	
	Geometry	
	Measurement	
	Analytic Geometry	
	Transformational Geometry	
	Statistics	
30211	Linear Algebra	Real numbers, exponents, and radicals
		Polynomials
		Rational expressions
		Single-variable equations and inequalities
	Analytic Geometry	Introduction to Analytic Geometry
		Straight lines and first-degree functions
		Two-variable first-degree equation systems
Linear Programming	Inequalities and variations	
30212	Algebra of Real Numbers	Whole numbers, rational numbers, exponents, and square roots
		Polynomials, rational expressions, and equations
	Analytic Geometry	Introduction to Analytic Geometry
		Straight lines and first-degree functions
		Two-variable first-degree equations
	Euclidean Geometry	Angles, triangles, and parallel straight lines
Congruence of triangles		
30311	Euclidean Geometry	Definition, angles and polygons
		Congruence of figures
		Parallel straight lines
	Measurement	Area and volume of geometric solids
	Algebra of Real Numbers	Real numbers, exponents, and radicals
		Polynomials
Rational expressions		

Course	Content	
30312	Algebra of Real Numbers	Exponents, radicals, and irrational numbers
		Polynomials
		Equations and formulas
		Rational expressions
	Analytic Geometry	Introduction to Analytic Geometry
		Geometry of straight lines
		Ratios, proportions, and variations
Measurements	Perimeter, area, and volume	
Euclidean Geometry	Relation of the Pythagorean theorem	
30321	Analytic Geometry	Straight lines and equation systems
		Quadratic functions
		The circle
	Sequences and Series	
	Probability and Statistics	
	Trigonometry	Trigonometry of the right-angled triangle
	Financial Mathematics	Compound interest and current value
30322	Algebra of Real Numbers	Exponents and radicals
		Polynomials and rational expressions
		Equations and formulas
	Analytic Geometry	Analytic geometry of straight lines
	Statistics	
	Trigonometry	Trigonometry of the right-angled triangle
	Financial Mathematics	Buying on credit

## 14. Science

### Science 50111

The specific learning outcomes and themes selected for this course are based on those contained in the *Common Framework of Science Learning Outcomes* produced by the Council of Ministers of Education, Canada. Like previous science courses, this course aims to develop a scientific culture by focusing on three main areas: the nature of science, scientific knowledge, and issues in science, technology, environment, and society. The specific subjects taught in this course include reproduction, atoms and elements, electricity, and space exploration.

### Physics 51211

This compulsory physics program is designed for all grade 10 students in the regular stream. It provides an introduction to the study of matter and energy in the form of four required modules on kinematics, dynamics, energy, and waves. Students are placed in a research context that allows them to practise the skills, strategies, and processes characteristic of scientific investigation. This course allows students to take further physics courses, if they wish.

## Physics 51212

This compulsory physics course is designed for all grade 10 students in the adapted stream. It provides an introduction to the study of matter and energy in the form of four required modules on kinematics, dynamics, energy, and waves. Students are placed in a research context that allows them to practise the skills, strategies, and processes characteristic of scientific investigation. Although the learning outcomes are similar to those in Physics 51211, this course does not lead to further physics courses.

## Chemistry 52311

This compulsory chemistry program is designed for all grade 11 students in the regular stream. It provides an introduction to the study of the composition and transformations of matter in the form of five required modules on the following themes: atomic model, chemical bonds and reactions, the states of matter, solutions, and the chemistry of the environment. In connection with these themes, students examine the factors that affect the quality of air, water, and soil. This introductory course places students in a research context that allows them to practise the skills, strategies, and processes characteristic of scientific investigation. This course allows students to take further chemistry courses, if they wish.

## Chemistry 52312

This compulsory chemistry program is designed for all grade 11 students in the adapted stream. It provides an introduction to the study of the composition and transformations of matter in the form of five required modules on the following themes: the atomic model, chemical bonds and reactions, the states of matter, solutions, and the chemistry of the environment. In connection with these themes, students examine the factors that affect the quality of air, water, and soil. Students are placed in a research context that allows them to practise the skills, strategies, and processes characteristic of scientific investigation. Although the learning outcomes are similar to those in Chemistry 52311, this course does not lead to further chemistry courses.

# 15. Social Studies

## Social Studies 40111

An introduction to social studies through the study of the Maritime Provinces.

This course, which focuses on the society of the Maritime Provinces, helps students to better know and understand the various social realities of life in the Maritimes. Students become familiar with different working methods in the social sciences while acquiring the skills in observation, analysis, and synthesis that are needed to explain social phenomena. The course also introduces students to the basics of research, explaining how people work in the social sciences and what writing and presentation rules are appropriate for this type of work. The course is divided into six basic modules.

**Module 1:** Geography

**Module 2:** History (development of settlement patterns in the Maritimes involving Amerindians, Acadians, the English, Loyalists, the Irish, the Scots, and new immigrants; project on the theme “Arts and Culture”)

**Module 3:** Sociology

**Module 4:** Economics

**Module 5:** Political Science

**Module 6:** Social Sciences as instruments for analysis and synthesis

## Geography of Canada 41211, 41212

This course helps students to improve their knowledge of the country. They learn to understand the complexity of the geographic environment and its relationship to the physical and human factors it comprises, both in New Brunswick and in the rest of Canada. Analysis and synthesis are key skills to be developed. In addition, students improve their research techniques by examining current provincial, national, and international realities: how geographers work and the rules of writing and presentation appropriate for this type of work. The course contains six modules divided into several sub-themes.

**Module 1:** Geographic Position of New Brunswick and Canada

**Module 2:** Mining and Water Resources

**Module 3:** Forestry and Agricultural Resources

**Module 4:** Energy

**Module 5:** Population

**Module 6:** Economic Development

Provincial, national, and international current events are regularly incorporated into the course.

## History of Canada 42311, 42312

This course presents the major developments in Canada's history, from its Amerindian origins to the present day. Students have an opportunity to learn about how Canada and the Canadian community have evolved. The history of Acadia and of the francophone population is incorporated into the national history curriculum. Students look at the political, economic, social, and cultural aspects of Canadian society and come to understand the values of interdependency. Provincial, pan-Canadian, and international current events are also crucial in learning to see the relationship between the societies of yesterday and today. The course has six main modules.

**Module 1:** Meeting of Two Worlds (Amerindian societies; arrival of the Europeans)

**Module 2:** New France from 1604 to 1763

**Module 3:** The British Regime from 1763 to 1867

**Module 4:** A New Country: Canada from 1867 to 1914

**Module 5:** War, Depression, and More War: Canada from 1914 to 1945

**Module 6:** Canada from 1945 to the Present Day

Provincial, national, and international current events are regularly incorporated into the course.

## Other

### 16. Prerequisites and/or Co-requisites

Not applicable.

## 17. Other Types of Programs/Courses

### A. Arts Education I and II

#### Visual Arts 91111 and 91211

In these courses, students create works, use the vocabulary of the arts, respond to the arts, and criticize and explain historical, cultural, and contemporary issues. They have an opportunity to explore two- and three-dimensional works created from various materials. Students take part in problem solving, work in groups and alone, acquire specialized skills and knowledge, and establish links between art and society.

#### Music 92111 and 92211

Students who take music courses study a variety of musical fields. These courses emphasize the culture of music and the practical application of knowledge to rhythm, harmony, and melody. The general curriculum includes interpretation of music composition, reading music, and responding to music. Students also address the relationship between music and other art forms as well as the place of music in history and culture.

### B. Physical Education

#### Physical Education 71111

This compulsory course is designed for grade 9 students. The course focuses on fitness and deals with the following themes: the concept of an active lifestyle, the effects of physical activity on the body, definition, factors, and determinants of fitness, the principles of training, and the benefits of physical activity for the body. Students not only experience each determinant of physical fitness but also take part in a variety of sports and recreational activities that help to maintain fitness and to develop motor skills.

### C. Personal and Social Education

#### Personal and Social Education 74111

This compulsory course, designed for grade 9 students, emphasizes child development and the parent's role. The following themes are studied: self-knowledge and self-acceptance, skills for healthy relationships, pregnancy, birth, parental responsibilities, child growth and development, and discipline.

### D. Technology

#### Technology 60211

This compulsory technology course, designed for grade 10 students, enables them to explore many technology activities specific to various fields of human activity. Students are placed in learning situations that allow them to better understand the nature of technology, to make decisions on technology issues, and to understand from a global perspective how technology operates and the potential, the impact, and the limitations of technology. The curriculum for this course encourages students to acquire a technological culture through creativity, critical thinking, and problem solving.

### E. Options

Optional courses for admission to postsecondary institutions.

## **Human Development 74311**

This course focuses on self-knowledge and addresses the following themes: physiological and psychological needs, personality, communication, maturity, sexuality, the onset of adulthood, and lifestyle choices. As part of this course, students learn to assess situations and find solutions satisfactory to them.

## **Political, Economic, and Legal Institutions 43311**

This 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 of three disciplines involved in the study of Canadian society, namely political science, economics, and law.

The course takes an inductive approach that features active teaching and student participation, which is regarded as a critical factor. Students are able to acquire knowledge and to develop the intellectual and technical skills required for life in society as considered under these three aspects.

The course includes three main modules.

**Module 1:** The Canadian Political System and its Institutions

**Module 2:** The Canadian Economic System and its Institutions

**Module 3:** The Canadian Legal System and its Institutions

## **Entrepreneurship 83311**

This 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, independent individuals who will be able to make a constructive 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 both experiential teaching and reflective and cooperative learning. The course has ten modules:

**Module 1:** Nature of Entrepreneurship

**Module 2:** Profile of an Entrepreneur

**Module 3:** Evaluation of Entrepreneurial Potential

**Module 4:** Choosing an Entrepreneurial Idea

**Module 5:** Planning and Organizing an Entrepreneurial Project

**Module 6:** Marketing

**Module 7:** Operation

**Module 8:** Human Resources

**Module 9:** Finance

**Module 10:** Next Steps

### **Biology 53411**

This course is an introduction to the study of life and living organisms. It invites students to acquire knowledge in the following fields: introductory biology, the physical and chemical foundations of life, cytology, genetics, evolution, and the anatomy and physiology of plants and humans. The study of biological phenomena enables students to broaden their knowledge and skills and to relate what they learn about the life sciences to practical applications in everyday life.

### **Chemistry 52411**

This course specializes in the study of the composition of matter and its transformations. It is designed to help students learn about atomic structure and nomenclature, chemical bonds, chemical reactions, the thermodynamic and kinetic aspects of chemical reactions, aqueous solutions, and oxidation-reduction. This course enables students to relate what they learn about the physical sciences to practical applications in everyday life.

### **Physics 51311**

This course specializes in the study of matter and energy. It is designed to help students learn more about kinematics, dynamics, electricity, and particle physics and thereby broaden their knowledge and skills through the study of physical phenomena. This course enables students to relate what they learn about the physical sciences to practical applications in everyday life.

### **Physics 51411**

This is an advanced course; in other words, it prepares students for postsecondary education. Its aim is to help students learn more about kinematics, dynamics, light, and sound and thereby broaden their knowledge and skills through the study of physical phenomena. This course enables students to relate what they learn about the physical sciences to practical applications in everyday life.

### **Mathematics 30411**

This advanced course prepares students for postsecondary studies. It is taken after Mathematics 30321 (1992 version), and is a prerequisite for Mathematics 30421 (1992 version). This course enables students to learn more about some concepts they have seen in the previous course, and to invest this new learning in a deeper knowledge of mathematics. They are introduced to a number of new topics: absolute values, quadratic functions, quadratic equations, exponential and logarithmic functions, the application of trigonometry to triangles, and trigonometric functions.

### **Mathematics 30421**

This advanced course prepares students for postsecondary studies. Students take it after Mathematics 30411 (1992 version), and it requires that they exhibit great reasoning and problem-solving powers, possess powerful mathematical skills, and make a serious commitment to the task at hand. The course introduces several new topics: analytic geometry, discrete mathematics, combinatorial analysis, matrices, solving systems of linear equations, the binomial theorem, and differential calculus.

## **18. 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.

## 19. Contact Person

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Newfoundland and Labrador**

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# Summary Statement

## 1. Introduction

The implementation of major curriculum changes has been realized for the Senior High School Program in the Province of Newfoundland and Labrador in the 2003–04 school year. These curriculum changes were a result of Newfoundland and Labrador’s partnering with the other Atlantic Provinces (Atlantic Provinces Education Foundation, APEF) in developing a common Atlantic Provinces curriculum. Major curriculum changes have occurred in the areas of Language Arts, Mathematics, and Science. These changes were phased in over a three-to-four-year period and the 2003–04 school year was the first school year with the complete APEF curriculum in place for these curriculum areas.

## 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
  - 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 Course**

A district (local) course is one that has been developed at the school or district level and whose content focuses on a local region of the province and/or which has some unique orientation deemed important for local students. District courses have to meet criteria established by the department and be approved by the department.

**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**

subject code (e.g., 06 indicates French)

<b>Code</b>	<b>Subject Area</b>	<b>Code</b>	<b>Subject Area</b>
01	Art	14	Science
02	Economic Education	15	Social Studies
03	English	16	Guidance
04	Literature	17	Foreign Language
05	Family Studies	18	Native Language
06	French	19	Media
07	Health	21	Français Langue Première
08	Technology Education	30	Cooperative Education
09	Mathematics	50	General Education
10	Music	64	Science
12	Physical Education	70	Alternate Course
13	Religious Education	94	Language Arts

**Notes:**

- With the introduction of the new English curriculum, the English and Literature subject codes (03) and (04) are no longer used. All English and Literature courses now have a subject code of (94).
- With the introduction of the new Science curriculum, the Science subject code (14) is no longer used. Science now uses a subject code of (64).

### 3rd digit

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).

### 4th digit

the "credit value," that is, the number of credits awarded for successful completion of the course.

### 5th digit

a digit from 0 to 9 denoting 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 a possible prescribed course
2. district (local) courses approved for particular districts (this 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. 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 high school system from outside (e.g., course transferred from another province). In these cases the credit is awarded, but no mark is awarded.

### 6th digit

a digit between 0 and 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

<b>Subject</b>	<b>Percentage of Instructional Time</b>
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

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 a minimum of 55 hours of instruction, and two credits are awarded for a minimum of 110 hours of instruction.

## 6. Curriculum Organization

The curriculum is organized to provide three years of study at each of the intermediate and senior high levels.

The subject areas at the Intermediate level can be found in Section 5.

At the senior high level, there is opportunity for students to take general, academic, and advanced courses in some curriculum areas.

### English Language Arts

The usual progression through the English Language Arts curriculum is as follows:

	<b>Progression (from left to right)</b>		
General	1202	2202	3202
Academic	1201	2201	3201
Other Language Arts Courses	English 1200 (general) Writing 2203 Theatre Arts 2200 Canadian Literature 2204 Folk Literature 3203		

### 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 below, however it is possible for a student to move from one stream to another.

The usual progression through the mathematics curriculum is as follows:

	<b>Progression (from left to right)</b>			
General	1206	2206	3206	
Academic	1204	2204	3204	3103
Advanced		2205	3205	3207

**Notes:**

- Math 3103 does not have to be done after Math 3204 and is normally completed concurrently with Math 3204.
- Math 3205 and 3207 can be completed concurrently.

## Science

The high school science program offers choice 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 choose from biology, chemistry, physics, and/or earth systems.

	<b>Progression (from left to right)</b>	
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 Science/Technology/Society 2205	

## 7. Testing and Grading Practices

At the senior high level, credit is awarded for those courses in which a student achieves at least 50 per cent.

Except for those Level III courses for which there is a provincial examination (public exam), credit is awarded solely on the basis of a school-based evaluation. Such evaluations are, however, subject to the evaluation policy established by each school district.

The following courses are subject to a provincial examination, which is administered in June.

- English 3201
- Physics 3204

- Math 3204
- Earth Systems 3209
- Math 3205
- World History 3201\*
- Mathématiques 3231
- World Geography 3202
- Biology 3201\*
- French 3200
- Chemistry 3202
- Français 3202

\* These two examinations are also translated into French and administered to French First language and/or French Immersion students as biologie 3231 and Histoire mondiale 3231.

For those courses subject to a public exam, the student's final mark is determined by averaging the mark submitted by the school with the mark achieved on the public exam. The public exams 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 exam courses appearing on the high school report card are the marks submitted by the school to be averaged with the public exam mark. These are not final marks for these courses.

## 8. Requirements for Graduation

### Graduation requirements for English First Language System

Requirement Groups		Number of credits required
Language Arts (8 credits)	Core Language Arts	6 credits
	Optional Language Arts	2 credits
Mathematics/Science/Technology (12 credits)	Mathematics	4 credits
	Science	4 credits
	Mathematics and/or Science and/or Technology	4 credits
Social Studies (4 credits)	World Studies	2 credits
	Canadian Studies	2 credits
Enterprise/Economic Education		2 credits
Personal Development	Music, Family Studies, Career Education, French, Theatre Arts, Cooperative Education, Religious Education, Art/Media, Physical Education	4 credits
Any Subject Areas		6 credits
Total credits		36
	Local Credits	maximum (4)
	Level III & IV credits	minimum (9)
	Level II, III, & IV credits	minimum (20)

**Note:** At least 5 of the Level III credits must be attained in the Newfoundland Senior High School Program.

All alternate courses (i.e., courses with a third digit of 7) will count as local courses for graduation purposes and fulfill the “Any Subject Areas” category. A student cannot use more than 4 local course credits (excluding Advanced Placement courses) to contribute to the 36 credits to graduate.

## Graduation requirements for Français langue première

	Matière	Nombre de crédits requis
Arts du langage (8 crédits)	Français	6 crédits
	Anglais	2 crédits
Mathématiques/Sciences de la nature/Technologie (12 crédits)	Mathématiques	4 crédits
	Sciences de la nature	4 crédits
	Mathématiques/Sciences de la nature/Technologie	4 crédits
Sciences humaines (4 crédits)	Études mondiales	2 crédits
	Études canadiennes	2 crédits
Économie/Entrepreneuriat		2 crédits
Développement personnel	Arts, musique, éducation physique et enseignement religieux	4 crédits
Autres matières		6 crédits
<b>Total des crédits</b>		<b>36</b>
	Crédits locaux	maximum de 4
	Crédits de niveaux III et IV	minimum de 9
	Crédits de niveaux II, III et IV	minimum de 20

## Graduation Status

### Graduation with HONOURS Status

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.

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 Global Issues 3205, or French 3200, or French 3201, or Accelerated French 3203, or Français 3202
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. (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	$78 \times 2 = 156$
Mathematics 3204	82	$82 \times 2 = 164$
Chemistry 3202	75	$75 \times 2 = 150$
World History 3201	78	$78 \times 2 = 156$
Mathematics 3103	88	$88 \times 1 = 88$
Communications Technology 3104	90	$90 \times 1 = 90$
<b>Average</b>		$804 \div 10 = \mathbf{80.4}$

To graduate with Honours status, a student must also have received credit for Science 1206.

### Graduation with ACADEMIC Status

The student must have met 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, a student must also have received credit for Science 1206.

### Graduation with GENERAL Status

The 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 or Honours graduation.

### Graduation with French Immersion Designation

Students enrolled in the French immersion program must meet at least minimum graduation requirements and attain 6 credits in Français courses plus 6 other credits in courses studied in French. Successful completion will be indicated on the transcript and diploma as French Immersion Designation.

## Summary of Course Content

### 9. English Language Arts

#### 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. English language arts must be taught in an integrated manner so that the interrelationships between and among the language processes will be understood and applied by the students. This integrated approach should be based on students' prior experience with language and on meaningful activities involving speaking, listening, reading, viewing, writing and other ways of representing meaning. Experiences with literature are, in addition to developing their knowledge and strategies, designed to enhance students' awareness of the richness of life, expand their imagination, exercise their intellects, and mature their emotions.

The curriculum provides for a balance of transactional, expressive, and poetic writing. The conventions of language are taught in the context of the student's own writing and speaking. Students are expected to maintain a writing file of their work for assessment and reference purposes. The variety of resources for reading and viewing are intended to evoke personal responses, promote discussion and analysis of values and ideas, and consolidate their understanding of language, form and genre. A variety of interaction patterns — partnerships, small groups, whole class — should be used.

## 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 will include a cross section of articles, poetry, short prose, plays, novels, and visuals, and will focus especially on identities — understanding ourselves, our communities, and our cultures. While opportunities are provided for students to develop imaginative, narrative, and poetic texts, there will be 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 postsecondary 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 will also be 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 far 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 postsecondary 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 that 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 TV scripts)
- expressive writing (e.g., journals, letters)

### **Canadian Literature (94 2204)**

This course explores Canadian literature using a regional approach. Poems, stories, essays, plays, and novels about Atlantic Canada, Quebec, Ontario, the Prairies, the West Coast, and the North are studied, with a special focus on the Atlantic region.

### **Folk Literature (94 3203)**

This course teaches an appreciation of traditional, orally composed and orally transmitted literature. It contributes to an understanding of literary history, oral and written literary techniques, and local, regional, national, and international cultural traditions. The four major categories of folk literature — folk tales, folk song, folk drama, and folk say — are studied.

### **Theatre Arts 2200 (94 2200)**

This course focuses on the development of students' personal resources, communications and group skills, and leads to the acquisition of basic performance skills supported by the necessary stagecraft.

The general goals and purposes are to have students develop the personal resources necessary for dramatic activities; to have students develop their communication skills and group dynamic skills, and to have students involved in the creation and appreciation of dramatic art forms.

## **10. 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 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. The Français 1230-2230-3230 courses have been designed to cover French language and literature for French first language students.

Other courses (3rd 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 have been authorized from kindergarten to Level III. These resources have been listed in a catalogue entitled *Liste du matériel didactique autorisé et complémentaire pour le programme de français langue première*. Educators should refer to this publication for a complete listing of authorized resources for the FLP program.

### **Intermediate**

At the intermediate level, Français is a language development program. The program helps students enhance the French language skills introduced in previous levels. Intermediate Français also offers students the opportunity to develop an understanding of the values and behaviour patterns of people comprising la Francophonie. Using novels and writings on topical issues, the program aims both to develop and consolidate students' communication skills and to provide insight into the cultural and linguistic reality of francophones in Canada.

### **Senior High**

The aim of this program is to develop listening, speaking, reading, and writing skills. To achieve this aim, 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 that 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 toward language, communication, and literature.

### **Français 1230 (21 1230)**

### **Français 2230 (21 2230)**

### **Français 3230 (21 3230)**

### **Carrière et vie 1130 (16 1130) (Careers and Life)**

This course is divided into three sections: self-management, managing finances, and exploring careers. The course aims to help students develop skills in communicating, thinking, and acknowledging and expressing their feelings. The course encourages students to examine their personal goals in a realistic way, to evaluate their aptitudes, and to become aware of how these factors influence their learning and their decision-making process.

### **Styles de vie actifs 2130 (16 2130) (Active Life Styles)**

The aim of this course is to give students opportunities to develop the pleasures and skills inherent in an active lifestyle that they will maintain throughout their lives. This course also helps students to make sound decisions about their choice of physical activities. The aim of the course is to develop the student's sense of personal responsibility for his or her health and fitness.

### **Affaires et entrepreneuriat 1130 (02 1130) (Business and Entrepreneurship)**

This course introduces students to the world of business and how it operates. It helps students to develop the qualities, attitudes and values that promote the entrepreneurial spirit. Business and Entrepreneurship 1130 is a good basis for other economics courses.

### **Économie canadienne 2233 (02 2233) (Canadian Economy)**

This course is an introduction to economics. The fundamental principles and concepts of economics are examined and applied at the national and global levels.

Topics covered: fundamental principles of economics, economic systems, supply and demand, market structures, role of government, distribution of income, sustainable development, trade and the world economy.

### **Technologies informatiques appliquées 1136 (08 1136) (Applied Computer Technologies)**

This course has four modules:

- Network Planning I — The student designs and manages networks in order to solve simple communications problems.

- Programming I — The student writes programs in computer language so that the computer can carry out simple tasks.
- Information Highway I — The student develops the ability to select resources from a broad range of information sources offered on the Information Highway, in order to solve problems. The student also produces and presents documents for electronic distribution.
- Multimedia Presentation I

### **Technologies informatiques appliquées 2136 (08 2136) (Applied Computer Technologies)**

Prerequisite – Applied Computer Technologies 1136

This course comprises five modules:

- Network Planning II
- Programming II
- Information Highway II
- Multimedia Presentation II
- Robotics

The first four modules enable students to improve their knowledge and techniques in the fields they have already studied in Applied Computer Technologies 1136.

Robotics is an optional module. The student develops skills in creating robotic software commands and in simulation, to enable robots to carry out simple tasks.

### **Applications de l'informatique 2130 (08 2130) (Applications of Computer Technology)**

This course is based on three major applications of computer technology: spreadsheets, databases, and graphical presentation. Students must do a project combining these three applications. Projects should be related to other subjects such as Science, Mathematics, and Social Studies.

### **Traitement de texte avancé/Editique 2131 (08 2131) (Advanced Word Processing/Desktop Publishing)**

This course comprises 12 activities associated with different topics and with the labour market. The activities include writing business letters, advertisements and promotions, title pages, forms, résumés, labels and envelopes, research work, mathematics homework, science laboratory reports, newsletters, and brochures.

### **Éducation physique: vie active 1243 (12 1243) (Physical Education: Active Living)**

This course will enable students:

- to acquire an understanding of the main patterns of movement and to put them into practice in order to contribute to their personal well-being through participation in physical activities.
- to acquire and assess information in order to become more familiar with wellness factors, to develop their capability in this area and to incorporate their knowledge into their everyday wellness.

- to develop mature social and emotional attitudes and behaviour towards themselves and others (be familiar with the personal, moral, social, and cultural aspects of wellness).
- to put critical reasoning skills into practice in order to understand the sociological, economic, and environmental impact of trends in physical and wellness activities.

### **Éducation physique: vie active 2243 (12 2243) (Physical Education: Active Living)**

This course will 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 to develop knowledge and experience in the field of physical education.
- to participate in the organization and management of activities that 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) (Physical Education: Active Living)**

This course will enable students:

- to encourage self-actualization by setting personal goals.
- to encourage self-expression and self-realization by having a variety of experience and adventures that can be stimulating and empowering.
- to facilitate collective responsibility, in order to plan and organize active living programs for the school and for the community.
- to become aware of 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 that go with development of this lifestyle.

### **Enseignement religieux (Religious Studies)**

The Religious Studies program in secondary school helps students to understand the role of religion in the various societies of the world and its impact on a large number of current issues. The course also helps students have a better understanding of our multicultural society.

**Questions morales 1134 (13 1134) (Moral Issues)**

Moral Issues 1134 looks at the various positions that a certain number of religions have taken on some moral issues that concern humanity today. Students will also study models that can be used to make ethical decisions.

**Étude de textes sacrés 2134 (13 2134) (Scripture Studies)**

Scripture Studies 2134 involves an analysis of the writings of the Old Testament.

**Enseignement religieux 3131 (13 3131) (Religious Studies)**

Religious Studies 3131 deals with systems of belief. Students discover the nature, the place, and the function of these belief systems in contemporary Canadian society.

**Enseignement religieux 3136 (13 3136) (Religious Studies)**

Religious Studies 3136 examines belief systems and contemporary religious trends. Students discover the nature, place, and function of these belief systems in contemporary Canadian society.

**Mathématiques (Mathematics)****Mathématiques académiques (University Preparation Mathematics)**

Mathematics courses for which the last digit of the course code is 1 are designed for students who show a particular interest in mathematics and who intend to pursue postsecondary studies.

**Mathématiques 1231 (09 1231) (Mathematics)**

This course is designed for students who should have achieved the intermediate-level mathematics learning outcomes.

**Topics:** functions, algebraic calculation, factoring, polynomial functions, isometrics, systems of equations with two variables, and analysis of statistics.

**Note:** Credit cannot be granted to students who have already obtained credit for Mathematics 1232.

**Mathématiques 2231 (09 2231) (Mathematics)**

This course is the second in the three-course series, Mathematics 1231, 2231, and 3231. It is intended for students who should have attained the learning outcomes prescribed in Mathematics 1231 or 1232.

**Mathématiques 3231 (09 3231) (Mathematics)**

This is the third course in the three-course series Mathematics 1231, 2231, and 3231. It is designed for students who should have attained the learning outcomes described in Mathematics 1231 or 1232 and 2231 or 2232.

**Topics:** metric relationships, exponential and logarithmic functions, vectors, trigonometric functions, loci and conic sections, sequences and series, combinatorial analysis, probability and statistics.

**Note:** Credit may not be awarded to students who have already obtained credit for Mathematics 3232.

**Mathématiques avancées (Advanced Mathematics)**

Mathematics courses for which the last digit of the course code is 2 are advanced courses. The course contents are essentially the same as for Mathematics 1231 and 2231. However, the expectations regarding

learning outcomes are higher. These courses feature additional learning outcomes 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) (Mathematics)**

This course in advanced mathematics is intended for students who should have achieved the prescribed learning outcomes for mathematics at the intermediate level, and who have demonstrated superior ability for mathematics.

**Topics:** functions, factoring, polynomial functions, isometrics, systems of equations in two variables, and analysis of statistics.

**Note:** Credit cannot be awarded to students who have already obtained credit for Mathematics 1231.

### **Mathématiques 2232 (09 2232) (Mathematics)**

This course is the second in the series of three Advanced Mathematics courses 1232, 2232, and 3232. It is designed for students who should have attained the prescribed learning outcomes in Mathematics 1231 or 1232.

**Topics:** matrices, factoring, analytic geometry, similar figures, real functions, systems of inequalities and statistical distributions.

**Note:** Credit cannot be awarded to students who have already obtained credit for Mathematics 2231.

### **Mathématiques 3232 (09 3232) (Mathematics)**

This is the third course in the three-course series of Advanced Mathematics 1232, 2232, and 3232. The course is intended for students who should have achieved the prescribed learning outcomes in Mathematics 2231 or 2232.

**Topics:** metric relationships, exponential and logarithmic functions, vectors, trigonometric functions, loci and conic sections, sequences and series, combinatory analysis and probability.

**Note:** Credit cannot be awarded to students who have already obtained credit for Mathematics 3231.

### **Mathématiques appliquées (Applied Mathematics)**

Mathematics courses for which the last digit of the course code is 3 provide students with an educational environment that is both practical and contextual, and that is designed to encourage the development of mathematical knowledge, attitudes, and skills that they will be able to apply to their lives and future careers. The teaching strategies employed to develop mathematical concepts focus more on carrying out concrete activities and mathematical modelling and attach less importance to the manipulation of symbols.

### **Mathématiques 1233 (09 1233) (Mathematics)**

**Topics:** measurement, numerical regularities in tables, relationships and functions, broken straight lines, linear functions, and trigonometry.

### **Mathématiques 2233 (09 2233) (Mathematics)**

**Topics:** graphs and design, regression and non-linear equations and programming, finance, geometry of the circle, and design, measurement, and conception.

**Mathématiques 3233 (09 3233) (Mathematics)**

**Topics:** matrices and the composition of pathways, statistics and probability, finance, recurrent and fractal cyclical regularities, vectors and design.

**Sciences de la nature (Science)****Sciences intégrées 1236 (64 1236) (Integrated Sciences)**

This course is an introduction to some fundamental principles of biology, physics, chemistry, and meteorology. The course may encourage students to pursue studies in specific disciplines. On completing this course, students should have a better understanding of the nature of science and technology, of the interaction between science and technology, and of the social and environmental context of science and technology.

**Science de l'environnement 3235 (64 3235) (Environmental Science)**

The course begins by examining what environmental science is and by presenting concepts and theories specific to ecology. Students then examine, through case studies, topics that closely concern the province of Newfoundland and Labrador. The course concludes with an examination of more global issues that have an impact on the quality of life on our planet.

**Biologie 2231 (64 2231) (Biology)**

This course is an introduction to some fundamental principles of biology. It prepares students to pursue more advanced studies in this field.

**Topics:** cell functions, biodiversity, maintaining dynamic equilibrium, and genetic continuity.

**Biologie 3231 (64 3231) (Biology)**

This course provides an introduction to some basic principles of biology, and prepares students to pursue more advanced studies in this field.

**Topics:** maintaining dynamic equilibrium, reproduction and development, genetic continuity, evolution, change and diversity.

**Note:** A public examination will be administered at the end of the school year.

**Chimie 2239 (64 2239) (Chemistry)**

This course is an introduction to some fundamental principles of chemistry and prepares students to pursue more advanced studies in this field.

**Topics:** structures and properties, stoichiometric calculations, and organic chemistry.

**Physique 2234 (64 2234) (Physics)**

This course provides an introduction to certain fundamental principles of physics, and prepares students to pursue more advanced studies in this field.

**Topics:** forces, movement and work, energy, momentum and waves.

## Sciences humaines (Social Studies)

### Histoire du Canada 1231 (15 1231) (History of Canada)

This course focuses on the history of Canada from the pre-Confederation period to the end of the 20<sup>th</sup> century.

**Topics:** the first steps toward national independence (1759–1867); the new country (1867-1911); the Great War and its consequences (1912-1929); the years of upheaval – economic crisis and war (1930-1945); a period of transition (1946-1967); and contemporary Canada (from 1967 to today).

### Géographie canadienne 1232 (15 1232) (Canadian Geography)

This is a course of introduction to geography, designed to give students their two required credits in Canadian studies.

**Topics:** the environment, natural resources, the new economy, and economic relationships.

### Droit canadien 2134 (15 2134) (Canadian Law)

Introductory course in Canadian law.

**Topics:** origin and nature of our judicial system; the moral principles on which this system is based; rights, freedoms and responsibilities of Canadian citizens; the Civil Code; criminal law; personal property; contracts; consumer and commercial law; family law; the operation of our judicial system; and problems of judicial procedure.

### Histoire mondiale 2236 (15 2236) (World History)

A course of introduction to the history of civilization, from Ancient Greece to the end of the 17<sup>th</sup> century.

**Topics:** Ancient Greece and Rome, the Golden Age of India and China, the Middle East, Europe in transition, and the Era of revolutions.

### Histoire mondiale 3231 (15 3231) (World History)

This course essentially deals with the 20<sup>th</sup> century.

**Topics:** nationalism, industrialization, democracy, and socialism in the 19<sup>th</sup> century; imperialism and national rivalries; the First and Second World Wars; the influence of science and technology; ideological differences; and future prospects.

**Note:** A public examination will be administered at the end of school year.

## 11. French (Second Language)

### Intermediate level

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 the development of 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 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 that students have appropriate language practice and content to meet their communication needs.

## Senior High level

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, social concerns. This course includes a 15-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)**

The 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

In addition to Core French, schools may choose to offer an Expanded Core French Program. In this program, students enrol 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 would usually be 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.

## **12. 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).

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 at grade 3 and other subjects in English in later grades, the percentage of instructional time in French decreases through the years of schooling.

### **Early French Immersion**

Recommended percentage of time for French instruction:

<b>Year</b>	<b>Recommended time</b>
Kindergarten	100 %
Grade 1	100 %
Grade 2	100 %
Grade 3	80 %
Grade 4	80 %
Grade 5	70 %
Grade 6	65 %
Grade 7	30 %
Grade 8	30 %
Grade 9	30 %
Grade 10	30 %
Grade 11	30 %
Grade 12	30 %

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 through the years of schooling.

### **Late French Immersion**

Recommended percentage of time for French instruction:

<b>Year</b>	<b>Recommended time</b>
Grade 7	75 %
Grade 8	75 %
Grade 9	30 %
Grade 10	30 %
Grade 11	30 %
Grade 12	30 %

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 six credits of Français and 6 other 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 which 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 which 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 Quebec.

### **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 which 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.

## **13. 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. The normal course sequence for each mathematics stream is shown below; however, it is possible for a student to move from one stream to another.

	<b>Progression (from left to right)</b>			
General	1206	2206	3206	
Academic	1204	2204	3204	3103
Advanced		2205	3205	3207

### Notes:

- Math 3103 does not have to be done after Math 3204 and is normally completed concurrently with Math 3204.
- Math 3205 and 3207 can be completed concurrently.

### 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 as opposed to establishing arbitrary cut-off grades.

**Topics:** Data management, networks and matrices, patterns, relations, equations, and predictions, modelling 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 postsecondary that involve 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 enrol 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 postsecondary 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 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 has not been extreme. This course is topic-aligned with Mathematics 1204.

**Topics:** Data management, networks and matrices, patterns, relations, equations, and predictions, modelling functional relationships, right triangle trigonometry, and the geometry of packaging.

### Mathematics 2206 (09 2206)

**Topics:** Decision making in consumer situations, applications of trigonometry, statistics, introduction to linear programming, and an independent study unit.

### Mathematics 3206 (09 3206)

**Topics:** Patterns, quadratics, exponential growth, circle geometry, and probability.

## 14. 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.

### High School

The high school science program offers choice 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 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

#### **Environmental Science 3205 (64 3205)**

The course begins with an examination of the nature of environment science, during which ecological concepts and theories are presented. Students then examine, through a case study approach, issues that are specifically relevant to the Province of Newfoundland and Labrador. The course concludes by addressing issues of a more global nature that are having or will have an impact on the quality of life on this planet.

#### **Science-Technology-Society 2206 (64 2206)**

This course begins with an introduction to science and technology in a social context. The course continues with students examining the interrelationships of science-technology-society in the following areas: health, natural resources, and advanced technologies. Students develop critical-thinking skills necessary for decision making and value formation.

#### **Science 1206 (64 1206)**

This course develops fundamental concepts in each of the four major content areas: life science, Earth and space science, chemistry, and physics.

Topics included in the course are sustainability of ecosystems, weather, chemical reactions, and motion. It is intended to provide a broad scientific background and help students prepare for other optional high school science courses.

**Biology 2201 (64 2201)**

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)**

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)**

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)**

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)**

This course is common to all four Atlantic provinces and is intended to further physics study, building on Science 1206.

**Topics:** kinematics, dynamics, work and energy, and waves.

**Physics 3204 (64 3204)**

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 will 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.

## 15. Social Studies

### Intermediate

The Social Studies program 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 to contemporary events.

The organizing concept for the grade 8 curriculum is "world culture." The curriculum examines various dimensions of culture, including geography, government, education, and economics in selected cultural realms of the world. It draws on history and other social disciplines.

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 History 1201 (15 1201)

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, Contemporary Canada.

### Canadian Geography 1202 (15 1202)

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, 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, employment and unemployment; Canadian global concerns — Canada and peace, Canada and international trade, international relations; Canadian interest groups.

### Canadian Law 2104 (15 2104)

This course is an introduction to Canadian law.

**Topics:** the origin and nature of our 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; our legal system in action; problems of the legal process.

### World History 3201 (15 3201)

This course focuses on 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 focuses on four organizational themes: The Physical Earth, The Human Response, The Building Environment, and Economic Development.

This course examines the relationship between humans and the environment and how this relationship finds expression in activities that are spatially organized.

## **Other**

### **16. 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.

<b>Column 1</b>	<b>Column 2</b>
English 1200*	English 1202, 2202, 3202, 1201, 2201, 3201
English 1202	English 1201, 2201, 3201
English 2202	English 2201, 3201
English 3202	English 3201
ESL 1205	ESL 2205, 3205, 3225
ESL 2205	ESL 3205, 3225
Science 2200	Science 1206, 1216 Biology 2201, 2211, 3201, 3211, 2231, 3231 Chemistry, 2202, 2212, 3202, 3212, 2231 Physics 2204, 2214, 3204, 3214, 2234 Earth Science 2223 Earth Systems 3209
Physical Science 2205	Science 1206, 1216 Chemistry, 2202, 2212, 3202, 3212, 2239 Physics 2204, 2214, 3204, 3214, 2234
Biology 3201, 3211, 3231	Biology 4221
Chemistry 3202, 3212	Chemistry 4222
Physics 3204, 3214	Physics 4224
Math 1204	Math 1201, 1300, 2200, 2201, 2204, 2205, 3200, 3201, 3204, 3205, 3207
Math 1206	Math 1201, 1204, 1300, 2200, 2201, 2204, 2205, 3200, 3201, 3204, 3205, 3207
Math 2204	Math 2200, 2201, 2205, 3200, 3201
Math 3204	Math 3200, 3201, 3205
Math 2205	Math 2200, 2201, 3200, 3201
Math 3205	Math 3200, 3201, 4225
Math 2206	Math 2204, 2205, 3204, 3205, 3207, 3200, 3201
Math 3206	Math 3200, 3201, 3204, 3205, 3207
Math 3207	Math 3105, 4225
Tech informatiques appliquées 1136	Tech informatiques appliquées 2136
Saisie Clavier/Traitement Det 1131	Traitement de texte avancée/Éditique 2131
Computer Technology 3220	Computer Science 4220
French 2200	French 2203, 3200, 3201, 3203, 4220 Français 1202, 2202, 3202
French 2203	French 3200, 3201, 3203, 4220 Français 1202, 2202, 3202

Column 1	Column 2
French 3200	French 3201, 3203, 4220 Français 1202, 2202, 3202
French 3201	French 4220 Français 1202, 2202, 3202
Français 1202	French 4220 Français 2202, 3202
Français 2202	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:

- Students enrolled in a pilot course cannot receive credit for its prescribed counterpart.
- “En français” courses (courses with the third digit of 3, 4, and 5) are in conflict with their English counterparts and are subject to the same regulations regarding other course conflicts, mandatory sequencing, and prerequisites as are applicable to the English counterparts.
- Students 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 “type 6” modified version of the course 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, that 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
- French 2200 and 2203
- French 3200 and 3203
- French 2203 and Français 2202
- French 3203 and Français 3202
- Math 1206 and 1204
- Math 2204 and 2205 and 2206
- Math 3204 and 3205 and 3206

- Math 3103 and Math 3207
- Physics 2204 (new, 642204) and Physics 3204 (old, 143204)
- Science 1206 and Science 2200
- Science 1206 and Science 3200
- World Geography 3200 and 3202
- Canadian Economy 2203 and Canadian Economy 2103
- Canadian Economy 2203 and Global Economics 3103

## Prerequisite Courses

Some courses by their very nature have prerequisite courses. The course subject content (knowledge, skills, and processes) of a lower level course are foundational and therefore necessary to ensure success in the higher level course. A student must have successfully completed the lower level course prior to being enrolled in, and awarded credit for, the higher level course.

Students must have successfully completed the course(s) in Column 1 prior to receiving credit for the course(s) in Column 2. (In some cases, students may take the courses concurrently.)

Column 1	Column 2
French 3200	French 3201
Chemistry 2202	Chemistry 3202
Physics 2204	Physics 3204
Mathematics 1204	Mathematics 2204 or 3204 or 2205 or 3205
Mathematics 2204 or 2205 <b>and</b> 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:	
Art 3200	Studio Art 4220
English 3201	Literature and Composition 4222
Math 3205	Math 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
World History 3201 or Global Issues 3205	Comparative Government & Politics 4227

- It is strongly recommended that students take Science 1206 before they attempt any of the academic science courses (biology, chemistry, physics, or earth systems). Science 1206 content is essential before attempting Chemistry 2202 or Physics 2204.
- In extenuating circumstances, a student may be granted an exemption for a prerequisite course that cannot be obtained. To avail themselves of such an exemption, students must demonstrate

that they have the knowledge and/or skills required to complete the higher level course. A 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.

## 17. Other Types of Programs/Courses

### High School 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 which 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 the student 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)**

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 which affect the final products. These decisions are influenced by the message they wish to communicate, the appearance they wish the art work 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 our 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. The nine units from which to build studio explorations include: Drawing, Sculpture, Photography, Fibre Arts, Painting, Printmaking, Graphic Arts, Pottery, and Media Arts. Three of these units will be 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 a student who completes both courses will have had exposure to a total of six different units of study.

**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)**

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: 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, corporate citizenship.

**Canadian Economy 2203 (02 2203)**

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 include an introduction to entrepreneurial studies; focus on self; communications and role of technology; identifying opportunities; venture plan; and presenting, implementing, and evaluating the venture.

## 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, which represent the major subject areas and the underlying concepts of home economics.

### Senior High

#### **Foods 1100 (05 1100)**

This is a laboratory course. The focus is on *Canada's Food Guide*; nutrition and its relation to good health; the storage, preparation, and serving of foods; and Newfoundland and Labrador's culinary heritage.

#### **Clothing 1101 (05 1101)**

Topics covered include: basic textiles, wardrobe planning, and fabric and pattern selection. A sewing project is the main focus of this course.

#### **Human Dynamics 2201 (05 2201)**

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 which face parents and care givers, 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 3100 (05 3100)**

This course examines trends in nutrition, lifestyles, and food habits; global food issues and career opportunities.

### **Textiles 3101 (05 3101)**

Emphasis is on textiles, fibres, yarns, fabrication methods and finishes, and on the application of this knowledge in consumer decision making.

**Topics:** technology of textiles, sociological and aesthetic aspects of clothing, career opportunities.

## **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**

#### **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, 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, plumbing, heating, electrical systems.

#### **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, which 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.

**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 components, 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.

**Power Mechanics 2103 (08 2103)**

This course provides students with knowledge of energy-powered machines found in the home and in industry and 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; basic automotive maintenance.

**Communications Technology 2104 (08 2104)**

This is an introductory course in communications technology with the following 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 enrolled in the course 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.

**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.

### **Computer Technology 3200 (08 3200)**

This course is intended for students who will pursue 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, Advanced Programming Applications.

## **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. A student's 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)**

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, 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, political; Elements of music — melody, rhythm, harmony, form, timbre, texture, text, acoustic/science of sound, expressive devices; Styles of music — world music, jazz, rock, folk, art music, musical theatre, country and western, alternative/avant-garde.

Experiencing Music 2200 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), 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 their 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 toward 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**

#### **Physical Education 1100 (12 1100)**

This course focuses on the meaning and importance of physical fitness and its contribution to health. Students participate in a variety of sports and recreational activities that make strong contributions to personal fitness; they also learn to assess their physical fitness requirements and to plan personal fitness programs that are both beneficial and enjoyable.

**Physical Education 2100 (12 2100)**

This course introduces students to a variety of recreational activities that may be enjoyed throughout adult life. Students continue to develop some of the skills acquired in previous courses.

**Physical Education 3100 (12 3100)**

This course introduces students to a variety of recreational activities that may be enjoyed throughout adult life. Students continue to develop some of the skills acquired in previous courses.

**Healthy Living 1200 (12 1200)**

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.

## 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, and 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)**

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, Social Justice.

**Christian Writings 2104 (13 2104)**

This course will particularly focus on studying the life of Jesus as presented in the gospels, as well as examining the early foundation of Christianity through the study of the life of Paul and his writings.

**Topics:** Figures, Events, and Themes from Hebrew and Christian Scriptures; Formulation and Significance of Christian Scriptures; The Content of Christian Scriptures: Miracles, Resurrection, Pauline Writings.

**World Religions 3101 (13 3101)**

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)**

World Religions 3106 is a study of the living belief systems: Judaism, Christianity, Islam, Sikhism, Religion Today (various topics and reference to Baha'i).

## Guidance

**Career Education 1101 (16 1101)**

This course is designed to provide students with the opportunity to explore the changes that are taking place in the world of work. Students learn how to interpret, assess, and reassess the constant changes in the labour market. They will have a better understanding of the issues and trends that affect education, training, and employment opportunities.

Students will have an opportunity to gain an understanding of themselves in relation to career choices while in the process of developing educational and career plans.

This course will assist students to develop an understanding of, and respect for, work of all kinds while acquiring the skills necessary to explore the vast range of educational and career opportunities.

**Peer Counselling 2101 (16 2101)**

This course focuses on counselling skills, teen issues, and networking.

## Cooperative Education

**Co-op Education 1100 (30 1100)**

This course is an introduction to Co-operative Education for students following either a subject-based or career-exploratory program. This course is designed to facilitate the students' adjustment to an unfamiliar learning environment.

Co-operative Education 1100 requires that students experience a minimum of 20 hours of pre-employment preparation prior to their work placement in the community. The additional hours of this course will consist of integration sessions aimed at integrating the students' experience at the work site with the pre-employment module.

## External Credits

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, may have learning outcomes other than those of Department-authorized or approved senior secondary courses, but contribute to the Essential Graduation Learnings.

Excluding Advanced Placement (AP) and college-level courses, a student may be awarded a maximum of four (4) external high school credits toward their 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 supported by the appropriate documentation to the Department of Education, 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

Below is a list of Cadet courses and Music courses that are eligible for external credits.

### **Sea Cadets**

Specialty Courses (must be Group III courses)

- Boatswain
- Musician
- Operations/Communications
- Shipwright
- Cookery
- Staff Cadet Position
- Marine Engineer
- Sailing
- Gunnery

### **Air Cadets**

- Specialty Courses
- Senior Leaders
- Survival Instructor
- Glider Pilot
- Technical Aeroengine, Airframe
- Technical Electronics
- Technical Photographic Technician
- Music - pipes
- Music - brass/reed
- Staff Cadet Position

### **Army Cadets**

- Specialty Courses
- Band
- Rifle Coach
- Drill and Ceremonial
- Adventure
- Marksman
- Pipes and Drums

## Music Courses: Royal Conservatory and Canadian Conservatory

- Grade 6 Practical and Grade 1 Theory \*
- Grade 8 Practical and Grade 2 Theory \*

\* applicable for all instruments and voice

## Adult Basic Education (ABE)

The Adult Basic Education (ABE) program was 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 which is considered as “High School Equivalency.”

Students who are a minimum of one year beyond the school-leaving age or are out of school for at least one year and need six or fewer credits to graduate may transfer credits from the ABE program back to High School, where equivalencies exist.

## 18. Assessment of Foreign Students

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. Please 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 five (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, that demonstrates that the student is achieving at a level that is 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.

## 19. Contact Person

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Nova Scotia (French curriculum)**

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# Summary Statement

## 1. Introduction

The French-language public schools of Nova Scotia have two major aims:

- To help all students realize their full cognitive, emotional, physical, and social potential.
- To help all students acquire the knowledge, skills, and attitudes that will enable them to take their place in society and be able to think, learn, and be physically active.

The best way to attain these goals is to ensure that the French-language schools help students achieve a greater mastery of certain fields of learning, defined in terms of “transdisciplinary learning outcomes,” which will enable them to obtain their secondary school diploma. These learning outcomes do not pertain to one or two subject matters, but are common to all. The Department of Education has defined seven fields of learning: French language and culture, artistic expression, civics, communication, personal development, problem solving, and technological skills.

To obtain more information on these areas of learning, please consult the document *Public School Programs, 2003-2004*, published by the Nova Scotia Department of Education.

A diploma is awarded to all students who have completed the second division of secondary school. This diploma is recognized by universities, community colleges, and other postsecondary institutions.

## 2. Organization of School System

The Nova Scotia public school system comprises 13 years of school, from kindergarten to grade 12. The elementary sector includes the years from kindergarten through grade 6. The secondary sector comprises two divisions, the first from grade 7 through grade 9 and the second from grade 10 to grade 12. The *Conseil scolaire acadien provincial* (CSAP) is committed to providing Nova Scotia’s Acadian and francophone population with a French-language education recognized for its excellence and for its contribution to the overall development of each person and to a flourishing Acadian culture.

The school year usually begins on September 1 and ends on June 30 of the following year. It comprises 195 instructional days. At least five hours a day are devoted to teaching (from grade 1 to grade 12). All schools of the *Conseil scolaire acadien provincial* (CSAP) divide the school year into semesters. The Acadian provincial school board develops its own courses with the authorization of the Department of Education and the Department’s Acadian and French-language services directorate (DSALF). French immersion programs come under the French as a second language program of the English Program Services Division.

## 3. Explanation of Terms Used

### The public school program

*Public School Programs, 2003-2004* is a document that gives an overview of the aims, policies, programs, and course descriptions of the Nova Scotia Department of Education. (<http://www.ednet.ns.ca/index.html>) This document also describes procedures to follow and the publications and services offered by the Department.

### Acadian and francophone schools: language of instruction

Programming for French-language courses must take into account the specific culture and history of Nova Scotia’s Acadians and francophones. From kindergarten to grade 9, the programming of the Acadian and

francophone schools is entirely in French except for the English Language Arts course, which is offered from grade 3 on. In the second division of the secondary school system, students must take a minimum of 18 courses in French, including a French language arts course at each level of the secondary division (grades 10, 11, and 12).

## Credit

A student who successfully completes a course receives one credit. Each course normally requires a minimum of 110 classroom hours.

## Individualized Program Plan (IPP)

To enable students to achieve the results contemplated in the Department's curricula, it may be necessary to adapt different variables of learning or teaching, such as time, classroom organization, learning techniques, and assessment strategies. These adaptations are documented in the student's cumulative record.

If adaptation of these variables is not enough to enable a student achieve the learning outcomes expected in the prescribed curriculum, an Individualized Program Plan (IPP) must be established, which will take into account both the student's special needs and the expected learning outcomes for each core subject. This individualized plan is documented in the student's cumulative record.

An Individualized Program Plan is a program that is based on the strengths and needs of the student when the learning outcomes stipulated by a curriculum for a particular course or level do not apply to a particular individual student, or when the student is unable to achieve these outcomes. It is possible to have an IPP in French and not have one in Mathematics.

The *Special Education Policy Manual* is designed as a guide and a support for developing educational programming for students with special needs. The manual is an important step in allowing all students throughout the province to benefit from a program that meets their needs.

## Independent study

Independent study courses are developed by a student and a teacher on a cooperative basis. Students may earn, for independent study, a maximum of one credit in grade 11 and one credit in grade 12. These courses must first be approved by the principal of the school.

## 4. Course Designation

In the first division of the secondary system (grades 7, 8, and 9), each course has a name and a number corresponding to the grade in which it is taught. For example, French 8 is the grade 8 French course.

In the second division of the secondary sector (grade 10, 11, and 12), course nomenclature and coding have been revised. Courses are identified by title, abbreviation, type of credit (academic, advanced, diploma, or open) and credit obtained (one credit or a half-credit). A course may also be identified as part of the Public School Programs or as a locally authorized course.

Since September 1997, a new system of course codes has been in place for the second division of the secondary system. Each course has a unique code, which is only used to provide access to information relevant to the courses taken by the student. This information includes a course description, the course abbreviation, the level, the type of credit, the status, etc. An example of a provincial course code would be 0040840 or 0050658. An explanation of the terminology employed in student transcripts is given below.

Description — Complete title of the course. Courses for which the expected learning outcomes have been adapted to meet the needs and requirements of certain students are, where applicable, indicated in parentheses. The abbreviations in the right column are employed.	Coop — Cooperative education course
	Auto — Independent study course
	IPP — Individualized Program Plan
<b>Level — Course level</b>	
Note — The following codes apply:	Final mark — Mark given at the end of the course
	EC (in progress) — Mid-term mark
	Blank space — Second Semester Course
Type of credit — Each course is characterized according to the types of credits, as outlined in the right column.	Acad (Academic) — These courses are intended for students who want to enrol in college, university, or other postsecondary institutions.
	Adv (Advanced) — These advanced courses are intended for students who have demonstrated exceptional abilities or academic achievement.
	Dipl (Diploma) — Courses taken for the purpose of obtaining the secondary school diploma. These courses are developed for students who wish to obtain their diploma in order find work or to pursue their studies in a particular postsecondary field.
	Op (Open) — None of these courses is developed to meet the admission requirements of a postsecondary institution. However, some of them may sometimes be acceptable to certain postsecondary institutions.
<b>Credit — Credit earned</b>	
Status — Indicates the status of the course. The abbreviations are in the right column.	PSP (Public School Programs, 1999-2000) — All the courses authorized by the Department of Education.
	LAC (Locally Authorized Course) — These are courses that are developed locally, offered by a particular school or school board, and authorized by the Department of Education.
Language — Language of instruction in the course. The abbreviations used are in the right column.	ANG — English
	FRA — French (First Language)
	FRE — French (Second Language)
	MI'K — Mi'kmaq
	GAE — Gaelic
	ALL — German
	LAT — Latin
ESP — Spanish	

To obtain more information on credits in the second division of the secondary school system, please consult the document *Public School Programs, 2003-2004*, which is available from the Department of Education (<http://ednet.ns.ca>).

## **5. Time Allotments and Course Load**

A student who achieves the prescribed learning outcomes in a course comprising at least 110 hours of instruction in the second division of the secondary school system receives one credit.

## **6. Curriculum Organization**

### **Elementary school: From kindergarten to grade 6**

#### **Required and elective program components**

To ensure that students throughout the province have the same learning opportunities, all elementary schools are required to include, for all students and in every year's curriculum, French, Mathematics, Arts, Health, Physical Education, Music, Science, and Social Studies. In Acadian schools, students must take English Language Arts from grade 3 on.

#### **Directives on distribution of instructional time**

School principals and teachers are responsible for ensuring that there is a reasonable and productive balance among the various subjects. In the elementary system, it is necessary to establish a timetable to accommodate specialists who work for several schools and must determine what time they can give to individual classes or students. However, classroom teachers must be flexible enough to take advantage of any natural learning opportunities that arise.

It should be noted that since September 2000, teachers in classes from kindergarten to grade 3 include, in their learning activities, one hour of active uninterrupted reading, in order to ensure the maximum development of their students' reading and writing skills. The guidelines also require one hour of mathematics per day.

## First division of secondary school: grade 7 to grade 9

### Required and Elective Courses

Grade 7	Grade 8	Grade 9
<b>Required Courses</b>		
French	French	French
English Language Arts	English Language Arts	English Language Arts
Mathematics	Mathematics	Mathematics
Science	Science	Science
Social Studies	Social Studies	Social Studies
Personal and Social Development	Personal and social Development	Personal and Social Development
Physical Education	Physical Education	Physical Education
	Technology	
<b>Elective Courses</b>		
Students will have to pass at least one of the following courses:	Students will have to pass at least one of the following courses:	Students will have to pass at least two of the following courses:
Visual Arts	Visual Arts	Visual Arts
Music	Music	Technology
		Music

## Second division of the secondary school system: grade 10 to grade 12

### Credits required to obtain a secondary school diploma

Since September 2000, students enrolled in the second division of secondary school must take homogenous French-language programming in order to obtain their secondary school diploma. Homogenous French-language programming must be available for students who began studying in the second division of the secondary system before this date.

Since September 1998, students who enter grade 10 for the first time must obtain *at least* 18 credits to meet the secondary school diploma requirements. Courses in the first year of the division may not constitute *more than seven* of the 18 credits, and *at least five* of the credits must be from courses in the third year of the division. Although the minimum number of credits required for the diploma is 18, it is highly recommended that schools establish timetables that enable students to obtain 20, 21, or even 24 credits. These timetables must be designed to meet the needs, interests, and capabilities of the students.

Since September 2000, students entering grade 10 for the first time must take and *pass* the following required credits in the groups of subjects indicated, in order to obtain their secondary school diploma:

### Language, Communication, and Expression

- Three French courses, one at each level (grades 10, 11, and 12).
- A course in arts education including drama, visual arts, dance, or music.

## Science, Mathematics, and Technology

- Two courses in mathematics.
- Two science courses, one in biology, chemistry, physics, or science 10, the other in an authorized science course.
- Two other courses in mathematics, science, or technology.

## Social Studies and Human Development

- A course in Planetary Studies: Planetary History 12 or Planetary Geography 12.
- A course in Social Studies: History of Canada 11 or Acadian Studies 11.
- Active Lifestyles 11 (half credit).
- Careers and Living 11 (half credit).

Regarding the 18 credits required to obtain the secondary school diploma (a maximum of seven grade 10 credits and a minimum of five grade 12 credits are required), no student may receive credit for two courses in the same subject at the same level. There are, however, exceptions: cooperative education courses, grade 12 Literature, grade 12 Planetary Geography, grade 12 Planetary History, and some technology courses.

**Note:** Individualized Program Plans (IPP) that have been approved by the school board for students with special needs, and courses developed locally and authorized by the Department, are also recognized as credits toward the secondary school diploma.

## Advanced courses

Advanced courses enable students who are highly motivated in a particular field to acquire a significantly greater depth of knowledge while receiving support from their teacher.

The grade 11 Physics and grade 11 Chemistry curricula include learning outcomes specifically developed to enable the students who achieve these outcomes to receive a type of advanced credit. To achieve this goal, the student must discuss the matter with his or her guidance counsellor and the school principal, and must undertake to work toward achieving these learning outcomes.

The Grade 12 Differential and Integral Calculus course is also offered in connection with advanced credit courses.

**Directory of second division secondary courses, 2004–05**

Course	Abbreviation	Level	Type of Credit
<b>Human Development</b>			
1. Career and Life 11	CAR VIE 11	11	open
2. Physical Education 10	EDU PHY 10	10	open
3. Physical Education 11	EDU PHY 11	11	open
4. Physical Education 12	EDU PHY 12	12	open
5. Active Lifestyles 11	STY VIE 11	11	open
<b>Arts Education</b>			
1. Drama 10	ART DRA 10	10	acad
2. Drama 11	ART DRA 11	11	acad
3. Visual Arts 10	ART PLA 10	10	acad
4. Visual Arts 11	ART PLA 11	11	acad
5. Visual Arts 12	ART PLA 12	12	acad
<b>Technology Education</b>			
1. Technology 11	TEC 11	11	open
<b>Entrepreneurship</b>			
1. Entrepreneurship 12	ENT 12	12	acad
<b>Interdisciplinary Studies</b>			
1. Tourism 11	TOU 11	11	acad
<b>English Language Arts</b>			
1. English 10	ENGLISH 10	10	acad
2. English 11	ENGLISH 11	11	acad
3. English 12	ENGLISH 12	12	acad
4. English/Communication 11	ENG/COM 11	11	dipl
5. English/Communication 12	ENG/COM 12	12	dipl
<b>French</b>			
1. Workplace Preparation French 10	FRA PRE 10	10	dipl
2. Workplace Preparation French 11	FRA PRE 11	11	dipl
3. Workplace Preparation French 12	FRA PRE 12	12	dipl
4. French 10	FRA 10	10	acad
5. French 11	FRA 11	11	acad
6. French 12	FRA 12	12	acad
7. Literary French 10	FRA LIT 10	10	advanced
8. Literary French 11	FRA LIT 11	11	advanced
9. Literary French 12	FRA LIT 12	12	advanced
10. Literature 12	LIT 12	12	acad
<b>Mathematics</b>			
1. Differential and Integral Calculus 12	CAL DIF 12	12	advanced
2. Mathematics 10	MAT 10	10	Acad

Course	Abbreviation	Level	Type of Credit
3. Mathematics 11	MAT 11	11	Acad
4. Mathematics 12	MAT 12	12	Acad
5. Workplace Preparation Mathematics 10	MAT PRÉ 10	10	Dipl
6. Workplace Preparation Mathematics 11	MAT PRÉ 11	11	Dipl
7. Workplace Preparation Mathematics 12	MAT PRÉ 12	12	Dipl
8. Advanced Mathematics 11	MAT AVA 11	11	advanced
9. Advanced Mathematics 12	MAT AVA 12	12	Advanced
<b>Science</b>			
1. Biology 11	BIO 11	11	acad
2. Advanced Biology 11	BIO AVA 11	11	advanced
3. Biology 12	BIO 12	12	acad
4. Advanced Biology 12	BIO AVA 12	12	advanced
5. Chemistry 11	CHI 11	11	Acad
6. Advanced Chemistry 11	CHI AVA 11	11	Acad
7. Chemistry 12	CHI 12	12	Acad
8. Advanced Chemistry 12	CHI AVA 12	12	advanced
9. Oceans 11	OCE 11	11	Acad
10. Physics 11	PHY 11	11	Acad
11. Advanced Physics 11	PHY AVA 11	11	advanced
12. Physics 12	PHY 12	12	Acad
13. Advanced Physics 12	PHY AVA 12	12	advanced
14. Science 10	SCI 10	10	acad
<b>Social Studies</b>			
1. Canada and Today's World 10	CAN MON 10	10	acad
2. Law 12	DRO 12	12	acad
3. Canadian Economy 11	ECO CAN 11	11	acad
4. National and International Economy 12	ECON INT 12	12	acad
5. Geography of Canada 11	GEO CAN 11	11	acad
6. Planetary Geography 12	GEO PLA 12	12	acad
7. Ancient and Medieval History 10	HIS ANC 10	10	acad
8. History of Western Europe 11	HIS OCC 11	11	acad
9. Acadian Studies 11	ETU ACA 11	11	acad
10. History of Canada 11	HIS CAN 11	11	acad
11. Planetary History 12	HIS PLA 12	12	acad
12. Political Science 12	HIS POL 12	12	acad

## Prior learning assessment and recognition

Prior learning assessment and recognition is a process by which the knowledge and special abilities that a student has already acquired and that correspond to the content of an existing credit course may be recognized.

Prior learning assessment and recognition is possible for arts education courses and for languages, mathematics, and physical education. Schools may, through their school board, ask that this process be applied to other courses in the framework of pilot projects.

All requests for prior learning assessment and recognition for the current year or the next year must be sent to the student services division of the Department of Education, to the attention of Mr. Daniel Demers, by May 15 of each year. Since September 2000, students enrolled in the grade 10 program of an Acadian school receive only French-language course credits.

Students may apply to have their prior learning assessed and recognized for a maximum of two credits per level in each year of the second division of the secondary school system (grades 10, 11, and 12). The student's school is responsible for gathering the necessary information for the student's file and for making a recommendation to the Department, provided that the learning outcomes of the course in question seem to have been achieved.

## Centre provincial de ressources pédagogiques

### Mandate

It is only right that Nova Scotia's French-language curricula benefit from educational support and a large number of instructional and educational resources. The *Centre provincial de ressources pédagogiques* (CPRP) supports Nova Scotia teachers in French-language schools and French immersion programs. This provincial educational resources centre is headquartered at Pointe-de-l'Église, in the county of Digby. The mandate of the CPRP is to offer the following services:

- library functions
- training and consultation
- publications
- preschool services.

The CPRP currently has more than 80,000 documents of all kinds: slides, videocassettes, geographical maps, manuals, notebooks, educational games, books, audiocassettes, magazines, instructional software and CD-ROMs. The library of the CPRP can now be accessed on the Web at [www.cprp.ca](http://www.cprp.ca). Orders may be placed with the CPRP by mail, telephone, fax, or e-mail.

## Correspondence courses

The French as a First Language division of the Department of Education has established a partnership with Université Sainte-Anne to offer French correspondence courses to students who wish to take them. There is no list of available courses in French at this time, but the coordinator of student services will look into the availability of such courses with those who are interested in them. Setting up correspondence courses is a responsibility of the Department of Education, which receives applications, assesses possible course plans, makes the necessary adjustments, and provides a document certifying that a student has successfully completed a correspondence course. The same process is in place for course equivalents, as is noted at the end of Section 3 of this guide.

Those who are interested in discussing the possibility of taking a correspondence course in French may contact Mr. Daniel Demers, Coordinator of Student Services, at (902) 424-5414 or by email at [demersdd@gov.ns.ca](mailto:demersdd@gov.ns.ca).

## 7. Testing and Grading Practices

School boards prepare and mark examinations locally. At the secondary school level, the results of achievement tests are usually reported as a percentage. The school enters the student's marks and provides transcripts as needed. The Nova Scotia Department of Education does not keep this data. Promotion policies are set by the school boards. Students who are unable to make the required progress in a particular course but pass the others should be able to go on to the next level of the courses that they have successfully completed.

## 8. Requirements for Graduation

In Nova Scotia, in every grade, there are required credits or subjects that must be successfully completed before a student can move to the next grade. However, in the second division of secondary school, in order to receive their secondary school diploma, students are required to obtain one or more credits in a subject matter rather than in a specific course in that subject. For example, a student must earn three French credits, but is free to choose the specific courses to meet this criterion from among the course offerings. Required courses are those that students must take to obtain a diploma, while elective courses are chosen from among a set of courses in a particular subject area.

## Summary of Course content

### 9. English Language Arts

#### Secondary school, first division (Grade 7 to Grade 9)

In the first division of secondary school, the English program is based on the language, and favours collaboration and interaction. The program balances content with process, and emphasizes the development of knowledge, skills, and student motivation.

Students develop their knowledge of the language by actively learning to use it. English is an integrated program, where skills are used as elements of a process and the processes are used as elements of communication. The aim of the program is to enhance the abilities of students to communicate. The program gives all students an opportunity to employ communication and technologies to gather and process information.

In grade 7, concepts taught at the elementary level are further developed with the introduction of skills and strategies required to master more advanced language skills in grades 8 and 9. The grade 7 program incorporates oral expression, listening, reading, visualization, writing and other means or representation. At this level, the main aim of the program is to develop reading and writing abilities. Much time is also devoted to activities that involve using and appreciating the language.

Grade 8 is a year of consolidation, growth and discovery. The emphasis now is on developing the abilities of students to communicate and interact with their peers and with adults. In this grade, small group discussions and oral, written and visual presentations are important components of the program. Students continue to improve their mastery of the language processes that are essential to the development of their language. In grade 8, students should be able to show an ability to review and correct drafts of their own writing.

In grade 9, the emphasis is on understanding and using a more standard English and on dealing with more formal communication situations. Students are expected to interact appropriately in any informal communication situation.

#### Secondary school, second division (grade 10 to grade 12)

In the second division of secondary school, the English program continues to emphasize the development and effective use of the essential processes of communication, namely listening, reading, writing, visualization and other forms of representation. The objective is to help students learn and communicate effectively using the language. The aims of the second division of secondary school are more complex than those of previous years. Students must improve their communication skills and thereby achieve a higher level of capability. They must also develop related abilities, such as those required for the processes of explanation and for describing, explaining, reasoning, narrating, understanding, analyzing, judging, and selecting. Students are encouraged to make appropriate use of the language and of technological information and computers for writing and for organizing information.

**English 10 (acad.)**

English 10 emphasizes acquiring skills in using oral language for various purposes. Students are encouraged to choose and to explore fields and themes of the curriculum by studying the language, the literature, and the media. The aim of the course is to meet the needs and satisfy the interests of the students, and to help them develop some independence. These learning experiences enable students to think about their own learning strategies as they become independent learners.

**English 11 (acad.)**

English 11 is a course for students who intend to pursue postsecondary studies. The course examines the individual and society through the study of language, literature, and media from various places and various moments in history. The objective is to expose students to the great variety of styles to be found in different literary genres and in multimedia material, and to let them use them. Students are also required to write up research work.

**English — Communications 11 (dipl.)**

English — Communications 11 is a course designed for students who need more support to improve their reading, writing, and general language skills. The emphasis is on preparing students for lifelong learning by offering them practical and interesting learning experiences closely associated with their lives and with the world in which they will live as adults. The course examines the individual and society through a study of language, literature, and the media of various times and places, relating them to Canada and Canadian communities.

**English 12 (acad.)**

English 12 is a course for students who intend to pursue postsecondary studies. The course offers opportunities to apply a great variety of forms (media, genres) to various communication situations. Students must demonstrate knowledge of various influences on the language and literary forms. Emphasis is placed on making connections with the global community through writing, speaking, and thought. Students reflect, criticize and analyze ideas, values, and the social impact of their own writing and the writing of others.

**English — Communications 12 (dipl.)**

English — Communications 12 is a course designed for students who need support in developing their reading, writing, and language skills. Emphasis is placed on preparing students for lifelong learning by offering them learning experiences that are practical, interesting, and closely connected to the society around them. The course studies the individual and society through language, literature, and media from different times and places, and provides opportunities to apply a great variety of forms (media, genres) to various communication situations.

**Canadian Literature 12 (acad.)**

This elective course is an academic course and does not replace the required English course. The focus is on Canadian writers and their work, and on the ideas, values, and experiences that have motivated them through the generations. In addition to giving students a deeper understanding of the Canadian identity, the Canadian community, and Canadian culture, the course will help them understand themselves better as readers and as members of the Canadian community.

## 10. French (First Language)

### Orientation of the discipline

French as a First Language curricula aim to develop listening, speaking, reading, and writing skills. The French course goes beyond merely learning the language as a tool of communication. Students must use the language as a vehicle of thought, and learning their first language must enable them to develop positive attitudes toward the culture of their own community and that of the worldwide francophone community.

Students who master their first language empower themselves to learn and to think. There is a very close relationship between students' mastery of their language and the full development of their potential, because language, in addition to being a fundamental component of a child's personal and cultural identity, is the basis for his or her intellectual, social, and emotional development.

Language is also the means that a community employs to express its knowledge, ideas, values, and imagination. In this sense, the French course must help students by revealing the cultural heritage of their own community and the broader heritage of the global francophone community, and by stimulating their desire to participate in them.

French is not only a vehicle for thought and a communications tool; it is also a learning instrument for acquiring knowledge associated with other educational disciplines. The importance of French cannot be minimized without compromising the capacity of the students to meet the demands of society today and tomorrow.

### Approach

French programs take into account the active role that students play in their own learning. Students construct their knowledge in situations that have meaning for them, relying on their previous knowledge and structuring new knowledge into networks. The more organized a student's knowledge is in memory, the more he or she has access to it for solving various problems encountered in reading, writing, and oral communication. This conception of learning, which takes into account students' various ways of learning and the pace of each individual, will be supported by a methodological approach that focuses on developing language skills. These skills will be developed through many reading, writing, and oral communication practices and through the reflective sharing of these practices. Grammatical, syntactic, lexical, and technical knowledge specific to the spoken and written language will be systematically taught throughout the learning process. Students will learn to use this theoretical knowledge in various situations, and there will be a transfer of learning to the extent that a student knows why, when, and how to apply this knowledge.

This approach, which focuses on the individual student and what he or she is learning, requires that the teacher consider a teaching sequence that will allow supervised teaching, guided practice, and independent practice. Students will participate actively in their own learning, sometimes working alone, sometimes in pairs, and sometimes in collaboration with their peers in a cooperative learning process.

### Course descriptions

#### Kindergarten to grade 8

The aim of the kindergarten to grade 8 program is to develop listening, speaking, reading, and writing abilities. To achieve this aim, learning outcomes seek to make students able

- to listen to and understand the spoken language, to be effective in oral communication, and to read and write taking into account their knowledge specific to the French language.

- to use the language to organize their thinking and to reflect on their experiences, in order to find new ways of seeing and understanding the world.
- to get to know and appreciate oral and written works of one's community and of the larger francophone community.
- to develop positive attitudes toward language, communication, and literature.

### **Curricula**

- French Program from Kindergarten to Grade 2, 2001
- French Program from Grade 2 to Grade 4, 2001
- French Program from Grade 4 to Grade 6, 2001
- French Program from Grade 6 to Grade 8, 2001

## **Grade 9 to Grade 12 (Provisional document — 1999)**

The aim of the French as a First Language course is to develop the ability to communicate orally and in writing. Practice, reflective sharing of the practice, and acquisition of knowledge are the three factors in the process that allow development of a skill. This process applies to four types of knowledge: listening, speaking, reading, and writing.

Students must be able to understand and to produce the kind of discourse that will satisfy their personal and social communication needs. The communication situations in which students are placed must be actualized in various types of discourse.

All French courses at secondary level take the same approach and seek the same general learning outcomes. However, the analysis of discourse from level to level becomes more complex, and students are expected to use more sophisticated language skills. They are asked to use their skills to describe, explain, argue, narrate, accurately perceive, clearly analyze, judge, and select.

French courses give students an opportunity to study literary genres in depth. Each grade emphasizes a different genre. The literary works offered in the French course are chosen for their quality, and must be works from the past or more recent works, some of them by Acadian, Canadian, or French authors or playwrights.

The grade 9 French course emphasizes literary texts and texts in everyday language. Students will have to listen, read, or produce either orally or in writing documentaries, poems and songs, columns or magazine articles, short stories and legends, and journalistic articles.

The ability to communicate orally or in writing implies that the student knows how to use the language for different purposes and in different situations. Knowing how to read and how to listen means not only being able to give meaning to words and sentences in the text that is read or heard, but also having the capacity to understand the particular significance that these sentences and these words assume in the situation in which they are read or listened to, given the circumstances of time and place in which these texts have been written or spoken.

## **Grade 10 to Grade 12**

Students enrolled in programs of the Acadian schools must take and pass French 10, French 11, and French 12. Grade 12 students also have the possibility of taking an elective course, Literature 12, which entitles them to one credit as a fourth French course.

**Workplace Preparation French 10 (022168)**

In this course, students read and write a variety of texts. This enables them to consolidate their knowledge of descriptive, explanatory, and narrative texts and to explore some dramatic material as well. Students become more self-assured in oral communication, and explore the world of the media. In literature, they study and examine various works, including one from French Canada. This enables them to acquire important cultural reference points. In various projects, students employ the resources provided by information and communications technologies.

**French 10 (022010)**

This course emphasizes the development of the spoken language (listening and oral expression) and the written language in meaningful communication situations, which enable students to discover and communicate information and to react to a variety of situations and texts, such as conversations, interviews, documentaries, articles, poems, short stories, and novels. Students read literary texts and also everyday material such as news items, poems, mythology, short stories, novels, and plays. Students are also encouraged to write letters, book reports, commercials, newspaper columns, portraits of personalities, and poems.

**Literary French 10 (022165)**

Literary French 10 is designed for students who are highly motivated to master the language and want to learn significantly more about it, with the help of their teacher. The Literary French 10 curriculum includes learning outcomes specifically developed so that students who attain them will receive credit. To do this, students must discuss the matter with their guidance counsellor and the school principal, and must make a commitment to achieve these learning outcomes. During the course, students will study literary classics and a number of other works written at different periods in the history of the literature. In various projects, students will use the resources provided in information and communications technologies.

It is understood that at each level of the course, students will study various classical and literary works from different periods in the history of the literature.

**Workplace Preparation French 11 (022169)**

Workplace Preparation French 11 enables students to develop their oral and written communication skills through situations encountered in everyday life and in the world of work. Students also explore some literary material, including a work from French Canada. This enables them to acquire cultural points of reference. The selection of texts and activities leads students to develop their critical thinking, their ability in teamwork, and their sense of independence. At this level, students will study a variety of technical, administrative, explanatory, dramatic, and narrative texts. In various projects, students use the resources provided by information and communications technologies.

**French 11 (022011)**

In grade 11, the emphasis is on listening to and/or reading plays, critical articles, opinion letters, literary short stories, and analytical newspaper or magazine articles. In their oral and written work, students will present critical pieces, job application letters and a resume, literary short stories, opinion letters, newspaper articles, and dramatic material.

**Literary French 11 (022166)**

Literary French 11 is designed for students who are highly motivated to master the language and want to learn significantly more about it, with the help of their teacher.

The Literary French 11 curriculum includes learning outcomes specifically developed so that students who attain them will receive credit. To do this, students must discuss the matter with their guidance counsellor and the school principal, and must make a commitment to achieve these learning outcomes. During the course, students will study literary classics and a number of other works written at different periods in the history of the literature. In various projects, students will use the resources provided by information and communications technologies. It is understood that at each level of the course, students will study various classical and literary works from different periods in the history of the literature.

### **Workplace Preparation French 12 (022170)**

Workplace Preparation French 12 enables students to develop their oral and written communication skills, by consolidating their knowledge through situations encountered in everyday life and in the world of work. Students also explore some literary material, including a work from French Canada. This enables them to acquire cultural points of reference. The selection of texts and activities leads students to develop their critical thinking, their ability for teamwork, and their sense of independence. At this level, students will study a variety of technical, administrative, and persuasive texts. In various projects, students use the resources provided by information and communications technologies.

### **French 12 (022012)**

In grade 12, students increase their knowledge and employ more complex, highly developed language skills. Reading activities include study of a variety of literary and everyday texts. Students write novels (parts or chapters), poems, songs, debates, opinion texts, and explanatory presentations.

### **Literary French 12 (022167)**

Literary French 12 is designed for students who are highly motivated to master the language and want to learn significantly more about it, with the help of their teacher.

The Literary French 12 curriculum includes learning outcomes specifically developed so that students who attain them will receive credit. To do this, students must discuss the matter with their guidance counsellor and the school principal, and must make a commitment to achieve these learning outcomes. During the course, students will study literary works written at different times in the history of the literature. In various projects, students will use the resources provided in information and communications technologies.

It is understood that at each level of the course, students will study various classical and literary works from different periods in the history of the literature.

### **Literature 12 (022138)**

This course cannot and must not replace French 10, French 11, or French 12. The course has been designed for students who are interested in Acadian, Canadian, and French literature. Students who enrol in it will also improve their comprehension and their ability to express themselves.

## **11. French (Second Language)**

**Note:** The school boards of Nova Scotia must offer core French courses from grade 4 to grade 12. These are required courses for students from grade 4 to grade 9. This requirement may be met by courses in Mi'kmaq or Gaelic.

Students enrolled in a core program outside Nova Scotia may transfer to a core French program in Nova Scotia at the same level.

The aim of core French teaching is to develop the student's ability to communicate effectively in French. In all grades, the core French curriculum is multidimensional; in other words, it comprises four integrated components: a communication/experience syllabus, a culture syllabus, a language syllabus, and a general language training syllabus.

Learning activities relate to the student's experience, and the instructional materials explore their experience in the social, physical, recreational, civic, and intellectual areas. Learning outcomes in all grades are developed around the four components of the program, namely communication, culture, language, and general language training. French is the language of communication in the classroom. Assessment of student achievement is an integral part of the curriculum and reflects all the components of the multidimensional curriculum.

## **Elementary Core French (Grade 4 to Grade 6) — 1998**

Students take part in activities and projects that relate to their interests, needs, and experiences. The content is organized around five areas: civic, recreational, intellectual, physical, and social. At this level, the emphasis is on oral composition, oral comprehension, and oral expression. However, reading and writing skills are introduced in context from the beginning of grade 4.

## **Core French in the first division of secondary school (Grade 7 to Grade 9) — 1999**

Course content is organized around five areas: civic, recreational, intellectual, physical, and social. The ultimate activities and tasks relate to the needs, interests, and experiences of the young people. Emphasis is on using French in context.

## **Core French in the second division of secondary school (Grade 10 to Grade 12) — 2003**

Comprehension, communication, and interaction skills are developed using experiential instructional materials that incorporate various authentic documents and concern several areas of the students' experience. The linguistic component is chosen on the basis of the students' language needs and in relation to their experiences and activities. Emphasis is on using French in significant contexts of communication. Evaluation of student achievement reflects these principles.

### **French 10 (007097)**

The grade 10 core French course covers such topics as the role of the consumer, friendship, health, conflict resolution, the francophone community, and cultural diversity. On completing grade 10, students should be able to understand oral and written texts such as interviews, descriptions, discussions, poetry, newspaper articles, and excerpts of novels. They should also be able to express their point of view, to describe persons and events, to take notes, and to keep a diary.

### **French 11 (007098)**

The grade 11 core French course covers such topics as the media, careers, human rights, the environment, the future, and the francophone community. On completing grade 11, students should be able to understand oral and written texts such as the news, biographies, autobiographies, editorials, and surveys. They should also be able to take part in interviews and role playing, present reports, write up a résumé, and compose short editorials and biographies.

## French 12 (007099)

The grade 12 core French course covers such topics as independent living, racism, discrimination, technology, and the francophone community. On completing grade 12, students should be able to understand oral and written texts such as press conferences, television programs, films, poetry, short stories, and novels. They should also be able to take part in debates, to lead discussions, to draw up and present plans, to create e-mail messages, and to take part in role playing.

## Intensive French Program

Students enrolled in an intensive French program outside Nova Scotia may transfer to an intensive French program in Nova Scotia at the same level, if such a program exists.

The Intensive French program begins in grade 7 and ends in grade 12. Students enrolled in this program take one French course and another course (usually a social studies course) where the language of instruction is French. The curriculum of this second course parallels the course offered in English. The description of these courses is given in the section on courses offered in English.

French courses in grades 10, 11, and 12 are designed to meet the needs of students in the other courses taught in French. Students are involved in a variety of significant activities that enable them to continue to develop their oral and written communication skills. Contemporary literature occupies a very important place in the program.

## 12. French (Immersion)

Students enrolled in an early or late immersion program outside Nova Scotia may transfer to similar programs at the same level in Nova Scotia, if they exist.

The Early French Immersion curriculum begins in kindergarten and continues to grade 12. Late Immersion begins in grade 7 and continues to grade 12.

In the first division of secondary school, namely grades 7, 8, and 9, students in early or late immersion programs take the following courses in French:

- French
- Social Studies
- Science
- Personal and Social Development
- Mathematics

To obtain their Immersion Certificate in addition to their secondary school diploma, early and late immersion students in the second division of secondary school must do the following:

- Pass the French course in grades 10, 11, and 12.
- In every year, pass at least two courses where the language of instruction is French.
- Then, successfully complete a total of nine courses where the language of instruction is French.

The programs of courses taught in French parallel the English-language program. These courses are described in the section on English-language course offerings.

## **Secondary French, second division (Grades 10 to 12 — Immersion) — 2003**

French Immersion courses in the second division of secondary school are designed to meet the needs of students taking other subjects taught in French. Significant learning situations enable the students to improve their ability to read and communicate in French. Students also have an opportunity to develop a greater appreciation of the French language and culture. Listening and oral expression occupy a predominant place in these courses because these are the most common modes of communication in everyday life.

### **French 10 — Immersion (007106)**

grade 10 French courses emphasize development of oral language (listening and oral expression) in various contexts. Students are placed in significant oral communication situations that enable them to discover and communicate information and to respond to a variety of situations and texts such as conversations, interviews, documentaries, articles, poems, short stories, and novels. Students read both literary and non-literary material, including news reports, poems, mythology, short stories, novels, and information documents. They write letters, information documents, and expressive texts, and also explore alternative forms of expression and representation.

### **French 11 — Immersion (007107)**

In grade 11, students continue to listen and respond to a variety of written materials and to express themselves orally in various contexts. They take part in improvisation activities and in various forms of dramatic expression. Reading includes news items, biographies, poems, mythology, short stories, short tales, novels, and information documents. Students are required to write letters, reports, short tales, reports, and research work. They also explore other forms of expression and representation.

### **French 12 — Immersion (007108)**

In grade 12, students improve their knowledge and employ more complex, highly developed language skills. Their reading practices cover a variety of literary and non-literary genres, including drama. Students write informative, expressive, narrative, and persuasive texts, and also explore other forms of expression and representation.

## **13. Mathematics (French as a First Language)**

### **Orientation of the discipline**

The aim of mathematics is to explain natural phenomena and make them understandable through exploration and analysis. This subject is becoming increasingly important in our society, which is undergoing perpetual technological change. Mathematics helps students to develop a feeling for numbers and their importance, to explore and understand regularities, to model and measure geometric forms, and to quantify and analyze data. By its very nature, mathematics gives students opportunities to solve problems and thus acquire knowledge, develop skills, learn to reason effectively, engage in authentic communication, make connections between things, cooperate positively with others, and become independent and active learners throughout their lives.

The aim of the mathematics program (from kindergarten to grade 12) is to allow students to acquire a general mathematical education that will enable them to enter the world of work easily or to pursue related postsecondary studies.

To achieve the aim of this program, learning outcomes are classified into four fields:

- Numbers

- Regularities and relationships
- Form and space
- Statistics and probability

## Approach

The mathematics curriculum favours the constructivist approach, and teachers must follow these six steps:

1. Presentation of a problem situation to students
2. Search for solutions by students
3. Discussion and verification of the various solutions found.
4. Mathematical codification of the solutions
5. Reinvestment activities
6. Diagnostic evaluations, formative and summative, of the process and of the products as an integral part of learning mathematics

To meet mathematics learning expectations under the approach that is advocated, students must master such mathematical processes as communication, relationships, estimation and mental calculation, reasoning, technology, problem solving, and visualization.

## Course descriptions

### Kindergarten to Grade 6

The elementary school mathematics program is designed to enable students to acquire knowledge by using and developing skills and positive attitudes toward mathematics and technology. To help students develop a mathematical culture based on problem solving, teachers must help them achieve the learning outcomes prescribed in the curriculum while respecting the learning style and pace of each individual student. Elementary school students must work in three modes: the concrete, the figurative, and the symbolic. The learning process must emphasize collaboration and cooperation. Oral and written communication enable students to clarify their thoughts and to acquire deeper understanding of mathematics. Technology has played a part in bringing about many changes in our world, and we must be aware of its presence and appreciate its usefulness.

#### Curricula

*Mathematics in Kindergarten*, September 2000

*Elementary School Mathematics, from Grade 1 to Grade 5*, 2004

*Elementary School Mathematics, Grade 6* – in development, 2006

### Secondary school, first division

To meet the needs of students in the first division of secondary school and help them achieve the expected learning outcomes, their mathematical experiences must be quite numerous and varied, and must be suited to their skills. These experiences must build on what has been learned in previous years, and teachers must therefore be aware of developments in the elementary school mathematics program. To keep students interested in the subject and to get them to accept responsibility for their learning, teachers are asked to vary their teaching strategies and techniques to include a team-based search for solutions, laboratory experiments, games, puzzles and riddles, visual aids, concrete materials, environmental and technological relationships, problems associated with real situations, projects, and customization of some aspects of the program.

Teachers must be aware of the spiral nature of the mathematics program. A concept is introduced quite early on, and students gradually learn more about it by going back periodically to what they have already learned.

**Mathematics 7 — 2000**

The interactive mathematics program starts in grade 7. At this level, the program enables students to explore and learn more about numeric concepts and operations by studying whole numbers and decimals, fractions, powers, scientific notation, the operations of addition, subtraction, multiplication and division, the rules for divisibility, commutativity, associativity, and distributivity, and also the greatest common factor (GCF) and the lowest common multiple (LCM). Through their study of numeric and graphical regularities and relationships, and by solving first-degree equations in one variable, students learn to draw, read, and interpret graphs in order to make decisions. SI units and the conversion of lengths and masses are studied in a real context. Students also study circumferences, angles, triangles, parallel straight lines, bisectors, perpendicular bisectors, translation, reflection, rotation, and the symmetry of geometric figures in a Cartesian plane. In the field of statistics and probabilities, students study the collection and processing of data, the use of diagrams, the measurement of central tendencies (mode, median and average), measurement of data distribution (deviation, range and quartiles), the definition of probability, the Monte Carlo method, and the evaluation of outcomes of independent events.

**Mathematics 8 — 2000**

The mathematical concepts and ideas in grade 8 are an extension of what is covered in the grade 7 program. Students study rational numbers and fractions, powers and square roots, scientific notation, rates, percentages, regularities, algebraic variables and expressions, and the solving of simple equations. They explore triangles, polygons, and geometric solids and calculate their area and volume. Students also study homothetic transformation for enlarging and reducing geometric figures. In the field of statistics and probabilities, students cover data analysis, the average, median, and mode in statistics, data dispersion, probabilities and sampling, graphical representation of probabilities, and the reading and interpreting of tables, charts, and graphs. The acquisition of concepts and the development of mathematical skills should be achieved by solving concrete problems of everyday life with appropriate use of technology.

**Mathematics 9 — 2000**

The grade 9 mathematics program respects the principle of integrating various mathematical fields, and covers the following mathematical ideas and concepts: rational numbers, numeric and algebraic operations and expressions, monomials, binomials, polynomials, the study of regularities and their representation, first-degree equations and inequalities in one unknown, matrices and linear systems of two first-degree equations in two unknowns, interpretation of the graphs of first-degree and second-degree equations, the equation of a straight line and its slope in a Cartesian frame of reference, the correlation function and line of best fit, measurement of angles and triangles, properties of parallel straight lines, congruence and similarity of triangles and polygons, sine, cosine, tangent, cotangent, secant, and cosecant of an angle in a right triangle, the collection and analysis of data using tree diagrams, bar charts and histograms, theoretical and experimental probabilities, the area of probability model, standard deviation and normal distribution.

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

**Second division of secondary school**

The interactive mathematics in the second division of secondary school has an integrated, spiral form. In this approach, teachers should help students to discover mathematical ideas and concepts and to develop skills in order to refine their mastery of the following processes: problem solving, communication, reasoning, relationships, estimation and mental calculation, visualization and technology.

**Workplace Preparation Mathematics — 2003**

This course meets the requirements for obtaining a secondary school diploma. It is designed for students who have experienced difficulties with mathematics in earlier classes. In this course, the emphasis is on concrete mathematical activities, mathematical models of everyday life, and real applications of mathematical ideas and concepts. Little attention is paid to the symbolism of the operations or to the mathematical structures involved.

This course comprises the following modules:

- work and income
- deductions and expenses
- spreadsheets
- taxes
- purchases
- linear relationships and the Pythagorean theorem
- statistics

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

**Mathematics 10 — 2002**

This is an academic course for students who intend to pursue postsecondary studies in a field related to mathematics. In this course, the emphasis will be on abstraction, mathematical structures, and sophisticated symbolic generalizations. The subject matters are acquired through reality-based activities that reflect the usefulness and importance of mathematics.

This course covers:

- irrational numbers, exponential laws, square roots, scientific notation, distributivity, solving first-degree equations and inequalities in one or two unknowns, first-degree equations in one unknown, factoring polynomial algebraic expressions, simplification of rational algebraic expressions, factoring second-degree trinomials and the linear function
- numeric regularities (sequences)
- analytic geometry
- area and volume of objects in three dimensions
- Pythagorean theorem
- trigonometry of the right triangle
- trigonometry of all triangles
- sampling and statistics
- role of chi-square ( $\chi^2$ ) in statistics, and the null hypothesis

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

**Workplace Preparation Mathematics 11 — 2003**

This course extends the study of the mathematical ideas and concepts examined in the grade 10 Workplace Preparation Mathematics course.

The course comprises the following modules:

- purchases and decision-making

- banks transactions
- investment
- loans and interest rates
- buying and maintaining a car
- organizing a trip
- trigonometry of the right triangle
- trigonometry of all triangles
- area

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

### **Mathematics 11 — 2003**

This is an academic course for students who intend to pursue postsecondary studies in a field related to mathematics. In this course, the emphasis will be on abstraction, mathematical structures, and sophisticated symbolic generalizations. Students achieve the learning outcomes specific to this course through reality-based activities.

This course comprises:

- the systems of linear equations with several variables
- matrices
- inequalities
- quadratic functions and equations
- equations of a straight line and of a circle, and basic formulas of analytic geometry using Cartesian coordinates in two dimensions
- geometry of the circle
- trigonometry of triangles
- permutations, combinations, counting, Pascal's theorem, and basic concepts of mathematical logic

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

### **Advanced Mathematics 11 — 2003**

This is an academic course designed for students who want to enrich and improve their mathematical skills and knowledge, with the ultimate aim of studying differential and integral calculus.

The content of the course is the same as that for Mathematics 11, but is more focused:

- complex numbers
- matrices and operations
- linear programming
- analytic geometry of the circle and locus
- cubic and rational functions and equations

To achieve the specific additional learning outcomes for this course, students must carry out independent study and research projects with the help of their teacher.

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

**Workplace Preparation Mathematics 12 — 2003**

In this course, students continue to develop the skills they have acquired and to study mathematical ideas and concepts that complement what they have studied in grade 11.

This course comprises the following modules:

- statistics
- probabilities
- renting an apartment
- buying a house
- family budgeting
- measurement and estimation
- measurement and drawing in two and three dimensions

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

**Mathematics 12 — 2003**

This is an academic course for students who intend to pursue postsecondary studies in a field related to mathematics. In this course, the emphasis will be on abstraction, mathematical structures, and sophisticated symbolic generalizations. Students achieve the learning outcomes specific to this course through reality-based activities.

This course covers:

- exponential functions and equations
- logarithmic functions and equations
- trigonometric identities and equations
- trigonometric functions and their applications
- probability and combinatorial analysis
- normal and binomial distributions, and the central limit theorem
- confidence interval and margin of error

This is an academic course for students who intend to pursue postsecondary studies in a field related to mathematics. In this course, the emphasis will be on abstraction, mathematical structures, and sophisticated symbolic generalizations. Students achieve the learning outcomes specific to this course through reality-based activities.

**Advanced Mathematics 12 — 2003**

This is an academic course designed for students who want to enrich and improve their mathematical skills and knowledge, with the ultimate aim of studying differential and integral calculus.

The contents of the course are the same as for Mathematics 11, but with more focus on:

- sequences and series
- basic exponential functions and natural logarithms
- conic sections
- parametric equations of a curve and their applications to physics
- polar coordinates

To achieve the specific additional learning outcomes for this course, students must carry out independent study and research projects with the help of their teacher.

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

### **Differential and Integral Calculus 12 (under review)**

This grade 12 course on differential and integral calculus is designed to acquaint students with the basic concepts of differential and integral calculus. The course provides a bridge between achievement in the grade 11 and 12 advanced mathematics courses and the mathematics requirements of postsecondary programs.

This course comprises the following four modules:

- functions and limits
- derivatives and rules of derivation
- applications of derivatives
- integrals, rules of integration, and their applications

This course requires that students already know how to work with various types of algebraic, exponential, and logarithmic functions and that they be familiar with the concept of the derivative and its meaning. The methods of differential and integral calculus are applied to problems in different fields, including science and engineering.

Students are encouraged to use the graphic display calculator, the Calculator-Based Laboratory (CBL), probes, and computers to discover mathematical concepts and apply them to solve problems, make connections, and communicate in an appropriate manner.

## **14. Science (French as a First Language)**

### **Orientation of the discipline**

Science is a way of learning about the world, and is based on exploration, curiosity, observation, experimentation, interpretation, communication, and ethics. The knowledge base and theories provided by science are used to predict, interpret, and explain natural phenomena. Science students have opportunities to solve problems and thus develop the skills and positive attitudes they need to reason effectively, to make sound judgments, to make well-informed decisions, and to communicate appropriately.

The science curricula, which advocate the promotion of gender and social equality, emphasize the relationships among science, technology, society and the environment (STSE). Their ultimate aim is to enable all students to learn something about the sciences, to establish intelligent links with their universe and to develop a scientific culture so that they can contribute to the development of society, in which they will be able to understand the underlying forces that govern that society and the technological developments that impel it.

### **Approach**

The constructivist approach places students at the heart of the construction of their representations and models, and hence at the centre of their learning process. To achieve the goal of this approach, learning outcomes are classified into three fields:

- life sciences
- Earth and space science
- physical sciences (physics and chemistry)

To enable students to develop a scientific culture based on problem solving and ethics, teachers must help them to achieve the learning outcomes described in the curriculum, while respecting the learning style and pace of each individual student.

## Course descriptions

### Kindergarten to Grade 6

The science program in elementary school must enable students to explore their world, to get involved in the scientific game, to use all their senses, to handle objects, to examine, to study, to be curious, to ask questions, and to acquire knowledge through solving problems that foster the development of positive attitudes toward science, technology, and their impact on society and the environment.

#### Science in Kindergarten — 2001

Exploration of the world through the senses.

#### Grade 1 Science — 2004

The curriculum comprises the following modules:

- needs and characteristics of living things
- properties of objects and substances
- objects, substances, and our senses
- daily and seasonal changes

#### Grade 2 Science — 2004

The curriculum comprises the following modules:

- growth and change in animals
- liquids and solids
- relative position and movement
- air and water in the environment

#### Grade 3 Science — 2004

The curriculum comprises the following modules:

- growth and change in plants
- objects, substances, and structures
- invisible forces
- exploration of the ground

#### Grade 4 Science — 2004

The curriculum comprises the following modules:

- habitats and communities
- light
- sound
- rocks, minerals, and erosion

#### Grade 5 Science — 2004

The curriculum comprises the following modules:

- the body's basic needs, and how to keep the body healthy
- properties and changes of substances
- forces and simple machines
- weather

### **Grade 6 Science (provisional program) — 2005**

The curriculum comprises the following modules:

- diversity of life
- electricity
- flight
- space

## **Secondary School, First Division**

In the first division of secondary school, the science program aims to promote a scientific culture that will enable students to find a place for themselves in the new technological society. At this stage of their development, students must acquire scientific ideas and concepts in a context where they integrate various scientific disciplines, and should also develop skills that facilitate learning and the development of positive attitudes toward science in an STSE context that fosters cooperation and the integration of technology.

The specific learning outcomes of this course are based on the *Common Framework of Science Learning Outcomes (CMEC)*.

### **Science 7 — 2001**

This course comprises the following four modules:

- interactions within ecosystems
- mixtures and solutions
- heat
- the Earth's crust

### **Science 8 — 2001**

This course comprises the following four modules:

- cells, tissues, organs, and systems
- fluids
- light
- salt water and fresh water

### **Science 9 — 2001**

This course comprises the following four modules:

- reproduction
- atoms and elements
- characteristics of electricity
- space exploration

## Secondary School, Second Division

### Science 10 — 2001

This course is designed to enable students to appreciate and understand the relationships between science, technology, society, and the environment. The course offers students the opportunity to acquire the knowledge and skills they need to take specialized courses in Physics, Chemistry, and Biology in grades 11 and 12.

This course comprises the following four modules:

- sustainability of ecosystems
- chemical reactions
- climate changes
- movement

The scientific concepts and ideas covered in this course are strongly recommended for those intending to take further science courses. This course incorporates biology, chemistry, physics, and Earth and space science, using an STSE approach that fosters development of critical thinking and language, social, and media skills.

### Biology 11 and Advanced Biology 11 — 2002

Biology answers questions that students ask themselves about the environment and their own persons. The secondary school biology program contains two courses, Biology 11 and Biology 12. One of the main features of this program is the integration of technology and of other disciplines in biology. The advocated instructional contents and teaching approaches foster the development of critical thinking, creative thinking, communication, and the acquisition of superior knowledge and reasoning abilities.

Biology 11 comprises the following modules:

- matter and energy for life
- genetic continuity
- maintaining dynamic equilibrium
- biodiversity

For the advanced course, students must commit to carrying out independent study projects, in order to enrich and improve their knowledge of certain concepts.

### Chemistry 11 and Advanced Chemistry 11 — 2002

Chemistry is ubiquitous in the lives of all of us. Chemistry is a science that studies the composition, properties, and interactions of matter. In an STSE context, knowledge of chemistry is a powerful tool required by any citizen who aspires to a scientific and technological education and who is inclined to make observations and to draw clear and logical conclusions from them.

The secondary school chemistry program consists of two courses, Chemistry 11 and Chemistry 12, which are based on the chemical concepts studied in Science 10.

Chemistry 11 comprises the following modules:

- from structures to properties
- solutions and stoichiometry
- organic chemistry

For the advanced course, students must commit to doing independent study projects in order to enrich and improve their knowledge of certain concepts.

### **Oceans 11 — 2002**

This course is designed to enable students to use documentation and experimentation to explore local and global aspects of problems relating to the oceans.

This course emphasizes the relations between the oceans and land masses, and the role that human beings play in the sustainability of this system. Scientific ideas and concepts are examined in an STSE context, using concrete examples from the Atlantic region. Students look at the relationships between economic development, the interests of communities, and opportunities offered by such fields as agriculture, ecotourism, and coastal conservation.

This course comprises the following modules:

- the oceans: structure and movement
- the marine biome
- aquaculture
- coastal navigation

### **Physics 11 and Advanced Physics 11 — 2002**

Physics is a fundamental science. Students must be encouraged to study physics not only as a preparation for university or vocational studies, but also as a means of acquiring a better understanding of the world around them. The secondary school physics program comprises two courses, Physics 11 and Physics 12. These courses are based on the scientific ideas and concepts studied in Science 10 and build on the knowledge, skills, and attitudes already developed in that course.

Physics 11 comprises the following modules:

- forces and movement in one dimension
- conservation of energy and momentum in one dimension
- waves

For the advanced course, students must commit to carrying out independent study projects in order to develop a richer and deeper understanding of such concepts as special relativity.

### **Biology 12 and Advanced Biology 12 — 2003**

This course expands on the ideas and concepts introduced in Science and Biology 11. It is designed to provide students with the knowledge and skills they will need to pursue postsecondary studies in related disciplines or to follow a career in science.

This course comprises the following four modules:

- chemical and electrochemical regulation systems
- reproduction and development
- genetics and evolution
- interactions among living things

For the advanced course, students must commit to carrying out independent study projects and to developing a richer and deeper understanding of some concepts.

### **Chemistry 12 and Advanced Chemistry 12 — 2003**

Chemistry 12 is a continuation of Chemistry 11. This course is designed to provide students with the scientific knowledge and skills they will need to pursue a scientific career or to do postsecondary work in science.

The Chemistry 12 course comprises the following modules:

- thermochemistry
- chemical balance
- acids and bases
- electrochemistry

For the advanced course, students must commit to carrying out independent study projects and to developing a richer and deeper understanding of some concepts.

### **Physics 12 and Advanced Physics 12 — 2003**

This course is a continuation of Physics 11. It is intended for students who would like to pursue postsecondary studies relating to pure science.

The course comprises the following modules:

- movements in two dimensions
- fields and interaction
- particle physics
- radioactivity

For the advanced course, students must commit to carrying out independent study projects and to developing a richer and deeper understanding of some concepts.

## **15. Social Studies (French as a First Language)**

### **Orientation of the discipline**

In curricula developed for Nova Scotia schools, the term “social studies” refers to an interdisciplinary field where humanity is studied from the spiritual, political, geographical, economic, and sociological points of view. These essential components are complemented by a certain number of related fields, which also enable students to discover the reality of the world around them. Demography and archaeology are examples of such related fields.

The role of social studies in school programming is to provide students with individual opportunities to exercise judgement and critical thinking, so that they can make wise decisions about human realities. Social studies also enable students to share their interpretation of local, national, or international events in order to assert themselves as responsible, active citizens. Finally, social studies must lead individuals to become aware of the interdependence of humanity and of the planet on which they live.

The principal aim of social studies teaching is to enable students to develop the knowledge, skills, and attitudes that will enable them to become responsible citizens who are concerned about the welfare of society as a whole. Social Studies courses must focus on a knowledge of the evolution of humanity that acknowledges the past as a determining factor in the present and as something that enables us to better gauge the future.

## Approach

The principles on which learning in social studies is based determine whether or not the anticipated outcomes will be achieved.

Social studies must be related to concrete experiences. The topics that are considered social studies courses must establish a relationship with the student's experience. Integration is essential to the social studies. There are indeed few subjects that can be studied without developing ties to other fields of knowledge.

Social studies must develop positive social values. In particular, students must be able to use social science courses to understand that people may have different viewpoints, and to expect these differences. Social studies must also present students with challenges. For example, it is important to ask students to develop arguments to support what they say, rather than to simply ask them to express their opinion.

For the process to be proactive, teaching and learning must be more effective. It is important that the process of acquiring knowledge, a skill, or an attitude involve a stage where a decision is made or a concrete action is taken.

## Course descriptions

### **Kindergarten to Grade 3 (Teaching Guide No. 158) — 1998**

The program from kindergarten to grade 3 is based on three fundamental concepts: space, time, and living in society.

The concept of space enables students to study the parts of their body and then go on to look at the plans of their house, their school, and their community. They are introduced to the study of maps by using simple legends and scales, and they learn to distinguish the points of the compass. Finally, they learn to identify geographical borders and continents.

In regard to the concept of time, students gradually learn to distinguish several concepts: the day, the week, the month, the seasons, the year, the cycles of life, and the timeline.

Under the heading of living in society, students begin with family and friends and go on to study the basic needs of human beings: food, clothing, shelter, and affection. They also study the interdependence of plants, animals, and humans and the role that various trades play in satisfying basic needs.

### **Grade 4 to Grade 6 (Social Studies, Program and Guide, second division of elementary school, No. 122) — 1991**

The program in the second division of elementary school is based on five concepts, considered in each of the three grades: geography, ethnic and cultural characteristics, economic realities, democracy, and history.

Students learn more about the basic concepts to which they were exposed in the first division, and increase their ability to understand their environments. The general theme in grade 4 is individuals in a constantly changing environment. Grade 5 focuses on the Atlantic provinces, while in grade 6, the main theme is Canada in the world.

## **Secondary School, First Division**

### **Grade 7 — General Geography — 1991**

The General Geography program focuses on understanding the physical and human factors that differentiate physical environments around the world. One of the aims of the program is to get students used to bringing

these elements together to explain various geographical phenomena. The program stresses the interdependence of the human and natural environments, and makes students aware of the complexity of their environment and of the fact that they belong to a broader human community. Finally, the program helps students to develop a sense of observation and thus be able to formulate a more objective explanation and interpretation of the geographic reality that surrounds them.

### **Grade 8 — General History — 1991**

The General History program seeks to enable students to develop a sense of belonging to a broader human community, to appreciate human achievements over the centuries, to be open to societies of the past, and to benefit from the experience of those societies. Students are also encouraged to discover issues and challenges that lie outside the limits of their own community. The program seeks to achieve a number of learning outcomes, including knowledge of facts, acquisition of concepts and skills, practice in applying a specific method of working, and an introduction to the kind of intellectual rigour that will help young people develop independent thinking.

### **Grade 9 — Atlantic Region — 1998**

The grade 9 Social Studies curriculum leads students to examine major issues and to think about them in terms of the influence they have on their everyday living, on their life as inhabitants of Atlantic Canada, and of their role as citizens of the world. Students will learn to discover and appreciate the specific natural features of Atlantic Canada, its cultural, ethnic, and historical diversity, the economic issues and challenges that arise as part of worldwide trends, the role of technology in the Atlantic region of yesterday, today, and tomorrow, and the importance of a vision of the world in exercising real citizenship.

### **Supplement**

*Economic Development of Communities, Grade 9 – 2000*

## **Secondary School, Second Division**

### **Canada and the Contemporary World 10 (012213) — 1991**

The grade 10 course, Canada and the Contemporary World, aims to help students understand important issues that concern Canada, so that they will be able to make informed decisions about the problems that Canadians face. The aim of this course is to get students to discover some issues and challenges that go beyond the limits of their own community. In particular, it is designed to achieve a number of learning outcomes: knowledge of facts, acquisition of concepts and skills, practice in applying a specific method of working, and an introduction to the kind of intellectual rigour that will help young people to develop independent thinking. Students will thus be able to improve their knowledge and understanding of contemporary Canadian realities and eventually act as thoughtful and responsible citizens.

### **Ancient and Medieval History 10 (012013) — 1977**

This grade 10 course enables students to develop an understanding of the concept of civilization by studying the history of Western civilization from its first beginnings, and by examining the various civilizations that have shaped the modern world. A number of approaches are suggested, from which teachers will choose the approach or combination of approaches that best suits the needs of their students. A chronological approach enables students to follow various historical themes from the beginnings of history to the 16<sup>th</sup> century, and to connect these themes to present-day situations. The six major themes are prehistoric man, ancient civilization, Greece as the first Western civilization, the domination of Rome over the Western world, the Middle Ages, the Renaissance, and the Reformation. A more thematic approach emphasizes the study of themes that characterize ancient and medieval civilizations such as agriculture, the development of government, religion, revolutions, scientific and technical progress, and development of art. By adopting an in-depth study approach, students look at ancient and medieval history

in terms of the emergence of civilized men, the dawn of the first Western civilization, the development of Western civilization, the emergence of the European nations, and the development of Renaissance man.

### **History of Western Europe since the 16th Century 11 (012014)**

This course enables students to develop an understanding of the evolution of Western Europe. Because the grade 10 student population is very diverse, teachers will have to make sure that these students have the knowledge and skills they need to prepare for grade 11 courses. A thematic or in-depth approach may be adopted. The four major themes for the thematic approach are absolutism, revolution, ideology, world wars, and peace efforts. Students can examine these themes chronologically or can focus on one geographical region. The in-depth study approach uses the same themes listed for the thematic approach. For each theme, it is vital to choose relevant information to ensure that students follow a logical process and do not neglect significant stages.

### **Geography of Canada 11 (012212)**

This grade 11 course provides students with a general overview of Canada, and encourages them to develop geographical skills and concepts so that they can understand Canada better. Various regions are studied. The course begins with a general overview of Canadian geography, and then moves to the particular features of the local Atlantic region. The various regions and geographical entities of Canada, from coast to coast, are then studied in terms of such themes as topography, climate, vegetation, population, and industry. The course enables students to examine the specific features in the country as a whole or in a particular region.

### **Canadian Economy 11 (012152) — 1983**

This grade 11 course begins with an overview of the local community economy. From this economic basis, students go on to study certain economic aspects in greater depth, such as private businesses of some importance, the composition of the labour force, local unions, levels of government, government expenditures, and the tax system. Students then broaden their scope to consider the regional and provincial economy, with particular emphasis on the economy of the Acadian regions, and look at industries in the primary, secondary, and tertiary sectors. Distribution of wealth and power, the labour movement, freedom to do business, Crown corporations, the tax system, and economic ties to the rest of the world will be considered as integral features of the Canadian economy. In their studies, students will be introduced to various economic principles, theories, and issues that affect their everyday lives.

### **Acadian Studies 11 (012334) — 2004**

This grade 11 course gives students an opportunity to study and analyze the Acadian society of yesterday and today, paying particular attention to Nova Scotian realities. Acadian history is examined through the events that have marked Canadian society, such as European rivalries, the Deportation, the awakening of nationalism, and Confederation. The course also deals with economic activities, the impact of religious and educational institutions, demands for rights, and cultural development. Students use the methods of the historian to do research and various other kinds of work related to the course.

### **History of Canada 11 (012331) — 2004**

In the Canadian History program, the historical approach is applied to a study of the development of Canadian society. The collective history of Canada is examined through regional particularities and the development of society. Particular attention is paid to Acadians and to other francophones in the country. Through a chronological exploration of major events, students deal with the country's major political and constitutional issues, which form the backdrop to this course.

**National and International Economy 12 (012183) — 1983**

This grade 12 course includes an in-depth study of selected economic issues and the examination of certain theories. The unit on microeconomics covers the law of supply and demand, differential products, production, and markets. In the macroeconomics unit, students look at government finances, economic indicators, government policies, currency, the banking and financial system, and economic growth. The unit on international economics covers the distribution of natural resources, finance, and international trade and aid to foreign countries. The curriculum also includes two elective units: the history of economic ideas, and comparative economics.

**Planetary Geography 12 (012208) — (Provisional document No. 164, testing stage, September 1998)**

The Planetary Geography curriculum is unique in that it deals with current problems and challenges that concern the planet as a whole. Five major themes are considered: population, food, environment, geopolitical reality, and future prospects. The course seeks to engage students in a process of individual thinking that will lead them to take a personal position regarding their individual responsibility as citizens of the Earth. However, the course also deals with the issue of collective responsibility for dealing with planetary challenges. The underlying themes of the curriculum as a whole are thus interdependence among nations and the quality of life as a function of geographic environment.

**Political Science 12 (012148) — 1984**

The fundamental aim of this grade 12 course is to get students to develop a positive political behaviour by helping them evaluate and clarify their knowledge of the various political systems and acquire a better understanding of the process. This course will enable students to become familiar with various ideologies and political systems and to compare them, and will emphasize the various aspects of the Canadian political system. The course deals with liberal democracies, socialist governments, and authoritarian regimes, this last part being elective.

**Law 12 (012216) — 1998**

The grade 12 Law course is designed to enable students to learn about the law and its function in society, and to acquire the abilities and attitudes that will enable them to understand the judicial process. Topics considered include the Canadian judicial system, combating crime and criminality, major and minor offences, human rights, property rights, promises and agreements, business relations, family relations, courts and trials.

**Planetary History 12 (012224) — Provisional document— 1996**

This grade 12 Planetary History course gives students an opportunity to master some of the things they have learned in their previous studies of history. This course, which takes a thematic rather than a chronological approach, invites students to take a critical look at the role of power and interdependence in today's world, and more particularly the influence of these factors on social, economic, and political realities. Analysis is facilitated by the division of the subject matter into five study units covering the essential themes of the course: the role of superpowers, the origins and consequences of economic disparity among nations, the pursuit of justice, social and technological change, and global interdependence.

**Technology 11 (327048)**

Technology 11 exposes students to various technologies, to help them develop a technological culture. This course is designed for all students in the second division of secondary school. It offers them a unique opportunity to find their way around in such fields as information and communications technologies, the technology of systems, and biotechnology.

## Other

### 16. Prerequisites and/or Co-requisites

There are no co-requisites in the Nova Scotia public school system. Some science and mathematics courses have recommended prerequisites. Please consult *Public School Programs, 2003-2004* for more information.

### 17. Other Types of Programs/Courses

#### Community programs

Cooperative (co-op) education is a form of practical learning that takes place in the community. Students may take a cooperative education course jointly with another course from the second division of the secondary sector, such as Physics or History. The School-to-Work program is another type of community-based course that is currently being tested in Nova Scotia. This course is designed to train students in a particular occupation. It should be noted that the credits for these two courses are separate.

### 18. Assessment of Foreign Studies

In Nova Scotia, a secondary school diploma is granted, on behalf of the Minister, to students who have met the requirements defined by regional school boards.

Students who arrive from outside Canada and wish to attend a secondary school in Nova Scotia are advised to contact the school board in the region where they intend to live. Administrative staff in the central office will assess the student's certificates or transcripts, or will refer the student to the academic guidance counsellor for an assessment of the documentation. Academic guidance counsellors and school boards may consult the Department of Education if they need help with their assessment. As a general rule, courses taken in institutions other than secondary schools do not entitle students to secondary school credits in Nova Scotia.

Students who wish to obtain a Nova Scotia secondary school diploma through correspondence courses may contact the Correspondence Studies Division of the Department of Education to obtain an assessment of their transcript. When this assessment is completed, the student will be informed of the number or type of courses that he or she must successfully complete to obtain a secondary school diploma. Students who complete grade 12 by taking correspondence courses will receive a diploma from the Department of Education rather than from the regional school board.

### 19. Contact Person

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Northwest Territories**

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# Summary statement

## 1. Introduction

In the Northwest Territories (NWT), the Minister of Education<sup>1</sup>, Culture and Employment<sup>2</sup> prescribes the outcomes that students should achieve in each subject through curriculum documents. NWT is working with other territories and provinces in western and northern Canada to develop common learning outcomes for students. Curricula are prepared in consultation with classroom teachers, school principals, students, parents, people from business, other community members, superintendents of schools, school trustees, educational associations, postsecondary institutions, and other government departments. School boards and their staffs determine the teaching methods and materials that will be used to help their students achieve the outcomes of the curricula. They may select from the list of authorized materials or choose other resources to meet the needs of their students.

Secondary schools in the Northwest Territories use curricula from Alberta Learning<sup>3</sup>, subject to approval by the Northwest Territories Minister of Education and according to requirements established by the Minister of Education.

Except for Alternative Programs, Northern Studies, Career and Program Plan, the Community Service module, Schools North Apprenticeship Program, and Aboriginal Languages, all other secondary school curricula are obtained from Alberta Learning.

## 2. Organization of School System

Each school/school board is responsible for setting the school year. Some schools start as early as August and extend to May while others follow a typical school year — September to June — with minor variations among jurisdictions. Normally the school year comprises 190 days of instruction. Other days are used for planning, in-service education, and other such activities. However, the length of the school year is determined by the number of instructional hours per year — set at a minimum of 1,045 hours for grades 7 to 12.

A minimum of 1,045 hours of instruction per year is required at the junior and senior secondary level.

Junior and senior secondary schools may offer courses for an entire school year, or they may divide the year into two equal semesters. Special consideration can also be given to block scheduling to enable teachers to take advantage of seasonal trends and cultural events. Regardless of whether a school is organized by semesters or on a ten-month basis, the school must meet the instructional time requirements for each course, as determined by its credit value.

The secondary school Core courses that are required to fulfill graduation requirements fall into the following main areas of study:

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<sup>1</sup> <http://siksik.learnnet.nt.ca/>

<sup>2</sup> <http://www.ece.gov.nt.ca/>

<sup>3</sup> <http://www.learning.gov.ab.ca/>

<b>Core</b>	<b>Credits</b>
Language Arts	15 credits
Mathematics	10 credits
Science	10 credits
Social Studies	10 credits
Career and Technology Studies or S.N.A.P	5 credits
Career and Life Management	3 credits
Physical Education	3 credits
Northern Studies	3 credits
Fine Arts	3 credits
Community Service	1 credit
Career and Program Plan (CPP)	1 credit
Additional grade 12 credits	10 credits

Students require 100 credits to obtain the NWT Secondary School Graduation Diploma, of which 74 credits are for compulsory courses.

<b>Complementary</b>
Other languages
Career and Technology Studies
S.N.A.P
Locally-developed courses

### 3. Explanation of Terms Used

#### Complementary courses

These are optional courses that provide opportunities for students to develop their unique talents, interests, and abilities.

#### Core courses

Core courses are those that all students are expected to take to graduate from secondary school.

#### Credit

A credit is a unit value that reflects the time allocated or assigned to a secondary school course. Each credit reflects approximately 25 instructional hours.

#### Elective component

This is the content within each course that is designed to provide enrichment, additional assistance to those students having difficulty with the required material, or opportunities for innovation and experimentation within individual schools.

## Junior Secondary School

Junior secondary school comprises grades 7, 8, and 9

## Language of Instruction

Instruction may be given in English, Aboriginal Languages (6), or French, subject to the Education Act and Regulations issued by the Minister.

## Required component

This is the content within each course that covers the knowledge, skills, and attitudes that all students are expected to acquire.

## Senior Secondary School

A senior secondary school comprises grades 10, 11, and 12.

# 4. Course Designation

In junior secondary school, the courses are named and assigned a number corresponding to the grade in which the course is normally offered. For example, Mathematics 7 is the grade 7 mathematics course.

At the senior secondary level, each course is numbered to designate grade levels: Grade 10 courses are indicated by a number in the 10–19 range (such as English 10); Grade 11 courses are numbered 20–29; and Grade 12 courses are numbered 30–39.

- The 10-20-30 courses (or more specifically, 10.1, 20.1, 30.1) have the greatest academic challenge and are designed for those students who plan to enter university or other postsecondary institutions.
- The 13-23-33 (or 10.2, 20.2, 30.2) courses prepare students for college, technical schools, or direct entry into the work force.
- The 14-24 courses and 15-25-35 (locally-developed) courses are primarily designed as preparation courses for students planning to enter the other two sequences or for direct entry into the work force.
- The 16-26-36 courses give students specific work placement skills that allow them to obtain a Certificate of Achievement instead of a high school diploma.

Career and Technology Studies (CTS), implemented in 1997, is designed to replace the practical arts courses. There are over 600 modules in 22 strands, with each module worth one credit. The modules are organized in three levels: introductory, intermediate and advanced.

# 5. Time Allotments and Course Load

## Junior Secondary

The length of the school day for grades 7 to 9 is set at a minimum of 5.25 hours and a maximum of 5.75 hours. The recommended time allotment (hours per year) for each part of the junior high school program is:

Language of instruction	21%	(approx. 210 h)
Another language	9%	(approx. 90 h)
Mathematics	18%	(approx. 180 h)
Science	9%	(approx. 90 h)
Social Studies	9%	(approx. 90 h)
Physical Education	9%	(approx. 90 h)
Career & Technology Studies (CTS)	6%	(approx. 60 h)
Health	6%	(approx. 60 h)
Arts education	6%	(approx. 60 h)
Total	93%	930 h

The balance of the school instructional time is used at the discretion of the local education authority for complementary courses, including cultural activities relevant to the community and approved by the District Education Authority.

- The language of instruction can be in any one of the eight official languages of the NWT: English, Chipewyan, Dogrib, Gwich'in, Slavey, Inuinnaqtun, Cree, French.
- Another language is deemed a language other than the language of instruction.
- Practical arts has been replaced by CTS modules. Students at the junior high level can accumulate credits earned in CTS modules, and they are credited for the CTS credits earned. The credits are reported to the Manager of Student Records and added to the student's Senior Secondary Transcript.
- Arts education refers to fine arts, drama, or music.

## Senior Secondary School

Most courses have a value of either 3 or 5 credits, but career and technology studies courses are offered for 1 credit. In the apprenticeship program (SNAP), a student can earn upwards of 40 credits, depending on the number of apprenticeship/on-the-job training hours earned during the program. At least 25 hours per credit must be scheduled for purposes of instruction, examinations, and other activities that directly relate to the course for which credit is to be granted. During this time, direct student/teacher interaction and supervision are to be maintained.

## 6. Curriculum organization

The curriculum is organized to provide three years of study at each of the junior and senior secondary levels. It is recognized that it may take more or less than three years for an individual student to complete senior secondary school.

### Junior Secondary

Students are required to take the following courses: language arts, another language, mathematics, science, social studies, physical education, career and technology studies, health, and arts education

### Senior Secondary

Senior courses include: English language arts, French language arts, language arts courses in immersion programs, second languages, Aboriginal languages, mathematics, science, social studies, career and life

management, career and program plan (CPP), career and technology studies, fine arts, Northern studies, physical education, community service.

**Note:** All junior and senior secondary school curricula follow the Western and Northern Canadian Protocol curriculum frameworks as they are implemented.

## 7. Testing and Grading Practices

Student achievement in each course is reported in percentages or letter grades as follows:

Indicator	Per cent
A	80 to 100%
B	70 to 79%
C	60 to 69%
D	50 to 59%
E	0 to 49%

At the secondary level, a student who achieves a mark of 50 per cent or higher in a given course is eligible to take the next course in that sequence. The pass mark for all courses is 50 per cent. An Award of Excellence will be noted on the NWT Secondary School Graduation Diploma of a student who earns a final average of 80 per cent or higher, with not less than 65 per cent in any one of the four required departmental examination courses.

Secondary school students who do not achieve the required 50 per cent may elect to repeat the course or continue at the next higher level in an alternative lower sequence; for example, after failing English 10.1, a student may choose to take English 20.2. Such choices are subject to approval by the school principal, in consultation with the student and parents. In such instances, a student who successfully completes the next course is granted the prerequisite credit in that program route.

The principal may waive prerequisites if it is in the best interest of the student and the principal is assured that the student has the required knowledge, skills, and attitudes of the prerequisite course or courses.

Achievement scores are determined by the school, except for those grade 12 courses that require Alberta departmental examinations. For Alberta departmental examination courses, the student's final mark is determined by blending the mark assigned by the school with the mark attained on the departmental examination. At the secondary level, marks are reported to the Department of Education, Culture and Employment for recording and transcript purposes.

## 8. Requirements for Graduation

Promotion to senior secondary school is determined by the principal of the junior secondary school.

To attain a NWT Secondary School Graduation Diploma, a student must earn a minimum of 100 credits by completing and meeting the standards of the following courses:

Core	1995 to present
Language Arts	15 credits
English or Français 30.1 or 30.2	
Mathematics	10 credits
Science	10 credits
Social Studies	10 credits
Career and Technology Studies or S.N.A.P	5 credits
Career and Life Management	3 credits
Physical Education	3 credits
Northern Studies	3 credits
Fine Arts	3 credits
Community Service	1 credit
Career and Program Plan (CPP)	1 credit

## Additional requirements

- Ten additional grade 12 credits at the 30.1, 30.2, or 33 level.
- There are 74 prescribed credits and 26 unspecified credits required to meet the minimum credit requirement of 100 to acquire the NWT Secondary School Graduation Diploma.

**Note:** Students in francophone programs may present Français 30.1 or 30.2 to meet their diploma requirement for Language Arts. However, they must also present English Language Arts 30.1 or 30.2.

For graduation requirements prior to 1995, contact:

### Manager of Student Records

Department of Education, Culture and Employment  
P.O. Box 1320  
Yellowknife, NT.  
X1A 2L9

# Summary of Course Content

## 9. English (First Language)

### Required courses

#### Junior Secondary, Grades 7–9

The English Language Arts program, based on *The ELA Curriculum Framework for English Language Arts, Kindergarten to Grade 10–12* (implemented in September 1998), is organized according to 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.

## Senior Secondary, Grades 10–12

### English 10.1-20.1-30.1

This sequence of courses is appropriate for students intending to pursue further academic studies at the university 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 10.2-20.2-30.2 (formerly 13,23,33)

This sequence of courses is designed for students intending to go to vocational or technical schools or to seek employment immediately after leaving secondary school. 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 discussion of literary techniques.

**Note:** The new *Senior High English Language Arts Program of Studies, Interim 2001* replaced the 1981 version over a 3-year span, beginning with grade 10 in August 2001. It brings the senior high English Language Arts courses more into line with the *ELA Curriculum Framework: Kindergarten to Grade 12*.

### English 16-26-36

This sequence of courses is designed for students intending to go directly into the work force. Attention is paid to integrating speaking, listening, and viewing concepts with reading and writing. Practical writing and personal writing are stressed. Comprehension of basic technical manuals plays a limited role. These courses are for 3 credits only and do not meet the requirements for the diploma.

## 10. French (First Language)

### Required courses

#### Junior Secondary, Grades 7–9

##### Français 7-8-9

The program emphasizes the use of language as an instrument for communication, thinking, and personal development. A variety of listening, reading, speaking, and writing activities have been designed to help students improve their communication skills. In addition to activities of a more practical and/or informational nature, students are systematically introduced to various forms of literature such as adventure stories, novels, fictional narratives, and poetry. Vocabulary is explored to produce meaningful and effective communication. Grammar activities on the conventions of language such as spelling, basic sentence structure and, agreement of common verbs are included in an effort to enhance the quality of communication.

#### Senior Secondary, Grades 10–12

##### Français 10.1-20.1-30.1

The program emphasizes the use of language as an instrument for communication, thinking, and personal development. A variety of listening, reading, speaking, and writing activities have been designed to help students improve their communication skills. In addition to activities of a more practical and/or informational nature, students are systematically introduced to various forms of literature, such as novels, short stories, biographies, and plays. Vocabulary is explored to produce meaningful and effective communication. Grammar activities on the conventions of language such as spelling, complex sentence

structure, and agreement of irregular verbs are included in an effort to enhance the quality of communication.

### **Français 10.2-20.2-30.2**

This sequence of courses has been designed for students intending to go to vocational or technical schools or to seek employment immediately after leaving secondary school. Theme-based activities are designed to integrate speaking, listening, reading, and writing. Practical and personal reading and writing are stressed. Literary texts are used as a means to explore an author's message and to build appreciation. Literary techniques are not stressed as such.

## **11. French (Second Language)**

Each French as a second language program and course, for both junior and senior secondary school students, integrates the following five components: experience, communication, culture, language, and general language education. Junior secondary students have access to beginning and intermediate level programs, as do senior secondary students. An advanced level is also offered at the senior secondary level.

In the experiential component, students are encouraged to engage in language experiences that are related to their needs and interests. For example, young junior secondary students at the beginning level are involved in language experiences relating to topics such as school, clothing, and animals, whereas senior secondary students at advanced level 3 pursue subjects such as government, humour, and social trends and issues. The topics for each level are chosen to suit the age of the students and also the skills they are developing in the French language.

In the junior secondary program (grades 7 to 9), students who begin learning French in grade 7 take beginning level courses and students who have studied French in elementary school take intermediate level courses.

In addition to the experiential component described above, that is a major part of both the beginning and intermediate level programs for junior high, learners cover the following curriculum:

### **Beginning level**

#### **Communication**

Learners use and understand simple oral and written messages (consisting of at least two or three statements) in a controlled or structured context.

#### **Culture**

Learners identify the presence of francophone people and groups in their community, their province, and their country, and learn concrete facts about francophone culture.

#### **Language**

Learners understand and use the sound-symbol system, vocabulary and word order in simple oral and written communications in the present tense.

#### **General language education**

Learners practise identifying the key words in a communication and, in doing so, develop tolerance of ambiguity, establish associations between words, take risks by voluntarily using their knowledge, and develop their ability to use selective attention.

## Intermediate level

### Communication

Learners continue to practise their oral and written skills primarily in structured situations, and express their communicative intent by producing a series of ideas based on a communicative task. The series of ideas is usually prepared in advance but is occasionally spontaneous.

### Culture

Learners go on to identify and research factual similarities and differences among various francophone communities.

### Language

Learners use more complex language, address sentence order as well as word order, and use the future tense and occasionally the past tense, as well as the present tense.

### General language education

Learners practise identifying the main message of a communication and in doing so continue developing their tolerance of ambiguity, use non-verbal clues or other aids such as dictionaries, accept that mistakes are part of language learning, and develop a plan for their individual learning in relation to a particular task.

## Senior Secondary

In the senior secondary program (grades 10 to 12), students who are at the beginning level may take French 13 and French 10, students at the intermediate level may take French 20 and 30, and advanced level students may take French 31a, 31b, and 31c.

In addition to the experiential component described above, which is a major part of the beginning, intermediate, and advanced level programs at the senior secondary level, learners cover the following curriculum:

### **French 10.2 (Beginning French 1) and French 10.1 (Beginning French 2)**

Students in these two beginning levels for senior secondary perform approximately the same tasks as students in the beginning levels of the junior secondary program. However, because they are older, beginning level learners in senior secondary can work at a somewhat higher level. For example, in the general language learning component, they can not only identify words but also their cognates and roots.

### **French 20.1 (Intermediate French 1) and French 30.1 (Intermediate French 2)**

Students in these two intermediate levels for senior secondary perform approximately the same tasks as students in the intermediate levels. However, because they are older, intermediate level learners in senior secondary can work at a somewhat higher level. For example, students in French 30 would not only develop a plan for their individual learning but also evaluate it.

## **French 31a (Advanced French 1), French 31b (Advanced French 2), and French 31c (Advanced French 3)**

### **Communication**

*At the advanced level 1*, 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 advanced level 2*, learners continue to practise the oral and written skills they developed at level 1 and are occasionally able to express ideas spontaneously.

*At advanced level 3*, learners who are can express themselves spontaneously most of the time.

### **Culture**

*At advanced level 1*, learners (with the teacher's assistance) review basic, factual information in order to examine and analyze the contribution of francophone cultures to our society.

*At advanced level 2*, learners continue pursuing similar studies, but more independently.

*At advanced level 3*, learners work independently to interpret as well as analyze cultural information, events, and behaviour.

### **Language**

*At advanced levels 1 and 2*, 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 advanced level 3*, learners go on to add appropriate transitional words and linguistic elements, and refine what they have learned in the previous levels.

### **General language education**

*At advanced level 1*, learners use their knowledge of text structure to help them understand unfamiliar texts, distinguish between information that is and is not relevant to the understanding of a message, take the initiative in beginning and concluding communications in French, and use the rules of grammar to improve their communication.

*At advanced level 2*, learners use authentic documents independently to help them understand and interpret information, distinguish between facts, opinions, and emotions in a message, overcome a lack of vocabulary and sustain a communication by using circumlocution, and select and use transitional words to make a text more cohesive.

*At advanced level 3*, learners formulate hypotheses and verify their accuracy by reading a text or by asking questions for clarification, establish pro and con arguments to assess the validity of a communication, and seek opportunities to use French spontaneously in a variety of contexts.

## 12. French (Immersion)

### Junior Secondary, Grades 7–9

#### French Language Arts

The program emphasizes the use of language as an instrument for communication, thinking and personal development. A variety of listening, reading, speaking, and writing activities have been designed to help students improve their communication skills. In addition to activities of a practical and/or informational nature, students are systematically introduced to various forms of literature, such as adventure stories, novels, fictional narratives, and poetry. Vocabulary is explored to produce meaningful and effective communication. Expectations with respect to reading and writing are adapted for French immersion students. Grammar activities on the conventions of language such as spelling, basic sentence structure, and agreement of common verbs are included in an effort to enhance the quality of communication.

### Senior Secondary, Grades 10–12

#### French Language Arts 10.1-20.1-30.1

The program emphasizes the use of language as an instrument for communication, thinking, and personal development. A variety of listening, reading, speaking, and writing activities have been designed to help students improve their communication skills. In addition to activities of a practical, informational nature, students are systematically introduced to various forms of literature such as novels, documentaries, interviews, short stories, and plays. Vocabulary is explored to produce meaningful and effective communication. Expectations with respect to reading and writing are adapted for French immersion students. Grammar activities on the conventions of language such as spelling, basic sentence structure, and agreement of common verbs are included in an effort to enhance the quality of communication. Grammar activities on the conventions of language such as spelling, sentence structure, and verb agreement are included in an effort to enhance the quality of communication.

## 13. Mathematics

### Required courses

#### Junior Secondary, Grades 7–9

The junior secondary mathematics program is based on the common mathematics curriculum framework developed by the western and northern provinces and territories that was implemented in September 1997. 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.

#### Senior Secondary, Grades 10-12

##### Pure Mathematics 10-20-30

This 3-year academic program is designed for students intending to pursue further studies in mathematics or mathematics or science-related fields in postsecondary institutions.

**Applied Mathematics 10-20-30**

This 3-year sequence closely parallels the Pure Mathematics program, yet is designed for students intending to pursue further studies requiring less theoretical mathematics. The Pure Mathematics and Applied Mathematics programs cover similar topics in common core components, but the methods of instruction are different. The Applied Mathematics program is context-based with limited algebra.

**Essentials of Mathematics 10-20-30**

This is a 3-year program of basic consumer/business/trades mathematics for students who require credits for mathematics and who wish to pursue context-based business/entrepreneurial mathematics.

**Elective courses****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 program and the requirements of mathematics programs in postsecondary studies. Pure Mathematics 30 is a co-requisite of Mathematics 31.

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 8 units available in the elective component, and one or more units are intended to take the remainder of the instructional time.

The time given to the required component, and the number of elective units covered, will vary depending on local conditions. In general, most students will do 1 or 2 elective units; however, some students will need to do as many as 4 units in order to integrate the requirements of external agencies into the Mathematics 31 course.

The 4 sections of the required component are pre-calculus and limits; derivatives and derivative theorems; applications of derivatives; integrals, integral theorems, and integral applications.

The 8 possible units available in the elective component are calculus of exponential and logarithmic functions; numerical methods; volumes of revolution; applications of calculus to physical sciences and engineering; applications to biological sciences; applications of calculus to business and economics; calculus theorems; and further methods of integration.

**14. Science****Required courses****Junior Secondary, Grades 7–9****Science 7**

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

**Science 8**

Science 8 comprises the following units: mix and flow of matter; cells and systems; light and optical systems; mechanical systems; fresh and salt water systems.

**Science 9**

This course focuses on the following themes: biological diversity; matter and chemical change; environmental chemistry; and electrical principles and technology.

**Senior Secondary, Grades 10–12**

The NWT has multiple science programs that provide a well-rounded science education for those students who want a strong foundation in science and aspire to career goals that involve postsecondary study as well as direct entry into the work force. The Science 10 general science course is the foundation course for all the academic science programs including biology, chemistry, physics, and science 20-30. The Biology 20-30, Chemistry 20-30, and Physics 20-30 programs are designed for students who have clearly defined postsecondary career goals, while the science 20-30 courses are extensions to the general science program offered in grade 10.

**Science 10-20-30**

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

**Science 10**

This common core course for biology 20-30, chemistry 20-30, physics 20-30, and science 20-30 programs emphasizes three of the key themes of science: energy, matter, and change. The integrated themes of systems, diversity, and equilibrium are included within the key themes. Students also investigate and learn about the tremendous impact of science and technology on society (Science-Technology-Society, or STS connections), as well as the roles and limitations of science and technology in STS problem solving. Science 10 has 4 units: energy and matter in chemical systems, 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; and control of change is essential for the design of technological systems. Science 20 has 4 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 4 units: living systems responding to their environment; chemistry in the environment; electromagnetic energy; and energy and the environment.

**Biology 20-30**

The Biology 20-30 program emphasizes the key science themes: 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**

The major science concepts developed in this course are systems, equilibrium, energy, and matter. Diversity and change are subordinate themes addressed. The course has 4 units: energy and matter exchange in the biosphere; ecosystems and population change; photosynthesis and cellular respiration; and human systems.

**Biology 30**

The major science concepts developed in this course are change, diversity, equilibrium, and systems. Matter and energy are subordinate themes that are also addressed. Biology 30 has 4 units: 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 program emphasizes the 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 chemistry and science in general.

**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 is 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 4 units: diversity of matter and chemical bonding; focus on matter: 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, but to a lesser extent, are the themes of equilibrium and matter. Chemistry 30 has 4 units: thermochemical changes; electrochemical changes; chemical changes of organic compounds; and chemical equilibrium focusing on acid-base systems.

**Physics 20-30**

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

**Physics 20**

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, and mechanical waves. Physics 20 has 4 units: kinematics; dynamics; periodic motion; and conservation of energy

**Physics 30**

The diversity of matter and energy are the predominant themes of the Physics 30 course. Physics 30 has 4 units: momentum and impulse; forces and fields; electromagnetic radiation; and atomic physics.

**Science 15, 25 (3 or 5 credits each)**

This is an activity-based general science course where students study the applications of science in the areas of human anatomy, ecology, electricity, physics and chemistry in daily applications, and renewable and non-renewable resources.

**Science 35 (3 or 5 credits)**

This is an activity-based general science course where students study the ecology of their local area. Students design and implement strategies for the collection, synthesis, and presentation of data. This course focuses on the Arctic ecosystem, geomorphology, aquatics systems, and biodiversity.

**Applications of Science for Trades and Occupations 10.2, 20.2, and 30.2 (5 credits)**

These courses are currently under development and will replace Science 10, 20, and 30. Implementation is expected for September 2006, 2007, and 2008 respectively. These courses focus on the knowledge and skills of chemistry and physics that students who want to pursue a recognized trade or occupation require.

**Experiential Science 10.2, 20.2, 30.2 (5 credits)**

These courses are currently under development and will replace Science 15, 25, 35, and Science 14-24. Implementation is expected for September 2006, 2007, and 2008 respectively. These courses have a strong field/laboratory component which focuses on the geology, geomorphology, chemistry, and ecology of terrestrial, marine and freshwater systems in Northern Canada.

## 15. Social Studies

### Required courses

#### Junior Secondary, Grades 7–9

**Social Studies 7, The Circumpolar World**

This course focuses on the following topics: the circumpolar world, Canada and the United States, nationalism and internationalism, the cost of living, and local government.

**Social Studies 8, The Changing Industrial World**

This course focuses on the following topics: the industrial world, public issues in Canada, young Canadians today, government of the NWT.

**Social Studies 9, The Growth of Canada**

This course focuses on the following: the growth of Canada, Canada and world issues, Canadians at work, and the government of Canada.

#### Senior Secondary, Grades 10–12

There are two sequences in senior secondary social studies: the Social Studies 10-20-30 sequence is designed for students intending to pursue further studies in postsecondary institutions; the Social Studies 13-23-33 sequence has issues and topics similar to those in Social Studies 10-20-30, but is less theoretical and more applied.

**Social Studies 10, Canada in the Modern World**

This course has two themes: Canada in the 20th century, and citizenship in Canada.

**Social Studies 13, Canada in the Modern World**

This course focuses on challenges for Canada in the 20th century, and citizenship in Canada.

**Social Studies 20, The Growth of the Global Perspective**

This course has two themes: the development and interaction of nations — 19th century Europe; and interdependence in the global environment.

**Social Studies 23, The Growth of the Global Perspective**

This course focuses on the following: the development of the modern world, and challenges in the global environment.

**Social Studies 30, The Contemporary World**

This course has two themes: political and economic systems, and global interaction in the 20th century.

**Social Studies 33, The Contemporary World**

Two themes are featured in this course: political and economic systems, and global interaction in the 20th century.

**Northern Studies 10**

The Northern Studies curriculum is designed to prepare secondary school students for citizenship in a rapidly changing society in which recognition of individual worth, pride and respect for our northern context, and recognition of cultural, political, and economic differences are matters of high priority. Northern Studies brings northern history, cultures, and issues into the secondary school classroom, enriches and deepens the students' understanding of them, and extends this understanding from the local and territorial to the national and international levels.

Students from all cultural and linguistic backgrounds will benefit from this course since the past experiences of Northern peoples, their lives today, and their hopes and aspirations for the future all reflect, contribute to, and are an integral part of the past, present, and future of our Canadian society.

All grade 10 students in a secondary school program are required to successfully complete Northern Studies 10 in order to earn their NWT Secondary School Graduation Diploma. The course is also offered on-line.

The course has three modules:

- Module A: Our History and Our Heritage deals with northern history, cultures, perspectives, and contact with European society.
- Module B: Northern Issues looks at issues of concern in the North while allowing students to explore the society they live in.
- Module C: Land Claims allows students to investigate the processes of land claims and Aboriginal self-government.

The goals of Northern Studies are to help all secondary school students develop:

- pride in, appreciation of, and respect for the lifestyles, languages, and aspirations of the peoples of the Northwest Territories.
- attitudes of respect, understanding, and a sense of unity of purpose among the many social and cultural groups making up the Northwest Territories.
- understanding and appreciation of the part played by Aboriginal peoples as founding nations in the Northwest Territories and in Canada, and of the contributions that Aboriginal individuals and groups have made to Canada.
- knowledge, attitudes, and skills leading to informed decision-making and choice-making about social issues and to effective participation in our rapidly changing society.

Northern Studies has the following learning objectives:

- Attitudes
  - confidence and pride in one's cultural heritage and that of others
  - appreciation and understanding of other people's points of view
  - sensitivity to and respect for cultural differences
  - evaluation and making judgments in a rational and critical manner
- Knowledge
  - cultural adaptations, traditions, values, and expressions (art, music, drama, dance, oratory) of past and present Northwest Territories society
  - historical trends, events, and personalities as interpreted from a variety of cultural perspectives: how cultures interact; current issues and trends related to the status of Aboriginal languages including land claims and self government.
  - developments, challenges, and trends shaping the future of Northwest Territories society
- Skills
  - experience and practice of traditional Northern skills and activities
  - development of critical thinking skills through Northern Studies subject and content material
  - application of information-processing skills to Northern materials and resources
  - application of skills in researching, recording, and analyzing historical, social, and cultural data
  - skills related to personal development
  - consensus building
  - research skills

## Elective courses

There are no elective courses in social studies, but students can take complementary or optional courses in social sciences for credit toward their NWT Secondary School Graduation Diploma.

## Other

### 16. 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. For example, students should complete a grade 10 mathematics course in one of the mathematics course sequences before enrolling in the grade 11 course in the sequence. The principal may waive prerequisites in some circumstances and may recommend that students transfer from one course sequence to another during their secondary school program.

Secondary school students who do not achieve the required 50 per cent may elect to repeat the course or continue at the next higher level in an alternative lower sequence; for example, after failing English 10.1, a student may choose to take English 20.2. Such choices are subject to approval by the school principal, in consultation with the students and parents. In such instances, a student who successfully completes the next course is granted the prerequisite credit in that program route.

The principal may waive prerequisites if it is in the best interest of the student and the principal is assured that the student has the required knowledge, skills and attitudes of the prerequisite course or courses.

## 17. Other Types of Programs/Courses

### Alternative programs

The Department of Education, Culture and Employment is currently reviewing senior secondary programming alternatives.

## 18. Assessment of Foreign Studies

The Department of Education, Culture and Employment evaluates foreign studies, using the following criteria:

- Students entering a NWT 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 NWT Secondary School Graduation Diploma is not to be issued solely on the basis of the evaluation of out-of- NWT credentials. A student from outside the territory who wishes to obtain a NWT Secondary School Graduation 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 NWT course equivalent granted through credential evaluation.
- A copy of the completed evaluation is forwarded to the Students Records Branch, for recording purposes. These evaluation forms may be obtained from Student Records, NWT Department of Education, Culture and Employment.
- In the case of a dispute over the number of secondary school credits to be awarded that cannot be resolved at the level of the local school authority, the student has the right to appeal to the Special Cases Committee. 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 postsecondary institution from the NWT should submit their out-of-province documents to the postsecondary institution of their choice. There are no appeal procedures to the NWT Department of Education in these instances.
- A secondary school principal may appeal to the Special Cases Committee for special consideration on behalf of Canadian unilingual francophone students who enter the NWT school system in their graduating year. For these students, the principal may recommend that Français 30.1 or 30.2 be accepted in lieu of English Language Arts 30.1 or 30.2 for a secondary school diploma.
- Students completing courses under the International Baccalaureate Program may receive credit only for those courses equivalent to or currently offered in the NWT.

- Music courses are assessed in consultation with the Western Board of Music, the Royal Conservatory in Toronto, Ontario, or Mount Royal College, Calgary, Alberta.
- Students from the United States are evaluated using information from the American Association of Collegiate Registrars and Admission.
- Students coming from outside of North America are evaluated by the Special Cases Committee, which consults with the Department of Education, Culture and Employment from the originating country.

## 19. Contact Person

### **Chair**

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Nunavut**

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# Summary Statement

## 1. Introduction

Nunavut generally follows Alberta's secondary school system but is working to incorporate Inuit Qaujimajatuqangit (Inuit societal principles and values) as the foundation of the education system.

In Nunavut, the Department of Education<sup>1</sup> is responsible for programs and services that support early childhood activities, schools, postsecondary education, income support, labour market analysis, student financial assistance, and adult learning.

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 to 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 begins with our collaboration with Elders. All other 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 government 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, by making the language and culture of Inuit the basis for teacher training and development, curriculum and resource development, postsecondary education, and adult training and skills development.

## 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 postsecondary and employment opportunities. Recent research in Nunavut is the basis for a strategic plan outlining the development of the new K–12 curriculum and a bilingual delivery system for curriculum to ensure that schools meet these goals. Reorganization of the school system is being phased in over several years and will eventually have implications for secondary courses and graduation requirements.

The school year varies from 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 exact number of days varies; the current Act legislates 195 days. Teachers work 195 days and receive 5 professional development days as part of that total.

Generally, each Junior Secondary school subject course is taught once a day for a total of about 1,045 hours per year. In Junior Secondary, courses are usually offered for the entire school year, although students may take optional classes that are rotated for shorter periods throughout the year.

Senior Secondary courses can be timetabled as year-long courses or in semesters with double periods in a subject area offered for only a half year. In Senior Secondary schools, courses are generally offered once a year. Credit toward graduation is based on 25 hours of study per credit. Presently, 100 credits are required for graduation.

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<sup>1</sup> <http://www.gov.nu.ca/education/index.htm>

### 3. Explanation of Terms Used

Junior Secondary School	7–9
Senior Secondary School	10–12

#### Core course

These are courses that all students must take in order to graduate.

#### L1

First language

#### L2

Second language

#### Language of Instruction models

These are different models of the appropriate length of time for teachers to use a particular level of language in classes when they are teaching students in a second or third language. Each community decides on its own model.

#### N.E.A.T

Nunavut Early Apprenticeship Training (a pilot program)

#### Optional (Elective)

These are courses that students may choose to take in areas of personal interest, for university or college entrance, or for preparation for employment.

#### 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 strands of courses that allow students to explore an area of specific interest to them. These may include Pre-trades; Community Care and Family Studies; Fine Arts and Crafts; Heritage and Cultural Studies; Innovation and Technology; Entrepreneurship and Business Studies. Schools are piloting these courses over the next 5 years.

### 4. Course Designation

#### Senior Secondary School

Nunavut currently follows the Alberta Senior Secondary School program of studies. The senior level course numbers usually designate the grade level and the level of academic challenge. The numbers 10-13-16 designate grade 10 courses; the numbers 20-23-26 designate grade 11 courses; and grade 12 courses are designated by the numbers 30-33-36. Courses designated 10-20-30 provide the greatest academic challenge and are designed primarily for students planning to attend university or certain programs in colleges and technical schools. The 13-23-33 courses are less academically rigorous and are intended primarily for students planning entry into some programs in colleges and technical schools, or into the trades, or into the workplace. The courses numbered

16-26-36 give students entry-level workplace skills and allow them to obtain a secondary school diploma. Locally developed (Nunavut) courses have a 10-11-12 designation.

## 5. Time Allotments and Course Loads

### Junior Secondary

Courses in junior secondary school require specific proficiency in competency areas that include awareness, skills, knowledge, and attitudes. These are developed in a continuum of progress, and within the annual time allocations identified for this level. 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. Students at this level may begin earning credits in Career and Technology Studies (CTS) courses.

### Senior Secondary

Senior secondary courses are organized on the basis of credits. One credit requires 25 hours of supervised learning. Core courses have five credits and require 125 hours of study each. Other courses may be offered for 1, 2, 3, 4, or 5 credits.

Junior Secondary School (7 to 9)	Subject/Course	Time Required (approx. 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	930 hours + 115 hours of contact time <sup>a</sup>

<sup>a</sup>Contact time refers to locally-determined educational experiences under teachers' supervision.

Senior Secondary School (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	27 credits
	Total	1,045 hours/year

**Note:** Nunavut currently adheres to the 1996 Education Act and regulations of the Northwest Territories and will continue to do so until our own restructuring is complete. The language of instruction and distribution of language arts time is currently a subject of research and consultation. Our present Education Act specifies that all students, where possible, must have access to their first language as a language of instruction in the first three years of schooling. For the majority of our students, their first language is an Inuit language. Other students come to school with English or French as their first language. 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 Program of Studies for Nunavut schools is described in terms of competencies. These competencies are integrated and are described across curriculum areas. They are generic in nature, transcend subject-specific content areas, and result in the application and transfer of specific learning to new contexts and situations. This approach to learning is designed to focus on the development of complex intellectual (metacognitive) skills and lead students to transformational ways of thinking and processing. This type of approach helps students to understand the connections between various concepts and the strategies that lead to successful application of learning in new contexts.

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:

### Nunavusiutit

All about Nunavut for Nunavummiut (the people of Nunavut): history, geography, environmental science, understanding the relationship to the land, survival, political history, economics, circumpolar issues, different world views, global perspectives.

## Aulajaaqtut

All about wellness: mental, social, emotional, spiritual relationships, physical health, intellectual, personal responsibilities, volunteerism, careers, goals, dreams, safety and survival.

## Uqausiliriniq

All about communication, language and relationships with others: literacy, speaking, listening, presenting, reading, creating, viewing/ observing, valuing, bilingualism. Creativity and artistry are also viewed as ways of communicating.

## Iqqaqqaukkaringniq

All about math, innovation and technology: ways of describing and improving the world, conceptual fields and contexts for development, ethical issues, using processes and procedures, seeking solutions and proposing explanations.

## 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 chart below provides generalized indicators for corresponding letter to % marks.

Indicator	Per cent
A	80% – 100%
B	70% – 79%
C	60% – 69%
D	50% – 59%
F	0% – 49%

Students taking the courses listed below are required to write Alberta Education diploma examinations. Their final mark is an average of their school term mark and the diploma exam mark.

Diploma examinations are available from Alberta Education for the following courses:

- 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

## 8. Requirements for Graduation

2004–05 Nunavut Senior Secondary School Graduation — Diploma Requirements	
Uqausiliriniq (Communication) Strand:	15
English	(15)
Aulajaaqtut (Wellness/Leadership) Strand:	10
Aulajaaqtut (includes community practicum)	(4)
Physical Education	(3)
Fine Arts	(3)
Nunavusiutit (Nunavut History, Heritage, Environment, Global and National Role) Strand:	13
Social Studies	(10)
Northern Studies	(3)
Iqqaqqaukkaringniq (Innovation and Technology) Strand:	25
Mathematics	(10)
Science	(10)
Career and Technology Studies or N.E.A.T. <sup>a</sup>	(5)
Additional credits at the 30 (grade 12) level	10
	Total Specified Credits
	73
	Additional Unspecified Course Credits
	27
	Total Minimum Credit Requirements
	100

<sup>a</sup>Nunavut Early Apprenticeship Training

## Summary of Course Content

### 9. English Language Arts

#### Grades 7–9

The English Language Arts program is an L2 (second language) program. Information about the program is found in the *EL2 Junior Secondary Teacher's Handbook*. The program 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 take responsibility for their own language learning by setting personal goals and monitoring personal progress while they respond personally, critically, and creatively, and 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.

## Grades 10–12

### A. English (First Language)

#### English 10-1 – 20-1 – 30-1

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 postsecondary education may register in this course sequence.

#### English 10-2 – 20-2 – 30-2

This sequence of Alberta Education courses addresses listening, speaking, viewing, reading, writing, and representing. It has been designed for students interested in the study of popular culture and in real-world contexts. It places a greater emphasis on personal response to context and the study of popular nonfiction and feature films.

#### English 16 – 26 – 36

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 above language arts courses.

#### Reading 10

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 5 years.

#### Communications 21A – 21B

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 this course. Education Nunavut will also retire this course when new courses related to Multiple Options are phased in over the next 5 years.

### B. English (Second Language)

The goal of this program is to provide L2 (English as a second language) 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.

## 10. Français (First Language)

### Français 7–9

This program of studies emphasizes using language as an instrument for communication, thinking, and personal development. The program, organized into strands of listening, reading, speaking, and writing, helps students become effective communicators. Vocabulary is explored to achieve meaningful communication. Conventions

of language such as spelling, basic sentence structure, and agreement of common verbs are included in an effort to enhance the quality of communication.

## **Français 10–12**

### **Français 10 – 20 – 30**

The program emphasizes using language as an instrument for communication, thinking, and personal development. The program, organized into strands of listening, reading, speaking, and writing, helps students become effective communicators. Study of literature in the form of novels, short stories, biographies, and plays has an important place overall, but communication skills required to function in everyday life receive considerable emphasis. Vocabulary acquisition and mastery of language conventions such as spelling, complex sentence structure, and agreement of irregular verbs are included in an effort to enhance the quality of communication.

### **Français 13 – 23 – 33**

This series of courses is for students intending to go to vocational or technical schools or to seek employment immediately after leaving secondary school. Theme-based activities integrate speaking, listening, reading, and writing strands. Courses emphasize practical and personal reading and writing skills. Although literary techniques are not stressed as such, the course exposes students to different genres from classical and contemporary literature. The selection of literary texts provides opportunities for students to come into contact with a wide range of authors and develop the ability to appreciate good writing.

## **11. French (Second Language)**

### **French Language Arts 7–9**

This program emphasizes using language as an instrument for communication, thinking, and personal development. The program, organized into strands of listening, reading, speaking, and writing, is designed to help students improve communication skills. In addition to providing opportunities for students to acquire the communication skills necessary to function effectively in school and everyday situations, the program provides systematic exposure to various forms of literature, such as adventure stories, novels, fictional narratives, and poetry. Vocabulary exploration achieves meaningful communication. Expectations with respect to reading and writing are adapted for French immersion students. Conventions of language such as spelling, basic sentence structure, and agreement of common verbs are included in an effort to enhance the quality of communication.

### **Grades 10–12**

#### **French Language Arts 10 – 20 – 30**

This program emphasizes using language as an instrument for communication, thinking, and personal development. It includes strands of listening, reading, speaking, and writing and helps students improve French communication skills. In addition to providing opportunities for students to acquire the communication skills required to function effectively in school and everyday situations, the program provides systematic exposure to various forms of text, such as novels, documentaries, interviews, short stories and plays. Vocabulary exploration produces meaningful and effective communication. Expectations with respect to reading and writing are adapted for French immersion students. Conventions of language such as spelling, basic sentence structure, and agreement of common verbs are included in an effort to enhance the quality of communication.

## 12A. Aulajaaqtut

### Grades 7–9

Aulajaaqtut at the Junior Secondary level is organized around the following themes: Mental and emotional wellbeing, growth and development, family life, alcohol and other drugs, nutrition, safety and first aid, dental health, career planning. These are found in the NWT School Health Program (1996). At the grade 9 level, every student is expected to complete a Career Program Plan in collaboration with their parents.

### Grades 10–12

Aulajaaqtut at the Senior Secondary level involves the completion of 5 modules of study at each level plus a practicum project in every year.

#### Aulajaaqtut 10

1. Values and Valuing
2. Communicating and Helping
3. Making Choices
4. Exploring Opportunities
5. Community Values, Community Strengths
6. Youth-to-Child Practicum

#### Aulajaaqtut 11

1. Taking Ownership
2. Healthy Relationships
3. Tools for Life
4. Reaching Your Goals
5. Inusirniq: Leadership
6. Community Practicum Project

#### Aulajaaqtut 12

1. Nikanaittuq – Being and Becoming
2. Nikanaittuq – Becoming Effective
3. Global Citizenship Practicum
4. Stewardship
5. Rights and Justice
6. Becoming a Global Citizen

Three modules of Aulajaaqtut 11 plus the practicum are requirements for graduation.

## 12B. Inuktitut /Inuinnaqtun

### Grade 7–9 L1 (First Language)

The Inuktitut and Inuinnaqtun L1 program at this level supports a continuum of learning competencies for communication. It implements Language of Instruction models and enables students to build L1 language competency through an exploration of literature and culture. 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 around culture, beliefs, and stories. Students take

responsibility for their language learning by setting personal goals and monitoring their own progress as they respond personally, critically, and creatively, negotiate and manage information, demonstrate an understanding of text, and comprehend and respond to texts. The general production competencies interrelate and are interdependent; each is achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences. Included are translation, roman orthography, critical thinking, personal development, and cultural activities.

## Grades 10–12 L1

### Inuktitut 10-11-12

This Nunavut Education course sequence is an intensive program that teaches fundamental principles of Inuit language and culture. Students take responsibility for language learning by setting personal goals and monitoring their own progress while they 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.

The modules covered at the various levels include the following:

#### Inuktitut 10

1. Self-Esteem
2. Kinship
3. Names and Naming
4. Pregnancy

#### Inuktitut 11

1. Myths and Legends
2. Childrearing
3. Survival
4. Inuit Beauty
5. Traditional Medicine

#### Inuktitut 12

1. Inuit Games
2. Inuktitut Dialects
3. Inuit Clothing
4. Pisiit (Songs) and Drumming
5. Research

Courses for Inuktitut/Inuinnaqtun L2 will also become available over the next five years and as course work in an Inuit language becomes a graduation requirement.

## 13. Mathematics

### Grades 7–9

Mathematics at the Junior Secondary level follows the WNCPC Common Curriculum Framework. At this level, topics include numeration, patterns and relationships, shapes and space, 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, and becoming numerate. Students develop their ability to conjecture, reason logically, employ quantitative and special information, and transform concepts to apply to new contexts in their world.

## Grades 10–12

### Pure Mathematics 10 – 20 – 30

This Alberta Education course sequence is an academic program designed for students intending to pursue further studies in mathematical, scientific, and business-related fields in postsecondary 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

This Alberta Education course sequence is designed for students not requiring calculus and advanced mathematics as part of a postsecondary 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

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; integrals, integral theorems, and integral applications. There are eight possible units available in the elective component. These are: calculus of exponential and logarithmic functions; numerical methods; volumes of revolution; applications of calculus to physical sciences and engineering; applications of calculus to business and economics; calculus theorems; and further methods of integration.

### Essentials Math 10 – 11 – 12

This WNCPC sequence of courses assists students to develop skills to become fully numerate and to participate effectively in our 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.

## 14. Science

### Science 7–9

Junior Secondary Science follows the CMEC's pan-Canadian *Common Framework of Science Learning Outcomes* and the NWT Science Curriculum (1991). At this level, students study the nature, relationships, and social and environmental contexts of science and technology. Topic areas include interactions within ecosystems; mixtures and solutions; physical and chemical interactions; and the land, water, and atmospheric systems. This exploration of topics is organized according to seasonal changes as identified by the Inuit calendar. All topics are explored from a basis of Inuit knowledge first and then Western scientific knowledge.

### Grades 10-12

#### Science 10-20-30

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 postsecondary 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 postsecondary 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 (e.g., 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 of all the Science 20 units. 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.

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**

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**

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; acids and bases in chemical changes.

### **Physics 20 – 30**

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**

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 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:** This program will be gradually replaced by Environmental Science 10–11–, which will be piloted gradually beginning in 2005.

### **Environmental science 10-11-12**

This is a Nunavut Education sequence of courses being developed to provide students with culturally appropriate approaches to their relationships with the environment around them. Focus is on values and beliefs about that relationship from the perspective of Inuit knowledge and practice. Courses link with western scientific knowledge, particularly from the perspectives of sustainability and conservation. The science-technology-society connection is presented in an activity-oriented, experiential context and applied to the existing situation in Nunavut today. At the 10 level, the focus is on land systems, at the 11 level on water systems, and at the 12 level on atmospheric systems.

### **Science 16-26**

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.

## **15. Social Studies**

### **Grade 7–9**

These Nunavut Education courses are based on the NWT (1993) Social Studies and Civics curricula. They focus on the development of social responsibility and relationships and take an inquiry approach to topics of northern/cultural knowledge, human rights and freedoms, current events, social change and development, and globalization. The content is organized into three strands: the circumpolar world; the changing world and the growth of our nation; and the socio-political systems that have supported this development. In addition, the WNCPC Common Curriculum Framework for Social Studies is a support document.

### **Grade 10–12**

#### **Social Studies 10 – 20 – 30**

This Alberta Education course sequence prepares students academically for entry into postsecondary 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**

This Alberta Education course sequence prepares students for postsecondary 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.

## Northern Studies 10

This Nunavut Education course has three units of study. One is a study of Inuit language, the second of the Nunavut Land Claim Agreement, and the third is a study of a topic in Inuit culture. This course will be retired and will no longer be required for graduation credits.

## Other

### 16. Prerequisites and/ 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 of 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).

### 17. Other Types of Opportunities

Some schools offer locally developed or acquired programs that give students credit or advanced placement in postsecondary programs. These programs include the Nunavut Early Apprenticeship Training Program (N.E.A.T.), a course being piloted as part of Multiple Graduation such as Pre-Trades and Special Projects.

#### Career and Technology Studies

##### Grades 7–12

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 which will enable them to transfer their learning effectively to career and job options. Each course is worth one credit. Students must have five CTS credits for graduation. Many CTS course options available in Nunavut schools are locally developed courses that include cultural knowledge and skills.

### 18. 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 Nunavut secondary school diploma is not issued solely on the basis of the evaluation of out-of-Nunavut credentials. A student from outside the province who wishes to obtain a Nunavut secondary school diploma must complete a minimum of five approved Nunavut 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 Nunavut course equivalent granted through credential evaluation.

Students planning to enter directly into a postsecondary institution in Nunavut should submit their out-of-territory documents to the postsecondary institution of their choice. There are no appeal procedures to Nunavut Education.

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 their graduating year.

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Ontario (English curriculum), PART A: OSS**

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# Summary Statement

## IMPORTANT NOTE:

### THE REORGANIZED SECONDARY SCHOOL PROGRAM

Readers should be aware that Ontario reorganized its secondary school program in **September 1999**, and phased it in over the following three years in the higher grades.

The Ministry of Education has initiated a 5-year cycle of curriculum review through which all subjects will be reviewed and revised. This process is designed to ensure that the curriculum remains current and relevant for Ontario students.

We encourage readers of this guide to go to the Ministry of Education's Web site 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.

#### Part A of the Student Transfer Guide for Ontario

Regular day school students and mature students who are studying under the reorganized program must meet the requirements for the Ontario Secondary School Diploma (OSSD) described in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*.

This document, Part A of the Ontario Student Transfer Guide, describes the diploma requirements and programs under OSS.

#### Part B of the Student Transfer Guide for Ontario

Regular day school students and mature students **who entered high school prior to 1999** and the introduction of the reorganized secondary school program 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)*.

**Part B** of the Ontario Student Transfer Guide describes the diploma requirements and programs under **OS:IS**.

#### Transition from OS:IS to OSS

Refer to the following chart to determine which diploma requirements (OS:IS or OSS) apply to a regular day school student and a mature student working toward the Ontario Secondary School Diploma.

**Note:** Please see the definition for “regular day school student” and “mature student” in Section 3 of this Guide.

OS:IS Diploma Requirements	OSS Diploma Requirements	H.S. 1 Diploma requirements
OS:IS diploma requirements apply to regular day school students and mature students who were enrolled in an Ontario Secondary School program and placed in	OSS Diploma requirements apply to regular day school students and mature students who were enrolled for the first time in an Ontario secondary school program and placed in	H.S.1 diploma requirements apply to regular day school students and mature students who were enrolled in an Ontario secondary school program between 1974 and 1984.
Grade 9 OS:IS prior to September 1999	Grade 9 in September 1999 or later	
Grade 10 OS:IS prior to September 2000	Grade 10 in September 2000 or later	
Grade 11 OS:IS prior to September 2001	Grade 11 in September 2001 or later	
Grade 12 OS:IS prior to September 2002	Grade 12 in September 2002 or later	

Readers should be aware that the OS:IS curriculum has been phased out, and it was no longer offered after the 2003–04 school year. Students completing their diploma requirements under OS:IS after 2003–04 are required to study the new curriculum developed as part of the reorganized secondary school program.

# 1. Introduction

## Overview

Publicly funded elementary and secondary schools are administered by district school boards<sup>1</sup>, 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 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.

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 2,000,000 elementary and secondary school students study in English. About 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](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

<sup>1</sup> <http://esip.edu.gov.on.ca/english/>

elementary school in the language in question. Those parents who do not qualify under Section 23 will have the opportunity to enrol 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 16 must attend school. Most students continue to attend after the required period in order to receive the Ontario Secondary School Diploma.

## The Ontario Secondary School Program (OSS)

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 will help them to become independent, productive, and responsible members of society.

To prepare students effectively for the challenges that await them, Ontario’s schools should offer an education program that promotes a high standard of achievement that provides all students with the learning opportunities and support they need, and that is relevant to society’s needs and expectations.

The secondary school program is designed so that students can meet the diploma requirements in four years following grade 8. Courses are offered in new 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 and at the same time allow students to begin to focus on their areas of strength and interest and to explore various areas of study.

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.

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 fulfil a **community involvement** requirement of 40 hours to qualify for the secondary school diploma.

The secondary school program includes a **guidance and career education program** designed to encourage and help students to learn about career opportunities and to make informed decisions about the options they will encounter in the course of secondary school and those they will face as they prepare to leave school.

Although young people make up the majority of students in secondary school, schools also serve a significant number of adult students, including “mature students.”

The Ontario Student Transcript (OST) is the official summary of a student’s course work and diploma requirements completed. Further information about the OST can be found on the Ministry of Education Web site under Elementary and Secondary School>Curriculum and Policy>Policy and Reference>*The Ontario Student Transcript Manual, 2003* <<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>>.

## 2. Organization of School System

The Ontario educational system is broadly organized into elementary and secondary schools. Secondary school credits are awarded for the successful completion of courses from grade 9 to grade 12.

The school year extends from the first week in September to the last week in June. A minimum of 190 instructional days is required. There are scheduled breaks during the months of December and March of each school year. Most secondary schools are organized to offer their courses either within a semestered system of two terms or over the course of the full school year. Most students will earn 8 credits in a school year.

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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 9e à la 12e année — Préparation au diplôme d'études secondaires de l'Ontario, 1999*.

## 3. Explanation of Terms Used

### **accommodations**

In the area of special education, specialized support and services are provided to enable students to achieve the learning expectations. Some examples are: provision of equipment and materials such as hearing aids and tape recorders; provision of extra time to complete tests. Not included in these accommodations are modifications to the learning expectations.

### **adult**

A person who is 18 years or over.

### **course**

A set of learning activities that enable students to attain the expectations related to courses that are developed from Ministry of Education curriculum policy documents. Courses may be given different credit values. Multiple-credit courses may be developed that are based on one or more of the Ministry's curriculum policy documents.

### **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.

### **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.

A half-credit may be granted in recognition of the successful completion of a course that has been scheduled for 55 hours, or for each 55-hour part of a 110-hour ministry-developed course or certain locally developed courses. A student must achieve a grade of 50% or better to receive a half-credit.

A credit is granted to a student by the principal of the secondary school on behalf of the Minister.

### **curriculum**

Curriculum policy documents provide the policy framework for the teaching of a subject. Courses of study are developed at the school or school system level in accordance with the appropriate policy guidelines.

The plan for student learning outlined in the Ministry of Education curriculum policy documents is implemented in the classroom through a wide range of resources.

## 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.

## locally developed course

A locally developed course 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 develop and offer, and students may take, up to 6 locally developed and compulsory credit courses to meet compulsory credit requirements for the OSSD: grade 9 English, Mathematics, Science, and grade 10 English, Mathematics, and Science OR History.

## 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 (i.e., an adult) 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.

## 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.

## Ontario Student Record (OSR)

The OSR is the official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains the achievement results, 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 on the Ministry of Education Web site under Elementary and Secondary School>Curriculum and Policy>Policy and Reference>*Ontario Student Record (OSR) Guideline, 2000* <<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 course work and diploma requirements completed by a student. Further details about the codes noted on the OST, as well as sample OSTs, can be found on the Ministry of Education Web site under Elementary and Secondary School>Curriculum and Policy>Policy and Reference>*The Ontario Student Transcript Manual, 2003* <<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>>.

The OST will include the following:

- all grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- all grade 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 grade 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 forty hours of community involvement
- confirmation that the student has successfully completed the provincial secondary school literacy diploma requirement

## OS:IS

OS:IS is an abbreviation frequently used for *Ontario Schools: Intermediate and Senior Division, Grades 7 to 12/OACs: Program and Diploma Requirements*. This document outlines requirements for the granting of the Ontario Secondary School Diploma (OSSD) under OS:IS. OS:IS is issued in English and in French.

## 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.

## OSSD

OSSD is the abbreviation of Ontario Secondary School Diploma. Students will earn an OSSD upon the successful completion of the diploma requirements outlined in OSS and OS:IS.

## 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 policy for prerequisites is stated in section 5.3.3 of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS). The prerequisite for a course is noted in each of the provincial curriculum policy documents and in the Ministry of Education's document *The Ontario Curriculum Grades 9 to 12: Course Descriptions and Prerequisites, 2000*.

## 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.

## special education program

A program that is defined in the Education Act as “an educational program for an exceptional pupil 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.”

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## 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 (0.25 or 0.5 of a credit, depending upon the number of prescribed hours of instructional time) are granted for successful completion of a transfer course.

## 4. Course Designation

The types of courses available in the secondary school program are described below.

### 4.1 Grades 9 and 10

**Overview:** In grades 9 and 10, three types of courses are offered — academic courses, applied courses, and open courses. In these years, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path. Academic and applied courses set high expectations for all students.

**Academic courses** focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

**Applied courses** also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and by incorporating theoretical applications as appropriate. Both types of courses set high expectations for students while preparing them for study in the higher grades.

**Open courses** are offered in all subjects other than those offered as academic or applied. These courses are designed to prepare students for further study in certain subjects and to enrich their education generally. Like other types of courses, open courses are credit-based and are counted toward the 30 credits required to meet diploma requirements.

### 4.2 Grades 11 and 12

**Overview:** In grades 11 and 12, courses are offered to prepare students for their postsecondary destinations. These include university preparation courses developed in close collaboration with universities; university/college preparation courses developed in close collaboration with both universities and colleges; college preparation courses developed in close collaboration with colleges; and workplace destination courses developed in close collaboration with representatives from a variety of workplaces. Open courses are also available in grades 11 and 12.

**University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning strategies emphasize theoretical aspects of the course content, but also include practical applications. The development of research skills and independent learning skills is also emphasized.

**University/College preparation courses** include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. Teaching and learning strategies emphasize

theoretical aspects and related concrete applications of course content. The development of research skills and independent learning skills is also emphasized.

**College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning strategies emphasize concrete applications of theoretical material covered in the course, and also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses require the development of research skills and independent learning skills.

**Workplace preparation courses** are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Teaching and learning strategies emphasize workplace applications of course content, but also explore the theoretical material that underlies these practical applications.

**Open courses** in grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are not designed with the specific requirements of university or college programs or the workplace in mind.

### 4.3 Transfer courses

Transfer courses are credit-based and are counted toward the 30 credits required to meet diploma requirements. The purpose of transfer courses is to enable students who alter their postsecondary plans to transfer from one course type to another course type in the same subject. Transfer courses are provided to bridge the gap between two courses of different types. These courses provide partial credits, since they require students to demonstrate achievement in new curriculum expectations. Transfer courses are not remedial instruction provided to enable students to achieve the curriculum expectations of a previous course that they failed to complete successfully; the courses are designed to adequately prepare students to meet the expectations of a different type of course.

### 4.4 Locally developed courses

School boards may develop courses locally that can each be counted as one credit or a half-credit and as a compulsory or an optional credit toward a diploma. These locally developed courses may be developed to accommodate educational and/or career preparation needs of students in a particular school or region; for example, courses for students in schools that offer school-to-work transition programs or college preparation programs. Such courses may also be developed for students receiving special education programs and services, whose need for particular course content or for special preparation for further education or work cannot be met by a course based on provincial curriculum policy documents.

All locally developed courses require the approval of the ministry, with the exception of religious education courses developed by Roman Catholic separate schools in accordance with section 7.1.3.1<sup>2</sup> of OSS.

**Note:** Locally developed courses are not posted on the ministry Web site. These courses are available through the individual school boards who sought approval to offer the course.

### 4.5 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 will not have to seek approval for them. Students may earn up to 4 credits in religious education.

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<sup>2</sup> <http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.html#7.1.3.1%237.1.3.1>

Credit courses may be developed in religious education in inspected private schools. Students may earn up to 4 credits in religious education. These locally developed religious education courses require the approval of the ministry.

## 4.6 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.

For example:

- **ENG2D** represents English, grade 10, academic
- **HRT3M** represents World Religions: Beliefs, Issues, and Religious Traditions, grade 11, University/College preparation
- **ESLBO** represents English in Daily Life (for ESL students) Level 2, Open
- **LBABD** represents Albanian, Level 2, academic

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, as follows:

- **1** (grade 9)
- **2** (grade 10)
- **3** (grade 11)
- **4** (grade 12)

For courses in ESL, classical/international languages, and Native languages only, the fourth character indicates the level of course, as follows:

- **A** (Level 1)
- **B** (Level 2)
- **C** (Level 3)
- **D** (Level 4)
- **E** (Level 5)

The *fifth character* indicates the type of course, as follows:

- **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 a description of these and other course codes, refer to the *Ontario Student Transcript (OST) Manual, 2003*, which can be found on the ministry Web site. Go to Elementary and Secondary>Curriculum and Policy>Policy and Reference>*The Ontario Student Transcript (OST) Manual, 2003*.

**Note:** Course codes for locally developed credit courses are under review. Changes to the locally developed course codes that are currently listed in the *Ontario Student Transcript (OST) Manual* will be included in the next version of the OST Manual, which is scheduled for revision in 2005.

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A list of the **common course codes** for OSS can be found on the Ministry of Education Web site under Elementary and Secondary Education>Curriculum and Policy>Policy and Reference>Common Course Codes, Table 1 <[www.edu.gov.on.ca/eng/general/list/commoncc/cc.html](http://www.edu.gov.on.ca/eng/general/list/commoncc/cc.html)>.

## 5. Time Allotments and Course Load

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 two provincial courses that are worth a half-credit and are scheduled for a minimum of 55 hours. A half-credit may also be granted for each 55-hour part of the 110-hour ministry-developed course. All half-credit courses must comply with the ministry requirements as outlined in the curriculum policy documents.

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.

In schools that have organized the school year into two semesters, a student would usually have an opportunity to take 4 courses in each semester. In schools that have organized the school year so that courses cover the entire school year, a student could have an opportunity to take 8 courses each year.

## 6. Curriculum Organization

The Ministry of Education has developed curriculum policy documents for each discipline. These curriculum documents contain information on the courses that can be offered by a school. For every course offered at the secondary level, the new 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.

**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.

The **Trillium List/Liste Trillium** contains the titles of those textbooks approved by the Minister of Education for use in Ontario schools. The selection of supplementary materials for classroom use is the responsibility of local school boards. The Trillium List/Liste Trillium can be found on the Ministry of Education Web site under Elementary and Secondary Education>Curriculum and Policy <[www.curriculum.org/occ/trillium/index.shtml](http://www.curriculum.org/occ/trillium/index.shtml)>

## 7. Testing and Grading Practices

The Ministry of Education does not set provincial examinations for secondary school. A student’s level of achievement is assessed by the teacher.

The teacher’s professional judgment is based on provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents. This judgment 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 achievement chart for each discipline is included in the curriculum policy document for that 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/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 judgments about the quality of student work and to provide clear and specific feedback to students and parents.

The Ministry of Education provides teachers with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials include samples of student work (exemplars) that illustrate achievement at each of the four levels.

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. <b>This is the Provincial Standard.</b> 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 standard.
50–59%	Level 1	Achievement that falls much below the provincial standard, while still reflecting a passing grade.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

The final grade for each course in grades 9 to 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 toward the end of the course.

The teacher is also required to report on the student's development of **learning skills** as they are described in the report card policy.

Schools are required to maintain records of assessment for each student in the Ontario Student Record (OSR).

## 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 October each year, 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

### English-Language Schools

#### 8.1 Overview

In order to earn an **Ontario Secondary School Diploma (OSSD)**, a student entering grade 9 (beginning in the 1999–2000 school year and continuing in subsequent years) 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). Students who fail the OSSLT once may take the OSSLC. Students who successfully complete the OSSLC may count it as meeting **either** the grade 11 or 12 English compulsory credit requirement **or** one additional compulsory credit requirement from **Group 1**.

**Note:** The literacy graduation requirement applies to all students who began grade 9 in the 2000–01 school year, and in subsequent years.

#### 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 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** (for one additional compulsory credit): 1 additional credit in English, **or** a third language, **or** social sciences and the humanities, **or** Canadian and world studies
- **Group 2** (for one additional compulsory credit): 1 additional credit in health and physical education, **or** the arts, **or** business studies
- **Group 3** (for one additional compulsory credit): 1 additional credit in science (grade 11 or 12) **or** technological education (grades 9 to 12)

## 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.

## 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.

## 8.2 Community Involvement Activities

These activities can be completed at any time during a student's years in the secondary school program. 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 students' normal instructional hours. Further information about Community Involvement Activities can be found on the Ministry of Education Web site under Elementary and Secondary School>School and Board Services>Policy/Program Memoranda #124 A <<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.

## 8.3 Ontario Secondary School Literacy Test (OSSLT)

Students will normally take the OSSLT when they are in grade 10. The test is administered by the EQAO and is based on the Ontario curriculum expectations for language and communication — particularly reading and writing — up to and including grade 9. Further information about the Ontario Secondary School Literacy graduation requirement can be found on the Ministry of Education Web site under Elementary and Secondary School>School and Board Services>Policy/Program Memoranda #127 <<http://www.edu.gov.on.ca/extra/eng/ppm/127.html>>.

## 8.4 Ontario Secondary School Literacy Course (OSSLC)

Students who fail the OSSLT have an opportunity to improve their literacy skills by enrolling in the Ontario Secondary Literacy Course. Students who pass this course will meet the literacy graduation requirement.

## 8.5 Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be 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:

### 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

### Substitutions

The provisions for making substitutions for compulsory credits also apply for the OSSC.

## 8.6 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 who plan to find employment after leaving school.

## 8.7 General Educational Development (GED) Test

The General Educational Development (GED) tests are designed to provide adults 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**.  
<<http://ilc.edu.gov.on.ca/index2.html>>

## 8.8 Programs in Music Taken outside of School

A maximum of two credits may be awarded to students taking music programs outside of school. Credits will be awarded based on official examination results or certificates from recognized music programs or through the Prior Learning Achievement Recognition (PLAR) challenge process. Credits earned based on music certificates may not be used to meet the compulsory credit requirement for the Arts. However, credits in music earned through the challenge process may be used to meet up to two compulsory credit requirements in the Arts.

Further information about the music certificates accepted for credit can be found on the Ministry of Education Web site under Elementary and Secondary School>School and Board Services>Policy/Program Memoranda #133 <<http://www.edu.gov.on.ca/extra/eng/ppm/133.html>>.

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# Summary of Course Content

Copies of the Provincial Curriculum Policy documents are available on the Ministry of Education Web site under Elementary and Secondary>Curriculum and Policy>Secondary Curriculum <<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>>.

## 9. English Language Arts

### Overview

The English program includes courses that meet compulsory credit requirements for graduation, and optional courses that provide elective (optional) credits. Compulsory courses emphasize strong core competencies in reading, writing, use of language, and media awareness.

Students must earn **four credits** in English, one credit in each of the four years of secondary school. The courses that meet the compulsory credit requirements for English are as follows: grade 9 English, grade 10 English, grade 11 English, and grade 12 English. These courses are described in the secondary curriculum policy documents.

Students entering the Ontario secondary school system at any grade level may use up to a maximum of **three credits** in English as a Second Language (ESL) or English Literacy Development (ELD) as substitutes for three of the four compulsory credits in English.

Students who take Contemporary Aboriginal Authors (grade 11), a course described in the secondary curriculum policy document for Native studies, may use the credit earned for this course to meet the grade 11 English compulsory credit requirement.

Students must earn **one additional credit** from Group 1 in English, **or** social science and the humanities, **or** Canadian and world studies. This additional compulsory credit may come from one additional course in English taken from the secondary curriculum policy documents for English.

Courses that students may take as electives (optional credit courses) are offered only in grades 11 and 12. They provide students with opportunities, through more thematic and specialized study, to explore individual interests and to deepen and extend some of the knowledge and skills acquired in their compulsory credit courses.

The four strands for English are the following: Literature Studies and Reading, Writing, Language, and Media Studies.

### Literature Studies and Reading

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 Web sites.

## Language

The language strand sets out expectations for vocabulary development, knowledge of the history of the English language, knowledge of grammar and the conventions of standard Canadian English, and oral communication skills.

## Writing

Students use writing to record information and ideas, to express themselves, to communicate with others for various purposes, and to reflect and learn. In personal, academic, and workplace situations, students need to be able to write clearly and coherently, with precision and an engaging style. 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

Students learn how to understand and interpret media works. In the English program, students have opportunities to analyze various aspects of media communications, including key elements of the works themselves, the audience, and production codes and practices. Students learn about the media through the process of creating their own media works, using a range of technologies to do so. By working at first hand in the various media to communicate their own ideas, students develop critical thinking skills and understand how different works in different media are designed to influence audiences and reflect the perspectives of their creators. Students develop production skills that may open up career opportunities in the entertainment and communications industries. Students are encouraged to appreciate the media as sources of personal information and pleasure.

## Required courses

### Grades 9 and 10

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*.

Courses in English, Grades 9 and 10					
Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisite <sup>3</sup>
9	English	Academic	ENG1D	1	
9	English	Applied	ENG1P	1	
10	English	Academic	ENG2D	1	Grade 9 English, Academic or Applied
10	English	Applied	ENG2P	1	Grade 9 English, Academic or Applied

\* Prerequisites apply only to grades 10, 11, and 12 courses.

Courses offered in English must be delivered as full-credit courses rather than as half-credit courses.

<sup>3</sup> [http://www.edu.gov.on.ca/eng/document/curricul/secondary/english/englfu.html#%23\\*](http://www.edu.gov.on.ca/eng/document/curricul/secondary/english/englfu.html#%23*)

**English, Grade 9, Academic (ENG1D)**

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including plays, short stories, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language.

**English, Grade 9, Applied (ENG1P)**

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

**English, Grade 10, Academic (ENG2D)**

This course extends the range of analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language.

**English, Grade 10, Applied (ENG2P)**

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

**Grades 11-12**

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.

<b>Compulsory Courses in English, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Prerequisite</b>
11	English	University	ENG3U	Grade 10 English, Academic
11	English	College	ENG3C	Grade 10 English, Applied
11	English	Workplace	ENG3E	Grade 10 English, Applied
12	English	University	ENG4U	Grade 11 English, University
12	English	College	ENG4C	Grade 11 English, College
12	English	Workplace	ENG4E	Grade 11 English, Workplace

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.

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**English, Grade 11, University Preparation (ENG3U)**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts from various periods; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

**English, Grade 11, College Preparation (ENG3C)**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyze media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

**English, Grade 11, Workplace Preparation (ENG3E)**

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

**English, Grade 12, University Preparation (ENG4U)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

**English, Grade 12, College Preparation (ENG4C)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyze the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

**English, Grade 12, Workplace Preparation (ENG4E)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

**Ontario Secondary School Literacy Course, Grade 12 (OLC4O)**

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.

**Eligibility requirement:** Students who have failed the OSSLT have the opportunity to improve their literacy skills by enrolling in this Ontario Secondary School Literacy Course.

## Elective (Optional) courses

Optional credit courses 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 fulfil an additional compulsory credit requirement for graduation.

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 in the compulsory credit courses. The expectations are therefore clustered in strands that reflect each course's emphasis. A list of these strands by course is provided below.

Optional Courses in English, Grades 11 and 12				
Grade	Course Name	Course Type	Course Code	Strands
11	Canadian Literature	University / College	ETC3M	Reading and Interpreting Canadian Literary Texts; Responding to Canadian Literary Texts.
11	Literacy Skills: Reading and Writing	Open	ELS3O	Reading Skills; Writing Skills.
11	Media Studies	Open	EMS3O	Media Texts; Media Audiences; Media Productions.
11	Presentation and Speaking Skills	Open	EPS3O	Preparing Presentations; Making Presentations; Responding to Presentations.
12	Studies in Literature	University	ETS4U	Reading and Interpreting Literary Texts; Responding to Literary Texts.
12	The Writer's Craft	University	EWC4U	Investigating the Writer's Craft; Practising the Writer's Craft.
12	Studies in Literature	College	ETS4C	Reading and Interpreting Literary Texts; Responding to Literary Texts
12	The Writer's Craft	College	EWC4C	Investigating the Writer's Craft; Practising the Writer's Craft
12	Communication in the World of Business and Technology	Open	EBT4O	Investigating Business and Technical Communications; Creating Business and Technical Communications
<b>Note:</b> Each of the courses listed above is worth one credit.				

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 these courses can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>English <<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>>.

## English as a Second Language (ESL) and English Literacy Development (ELD) courses

Courses in ESL assist students whose first language is not English to learn the language of instruction. Most have received educational experiences in their own countries that have prepared them for success in the secondary school program.

Courses in ELD provide an accelerated program of literacy development for students who have significant gaps in their education. These courses are for students of all language backgrounds who have recently arrived from countries where access to education may have been very limited.

ESL courses have 5 levels of difficulty — A, B, C, D, and E.

ELD courses have 4 levels of difficulty — A, B, C, and D.

All courses are Open.

The following considerations apply to credits earned through ESL/ELD courses:

- Students entering the Ontario secondary school system at any grade level may use **up to a maximum of three credits** in English as a Second Language (ESL) or English Literacy Development (ELD) as substitutes for three of the four compulsory credits in English. The remaining compulsory English credit(s) must be earned at the grade 11 or grade 12 level.
- It should be noted that students may need to successfully complete additional English courses to meet the entrance requirements of some postsecondary education programs and of specific workplaces.

The two charts below show how most students would progress through their ESL/ELD courses. Some students may take ESL and ELD courses concurrently.

Courses in English as a Second Language (ESL)					
ESL Level	Course Name	Course Type	Course Code	Credit Value	Prerequisites
1	Beginning Communication in English	Open	ESLAO	1	
2	English in Daily Life	Open	ESLBO	1	ESL 1 or equivalent*
3	English for School and Work	Open	ESLCO	1	ESL 2 or equivalent
4	Study Skills in English	Open	ESLDO	1	ESL 3 or equivalent
5	Bridge to English	Open	ESLEO	1	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 initial assessment. See “Reception, Assessment, Placement, and Monitoring of Students <sup>4</sup> .”					

<sup>4</sup> <http://www.edu.gov.on.ca/eng/document/curricul/secondary/esl/eslful.html#recep%23recep>

Courses in English Literacy Development (ELD)					
ELD Level	Course Name	Course Type	Course Code	Credit Value	Prerequisites
1	Beginning Literacy	Open	ELDAO	1	
2	Basic Literacy Skills	Open	ELDBO	1	ELD 1 or equivalent*
3	Literacy in Daily Life	Open	ELDCO	1	ELD 2 or equivalent
4	Literacy for School and Work	Open	ELDDO	1	ELD 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 initial assessment. See “Reception, Assessment, Placement, and Monitoring of Students <sup>5</sup> .”					

ESL and ELD courses may be delivered as half-courses, each earning a half-credit.

Details of these courses can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>English as a Second Language and English Literacy Development  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/esl/eslful.html>>.

## 10. French (First Language)

The compulsory credit and elective (optional) credit courses<sup>6</sup> are described in the French-language version<sup>6</sup> of this guide.

## 11. French (Second Language)

Students must earn **one 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 substitute for the compulsory credit in FSL the credit they earn for the NL1 or NL2 course described in the grades 9 and 10 curriculum policy document for Native languages <<http://www.edu.gov.on.ca/eng/document/curricul/secondary/natlang/natlful.html>>.

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.

### FSL Programs

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

<sup>5</sup> <http://www.edu.gov.on.ca/eng/document/curricul/secondary/esl/eslful.html#recep%23recep>

<sup>6</sup> <http://www.cmec.ca/tguide/2001/fr/on.stm#FLM>

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.

## 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.

### 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 in French as a Second Language, Grades 9 and 10					
Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisites
9	Core French	Academic	FSF1D	1	Minimum of 600 hours of French instruction, or equivalent
9	Core French	Applied	FSF1P	1	Minimum of 600 hours of French instruction, or equivalent
10	Core French	Academic	FSF2D	1	Grade 9 Core, Academic or Applied
10	Core French	Applied	FSF2P	1	Grade 9 Core, Academic or Applied
9	Extended French	Academic	FEF1D	1	Minimum of 1260 hours of instruction in French, or equivalent
10	Extended French	Academic	FEF2D	1	Grade 9 Extended French or French Immersion
9	French Immersion	Academic	FIF1D	1	Minimum of 3800 hours of instruction in French, or equivalent
10	French Immersion	Academic	FIF2D	1	Grade 9 French Immersion

Courses offered in French as a second language must be delivered as full-credit courses, not as half-credit courses.

### 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. In the Extended French and French Immersion programs, only University Preparation FSL courses are offered.

<b>Courses in French as a Second Language, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Prerequisite</b>
11	Core French	University	FSF3U	Grade 10 Core French, Academic
11	Core French	Open	FSF3O	Grade 10 Core French, Applied, or Academic
12	Core French	University	FSF4U	Grade 11 Core French, University
12	Core French	Open	FSF4O	Grade 11 Core French, Open, or University
11	Extended French	University	FEF3U	Grade 10 Extended French
12	Extended French	University	FEF4U	Grade 11 Extended French
11	French Immersion	University	FEF3U	Grade 10 French Immersion
12	French Immersion	University	FEF4U	Grade 11 French Immersion
<b>Notes</b>				
<ol style="list-style-type: none"> <li>Each of the courses listed above is worth one credit.</li> <li>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.</li> </ol>				

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.

## 12. French (Immersion)

### 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.

### 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.

Details of all the French courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education > Curriculum and Policy > Secondary > Grades 9 and 10 or Grades 11 and 12 Curriculum > French as a Second Language

<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/fsl/fslful.html>>.

## 13. Mathematics

### Required Courses

Students must earn **three 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.

#### Grades 9 and 10

In grades 9 and 10, students may choose between two types of courses — *academic* and *applied*. Courses offered in mathematics must be delivered as full courses, rather than as two half-credit courses.

The curriculum in each course of this curriculum is arranged by strands, which are the major content organizers.

#### Grade 9

Course	Strands
Grade 9 Principles of Mathematics	Number Sense and Algebra and Relationships
Grade 9 Foundations of Mathematics	Analytic Geometry
	Measurement and Geometry

#### Grade 10

Course	Strands
Grade 10 Principles of Mathematics	Quadratic Functions
	Analytic Geometry
	Trigonometry
Grade 10 Foundations of Mathematics	Proportional Reasoning
	Linear Functions
	Quadratic Functions

Grade	Course Name	Course Type	Course Code	Prerequisite
9	Principles of Mathematics	Academic	MPM1D	
9	Foundations of Mathematics	Applied	MFM1P	
10	Principles of Mathematics	Academic	MPM2D	Grade 9 Mathematics, Academic or Applied
10	Foundations of Mathematics	Applied	MFM2P	Grade 9 Mathematics, Academic or Applied

#### Principles of Mathematics, Grade 9, Academic (MPM1D)

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 relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and

two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

### **Foundations of Mathematics, Grade 9, Applied (MFM1P)**

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 relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

### **Principles of Mathematics, Grade 10, Academic (MPM2D)**

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 relationships 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 as they solve multi-step problems and communicate their thinking.

### **Foundations of Mathematics, Grade 10, Applied (MFM2P)**

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 relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

## **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.

Grade	Course Name	Course Type	Course Code	Strands
11	Functions and Relations	University	MCR3U	Financial Applications and Sequences; Trigonometric functions; Tools for operating and communicating with functions; Investigations of Loci and Conics
11	Functions	University/College	MCF3M	Financial applications of sequences and series; Trigonometric functions; Tools for operating and communicating with functions
11	Mathematics of Personal Finance	College	MBF3C	Models of exponential growth; Applications of compound interest and annuities; Personal financial decisions
11	Mathematics for Everyday Life	Workplace	MEL3E	Earning, paying taxes and purchasing; Saving, investing and borrowing; Transportation and travel
12	Advanced Functions and Introductory Calculus	University	MCB4U	Advance functions; Underlying concepts of calculus; Derivatives and applications
12	Geometry and Discrete Mathematics	University	MGA4U	Geometry; Proof and problem solving; Discrete mathematics
12	Mathematics of Data Management	University	MDM4U	Organization of data for analysis; Counting and probability; Statistics; Integration of the techniques of data management
12	College and Apprenticeship Mathematics	College	MAP4C	Applications of statistics; Application of geometry, measurement, and trigonometry; Analysis of mathematical models
12	Mathematics for College Technology	College	MCT4C	Polynomial functions and inverse proportionality; Exponential and logarithmic functions; Applications and consolidation
12	Mathematics for Everyday Life	Workplace	MEL4E	Statistics and probability; Everyday financing; Applications of measurement and geometry
<b>Note:</b> Each of the courses listed above is worth one credit.				

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.

### **Functions and Relations, Grade 11, University Preparation (MCR3U)**

This course introduces some financial applications of mathematics, extends students' experiences with functions, and introduces second-degree relations. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions;

develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning. Students will also investigate loci and the properties and applications of conics.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

### **Function, Grade 11 University/College Preparation (MCF3M)**

This course introduces some financial applications of mathematics and extends students' experiences with functions. Students will solve problems in personal finance involving applications of sequences and series; investigate properties and applications of trigonometric functions; develop facility in operating with polynomials, rational expressions, and exponential expressions; develop an understanding of inverses and transformations of functions; and develop facility in using function notation and in communicating mathematical reasoning.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

### **Mathematics of Personal Finance, Grade 11, College Preparation (MBF3C)**

This course enables students to broaden their understanding of exponential growth and of important areas of personal finance. Students will investigate properties of exponential functions and develop skills in manipulating exponential expressions; solve problems and investigate financial applications involving compound interest and annuities; and apply mathematics in making informed decisions about transportation, accommodation, and career choices.

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied

### **Mathematics for Everyday Life, Grade 11, Workplace Preparation (MEL3E)**

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. 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.

**Prerequisite:** Mathematics, Grade 9, Academic or Applied

### **Advanced Functions and Introductory Calculus, Grade 12, University Preparation (MCB4U)**

This course builds on students' experience with functions and introduces the basic concepts and skills of calculus. Students will investigate and apply the properties of polynomial, exponential, and logarithmic functions; broaden their understanding of the mathematics associated with rates of change; and develop facility with the concepts and skills of differential calculus as applied to polynomial, rational, exponential, and logarithmic functions. Students will apply these skills to problem solving in a range of applications.

**Prerequisite:** Functions and Relations, Grade 11, University Preparation, or Functions, Grade 11, University/College Preparation

### **Geometry and Discrete Mathematics, Grade 12, University Preparation (MGA4U)**

This course enables students to broaden mathematical knowledge and skills related to abstract mathematical topics and to the solving of complex problems. Students will solve problems involving geometric and Cartesian vectors, and intersections of lines and planes in three-space. They will also develop an understanding of proof, using deductive, algebraic, vector, and indirect methods. Students will solve problems involving counting techniques and prove results using mathematical induction.

**Prerequisite:** Functions and Relations, Grade 11, University Preparation

**Mathematics of Data Management, Grade 12, University Preparation (MDM4U)**

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

**Prerequisite:** Functions and Relations, Grade 11, University Preparation; or Functions, Grade 11, University/College Preparation

**College and Apprenticeship Mathematics, Grade 12, College Preparation (MAP4C)**

This course equips students with the mathematical knowledge and skills they will need in many college programs. Students will use statistical methods to analyze problems; solve problems involving the application of principles of geometry and measurement to the design and construction of physical models; solve problems involving trigonometry in triangles; and consolidate their skills in analyzing and interpreting mathematical models.

**Prerequisite:** Mathematics of Personal Finance, Grade 11, College Preparation; or Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)

**Mathematics for College Technology, Grade 12, College Preparation (MCT4C)**

This course equips students with the mathematical knowledge and skills needed for entry into college technology programs. Students will investigate and apply properties of polynomial, exponential, and logarithmic functions; solve problems involving inverse proportionality; and explore the properties of reciprocal functions. They will also analyze models of a variety of functions, solve problems involving piecewise-defined functions, solve linear-quadratic systems, and consolidate key manipulation and communication skills.

**Prerequisite:** Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)

**Mathematics for Everyday Life, Grade 12, Workplace Preparation (MEL4E)**

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will use statistics in investigating questions of interest and apply principles of probability in familiar situations. They will also investigate accommodation costs and create household budgets; solve problems involving estimation and measurement; and apply concepts of geometry in the creation of designs.

**Prerequisite:** Mathematics for Everyday Life, Grade 11, Workplace Preparation

Details of these courses, as well as their prerequisites can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Mathematics

<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/math/mathful.html>>.

## 14. Science

### Overview

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. This aim can be achieved by meeting three overall goals for every student. The secondary science program, from grade 9 through grade 12, is designed to promote these goals:

- understand the basic concepts of science
- develop the skills, strategies, and habits of mind required for science
- relate science to technology, society, and the environment

These three goals are defined more specifically within the courses that make up the science program. Every strand, or broad curriculum area, of each course has three overall expectations and three sets of specific expectations that correspond to the three goals. These goals also provide the basis for the assessment of student achievement in science.

Students must earn **two credits** in science. They may take any course described in the secondary curriculum policy documents for science that meet the compulsory credit requirements for science.

### Grades 9 and 10

Two types of courses are offered in the grades 9 and 10 science program — *academic* and *applied*.

#### Strands

In grades 9 and 10, the following four subdisciplines of science are treated as strands within each course:

- Biology
- Chemistry
- Earth and Space Science
- Physics

The topics treated within each strand in each of the courses in grades 9 and 10 are outlined in the following table. Environmental science is integrated into the curriculum expectations of every science course.

Strands and Topics in Grades 9 and 10 Courses				
Strand	Grade 9 Academic	Grade 9 Applied	Grade 10 Academic	Grade 10 Applied
Biology	Reproduction	Reproduction — Processes and Applications	The Sustainability of Ecosystems	Ecosystems and Human Activity
Chemistry	Atoms and Elements	Exploring Matter	Chemical Processes	Chemical Reactions and Their Practical Applications
Earth and Space Science	The Study of the Universe	Space Exploration	Weather Dynamics	Weather Systems
Physics	The Characteristics of Electricity	Electrical Applications	Motion	Motion and Its Applications

The following chart lists all the grade 9 and 10 science courses and their prerequisites.

## Courses in Science, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Prerequisites
9	Science	Academic	SNC1D	
9	Science	Applied	SNC1P	
10	Science	Academic	SNC2D	Grade 9 Science, Academic or Applied
10	Science	Applied	SNC2P	Grade 9 Science, Academic or Applied

Courses offered in grades 9 and 10 science must be delivered as full courses, rather than as two half-credit courses.

## Grades 11 and 12

Four types of courses are offered in the grades 11 and 12 science program — university preparation, university/college preparation, college preparation, and workplace preparation.

### Strands

The expectations for these science courses are organized in five distinct but related strands. The strands are different for each course. The content of the strands includes, where possible, topics set out in the pan-Canadian *Common Framework of Science Learning Outcomes, K to 12* <<http://www.cmec.ca/science/index.en.stm>>.

The topics treated within each strand in each of the courses are outlined in the following table.

TOPICS/strands for all Grades 11 and 12 science courses					
Course	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Biology 11 U	Cellular Functions	Genetic Continuity	Internal Systems and Regulation	Diversity of Living Things	Plants: Anatomy, Growth, and Functions
Biology 11 C	Cellular Biology	Microbiology	Animal Anatomy and Physiology	Plant Structure and Physiology	Environmental Science
Biology 12 U	Metabolic Processes	Molecular Genetics	Homeostasis	Evolution	Population Dynamics
Chemistry 11 U	Matter and Chemical Bonding	Quantities in Chemical Reactions	Solutions and Solubility	Gases and Atmospheric Chemistry	Hydrocarbons and Energy
Chemistry 12 U	Organic Chemistry	Energy Changes and Rates of Reaction	Chemical Systems and Equilibrium	Electrochemistry	Structure and Properties
Chemistry 12 C	Matter and Qualitative Analysis	Organic Chemistry	Electrochemistry	Chemical Calculations	Chemistry in the Environment
Earth and Space Science 12 U	The Earth as a Planet	Introduction to Earth Sciences	Earth Materials	Internal and Surficial Earth Processes	Earth History
Physics 11 U	Forces and Motion	Energy, Work, and Power	Waves and Sound	Light and Geometric Optics	Electricity and Magnetism
Physics 12 U	Forces and Motion: Dynamics	Energy and Momentum	Electric, Gravitational, and Magnetic Fields	The Wave Nature of Light	Matter-Energy Interface
Physics 12 C	Mechanical Systems	Electricity and Electronics	Hydraulic and Pneumatic Systems	Communications Technology	Energy Transformations
Science 11 U/C	Everyday Chemicals and Safe Practice	Body Input and Body Function	Waste Management	Science and Space	Technologies in Everyday Life
Science 11 W	Materials and Safety	Electrical Circuits	Micro-organisms	The Immune System and Human Health	Human Impact on the Environment
Science 12 U/C	Organic Products in Everyday Life	Pathogens and Disease	Energy Alternatives and Global Impact	Communications Systems	Science and Contemporary Societal Issues
Science 12 W	Chemistry at Home and Work	Communications: Sounds and Pictures	Medical Technology	Gardening, Horticulture, Landscaping, and Forestry	Alternative Environments

**Note:** In the above chart, the following abbreviations are used: *U* for university preparation, *U/C* for university/college preparation, *C* for college preparation, and *W* for workplace preparation.

The following chart lists all the courses and their prerequisites.

<b>Courses in Science, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Prerequisite</b>
<b>Biology</b>				
11	Biology	University	SBI3U	Grade 10 Science, Academic
11	Biology	College	SBI3C	Grade 10 Science, Academic or Applied
12	Biology	University	SBI4U	Grade 11 Biology, University
<b>Chemistry</b>				
11	Chemistry	University	SCH3U	Grade 10 Science, Academic
12	Chemistry	University	SCH4U	Grade 11 Chemistry, University
12	Chemistry	College	SCH4C	Grade 10 Science, Academic or Applied
<b>Earth and Space Science</b>				
12	Earth and Space Science	University	SES4U	Grade 10 Science, Academic
<b>Physics</b>				
11	Physics	University	SPH3U	Grade 10 Science, Academic
12	Physics	University	SPH4U	Grade 11 Physics, University
12	Physics	College	SPH4C	Grade 10 Science, Academic or Applied
<b>Science</b>				
11	Science	University/College	SNC3M	Grade 10 Science, Academic or Applied
11	Science	Workplace	SNC3E	Grade 9 Science, Academic or Applied
12	Science	University/College	SNC4M	Grade 11 Science, University/College
12	Science	Workplace	SNC4E	Grade 11 Science, Workplace
<b>Note:</b> Each of the courses listed above is worth one credit.				

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 these courses can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Science <<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/science/science.html>>.

## 15. Social Studies

### 15.1 Canadian and World Studies

#### Overview

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 must successfully complete either the academic or applied grade 9 geography and grade 10 history courses before they can proceed to a grade 11 or 12 course in Canadian and world studies. The half-credit open course in **Civics** is also **compulsory in grade 10**. A student who successfully completes the grade 10 Canadian history locally developed compulsory credit course may proceed to grade 11 workplace preparation courses in Canadian and world studies.

Although grades 11 and 12 courses in Canadian and world studies are optional, students should keep in mind that, to meet the requirements for the secondary school diploma, they must earn at least **one senior-level credit** from Group 1 in their choice of Canadian and world studies, **or** English, **or** social sciences and humanities, **or** a third language. Any grade 11 or 12 course in the program will allow students to fulfill this requirement.

#### Grades 9 and 10

The Canadian and world studies program offers courses in history and geography in grades 9 and 10. The courses are offered in two types: academic and applied.

#### Strands

The following are the five strands into which the Geography of Canada course is organized:

- Geographic Foundations: Space and Systems
- Human-Environment Interactions
- Global Connections
- Understanding and Managing Change
- Methods of Geographic Inquiry

The following are the five strands into which the Canadian History Since World War I course is organized:

- Communities: Local, National, and Global
- Change and Continuity
- Citizenship and Heritage
- Social, Economic, and Political Structures
- Methods of Historical Inquiry and Communication

The Civics course is organized into the following three strands:

- Informed Citizenship
- Purposeful Citizenship
- Active Citizenship

The following chart lists all the grades 9 and 10 courses.

<b>Courses in Canadian and World Studies, Grades 9 and 10</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Credit Value</b>
9	Geography of Canada	Academic	CGC1D	1
9	Geography of Canada	Applied	CGC1P	1
10	Canadian History Since World War I	Academic	CHC2D	1
10	Canadian History Since World War I	Applied	CHC2P	1
10	Civics	Open	CHV2O	0.5
<b>Note:</b> There are no prerequisites for the courses listed above.				

Courses offered in history and geography must be delivered as full courses rather than half-courses.

### **Geography of Canada, Grade 9, Academic (CGC1D)**

This course draws on a variety of frameworks, such as the ecozone framework, and principles of physical, human, and economic geography to explore Canada's distinct and evolving character. Students will investigate the interconnections among the landforms, climate, soils, plants, animals, and human activities in Canadian ecozones to develop geographic knowledge and skills that contribute to an understanding of Canada's diversity and its role in the world.

### **Geography of Canada, Grade 9, Applied (CGC1P)**

This course draws upon students' everyday experiences and uses a variety of frameworks, including the ecozone framework, to help students learn about the geography of Canada and the country's place in the global community. Students will investigate the interconnections among the country's land forms, climates, soils, plants, animals, and human activities in order to understand Canada's character and diversity.

### **Canadian History Since World War I, Grade 10, Academic (CHC2D)**

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.

### **Canadian History Since World War I, Grade 10, Applied (CHC2P)**

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.

### **Civics, Grade 10, Open (CHV2O)**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts. In addition, students will learn about social change, examine decision-making processes in Canada, explore their own and others' beliefs and perspectives on civics questions, and learn how to think and act critically and creatively about public issues.

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## 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 credit from Group 1 in their choice of Canadian and world studies, English, social sciences and humanities, or a third language.

### Strands

#### Economics

The strands for these courses are as follows:

- Economic Decision Making
- Economic Shareholders
- Self-Interest and Interdependence
- Economic Institutions
- Assessing Economic Change

#### Geography

The strands for these courses are as follows:

- Geographic Foundations: Space and Systems
- Human-Environment Interactions
- Global Connections
- Understanding and Managing Change
- Methods of Geographic Inquiry

#### History

The strands for these courses are as follows:

- Communities
- Change and Continuity
- Citizenship and Heritage
- Social, Economic, and Political Structures
- Methods of Historical Inquiry

#### Law

The strands for these courses are as follows:

- Heritage
- Rights and Freedoms
- Criminal Law and Procedures
- Regulation and Dispute Resolution
- Methods of Legal Inquiry

#### Politics

The strands for the grade 11 course are as follows:

- Citizenship, Democracy and Participation

- Power, Influence, and the Resolution of Differences
- Decision-Making Systems and Processes
- Values, Beliefs, and Ideologies
- Methods of Political Inquiry

The strands for the grade 12 course are as follows:

- Participation in the International Community
- Power, Influence, and the Resolution of Differences
- Values, Beliefs, and Ideologies
- Methods of Political Inquiry

The following chart lists all the grades 11 and 12 courses and their prerequisites.

<b>Courses in Canadian and World Studies, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Prerequisite</b>
<b>Economics</b>				
11	The Individual and the Economy	University/ College	CIE3M	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
11	Making Economic Choices	Workplace	CIC3E	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
12	Analyzing Current Economic Issues	University	CIA4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
<b>Geography</b>				
11	The Americas: Geographic Patterns and Issues	University/ College	CGD3M	Grade 9 Geography of Canada, Academic or Applied
11	Physical Geography: Patterns, Processes, and Interactions	University/ College	CGF3M	Grade 9 Geography of Canada, Academic or Applied
11	Geographics: The Geographer's Toolkit	Workplace	CGT3E	Grade 9 Geography of Canada, Academic or Applied
11	Regional Geography: Travel and Tourism	Open	CGG3O	Grade 9 Geography of Canada, Academic or Applied
12	Canadian and World Issues: A Geographic Analysis	University	CGW4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World Geography: Human Patterns and Interactions	University	CGU4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	The Environment and Resource Management	University/ College	CGR4M	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Geomatics: Geotechnologies in Action	University/ College	CGO4M	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World Geography: Urban Patterns and Interactions	College	CGU4C	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	The Environment and Resource Management	Workplace	CGR4E	Grade 9 Geography of Canada, Academic or Applied

<b>Courses in Canadian and World Studies, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Prerequisite</b>
<b>History</b>				
11	American History	University	CHA3U	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
11	World History to the Sixteenth Century	University/ College	CHW3M	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
11	Canadian History and Politics since 1945	College	CHH3C	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
11	Canadian History and Politics since 1945	Workplace	CHH3E	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
11	Twentieth-Century History: Global and Regional Perspectives	Open	CHT3O	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
12	Canada: History, Identity, and Culture	University	CHI4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World History: The West and the World	University	CHY4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	World History: The West and the World	College	CHY4C	Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Adventures in World History	Workplace	CHM4E	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
<b>Law</b>				
11	Understanding Canadian Law	University/ College	CLU3M	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
11	Understanding Canadian Law	Workplace	CLU3E	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
12	Canadian and International Law	University	CLN4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
<b>Politics</b>				

<b>Courses in Canadian and World Studies, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Prerequisite</b>
11	Canadian Politics and Citizenship	Open	CPC30	Grade 10 Canadian History in the Twentieth Century, Academic or Applied
12	Canadian and World Politics	University	CPW4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**Note:** Each of the courses listed above is worth one credit.

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 these courses can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Canadian and World Studies  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/canadian/canadian.html>>.

## 15.2 Social Sciences and the Humanities

### Overview

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 one 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.

### Grades 9 and 10

All courses offered in social sciences and the humanities are open courses, which comprise a set of expectations that are appropriate for all students.

<b>Courses in Social Sciences and the Humanities, Grades 9 and 10</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Strands</b>
9 or 10	Food and Nutrition	Open	HFN1O 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 HIF2O	Self and Others; Personal and Social Responsibilities; Social Challenges; Diversity, Interdependence, and Global Connections; Social Science Skills.

Courses offered in social sciences and the humanities may be delivered as half-courses, each earning a half-credit.

### **Grades 11 and 12**

Five types of courses are offered in the social science and humanities program: university preparation, university/college preparation, college preparation, workplace preparation, and open courses.

<b>Courses in Social Sciences and Humanities, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Strands</b>
<b>Family Studies</b>				
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	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	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	HHG4M	Human Development; Socialization and Human Development; Self and Others; Diversity, Interdependence, and Global Connections; Research and Inquiry Skills.

<b>Courses in Social Sciences and Humanities, Grades 11 and 12</b>				
<b>Grade</b>	<b>Course Name</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Strands</b>
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.
<b>General Social Science</b>				
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	HSB4M	Social Change; Social Trends; Social Challenges; Research and Inquiry Skills.
<b>Philosophy</b>				
11	Philosophy: The Big Question	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	HZT4U	Metaphysics; Logic and the Philosophy of Science; Epistemology; Ethics; Social and Political Philosophy; Aesthetics; Research and Inquiry Skills.
<b>World Religions</b>				
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: Beliefs and Daily Life	Open	HRF3O	Exploring Religious Beliefs; Religion and daily Life; Exploring Festivals, Celebrations, and Memorializations; Exploring the Milestones of Life; Research and Inquiry Skills.
<b>Note:</b> Each of the courses listed above is worth one credit.				

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 these courses, as well as their prerequisites can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Social Sciences and the Humanities  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/social/social.html>>.

## Other

### 16. Prerequisites 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. For a comprehensive list of prerequisites, go to the Ministry of Education Web site and click on Elementary and Secondary Curriculum and follow the links to the policy document *The Ontario Curriculum, Grades 9 to 12 Course Descriptions and Prerequisites, 2000*  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>>.

### 17. Other Types of Programs/Courses

#### 17.1 Credit Courses

##### The Arts

Students must earn **one 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 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.

Students must also earn **one additional credit** from Group 2 in health and physical education, **or** the arts, **or** business studies.

In the arts program, there is only one type of course — the “open” course — for each arts subject in grades 9 and 10. In the arts program in grades 11 and 12 two types of courses are offered — university/college preparation and open. Schools may offer courses focused on specific areas of the five arts subjects. The following are some of these areas:

- **Dance:** ballet, modern dance, jazz dance, dance composition
- **Dramatic arts:** acting, collective creation, play writing
- **Media arts:** technical production, photography, desktop publishing, video production
- **Visual arts:** printmaking, sculpture, painting, drawing

Students may take more than one course for credit per grade in a given arts subject. For example, a student in grade 10 can earn two credits in dance, one for a course in ballet and one 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
- Analysis

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>The Arts <<http://www.edu.gov.on.ca/eng/document/curricul/secondary/arts/artsful.html>>.

## Technological Education

Students must earn **one additional credit** from Group 3 in science *or* technological education. Any grade 9, 10, 11, or 12 course from the secondary curriculum policy documents for technological education will meet this compulsory credit requirement.

Technological education encompasses both broad-based technology and computer studies. 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.

Courses in broad-based technology are offered in the following subjects:

- Integrated Technologies (grade 9)
- 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

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 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.

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. The number of additional credits and the nature of the assignments to be completed must be established before the start of the course.

All technological education courses must be identified by the five-character course code given in this document (e.g., TTJ3C for Transportation Technology, grade 11, College Preparation). Schools may add a sixth character to the code to indicate additional information. For example, if a school offers both a one-credit and a three-credit grade 11 college preparation course in transportation technology that emphasizes land transportation, TTJ3C1 could be used to identify the course worth one credit, and TTJ3C2 could be used to identify the course worth three credits. If the school also offers one-credit and three-credit courses emphasizing

air transportation, the code TTJ3C3 could be used to identify the course worth one credit, and TTJ3C4 could be used to identify the course worth three credits.

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum> Technological Education  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/techno/techful.html>>.

## Business Studies

Students must earn **one 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 the compulsory credit requirement for business studies.

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 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 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, entrepreneurial studies, information technology, international business, marketing, and organizational studies.

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Business Studies  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/business/busiful.html>>.

## Classical 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 to meet the compulsory credit requirement.

The courses in classical 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. For a complete list of course codes for the various international language courses, see the list of **common course codes**<sup>7</sup> posted on the ministry's Web site. 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 on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Classical and International Languages  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/classic/classful.html>>.

## 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 for the grades 10, 11, and 12 Healthy Active Living Education courses, schools may develop the courses to focus on a particular group of physical activities as the vehicle through which students will attain the expectations. The following is an example of the possible groupings (with their corresponding course codes for grade 11 and grade 12 courses, respectively):

- Personal and Fitness Activities (PAF3O, PAF4O)
- Large-Group Activities (PAL3O, PAL4O)
- Individual and Small-Group Activities (PAI3O, PAI4O)
- Aquatics (PAQ3O, PAQ4O)
- Rhythm and Movement (PAR3O, PAR4O)
- Outdoor Activities (PAD3O, PAD4O)

Although schools may offer more than one Healthy Active Living Education course in grades 10, 11, and 12, a student may take only one of those courses in each grade for credit.

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary>Grades 9 and 10 or Grades 11 and 12 Curriculum>Health and Physical Education  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/health/healful.html>>.

<sup>7</sup> <http://www.edu.gov.on.ca/eng/general/list/commoncc/ccc.html>

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## 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:

- Interdisciplinary Studies, Grade 11, Open
- Interdisciplinary Studies, Grade 12, University Preparation
- Interdisciplinary Studies, Grade 12, Open

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary> Grades 11 and 12 Curriculum>Interdisciplinary Studies

<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/inter/inter.html>>.

## Native Languages

Students who wish to take Native languages instead of FSL in secondary school may use 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.

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.

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.

The courses offered are Native Languages, Levels 1, 2, 3, 4, and 5 (NL1, NL2, NL3, NL4, and NL5). NL1 is offered to students who have little or no background in a Native language. Students who begin the Native language program with NL1 would normally complete the courses up to NL4.

NL2 is offered to students who have studied a Native language for at least four years in elementary school, or who have successfully completed NL1 or a test indicating proficiency at the NL1 level. Students who begin the program with NL2 would normally complete their studies with NL5.

NL3 is offered to students who have successfully completed NL2 or a proficiency test.

NL4 is offered to students who have successfully completed NL3 or a proficiency test.

NL5 is offered to students who have successfully completed NL4 or a proficiency test.

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary> Grades 9 and 10 or Grades 11 and 12 Curriculum>Native Languages  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/nativelan/nativela.html>>.

## Native Studies

Students must earn **one additional credit** from Group 1 in English, **or** a third language, **or** social science and the humanities, **or** Canadian and world studies. The additional credit for Canadian and World Studies could be in Native Studies and would be based on any course that comes from the secondary curriculum policy document 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.

In the Native studies program, there is only one type of course — the “open” course — in grades 9 and 10. Two Native studies courses are offered in grades 9 and 10. 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.

Details of these courses, as well as their prerequisites, can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary> Grades 9 and 10 or Grades 11 and 12 Curriculum>Native Studies  
<<http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/nativest/nativest.html>>.

## Guidance and Career Education

Students must earn one-half credit in Career Studies. All other courses described in the Guidance and Career Education curriculum policy document may be only used to meet the optional credit requirements.

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 or mentorships.

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 (course code GLE1O). A learning strategies course may also be developed for students in grade 10 who have an IEP (course code GLE2O). 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 grade 10 Career Studies course, students learn how to identify and pursue goals in education, work, and community activities. 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.

Two new courses in Guidance and Career Education have been added to the secondary school program in 2004–05. These new courses are focused on helping students develop the knowledge and skills that are necessary for success in today's workplace. The grade 10 course (GLD2O), *Discovering the Workplace*, will help 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 12 course (GLN4O), *Navigating the Workplace*, will enable 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 on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Secondary> Grades 9 an 10 or Grades 11 and 12 Curriculum>Guidance and Career Education.

## Cooperative Education and Other Forms of Experiential Learning

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.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. 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.

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. There is no formal restriction on the total number of cooperative education credits that students may earn in secondary school.

**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.

Details of the cooperative education program and policy can be found on the ministry Web site under Elementary and Secondary Education>Curriculum and Policy>Policy and Reference>Cooperative Education and Other Forms of Experiential Learning  
<[http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/coop\\_ed.html](http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/coop_ed.html)>.

## 17.2 Non-Credit Courses

“K courses” are courses with expectations that are alternative to the Ontario curriculum (that is, they are not derived from any subject area or grade level from the Ontario curriculum). Examples are life skills programs for students with developmental disabilities and anger management programs for students who have severe behavioural disorders. They are non-credit programs.

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 provided below:

Code	Course Name
KAL	Creative Arts for Enjoyment and Expression
KBB	Money Management and Personal Banking
KCC	Transit Training and Community Exploration
KCW	Exploring Our World
KEN	Language and Communication Development
KGL	Personal Life Skills
KGW	Exploring the World of Work
KHD	Social Skills Development
KHI	Culinary Skills
KMM	Numeracy and Numbers
KNA	First Canadians
KPF	Personal Health and Fitness
KPH	Choice Making for Healthy Living
KPP	Self-Help and Self-Care
KSN	Exploring Our Environment
KTT	Computer Skills

## 18. Assessment of Out-of-Province (Foreign) Studies

### 18.1 Overview:

Principals of secondary schools are responsible for the credential assessment and the appropriate placement of regular day school students and mature students enrolling in the Ontario secondary school system who do not have Ontario credits. This includes students from outside of the country, outside of the province, from non-inspected private schools, and home-schooled students.

The **Prior Learning Assessment and Recognition (PLAR) process** is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside of an Ontario secondary school.

Students may have their knowledge and skills evaluated against the expectations outlined in the provincial policy documents in order to earn credits toward the secondary school diploma. The PLAR process involves two components: “challenge” and “equivalency.”

The “challenge” process refers to a process whereby students’ prior learning is assessed for the purposes of granting a credit for a course developed from a provincial curriculum policy document. Assessment instruments

for this purpose include formal tests and a variety of other assessment strategies appropriate to the particular course.

The “equivalency” process involves the assessment of credentials from other jurisdictions.

## 18.2 Regular day school students

**Regular day school students** who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools, from schools outside of Ontario, and students who are home-schooled. Equivalency credits are granted as a block for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits to be earned.

Principals will use the table in OSS Appendix 8 and the list of diploma requirements as a guide to determine the total credit equivalency of the student’s background for placement purposes, and the number of credits, including compulsory credits, that the student must earn to qualify for the OSSD.

The following table is a partial version of the table in OSS Appendix 8 and provides a summary of the literacy graduation requirement and the community involvement requirement.

For the number of compulsory credits to be earned, see OSS Appendix 8.

Grade completed	Minimum number of credits to be earned for an OSSD	Literacy graduation requirement	Community Involvement requirement
Grade 9	22	Yes	40 hours
Grade 10	14	Yes	The principal will determine the number of hours of community involvement.
Grade 11	7	Yes	The principal will determine the number of hours of community involvement.
More than Grade 11	4	Yes	The principal will determine the number of hours of community involvement.

## 18.3 Mature Students

**a) Mature students** who were previously enrolled in an Ontario secondary school under OS:IS and return to secondary school will continue to have their placement determined according to the requirements set out in the *Ontario Schools Intermediate and Senior Divisions (OS:IS) Grade 7-12/OAC:Program and Diploma Requirements, 1989*. Section 6.14 and Appendix D of OS:IS provide guidance for determining the number of credits, including compulsories, that out-of-province students would need to meet diploma requirements. Generally, students who have already completed the equivalent to grade 9 must take 22 credits; grade 10, 14 credits; grade 11, 7 credits; and more than grade 11, a minimum of 4 credits.

**b)** The PLAR equivalency policy applies to **mature students** who are new to the Ontario secondary school system **on or after February 1, 2004**, and who are working toward the Ontario Secondary School Diploma (OSSD) under the OSS requirements.

For a detailed description of the four possible groupings for Mature students see PPM 132, page 16. This can be found on the Ministry of Education Web site under Curriculum and Policy>Policy/Program Memoranda, PPM No.132.

The principal will determine whether a mature student can be granted up to 16 grade 9 and 10 credits, on the basis of transcript evidence or following an individual assessment. Mature students may earn 10 of the 14 remaining grade 11 and 12 credits to meet diploma requirements by:

- challenging specific courses for credit; or
- presenting education and/or training credentials and/or other appropriate documentation of learning, gained from other programs, courses or work experience, which relate directly to specific courses for assessment through the equivalency process.

Grade 11 and 12 equivalent credits are granted to mature students on a credit-by-credit basis, not as a block of equivalent credits.

Mature students must successfully complete a minimum of four grade 11 and 12 credits by taking the course.

For a comprehensive look at the PLAR process for mature students and for regular day school students, go to the Ministry of Education Web site, Curriculum and Policy>Policy/Program Memoranda, PPM No.132 and PPM No.129.

## 19. Contact Person

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's Web site<sup>8</sup>. 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

#### Fax

(416) 325-6348

#### E-mail

info@edu.gov.on.ca or send us a comment or question using our online form<sup>9</sup>

<sup>8</sup> <http://www.edu.gov.on.ca/>

<sup>9</sup> <http://www.edu.gov.on.ca/tools/piureply-e.html>

**Telecommunications Devices for the Deaf (TDD/TYY)**

1-800-263-2892

**20. List of Common Course Codes**

For a listing of the Common Course codes for students working under OSS, please refer to the Ministry of Education Web site and go to Elementary and Secondary Education>Common Course Codes>Table 1.

<<http://www.edu.gov.on.ca/eng/general/list/commoncc/cc.html>>



# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

## **Ontario (Curriculum for French-Language Schools) PART : OSS**

The authoritative description of the French-language system is the one provided in French, and the authoritative description of the English-language system is the one provided in English.

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# Summary Statement

## IMPORTANT NOTE

### THE SECONDARY SCHOOL PROGRAM (in effect since 1999)

Readers should be aware that in **September 1999**, Ontario started a new secondary school program in grade 9 and implemented it in stages over the next three years.

The Ministry of Education has established a five-year renewal process to ensure that the curriculum continues to be rigorous and up-to-date. We encourage readers of this guide to contact the Ministry of Education to confirm the most recent program and graduation requirements. Most of this information is presented on the Ministry of Education Web site<sup>1</sup> (*see Section 19*).

#### Part A of the Ontario Student Transfer Guide

This curriculum is intended for regular day school students and mature students who entered grade 9 in September 1999 or later and who must fulfil the conditions for obtaining the Ontario Secondary School Diploma (OSSD) as described in *Ontario Secondary School (OSS) Grades 9 to 12: Program and Diploma Requirements*.

**Part A** of the *Student Transfer Guide* describes current diploma requirements and programs under the **OSS Circular**.

#### Part B of the Ontario Student Transfer Guide

Regular day school students and mature students who entered grade 9 before the 1999-2000 school year must fulfil the conditions for obtaining the Ontario Secondary School Diploma as described in *Ontario Schools, Intermediate and Senior Divisions (Grades 7 to 12/OACs): Program and Diploma Requirements, 1989, revised edition (also referred to as “the OS:IS Circular”)*

Part B of the *Student Transfer Guide* describes the diploma requirements and programs under **OS:IS**.

#### Transition from OS:IS to OSS

Please refer to the following table, which indicates the OSS, OS:IS, and Circular HS 1 diploma requirements for regular day students and mature students.

OSS	OS:IS	Circular HS 1
OSS diploma requirements apply to students who were enrolled for the first time in an Ontario secondary school program and placed in:  <b>Grade 9</b> in 1999–2000 or later;  <b>Grade 10</b> in 2000–01 or later;  <b>Grade 11</b> in 2001–02 or later; or  <b>Grade 12</b> in 2002–03 or later.	OS:IS diploma requirements apply to students who were enrolled in an Ontario secondary school program and placed in:  <b>Grade 9</b> prior to 1999–2000;  <b>Grade 10</b> prior to 2000–01;  <b>Grade 11</b> prior to 2001–02; or  <b>Grade 12</b> prior to 2002–03.	HS 1 diploma requirements apply to students who were enrolled in an Ontario secondary school program prior to September 1, 1984.

<sup>1</sup> <http://www.edu.gov.on.ca/fre/bienvenu.html>

**Note:** The terms “regular day school student” and “mature student” are defined in Section 3 of this guide.

Readers should be aware that a new secondary curriculum began in September 1999, and that the previous curriculum set out in the OS:IS Circular was gradually phased out and has not been offered since the 2003–04 school year.

# 1. Introduction

## Overview

Publicly funded elementary and secondary schools are administered by district school boards<sup>2</sup>, the oldest form of publicly elected government in Ontario.

Ontario has over 5,000 public schools, 72 district school boards, and 33 school authorities (small boards for geographically remote schools and hospitals).

The 72 district school boards include 12 French-language boards, of which 8 are Catholic and 4 are public. Of the 60 English-language district school boards, 31 are public and 29 are Catholic. Private schools also provide elementary and secondary education. These schools are independently operated and do not receive government funding.

In Ontario, school attendance is compulsory for all permanent residents between the ages of 6 and 16. Most students continue to attend school after the mandatory period, in order to obtain their secondary school diploma.

Ontario has about two million elementary and secondary school students. Most of them study in English, but approximately 100,000 students whose first language is French pursue their education in French. French is the language of instruction in the Franco-Ontarian schools, which offer their programs and services in French.

Any student whose parents avail themselves of section 23 of the *Canadian Charter of Rights and Freedoms* will be admitted to a French-language school. Section 23 provides that if a child has a parent who received their elementary education in the language of the minority linguistic community, that child is entitled to be educated in that language. Parents who are unable to invoke this section 23 right also have an opportunity to have their child admitted to a French-language school. Their child will be admitted if the admissions committee of the French-language school board so recommends in accordance with its admissions policy.

## Mandate of the French-language school

The French-language school is a **learning environment**, which aims to ensure the personal and Academic success of its students by:

- developing their ability to communicate in French, both orally and in writing;
- imparting knowledge in French in all subjects and in all disciplines, except for English and English for Beginners from grade 4 to grade 8 of the elementary division and English and English for Beginners in the secondary division;
- adopting an outlook that makes lifelong learning central to educational activities;
- implementing the curriculum with a view to improving student achievement; and
- developing skills that will help students make wise choices throughout their lives.

The French-language school is an **environment for building identity**, which fosters:

- development of cultural identity;
- development of the feeling of belonging to a dynamic culture;

<sup>2</sup> <http://esip.edu.gov.on.ca/english/>

- realization, by all students, of their full intellectual, emotional, linguistic, physical, cultural, moral and spiritual potential, with due respect for their rights as set out in the code administered by the Ontario Human Rights Commission; and
- commitment to a diversified francophone community that enables people to put down roots and calls upon them to do so.

The French-language school is an **environment where participatory leadership is exercised**, which provides staff with:

- pedagogical approaches that will ensure high-quality teaching appropriate to the minority language community;
- ways and means of transmitting the French language and culture; and
- conditions that favour the creation of a community of learners within the school.

The French-language school is an **environment that promotes individual and collective commitment** through alliances with parents and partnerships with families and various groups in the community as a whole, to achieve the following aims:

- exercise a positive and determining influence on student achievement by appropriating the planned objectives for improving that achievement;
- find realistic solutions to the challenges of learning the French language and appropriating French culture;
- pay special attention to working with children of preschool age, to facilitate their transition to school and ensure that their education in French is a success;
- design and offer school/community projects based on community needs and incorporating both Academic disciplines and development of identity;
- offer career path guidance and training programs, work experience components, cooperative education programs and School-to-Work programs; and
- participate in the sustainable development of the francophone community, in other words, meet current needs without compromising opportunities for future generations to meet their own needs,

## The Secondary School Program under the OSS Circular

The Ontario secondary school program emphasizes the knowledge and skills students will need to lead satisfying and productive lives in the 21<sup>st</sup> century. The objective is to prepare students to pursue these studies, to enter the labour market, and to become responsible, independent, and productive citizens.

To prepare young people for the many challenges of the 21<sup>st</sup> century, Ontario's schools should offer an education program that promotes a high standard of achievement, that provides all students with the essential learning support they need, and that is relevant to society's needs and expectations.

The secondary school program is designed so that students can meet the diploma requirements in four years following grade 8. Courses are offered in new 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 encouraging them to think about their strengths and interests as they explore various fields of study, so that they can make informed choices. In **grades 11 and 12**, the program enables students to choose their courses according to their postsecondary objectives.

Stringent graduation requirements reflect a demanding curriculum that features clearly measurable outcomes. To obtain their diploma, students must in fact fulfil a **literacy** requirement, and are also required to perform more than 40 hours of **community service**.

The secondary school program includes a **career path guidance and training program**. This program enables students to learn about career opportunities, to understand the value and advantages of a French-language

education, and to make informed decisions about their secondary school studies and about preparing to leave school.

Secondary schools are mostly attended by young people, but they also serve a significant number of adults, including those who belong to the category of “mature students.”

The Ontario Student Transcript (OST) presents a complete profile of a student’s secondary school achievement. *Further information about the OST can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Policy and Reference.*

## 2. Organization of School System

The Ontario educational system is broadly organized into elementary and secondary schools. Secondary school credits are awarded for successful completion of courses from grade 9 to grade 12.

The school year normally runs from September 1 to June 30, and must include at least 190 days of classroom instruction. School boards are responsible for scheduling Christmas holidays and the March break. Most secondary schools offer courses that either last for the entire school year (annual system) or are spread over two semesters (semester system). Students normally obtain eight credits for the school year from September to June.

In Ontario, English-language secondary schools are subject to the same regulations and graduation requirements as French-language secondary schools. These directions are set out in *Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999 (Les écoles secondaires de l'Ontario de la 9<sup>e</sup> à la 12<sup>e</sup> année - Préparation au diplôme d'études secondaires de l'Ontario, 1999)*.

## 3. Explanation of Terms Used

### 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.

### Expectations

Expectations describe, in general terms, the knowledge and skills that students must show they have acquired at the end of each course.

### Course Content

Course content describes in detail the knowledge and skills that students are expected to acquire.

### Courses

Learning activities that enable students to meet the expectations set for courses developed from the Ministry of Education’s curriculum guidelines. The number of credits awarded for completion of the course may vary. Some courses based on one or more curriculum guidelines may entitle students to more than one credit.

### Locally Developed Courses

These are courses that are not described in the ministry’s curriculum guidelines. For students to obtain credit for them, these courses must be approved by a supervisor of the school board and also by the Ministry of Education.

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French-language school boards may locally develop and offer a grade 9 course in French, mathematics, science and *English*, a grade 10 course in French and mathematics, and a grade 10 course in either science *or* Canadian history. These courses can count as compulsory credits in their discipline. A student of a French-language board may count *only up to seven of* such locally developed courses as compulsory credits.

## Prerequisites

A prerequisite is a course deemed necessary to understand and successfully complete a later course. Some grade 10 courses and several grade 11 and grade 12 courses have prerequisites, which are indicated in the provincial curriculum guidelines. No other course may be required as a prerequisite for courses based on the provincial curriculum guidelines. Prerequisites for locally developed courses are set by each school.

## Transfer Course

A transfer course is designed for students who wish to move to another type of course in the same subject. The transfer course will cover the expectations and instructional content that were not included in the previous type of course, but that are considered necessary to make the change of course type successful. Partial credits (0.25 or 0.5 depending on the number of prescribed hours of instruction) are granted for successful completion of a transfer course.

## Credit

Credit is the quantified value assigned to a course in recognition of successful completion by the student. The principal of the secondary school, acting on behalf of the Minister, grants one credit to students who have successfully completed a course lasting a minimum of 110 hours. The pass mark required to receive any credit is 50%.

## Compulsory Credit

This is a credit that a student must obtain for a course set by the Minister or for a course to be selected from among a group of courses set by the Minister.

## Optional Credit

This is a credit that a student must obtain for a course of their choosing that is not on the list of compulsory credit courses.

## Curriculum

A plan for the contents of what a student will learn, as described in the Ministry of Education's curriculum guidelines or as implemented in classroom programs from a variety of resources.

## Half-credit

A half-credit may be granted for each of the two parts of a course of 110 hours offered in two 55-hour segments. Half-credit courses must meet the requirements stated in provincial curriculum guidelines. A mark of at least 50% is required to obtain any half-credit.

## OSSD

Ontario Secondary School Diploma granted under the OSS and OS:IS circulars.

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## Ontario Student Record (OSR)

The OSR is the official record that each Ontario school must prepare for each of its students. The OSR describes the student's achievements, credits earned and diploma requirements completed, and any other relevant information. Students and parents of students under 18 years of age may consult the Ontario Student Record. Access to this document is protected by the *Education Act* and by other freedom of information legislation. *Further information about the OSR can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Policy and Reference.*

## Student

A student is any person enrolled in a school program. Regular day students are students other than mature students who are enrolled in a regular day school program.

## Adult Student

An adult student is a student who is 18 years of age or older.

## Mature Student

A mature student is a person at least 18 years of age (in other words, an adult) who has returned to school to obtain his or her diploma and who has not attended a secondary school for at least a year.

## OS:IS

This abbreviation is used to refer to the document *Ontario Schools: Intermediate and Senior Divisions (Grades 7 to 12/OACs): Program and Diploma Requirements*. This document is also commonly referred to as “the OS:IS Circular.”

## OSS

OSS is the abbreviation commonly used for the *Ontario Secondary Schools: Grades 9 to 12: Program and Diploma Requirements, 1999*, which is also referred to as the “OSS Circular.”

## Curriculum guideline

This is a document prepared by the Ministry of Education, which gives directions on how to teach a subject or a group of subjects in a division or group of divisions. Individual schools or the school system develop courses in accordance with the appropriate curriculum guidelines.

## Special Education Program (SEP)

A special education program is an educational program for an exceptional pupil 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. “Special Education Program” or SEP is the term used and employed in the *Education Act*.

## Ontario Student Transcript (OST)

The Ontario Student Transcript presents a complete profile of a student's achievement in secondary school. The OST, which is part of the Ontario Student Record, includes the following information:

- All grade 9 and 10 courses successfully completed by the student, with the marks and credits earned.
- All grade 11 and 12 courses that the student has successfully completed, failed, resumed or withdrawn from, with the percentage mark and credits obtained.
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or OS:IS.
- All grade 10 courses for which a student has successfully claimed credit under the PLAR challenge process, with the percentage marks and credits earned.
- All grade 11 and 12 courses for which the student has successfully or unsuccessfully claimed credit under the PLAR challenge process, with the percentage marks and credits earned.
- An indication of compulsory credits, including those obtained through replacing a compulsory course by another course.
- Confirmation that the student has completed 40 hours of community service.
- Confirmation that the student has met the provincial literacy requirement.

## Ontario Literacy Test (OLT)

This is a provincial literacy test is administered to students in grade 10.

## 4. Course Designation

The types of courses offered in the secondary school program are described below.

### 4.1 Grades 9 and 10

In **grades 9 and 10**, students may select an appropriate combination of *Academic*, *Applied*, and *open* courses that will enable them to explore their interests and choose their program for grades 11 and 12. In grades 9 and 10, students make choices about what they want to achieve in their school career, but these decisions are not binding. School boards are required to offer Academic and Applied courses in the following subjects: French, mathematics, science, history, geography and English. Other grade 9 and grade 10 subjects are taught in open courses.

Students who pass Academic or Applied courses in grade 9 may take either type of course in the same subject in grade 10. However, they may be advised to do additional work to learn specific contents contained in the other type of grade 9 course.

- *Academic courses* are primarily based on theory and on abstract problems.
- *Applied courses* place more emphasis on practical applications and concrete examples.
- In non-core subjects, students take *open courses*. These courses, which are offered in every year of secondary school, are designed to enable students to learn more about their chosen subjects and to acquire a general education. Like other types of courses, open courses are credit-based and count toward the 30 credits required for the diploma.

### 4.2 Grades 11 and 12

In **grades 11 and 12**, courses are offered to help students prepare for what they want to do after secondary school. These courses include *university preparation courses*, developed in close collaboration with universities; *university preparation/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives of the business community. *Open courses* are also available in grades 11 and 12.

- **University preparation courses** are designed to help students gain admission to university. The range of courses offered will enable students to prepare for many university programs and for the careers to which they lead. These courses stress the theoretical aspects of the subjects studied, but also include practical applications. All university preparation courses reflect the rigorous expectations of the provincial system and emphasize the development of an independent approach to research and learning. Students must show that they have acquired these skills.
- **University/college preparation courses** are designed to help students gain admission to certain university and college programs. The range of courses offered will enable students to prepare to take these programs and to embark on the career they are contemplating. These courses cover both theoretical aspects and practical applications. All university preparation/college preparation courses are designed to meet rigorous provincial expectations and emphasize the development of an independent approach to research and learning. Students must show that they have acquired these skills.
- **College preparation courses** are designed to help students gain admission to colleges. The range of courses offered will enable students to prepare for many college programs and the careers to which they lead. The focus of these courses will primarily be on concrete applications of the subject matter, on the development of critical thinking and on problem-solving skills. All college preparation courses will reflect the rigorous expectations of the provincial system and emphasize the development of an independent approach to research and learning. Students must show that they have acquired these skills.
- **Workplace preparation courses** are designed to help students enter the labour market directly or take apprenticeship or other training programs. The range of courses offered enables students to prepare for a great variety of training programs, jobs, and careers. These courses emphasize workplace applications of the subject matter and also explore the theory behind these practical applications.
- **Open courses** in grades 11 and 12 enable students to learn more about a subject that interests them and that may reflect their postsecondary goals. These courses are designed for all students, regardless of what their future plans are. Students who take them acquire the fundamentals of general education and prepare to assume an active and rewarding role in society. These courses are not designed to meet the requirements of universities, colleges or employers.

### 4.3 Transfer Courses

**Transfer courses** enable students in grade 10, 11, or 12 who change their minds to move from one type of course to another. Transfer courses give students the knowledge and skills they need to bridge the gap between two types of courses. In most cases, transfer courses are shorter and more concentrated than other courses. The manner in which transfer courses are delivered may vary. These are credit courses because they require that the student meet the curriculum expectations. Credits accumulated in transfer courses will count as optional credits toward obtaining the secondary school diploma. Transfer courses are not remedial instruction for a course that a student has failed. These courses prepare students to succeed in another type of course.

### 4.4 Locally Developed Courses

Locally developed courses meet needs not contemplated in the provincial curriculum guidelines. They may be developed to meet the educational or career preparation needs of students in a particular school or region. For example, such courses may include the school-to-work or college preparation programs of a school. Courses may also be developed for students receiving special education programs and services where courses based on provincial curriculum guidelines do not provide them with the subject matter they need or do not prepare them properly to pursue their education or to enter the labour market.

**Locally developed courses** may be offered as full credit or half-credit courses. All locally developed courses, except religious education courses developed by Roman Catholic school boards, must be approved by the Ministry.

*The Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures (2004)* sets out the criteria for the development and approval of locally developed courses.

**Note:** Locally developed courses *are not posted* on the Ministry of Education’s Web site. You must contact each individual school board to obtain the list of the locally developed courses it offers.

## 4.5 Religious Studies

### Catholic Schools

Catholic school boards are responsible for developing credit courses in religious studies and also the expectations and instructional content of these courses. Catholic boards do not have to have their courses approved by the ministry. Their students may obtain up to four religious studies credits toward their diploma.

### Inspected Private Schools

Inspected private schools may develop religious studies courses for credit. Their students may earn up to four credits in religious studies. Religious studies courses offered by inspected private schools must be approved by the ministry.

## 4.6 Course Codes

A five-character identification code is assigned to each course. The first three characters identify the subject matter, the fourth indicates the year or level, and the fifth identifies the type of course. (Some schools add a sixth character to identify a particular feature of their course.)

For example:

- **FRA1D**: French, grade 9, Academic
- **LWSCU**: Spanish, Level 3, University Preparation
- **SNC3M**: Science, grade 11, University Preparation/College Preparation
- **MEL4E**: Mathematics of everyday life, grade 12, Workplace Preparation

The **first three characters** of the course code are taken from the uniform course coding system prepared by the ministry. For example, **FRA** designates a **French** course.

The **fourth character** of the code refers to the grade level.

- **1** - Grade 9
- **2** - Grade 10
- **3** - Grade 11
- **4** - Grade 12

The fourth character may also refer to the language level required, for example, in a French-language actualization course or an international language course.

- **A** - Level 1
- **B** - Level 2
- **C** - Level 3
- **D** - Level 4
- **E** - Level 5

The **fifth character** of the code refers to the category of course authorized by a particular curriculum guideline:

- **D** - Academic

- **P** - Applied
- **O** - Open
- **U** - University Preparation
- **M** – University Preparation/College Preparation
- **C** - College Preparation
- **E** - Workplace preparation
- **T** - Transfer Course
- **L** - New Locally Developed *Compulsory Credit* courses.\*

**\*Note:** the Ministry of Education is currently reviewing the course codes assigned to locally developed courses. The revised codes will be published in the *Ontario Student Transcript (OST) Manual, revised version*, due to be published in 2005.

Further information about the list of course codes for the period from the school year 1999 to the present can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Common Course Codes > Table 1.

## 5. Time Allotments and Course Load

A student who passes a course having a minimum instructional time of 110 hours receives one credit. A half-credit may be granted for each of the two parts of a 110-hour course offered in two 55-hour segments. The title of each half-course must specify “Part 1” or “Part 2”, as the case may be. Any half-credit (0.5) received by a student will be entered in the credit value column of the student’s report card and in the Ontario Student Transcript. Half-credit courses must meet the requirements of the provincial curriculum guidelines. The two half-credit courses designed by the ministry are Canadian Politics and Citizenship and Career Studies. Partial credits may also be awarded to students who pass certain locally developed or transfer courses.

“Course period” means the time provided for carrying out the activities required to meet the expectations of a course.

Most students will complete their high school diploma requirements in four years.

In a school where courses are organized on an annual basis, students will take eight courses during the school year and will be able to obtain eight credits in June. In schools where courses are organized on a semester basis, students may take four courses in each semester and obtain four credits at the end of the first semester and four additional credits in June.

## 6. Curriculum Organization

For each course offered at the secondary level, the Ontario curriculum sets out clear, measurable expectations and prescribes rigorous, detailed instructional contents. Courses are divided into fields of study.

Each field has its own expectations and instructional content. Expectations describe, in general terms, the knowledge and skills that the students must have acquired on completing each course, and the instructional contents describe this knowledge and these skills in detail. Students will show their understanding of the subject matter in their class work, in their research, and in the tests and examinations used to assess their achievement.

There are French curriculum guidelines for the French-language schools in every subject except English. You may consult these guidelines in any French-language schools or by going to the Ministry of Education Web site.

The Ministry of Education approves all textbooks on the basis of admission and assessment criteria. The textbooks and the criteria are published on the *Trillium List*. Using this list, school boards select the textbooks that will be used in their schools. All textbooks on the *Trillium List* have been rigorously assessed using the criteria set out in Section 4 of the *Guidelines for Approval of Textbooks*.

The *Trillium List*, which is updated periodically, may be consulted on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy.

## 7. Testing and Grading Practices

Assessment is an invaluable tool for determining how effective curricular and teaching methods are and for making adjustments to suit the needs of students.

The first step in the assessment process is to gather information from various sources (homework, demonstrations, projects, activities, and tests) that indicate how well the student is meeting curriculum expectations. During this process, teachers make specific comments to guide students and help them improve. In the actual assessment phase, the quality of the student's work is evaluated using well-established criteria, and a value is assigned to the work. In Ontario's secondary schools, this value takes the form of a percentage.

The assessment is based on curriculum expectations. The assessment grids of the provincial curriculum guidelines are used to make the assessment, in accordance with the instructions contained in the complementary documents dealing with program planning and evaluation. To help them do the assessment, teachers receive documentation that includes examples of student work (exemplars). They may continue to use their current assessment practices until they receive this documentation.

Every provincial curriculum guideline includes a detailed assessment grid for determining the extent to which a student has met the expectations of the curriculum. This grid features four major skills, which are related to achievement levels that are precisely described. These achievement levels form a framework that guides teachers in assessing a student's achievement and in getting information for that purpose. Teachers are thus able to evaluate student work in a consistent manner and can provide clear, precise information on school achievement to both students and parents.

THE TABLE BELOW DESCRIBES ACHIEVEMENT LEVELS AND THEIR CORRESPONDING SCALE OF MARKS.

Scale of marks	Achievement level	Description
80–100%	Level 4	Very good or excellent achievement. <i>Exceeds</i> the provincial standard.
70–79%	Level 3	Good achievement. <i>Reflects</i> the provincial standard.
60–69%	Level 2	Average achievement. <i>Below</i> the provincial standard, but close to it.
50–59%	Level 1	Fair achievement. <i>Below</i> the provincial standard.
Less than 50%		Unsatisfactory achievement in relation to curriculum expectations. The student will not receive a credit.

**Level 3 (70–79%) is the provincial standard. Teachers and parents may consider a student with a Level 3 achievement as well prepared for the next course or the next year.**

On completion of each course, a final mark is entered and the corresponding credit is awarded if the student has obtained a mark of 50% or more. For each course from grade 9 to grade 12, the final mark will be determined as follows:

- **Seventy per cent** of the mark is based on assessments made throughout the course. This part of the mark should reflect the achievement level most frequently attained throughout the course, although particular attention must be paid to the most recent indications of achievement.
- **Thirty per cent** of the mark is based on the final assessment, which will take the form of an examination, an activity, an essay or any other appropriate mode of assessment that is administered at the conclusion of the course.

Schools must record the progress of each student in the Ontario Student Record.

## Education Quality and Accountability Office (EQAO)

The provincial government set up the EQAO in 1996 as an independent agency. The EQAO provides parents, teachers, and the general public with precise, accurate information on student achievement. EQAO also makes recommendations for improving the system, which educators, parents, decision-makers, and other partners of the education system can use to improve learning and teaching.

The EQAO designs and implements the provincial assessment programs for elementary and secondary school students, and also coordinates Ontario's participation in national and international assessments.

The EQAO assesses all grade 3 and grade 6 students in reading, writing, and mathematics. It also administers two tests to secondary school students. The Ontario Secondary School Literary Test is given each year in October, while the grade 9 Assessment of mathematics is administered in January to students who have taken mathematics courses in the first semester, and in May or June to students who have taken these courses in the second semester or throughout the year.

Ontario has participated in the School Achievement Indicators Program in science, which was administered to a randomly selected sample of students aged 13 and 16. The province has also participated in two international assessments: the Programme for International Student Assessment (PISA) in mathematics (principal subject matter) and in science and reading (secondary subject matter), which was administered to a randomly selected sample of 15-year-old students; and the Trends in International Mathematics and Science Study (TIMSS), which was given to a randomly selected sample of students in grade 4 and grade 8.

The EQAO is responsible for managing Ontario's participation in national and international assessments. The EQAO also supports special projects to improve teaching and to increase people's understanding of it.

## 8. Requirements for Graduation

### 8.1 Overview

To obtain the **Ontario Secondary School Diploma**, a student who started grade 9 in 1999–2000 or later must obtain at least 30 credits, of which 18 are compulsory and 12 are optional. The student must also do 40 hours of community service and meet the literacy requirement for the diploma.

#### Compulsory credits (total of 18)

A student must obtain the following compulsory credits:

- 4 credits in French (one credit per year)
- 1 credit in English or English for Beginners
- 3 credits in Mathematics, including at least one Grade 11 or Grade 12 credit
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Geography of Canada
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Canadian Politics and Citizenship
- 0.5 credit in Career Studies
- 3 additional courses selected from among the following: one from Group 1, one from Group 2, and one from Group 3.

PLUS

- **Group 1:** One additional compulsory credit in French, English or a third language **or** in Social Sciences and the Humanities, or in Canadian and World Studies.
- **Group 2:** One additional compulsory credit in Health and Physical Education, **or** in Business Studies, or in the Arts.
- **Group 3:** One additional compulsory credit in science (grade 11 or grade 12), **or** in Technological Education (grade 9 to grade 12).

### Replacement of compulsory courses

For greater flexibility and to give all students a fair chance to obtain their diploma, a limited number of compulsory courses may be replaced by courses that entitle a student to a compulsory credit. Consequently, to meet the particular needs of a student, the school principal may replace up to **three compulsory courses** (or the equivalent in half-courses) by courses that entitle the student to acquire credits.

### Optional credits (total of 12)

In addition to the 18 compulsory credits described above, a student must obtain 12 other credits by passing optional courses. The student may choose these optional courses among those listed in the school's calendar.

## 8.2 Community service

To obtain the secondary school diploma, a student must do a minimum of 40 hours of community service. Students may perform these 40 hours of service as they wish during their secondary studies, and may complete this requirement at a point in their school career that suits them the best.

## 8.3 Ontario Secondary School Literacy Test (OSSLT)

Students who began grade 9 in 1999–2000 or later must fulfil a literacy requirement to obtain their diploma. The **Ontario Secondary School Literacy Test (OSSLT)**, which is administered in grade 10, is the usual way of meeting this requirement. The test is based on provincial expectations for reading and writing in French courses given up to grade 9 inclusive.

More information on conditions for fulfilling the diploma requirement in literacy can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > School and Board Services / Policy/Program Memoranda > Policy/Program Memorandum No. 27.

## 8.4 Ontario Secondary School Literacy Course (OSSLC)

Students who have failed the OSSLT may fulfil the diploma literacy requirement by taking the **Ontario Secondary School Literacy course (OSSLC)**. Students who take the OSSLC obtain a credit that can count as a grade 12 French compulsory credit or as one of their 12 optional course credits.

**Note:** Some students might be allowed to fulfil this condition by successfully completing a special decision-making process. In June 2004, the ministry established a decision-making process to give some students another opportunity to fulfil the literacy condition for obtaining the Ontario Secondary School Diploma. These are students who would have been eligible to obtain their diploma in June but who, for reasons beyond their control, were unable to take the OSSLT or enrol in the OSSLC or complete it due to unforeseen circumstances. The decision-making process is also available to students who receive special education programs or services and have an Independent Education Plan (IEP) providing for the adaptations that, because of unforeseen circumstances, they did not have access to when they took the OSSLT.

## 8.5 Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted, on request, to students who left school before obtaining their secondary school diploma, provided that they have at least 14 credits distributed as follows:

### Compulsory credits (total of 7)

- 2 credits in French
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Physical Education and Health
- 1 credit in Arts Education or in Technological Education

### Optional credits (total of 7)

- Seven other credits among the courses chosen by the student.

The provisions concerning the replacement of compulsory courses may also apply to the Secondary School Certificate.

## 8.6 Certificate of Accomplishment

Students who leave school before obtaining their diploma or secondary school certificate may receive the Certificate of Accomplishment. This document may be useful to students who are looking for employment or who want to enrol, in particular, in some occupational training program.

The Certificate of Accomplishment will be accompanied by the Ontario Student Transcript. Where appropriate, a copy of the Individual Education Plan (IEP) may also be included.

## 8.7 General Education Development (GED)

The acronym GED, which is used internationally, means “general educational development.” GED is an assessment service that enables adults to obtain the equivalent of an Ontario Secondary School Diploma. In Ontario, this service is offered by the Independent Learning Centre (ILC).

The General Educational Development (GED) assessment tests are an international program for adults who have been unable to complete secondary school. The GED tests measure the abilities, knowledge, and concepts that adults have acquired through work, training, travel, reading, and participation in other unofficial learning activities. The GED tests are a tool for assessing the level of knowledge acquired through experience, which is often equivalent or superior to the level to which a secondary diploma attests.

GED tests are offered in all the territories and provinces of Canada, in the United States, and in a number of other countries.

In 2002, over a million individuals worldwide took the GED tests.

Further information about the GED test can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Other Learning Opportunities.

## 8.8 Music certificates for which credits may be obtained

A maximum of two credits may be granted for music programs taken outside school. Students who obtained two credits for such programs may not receive other credits for music courses offered from grade 10 to grade

12 through credit-challenge or credit-equivalent-granting processes provided for in connection with prior learning assessment and recognition.

These conditions apply to regular day school students who are studying for the Ontario Secondary School Diploma (OSSD) in accordance with the requirements of the OSS circular, and to mature students who are studying for the OSSD according to the requirements of the OSS or OS:IS circular.

To learn more about these credits, consult Policy/Program Memorandum No. 133 by going to the Ministry of Education Web site and following these links: > Elementary and Secondary > School and Board Services > Policy/Program Memoranda.

## Summary of Course Content

Secondary school curriculum guidelines and revisions to them are published on the Web site of the ministry, and may be consulted by following these links: > Elementary and Secondary > Curriculum and Policy.

### 9. English (First Language)

The compulsory and optional courses for English-language schools are described in the English version of this guide.

#### 9.1. English (for French-language schools)

##### Overview

In French-language schools, many francophone students speak and understand English to the same degree as their English-speaking contemporaries. French-language schools will therefore offer English courses that reflect this fact and that are as demanding as the French courses offered in a context where French is the language of instruction. French-language schools will develop their program based on the English curriculum guideline for French-language schools.

On the other hand, some students attending Franco-Ontarian schools have a beginner's level knowledge of the language. To enable them to acquire some knowledge of English, the schools will offer them courses in **Anglais pour débutants (APD)** [English for Beginners] (see Section 9.2). These courses will be developed from the provincial curriculum guidelines.

##### Compulsory courses

Secondary school students must successfully complete **a credit course in English to obtain the OSSD**. This requirement is usually met in grade 9, when all students in French-language schools must receive a minimum of 110 hours of instruction in the subject (equivalent to one English education credit). English courses may be offered only in the form of a whole credit, not in the form of a half-course.

Students may take one or more English optional courses to meet the Group 1 diploma requirements regarding additional compulsory credits.

For the French-language schools, there are curriculum guidelines in French for all subjects except English. The following section describes the English courses offered in secondary school and their fields of study.

##### Strands

The strands for English are as follows: Literature Studies and Reading, Writing, Oral Communication, and Media Studies.

**Literature Studies and Reading.** The study of literature offers students opportunities to broaden their intellectual horizons and to expand and strengthen their literacy skills. Literary works drawn from many genres, historical periods, and cultures reflect the diversity of Canada and the world. Such works include poetry, novels, plays, myths, legends, short stories, biographies, journals, letters, and essays. While many students entering the grade 9 English program will be fluent, independent readers in English, some may need additional support to develop their reading skills and to monitor their own progress.

**Writing.** Students use writing to record information and ideas, to express themselves, to communicate with others for various purposes, and to reflect and learn. In personal, Academic, and workplace situations where students are called upon to use the English language, they need to be able to write clearly and coherently, with precision and in an engaging style. A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently in English, using a range of forms and styles to suit specific purposes and audiences, and correctly applying the conventions of the English 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 critical thinking skills and clear and effective writing skills.

**Oral Communication.** Oral communication is a fundamental way of relating to others; for example, most francophones living and working in Canadian society listen to and speak English more than they read or write it. The Oral Communication strand sets out expectations for vocabulary development, language study, knowledge of grammar and the conventions of standard English usage, and the ability to listen actively and to think critically about what one hears.

**Media Studies.** Because of the pervasive influence in our lives of print and electronic media, students must learn how to understand and interpret media works. In the English program, students will have frequent opportunities to analyze various aspects of media communications, including their messages, key elements of the works themselves, the audience, and production techniques. Students will also learn about the media by creating their own media works in English, using a range of technologies. By using various media to communicate their own ideas, students will develop critical thinking skills and understand at first hand how media works are designed to influence audiences and reflect the outlook of their creators.

### Core Courses in English, Grades 9 to 12

Grade	Course Name	Course Type	Course Code	Prerequisites
9	English	Academic	EAE1D	
9	English	Applied	EAE1P	
10	English	Academic	EAE2D	Grade 9 English, Academic or Applied
10	English	Applied	EAE2P	Grade 9 English, Academic or Applied
11	English	University	EAE3U	Grade 10 English, Academic
11	English	College	EAE3C	Grade 10 English, Applied
11	English	Workplace	EAE3E	Grade 10 English, Applied
12	English	University	EAE4U	Grade 11 English, University, or Grade 11 Canadian Literature, University/College
12	English	College	EAE4C	Grade 11 English, University, or Grade 11 Canadian Literature, University/College
12	English	Workplace	EAE4E	Grade 11 English, Workplace

## Optional Courses in Grades 11 and 12

Grade	Course Name	Course Type	Course Code	Strands
11	Canadian Literature	University/ College	EAT3M	<ul style="list-style-type: none"> <li>• Reading and Interpreting Canadian Literary Texts</li> <li>• Responding to Canadian Literary Texts</li> </ul>
11	Communication in the World of Business and Technology	Open	EAB3O	<ul style="list-style-type: none"> <li>• Investigating Business and Technical communications</li> </ul>
12	English Literature	University	EAL4U	<ul style="list-style-type: none"> <li>• Reading and Interpreting Literary Texts</li> <li>• Responding to Literary Texts</li> </ul>
12	The Writer's Craft	University	EAC4U	<ul style="list-style-type: none"> <li>• Investigating and practising the Writer's Craft</li> </ul>
12	The Writer's Craft	College	EAC4C	<ul style="list-style-type: none"> <li>• Investigating and practising the Writer's Craft</li> </ul>

Further information can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum and Grades 11 and 12 Curriculum > English.

## 9.2. English for Beginners/ Anglais pour débutants (APD)

### Overview

The *Anglais pour débutants* (English for Beginners) curriculum guideline, which is specifically designed for Ontario's French-language secondary schools, enables students who have little or no knowledge of English to attain a level of competency in English that will enable them to start and continue the English program and to adapt to the Ontario context. The English for Beginners program contains four courses: APD 1, APD 2, APD 3, and APD 4. When students are admitted to a French-language secondary school, their knowledge of English and competency in that language are assessed in order to determine the course that they should take.

### Delivery of the program

The English for Beginners program may be offered in a separate class. In situations where numbers do not warrant a separate class, students may be placed in the regular English course and given individual assistance so that they can meet the expectations of the APD course.

### Compulsory courses

To obtain their diploma, students must have an English credit. **However, they may replace the compulsory English credit by an English for Beginners credit.** Any further APD course taken by a student will count as an optional credit.

English for Beginners courses may be offered in the form of half-courses, each of which is worth a half-credit.

## Fields of study

English for Beginners courses cover four fields of study, namely *Oral Communication, Reading, Writing, Social Skills and Cultural Awareness*. Expectations and learning are outlined for each field.

COURSES AND CREDITS				
Course	Type	Code	Credit	Prerequisite
APD 1	Open	EANAO	1	None
APD 2	Open	EANBO	1	APD 1 or equivalent
APD 3	Open	EANCO	1	APD 2 or equivalent
APD 4	Open	EANDO	1	APD 3 or equivalent

Further information may be found on the French version of the Ministry of Education Web site by following these links: > *Élémentaire et secondaire* > *Programmes-cadres* > *Curriculum de la 9e et de la 10e année* > *English*.

## 10. French (for French-language Schools)

### Overview

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.

### Compulsory courses

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.

### Fields of study

The **fields of study** of the compulsory courses are reading, writing, oral communication, and information and communications 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.

## Grade 9 and Grade 10 (compulsory courses)

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.

Year	Course	Type	Code	Credit	Prerequisite
Grade 9	French	Academic	FRA1D	1	None
Grade 9	French	Applied	FRA1P	1	None
Grade 10	French	Academic	FRA2D	1	Grade 9 Academic or Applied course
Grade 10	French	Applied	FRA2P	1	Grade 10 Academic or Applied course

### Grade 9 Academic French course (FRA1D)

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.

### Grade 9 Applied French course (FRA1P)

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.

### **Grade 10 Academic French course (FRA2D)**

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 17<sup>th</sup> 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.*

### **Grade 10 Applied French course (FRA2P)**

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.*

### **Grade 11 and Grade 12 (compulsory courses)**

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 in a form that entitles the student to a full credit. However, half-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.

<b>Grade</b>	<b>Course</b>	<b>Type</b>	<b>Code</b>	<b>Prerequisite</b>
11	French	University Preparation	FRA3U	Grade 10 Academic French course
11	French	College Preparation	FRA3C	Grade 10 Applied French course
11	French	Workplace Preparation	FRA3E	Grade 10 Applied French course
12	French	University Preparation	FRA4U	Grade 11 University Preparation French course
12	French	College Preparation	FRA4C	Grade 11 College Preparation French course
12	French	Workplace Preparation	FRA4E	Grade 11 Workplace Preparation French course
12	Literacy	Open	CCL4O	Fails the OSSLT

*N.B.: Each of the above courses is worth one credit.*

**Grade 11 University Preparation French course (FRA3U)**

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<sup>th</sup> and 19<sup>th</sup> 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.*

**Grade 11 College Preparation French course (FRA3C)**

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.*

**Grade 11 Workplace Preparation French course (FRA3E)**

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.*

**Grade 12 University Preparation French course (FRA4U)**

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 20<sup>th</sup> 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.*

**Grade 12 College Preparation French course (FRA4C)**

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.*

**Grade 12 Workplace Preparation French course (FRA4E)**

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.*

### **Grade 12 French Ontario Secondary School Literacy Course (CCL40)**

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.

The Ontario Secondary School Literacy Course (OSSLC) is a grade 12 credit course that has been offered as part of the French program of Ontario's secondary schools *since the 2003–04 Academic year*. The OSSLC was developed as an alternative to the provincial literacy test, for students who were unable to pass that test. This course offers intensive assistance, and enables students to acquire the required reading and writing skills and to show their mastery of them.

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.

### **Optional courses**

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	Type	Code	Fields of study
11	Functional literacy in reading and writing <sup>a</sup>	Open	FCF30	<ul style="list-style-type: none"> <li>Consolidation of basic knowledge of French</li> <li>Development of the skills required to pass the OSSLT</li> </ul>
11	French in the media <sup>b</sup>	Open	FFM30	<ul style="list-style-type: none"> <li>Interpretation of media productions</li> <li>Realization of media productions</li> </ul>
11	Techniques of oral communication <sup>b</sup>	Open	FTC30	<ul style="list-style-type: none"> <li>Improvement of oral communication</li> <li>Development of self-confidence</li> </ul>
12	Major works of literature <sup>c</sup>	University Preparation	FLO4U	<ul style="list-style-type: none"> <li>Reading texts</li> <li>Responding to texts</li> </ul>
12	Literature of French Canada <sup>d</sup>	University Preparation/ College Preparation	FLC4M	
12	Writing workshop <sup>e</sup>	Open	FAE40	<ul style="list-style-type: none"> <li>Written communication</li> <li>Development of creativity</li> <li>Writing texts</li> </ul>
12	Business French <sup>e</sup>	Open	FAF40	<ul style="list-style-type: none"> <li>Business communication</li> <li>Writing texts</li> <li>Oral communication</li> </ul>

*N.B.: Each of the above courses is worth one credit.*

<sup>a</sup>No prerequisite

<sup>b</sup>Prerequisite: Grade 10 Academic or Applied French course

<sup>c</sup>Prerequisite: Grade 11 University Preparation French course

<sup>d</sup>Prerequisite: Grade 11 University Preparation or College Preparation French course

<sup>e</sup>Prerequisite: Grade 11 University Preparation, College Preparation, or Workplace Preparation French course

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > French.

## Two programs to enhance the French-language proficiency of francophones

The *Program 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 *Program 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 put 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.

To entitle students to credits, these courses must be 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.

The table below indicates the French language actualization courses and the French language improvement courses.

Course	Type	Code	Credit	Prerequisite
ALF 1	Open	FFAAO	1	None
ALF 2	Open	FFABO	1	ALF 1 or equivalent
ALF 3	Open	FFACO	1	ALF 2 or equivalent
ALF 4	Open	FFADO	1	ALF 3 or equivalent
PDF 1	Open	FFPAO	1	None
PDF 2	Open	FFPBO	1	PDF 1 or equivalent
PDF 3	Open	FFPCO	1	PDF 2 or equivalent
PDF 4	Open	FFPDO	1	PDF 3 or equivalent

Further information about these courses can be found on the French version of the Ministry of Education Web site by following these links: > Élémentaire et secondaire > Programmes-cadres > Curriculum du secondaire > Actualisation linguistique en français et Perfectionnement du français.

## 11. French (second language) [for English-language schools]

The compulsory and optional courses are described in the English version of this guide.

## 12. French (Immersion) [for English-language school]

The compulsory and optional courses are described in the English version of this guide.

## 13. Mathematics

### Compulsory courses

Students must successfully complete three mathematics courses, of which at least one is a grade 11 or grade 12 course. A student may choose a combination of the courses offered, provided that the prerequisites are met.

Grade 9 and grade 10 students may choose Academic courses (coded D) or Applied courses (coded P). Mathematics courses must be full-credit courses.

Grade 11 and grade 12 students may choose courses from the university preparation (U), university preparation/college preparation (M), college preparation (C) or workplace preparation (E) streams. Because of the way they are designed, grade 11 and grade 12 courses are deemed to be full-credit courses. However, half-courses providing a half-credit may be developed for specialized programs, such as apprenticeship and school-to-work programs, providing that the original course is not a condition for admission to a university program.

## Fields of study

Course contents in the mathematics program are divided into fields.

From grade 10 on, all mathematics courses have prerequisites. The following table indicates the fields of study for the courses offered at the secondary level.

<b>Grade</b>	<b>Course</b>	<b>Fields of study</b>
9	Principles of mathematics (MPM1D)	<ul style="list-style-type: none"> <li>• Relations</li> <li>• Analytic geometry</li> <li>• Measurement and geometry</li> <li>• Numeration and algebra</li> </ul>
9	Methods of Mathematics (MFM1P)	<ul style="list-style-type: none"> <li>• Relations</li> <li>• Measurement and geometry</li> <li>• Numeration and algebra</li> </ul>
10	Principles of Mathematics (MPM2D)	<ul style="list-style-type: none"> <li>• Second-degree functions</li> <li>• Analytic geometry</li> <li>• Trigonometry</li> </ul>
10	Methods of Mathematics (MFM2P)	<ul style="list-style-type: none"> <li>• Linear functions</li> <li>• Second-degree functions</li> <li>• Trigonometry</li> </ul>
11	Functions and relationships (MCR3U)	<ul style="list-style-type: none"> <li>• Financial applications of sequences and series</li> <li>• Trigonometric functions</li> <li>• Communication and functional notation</li> <li>• Geometric loci and conic sections</li> </ul>
11	Functions (MCF3M)	<ul style="list-style-type: none"> <li>• Financial applications of sequences and series</li> <li>• Trigonometric functions</li> <li>• Communication and functional notation</li> </ul>
11	Mathematics and Personal Finances (MBF3C)	<ul style="list-style-type: none"> <li>• Models of exponential growth</li> <li>• Financial mathematics: compound interest on savings, borrowing, and investment</li> <li>• Financial decisions</li> </ul>
11	Mathematics of Everyday Life (MEL3E)	<ul style="list-style-type: none"> <li>• Income, taxes, and purchases</li> <li>• Savings, investments, and borrowing</li> <li>• Trips and means of transportation</li> </ul>
12	Advanced Functions and Introduction to Differential Calculus (MCB4U)	<ul style="list-style-type: none"> <li>• Study of functions: properties and applications of polynomial, exponential, and logarithmic functions</li> <li>• Rate of change and characteristics of curves; basic concept of differential calculus</li> <li>• Concept of the derivative; rules and properties of differentiation</li> </ul>

Grade	Course	Fields of study
12	Geometry and Discrete Mathematics (MDM4U)	<ul style="list-style-type: none"> <li>Geometry: geometric and algebraic operations on vectors, and equations of straight lines and planes in space</li> <li>Systems of equations using matrices</li> <li>Determining the intersections of straight lines and planes in space</li> <li>Proofs and problem solving: deductive, algebraic, and vectorial methods</li> <li>Discrete mathematics; combinatory techniques; relationship with the values of binomial coefficients, and inductive reasoning</li> </ul>
12	Mathematics of Data Management (MDM4U)	<ul style="list-style-type: none"> <li>Data management; methods for organizing large quantities of data</li> <li>Combinatory analysis and probability</li> <li>Statistics: management of significant volumes of data</li> <li>Integration of data management techniques</li> </ul>
12	College and Trade Mathematics (MAP4C)	<ul style="list-style-type: none"> <li>Statistics: collection, analysis, and evaluation of data</li> <li>Applications of geometry, measurement, and trigonometry</li> <li>Mathematical models</li> </ul>
12	College Technology Mathematics (MCT4C)	<ul style="list-style-type: none"> <li>Polynomial functions and inverse variation</li> <li>Exponential and logarithmic functions</li> <li>Applications of functions</li> </ul>
12	Mathematics of Everyday Life (MEL4E)	<ul style="list-style-type: none"> <li>Budgeting for everyday living</li> <li>Probability and statistics</li> <li>Geometry and application of measurement</li> </ul>

### **Grade 9 Principles of Mathematics, Academic course (MPM1D)**

This course enables students to make a detailed study of the concept of linear function, leading them to understand its three representations and to use these representations to analyze and interpret various situations. In geometry, students explore the relationships that exist between figures and solids, and in analytic geometry, they acquire a new vocabulary to deal with the concept of the straight line. Students also have an opportunity to consolidate their numeration skills, to undertake the study of the laws of exponents and to solve problems that can be modelled by equations. Throughout the course, students learn to communicate, clearly and precisely, the steps in their mathematical reasoning.

### **Grade 9 Methods of Mathematics, Applied course (MFM1P)**

This course enables students to explore the concept of the linear function by analyzing and interpreting various situations in order to model them. In measurement and geometry, students will consolidate their understanding of the Pythagorean theorem, of the area of plane figures, and of the volume of solids. Students also explore the geometric properties of various quadrilaterals, and have the opportunity to consolidate their numeration skills and to solve problems that can be modeled by equations. Students must also learn to formally solve first-degree equations. Throughout the course, students learn to communicate, clearly and precisely, the steps in their mathematical reasoning.

**Grade 10 Principles of Mathematics, Academic course (MPM2D)**

This course enables students to study second-degree functions and equations, problem solving in analytic geometry and the principles of trigonometry. Students analyze situations that can be modeled by second-degree functions. They solve second-degree equations, and model and solve problems involving the intersection of straight lines. In addition, students verify the properties of triangles and quadrilaterals using analytic geometry. They study the principles of trigonometry and apply them to solving problems associated with right or acute angle triangles. Throughout the course, students learn to communicate, clearly and precisely, the steps in their mathematical reasoning.

*Prerequisite: Grade 9 Principles of mathematics, Academic course or Grade 9 Methods of mathematics, Applied course.*

**Grade 10 Methods of Mathematics, Applied course (MFM2P)**

This course enables students to analyze various application problems, in order to establish the relationship between concrete situations and mathematical representation. Students consolidate their knowledge of the linear function by solving and interpreting systems of first-degree equations. They analyze various situations that can be modeled by a second-degree function, in order to determine its characteristics. Students then use this information to solve problems involving second-degree functions and equations. In measurement, students solve application problems through a study of the properties of similar triangles. Starting from concrete situations, students develop formulas for the area of a solid and use them to solve problems. In trigonometry, they use trigonometrical relationships to solve problems relating to applications. Throughout the course, students learn to communicate, clearly and precisely, the steps in their mathematical reasoning.

*Prerequisite: Grade 9 Methods of Mathematics, Applied or grade 9 Principles of Mathematics, Academic.*

**Grade 11 Functions and Relationships, University Preparation course (MCR3U)**

This course concerns mathematical applications to finance, deals with functions in depth and introduces second-degree relationships. Students solve financial problems through the use of sequences and series. They explore the properties and applications of trigonometric functions, and study polynomials, rational expressions, and exponential expressions. They use symbolic notations specific to various functions, and explore reciprocal functions and functional transformations. Finally, they study geometric loci and the properties and applications of conic sections. Throughout the course, students learn to communicate, clearly and precisely, the steps in their mathematical reasoning.

*Prerequisite: Grade 10 Principles of Mathematics, Academic*

**Grade 11 Functions, University Preparation/College Preparation course (MCF3M)**

This course presents mathematical applications in the financial field, and enables students to become more familiar with functions. Students solve problems relating to personal finances using sequences and series. They explore the properties and applications of trigonometric functions, and learn to work with polynomial, rational, and exponential functions. Students use symbolic notations specific to various functions and explore reciprocal functions and functional transformations. Throughout the course, students learn to communicate, clearly and precisely, the steps in their mathematical reasoning.

*Prerequisite: Grade 10 Principle of Mathematics, Academic.*

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**Grade 11 Mathematics and Personal Finances, College Preparation course (MBF3C)**

This course deals with Mathematics Applied to personal finances, and enables students to better understand the phenomena of exponential growth. Students explore properties of exponential functions, develop skills in working with expressions involving powers, and resolve problems of compound interest and annuities. Students learn the mathematical principles that will enable them to manage their finances in regard to travel costs, housing costs, and financing their career.

*Prerequisite: Grade 10 Methods of Mathematics, Applied course.*

**Grade 11 Mathematics of Everyday Life, Workplace Preparation course (MEL3E)**

This course deals with the practical applications of mathematics. Students solve problems associated with types of compensation, modes of taxation, and purchases. They learn to calculate simple and compound interest on loans and investments. They also calculate and compare the cost of various options, in particular with regard to means of transportation.

*Prerequisite: Grade 9 Principles of Mathematics, Academic, or Grade 9 Methods of Mathematics, Applied.*

**Grade 12 Advanced Functions and Introduction to Differential Calculus, University Preparation course (MCB4U)**

This course enables students to make a detailed study of certain types of functions, and introduces the basic concepts of differential calculus. Students explore the properties and applications of polynomial, exponential, and logarithmic functions. They also acquire a deeper understanding of the mathematics of rates of variation. Students are also introduced to the study of differential calculus through the study of polynomial, rational, exponential, and logarithmic functions. Emphasis is placed on modelling and applications.

*Prerequisite: Grade 11 Functions and Relations, University Preparation or Grade 11 Functions, University Preparation/College Preparation.*

**Grade 12 Geometry and Discrete Mathematics, University Preparation course (MGA4U)**

This course emphasizes solving complex problems, and also inductive and deductive reasoning in mathematics. Students find geometric and algebraic solutions to vector problems, and determine the intersections of straight lines and planes in space. They develop their understanding of proofs, using deductive, algebraic, vectorial, and indirect methods. They also solve problems using combinatory techniques, and provide proofs based on inductive mathematical reasoning.

*Prerequisite: Grade 11 Functions and Relations, University Preparation.*

**Grade 12 Mathematics of Data Management, University Preparation course (MDM4U)**

This course deals with the major methods of processing information. Students apply mathematical methods to managing a large volume of information, and use both the theory of probability and statistics and combinatory techniques to model and solve problems. To resolve a complex problem, students carry out a large-scale project that enables them to develop their perseverance and independence. This course will be of particular interest to students who are planning to enrol in a university program in business and commerce, or in social sciences or humanities.

*Prerequisite: Grade 11 Functions and Relations, University Preparation, or Grade 11 Functions, University Preparation/College Preparation.*

### **Grade 12 College and Trade Mathematics, College Preparation course (MAP4C)**

This course deals with the mathematical concepts on which a number of college programs are based. Students analyze situations using statistics, and apply measurement and geometrical principles to design and construct models of objects. They solve various problems using the trigonometry of the triangle. Students are also taught to analyze and interpret various mathematical models.

*Prerequisite: Grade 11 Functions, University Preparation/College Preparation or Grade 11 mathematics and Personal Finances, College Preparation (or Grade 11 Functions and Relations, University Preparation).*

### **Grade 12 College Technology Mathematics, College Preparation course (MCT4C)**

This course deals with the mathematical knowledge of skills that students will need to have to enrol in college technology programs. Students explore the properties and applications of polynomial, exponential, and logarithmic functions. They solve inverse variation problems, and explore the properties of inverse functions. Students examine models of a variety of functions, solve problems involving functions designed by intervals, and analyze first-degree and second-degree systems. Throughout the course, students improve their ability to communicate their mathematical reasoning.

*Prerequisite: Grade 11 Functions, University Preparation/College Preparation (or Grade 11 Functions and Relations, University Preparation).*

### **Grade 12 Mathematics of Everyday Life, Workplace Preparation course (MEL4E)**

This course emphasizes the application of mathematical concepts to solving problems of everyday life. Students apply principles of statistics to subjects of personal interest, and analyze some situations of everyday life using probability. They study the various items in a family budget, and in particular examine the cost of housing. Students develop their abilities to estimate and to measure, and apply the principles of geometry to the design of objects.

*Prerequisite: Grade 11 Mathematics of Everyday Life, Workplace Preparation.*

Further information on these courses can be found on Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > mathematics.

## **14. Science**

### **Overview**

The purpose of the science program is to enable all secondary school students to acquire a scientific culture. This overall purpose is expressed in three general objectives:

- To acquire the fundamentals of scientific knowledge.
- To develop skills in scientific research and in communication.
- To make connections among the sciences, technology, society, and the environment.

## Compulsory courses

At the secondary level, **two science credits are required to obtain the OSSD**. All students must take a science course in their grade 9 program, and most also choose a grade 10 science course to complete their science credit requirements.

Students may take grade 11 or grade 12 optional science courses to meet Group 3 diploma requirements regarding additional compulsory credits.

To encourage acquisition of scientific culture, it is essential that students be able to develop a general perspective on the relationships that exist between and among the sciences, technology, society, and the environment. By putting the role of science in a more familiar context and by becoming aware of the impact of scientific applications on their lifestyle, students are able to understand not only the creative potential of science but also the responsibilities and obligations associated with it.

## Grade 9 and Grade 10 courses

Year	Course	Type	Code	Credit	Prerequisite
Grade 9	Science	Academic	SNC1D	1	None
Grade 9	Science	Applied	SNC1P	1	None
Grade 10	Science	Academic	SNC2D	1	Grade 9 Academic or Applied science course
Grade 10	Science	Applied	SNC2P	1	Grade 9 Academic or Applied science course

## Fields of study

Science courses are divided into four major subject areas: Biology, Chemistry, Earth and Space Sciences, and Physics. (Environmental science concepts are taught in all science courses, and do not therefore constitute a separate subject matter.) In grade 9 and grade 10 courses, equal importance is attached to teaching all these subjects.

The table below indicates the topics dealt with in each field of study of the grade 9 and grade 10 science course.

Field	Grade 9		Grade 10	
	Academic course	Applied course	Academic course	Applied course
Biology	Cell reproduction	Reproduction: processes and applications	Sustainability of ecosystems	Ecosystems et human activities
Chemistry	Atoms and elements	Exploration of matter	Chemical processes	Chemical reactions
Earth and Space Sciences	Study of the Universe	Space exploration	Dynamics of meteorological phenomenon	Meteorological systems
Physics	Properties of electricity	Applications of electricity	Movement	Applications of movement

## Grade 11 and Grade 12 courses

Because of the way they are designed, grade 11 and grade 12 courses are supposed to be offered in a form that entitles the student to a full credit. However, half-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 universities will determine the secondary school courses required for their programs. These courses will have to be offered in the form of full-credit courses, so that students can meet the admission requirements.

Grade	Course	Type	Code	Prerequisite
<b>Biology</b>				
11	Biology	University Preparation	SBI3U	Grade 10 Academic Science course
11	Biology	College Preparation	SBI3C	Grade 10 Academic or Applied Science course
12	Biology	University Preparation	SBI4U	Grade 11 University Preparation Biology course
<b>Chemistry</b>				
11	Chemistry	University Preparation	SCH3U	Grade 10 Science Academic course
12	Chemistry	University Preparation	SCH4U	Grade 11 University Preparation Chemistry course
12	Chemistry	College Preparation	SCH4C	Grade 10 Academic or Applied Science course
<b>Physics</b>				
11	Physics	University Preparation	SPH3U	Grade 10 Academic Science course
12	Physics	University Preparation	SPH4U	Grade 11 University Preparation Physics course
12	Physics	College Preparation	SPH4C	Grade 10 Academic or Applied Science course
<b>Science</b>				
11	Science	University Preparation/College Preparation	SNC3M	Grade 10 Academic or Applied Science course
11	Science	Workplace Preparation	SNC3E	Grade 11 Academic or Applied science course
12	Science	University Preparation/College Preparation	SNC4M	Grade 11 University Preparation/College Preparation Science course
12	Science	Workplace Preparation	SNC4E	Grade 11 Science, Workplace Preparation course
<b>Earth and Space Sciences</b>				
12	Earth and Space Sciences	University Preparation	SES4U	Grade 10 Science, Academic course
<i>N.B.: Each of the above courses is worth one credit.</i>				

## Fields of study

The courses of the grade 11 and grade 12 science curriculum guideline are organized into five separate but interrelated fields. The fields are different for each course. They include, as much as possible, the subjects proposed in the CMEC's *Common Framework of Science Learning Outcomes*, K–12.

The following table indicates the fields of study for all the courses of the grade 11 and grade 12 curriculum guideline.

<b>Course</b>	<b>1<sup>st</sup> field</b>	<b>2<sup>nd</sup> field</b>	<b>3<sup>rd</sup> field</b>	<b>4<sup>th</sup> field</b>	<b>5<sup>th</sup> field</b>
<b>Biology</b> (SBI3U)	Cell functions	Genetic continuity	Internal systems and regulation	Diversity of living organisms	Plants: anatomy, growth and functions
<b>Biology</b> (SBI3C)	Cellular biology	Microbiology	Animal anatomy and physiology	Plant structure and physiology	Environmental sciences
<b>Biology</b> (SBI4U)	Metabolic processes	Molecular genetics	Homeostasis	Evolution and diversity	Dynamics of populations
<b>Chemistry</b> (SCH3U)	Matter and chemical bonds	Quantities and chemical reactions	Solutions and solubility	Gases and atmospheric chemistry	Hydrocarbons and energy
<b>Chemistry</b> (SCH4U)	Organic chemistry	Chemical kinetics and thermochemistry	Chemical systems and equilibrium	Electrochemistry	Structures and properties
<b>Chemistry</b> (SCH4C)	Matter and qualitative analysis	Organic chemistry	Electrochemistry	Chemical calculations	Chemistry of the environment
<b>Physics</b> (SPH3U)	Dynamics	Energy, work and power	Mechanical waves	Light and geometric optics	Electricity and magnetism
<b>Physics</b> (SPH4U)	Dynamics	Energy and quantity of movement	Gravitational, electric and magnetic fields	Wave properties of light	Matter and energy
<b>Physics</b> (SPH4C)	Mechanical systems	Electricity and electronics	Hydraulic and pneumatic systems	Technology of communications	Transformations of energy
<b>Science</b> (SNC3M)	Safety and chemicals	Nutrition and bodily functions	Waste management	Space sciences	Technologies in everyday life
<b>Science</b> (SNC3E)	Safety and chemicals	Electric circuits	Micro-organisms	The immune system and health	Impact of human activity on the environment
<b>Science</b> (SNC4M)	Commonly used organic products	Pathogens and diseases	Alternative energy sources	Telecommunications systems	Current events and the sciences
<b>Science</b> (SNC4E)	Chemistry of consumer products	Telecommunications: sound, image and information	Medical technologies	Gardening, horticulture, landscaping and silviculture	Controlled environments
<b>Earth and Space Sciences</b> (SES4U)	Planet Earth	Introduction to Earth sciences	Geological materials	Internal and surface processes of the Earth	History of the Earth

More information on this subject is available on the Ministry of Education's Web site by following these links:  
> Elementary and secondary > Curriculum guidelines and directions > Secondary curriculum > Grade 9 and grade 10 curriculum or Grade 11 and grade 12 curriculum > science.

## 15. Social Studies

### 15.1 Canadian and World Studies

#### Compulsory courses

The curriculum guideline for Canadian and World Studies includes three subject matters in grade 9 and grade 10: geography, history, and Canadian Politics and Citizenship. The Principles of Geography of Canada course is compulsory in grade 9, and is offered in the Academic and Applied categories. The grade 10 course “History of Canada since the First World War” is compulsory, and is offered in the Academic and Applied categories. The grade 10 Canadian Politics and Citizenship course, which is compulsory, is only offered in the open category and is worth one half-credit.

Students must successfully complete the grade 9 and grade 10 courses in geography, history, and Canadian Politics and Citizenship before they may take grade 11 and grade 12 courses in the Canadian and World Studies program.

Students may take optional courses from grade 11 or grade 12 Canadian and World Studies to meet Group 1 diploma requirements regarding additional compulsory credits.

#### Grade 9 and Grade 10

Grade	Course	Type	Code	Credit	Fields of study
Grade 9	Principles of Geography of Canada	Academic	CGC1D	1	<ul style="list-style-type: none"> <li>• Foundations of geography: space and systems</li> <li>• Human and environmental interactions</li> <li>• World Perspectives</li> <li>• Changes</li> <li>• Methodology and research in geography</li> </ul>
Grade 9	Principles of Geography of Canada	Applied	CGC1P	1	
Grade 10	History of Canada since the First World War	Academic	CHC2D	1	<ul style="list-style-type: none"> <li>• Communities and globalization</li> <li>• Change and continuity</li> <li>• Citizenship and heritage</li> <li>• Social, economic, and political organization</li> <li>• Methodology and research in history</li> </ul>
Grade 10	History of Canada since the First World War	Applied	CHC2P	1	
Grade 10	Canadian Politics and Citizenship	Open	CHV2O	0.5	<ul style="list-style-type: none"> <li>• Informed citizens</li> <li>• Determined citizens</li> <li>• Dynamic citizens</li> </ul>

**Note:** There are no prerequisite for the above courses.

**Grade 9 Principles of Geography of Canada, Academic course (CGC1D)**

This course highlights the diversity and distinctiveness of Canada, and presents facts of physical and human geography. Students examine interactions between human beings and their environment within Canada itself, and also Canada's relations with other countries in economic, cultural and environmental terms. Students do research to analyze geographic questions, and present their conclusions. The use of various methods and technologies specific to geography enables them to develop critical thinking and to acquire research and communications skills.

**Grade 9 Principles of Geography of Canada, Applied course (CGC1P)**

This course presents facts of physical and human geography. The teaching strategy draws on the experiences of the students, and encourages them to explore interactions between human beings and their environment. Students examine the geographical components that are responsible for Canada's diversity and distinctiveness and, to a large extent, determine Canada's role in the world. The use of various methods and technologies specific to geography enables the students to acquire practical skills that will serve them well in everyday life.

**Grade 10 Contemporary History of Canada, Academic course (CHC2D)**

This course covers the political, economic and social development of Canada from the First World War to the present, and Canada's role on the international scene. Students become aware of the internal and external forces that have shaped Canada and contributed to the development of its identity. They study the increase in diversification of Canada's population, the transformation of society as a result of industrialization and the advent of technology, and Canada's participation in world events and in international agreements, such as the two world wars and free trade. The course enables students to recognize different historical interpretations, to establish cause and effect relationships, to support hypotheses, to do documentary research and to present the results of their research.

**Grade 10 Contemporary History of Canada, Applied course (CHC2P)**

This course explores the internal and external forces that have contributed to the development of the Canadian identity. Students examine the responses of Canadians to the social changes that have marked the 20<sup>th</sup> century and to the events that have marked Canada's history from the First World War to our times, on both the national and the global levels. Students learn to put events in chronological order, to establish cause and affect relationships, to explore different points of view and to present their conclusions.

**Grade 10 Citizenship Education, Open course (CHV2O)**

In this course, students acquire knowledge and develop the qualities that will enable them to become good citizens in their community, in their province, in their country and in the world. Students discover facts about democracy by studying the workings of Canada's political system, and become aware of the complexity of democratic life in a pluralistic society like Canada. The course also enables students to apply critical and creative thinking to the processes of problem solving and decision making, in order to explore various ways of being an active and responsible citizen.

**Grade 11 and Grade 12**

All the other Canadian and World Studies courses offered after grade 10 are optional. Students may, however, take one or more optional courses to meet the Group 1 diploma requirements concerning additional compulsory credits.

Because of the way they are designed, grade 11 and grade 12 courses are supposed to be offered in a form that entitles the student to a full credit. However, half-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 university program

In grade 11 and grade 12, five types of courses are offered: University Preparation courses, University Preparation/College Preparation courses, College Preparation courses, Workplace Preparation Courses, and Open courses.

From grade 11 on, the Canadian and World Studies curriculum guideline comprises various courses in law, economics, geography, history, and politics. The following table lists the courses offered and the fields of study for each of the disciplines.

Grade	Course	Type	Code	Fields of study
<b>Law</b>				
11	Understanding Canadian law <sup>a</sup>	University Preparation/College Preparation	CLU3M	<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Rights and freedom</li> <li>• Criminal law and criminal proceedings</li> <li>• Dispute settlement and resolution</li> <li>• Methodology and research in law</li> </ul>
11	Understanding Canadian law <sup>a</sup>	Workplace Preparation	CLU3E	
12	Canadian and international law <sup>b</sup>	University Preparation	CLN4U	
<b>Economics</b>				
11	The individual and the economy <sup>a</sup>	University Preparation/ College Preparation	CIE3M	<ul style="list-style-type: none"> <li>• Economic choices</li> <li>• Economic agents</li> <li>• Economic interdependence</li> <li>• Organization of the economy</li> <li>• Economic changes</li> </ul>
11	The individual and economic choices <sup>a</sup>	Workplace Preparation	CIC3E	
12	Analysis of major contemporary economic issues	University Preparation	CIA4U	
<b>Geography</b>				
11	Geography of America: a continental perspective <sup>c</sup>	University Preparation/College Preparation	CGD3M	<ul style="list-style-type: none"> <li>• Foundations of geography: Space and systems</li> <li>• Human and environmental interactions</li> <li>• Global perspectives</li> <li>• Changes</li> <li>• Methodology and research in geography</li> </ul>
11	Physical geography: trends, processes and interactions <sup>c</sup>	University Preparation/College Preparation	CGF3M	
11	Geography and technology: the tools of the geographer <sup>c</sup>	Workplace Preparation	CGT3E	
11	Travel and tourism: a regional geographic perspective <sup>c</sup>	Open	CGG3O	
12	Canada and the world: a geographical analysis	University Preparation	CGW4U	
12	World geography: the human environment	University Preparation	CGU4U	
12	Environment and resource management	University Preparation/ College Preparation	CGR4M	
12	Geomatics: geotechnology in action	University Preparation/College Preparation	CGO4M	
12	World geography: the urban environment	College Preparation	CGU4C	
12	Environment and resource management <sup>c</sup>	Workplace Preparation	CGR4E	
<b>History</b>				

Grade	Course	Type	Code	Fields of study
11	History of the United States <sup>a</sup>	University Preparation	CHA3U	<ul style="list-style-type: none"> <li>• Community and societies</li> <li>• Changes and continuity</li> <li>• Citizenship and heritage</li> <li>• Social, economic, and political organization</li> <li>• Methodology and research in history</li> </ul>
11	World history to the 16 <sup>th</sup> century <sup>a</sup>	University Preparation/College Preparation	CHW3M	
11	Canadian history and politics since 1945 <sup>a</sup>	College Preparation	CHH3C	
11	Canadian history and politics since 1945 <sup>a</sup>	Workplace Preparation	CHH3E	
11	History since 1900: World and regional perspectives <sup>a</sup>	Open	CHT3O	
12	Canadian history: Identity and culture	University Preparation	CHI4U	
12	History of the West and of the world	University Preparation	CHY4U	
12	History of the West and of the world	College preparation	CHY4C	
12	Adventures in world history <sup>a</sup>	Workplace Preparation	CHM4E	
12	French Ontario <sup>a</sup>	Open	CHF4O	
<b>Politics</b>				
11	Canadian politics and citizenship <sup>a</sup>	Open	CPC3O	<ul style="list-style-type: none"> <li>• Citizenship, democracy, and participation (Grade 11)</li> <li>• Participation in the international community (grade 12)</li> <li>• Power, influence, and conflict resolution</li> <li>• Decision-making system and process (grade 11)</li> <li>• Values, beliefs, and ideologies</li> <li>• Methodology and research in political science</li> </ul>
12	Canadian and world politics	University Preparation	CPW4U	
<i>N.B.: Each of the above courses is worth one credit.</i>				

<sup>a</sup>Prerequisite: Grade 10 History of Canada in the 20<sup>th</sup> Century, Academic or Applied course.

<sup>b</sup>Prerequisite: Any course from the curriculum guidelines of Canada and World Studies, of French, or of Humanities and Social Studies, University Preparation or University Preparation/College Preparation stream.

<sup>c</sup>Prerequisite: Grade 9 Principles of Geography of Canada, Academic or Applied course.

Further information about these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > Canadian and World Studies.

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## 15.2 Social Sciences and Humanities

### Overview

All courses in Social Sciences and Humanities are optional. However, students may pass one or more optional Humanities and Social Sciences courses to meet the Group 1 diploma requirements regarding additional compulsory credits.

The Social Sciences and Humanities program of the Ontario secondary school curriculum covers four subjects: Philosophy, World Religions, Family Studies, and General Social Science. Although these subject areas are different in terms of the topics they deal with and the approaches they take, they do all explore important aspects of human society, thought, and culture.

All grade 9 and grade 10 Social Sciences and Humanities courses are open courses for all students. In grade 11 and grade 12, five types of courses are offered in the humanities and social sciences program: University Preparation courses, University Preparation/College Preparation courses, College Preparation courses, Workplace Preparation courses, and Open courses.

Because of the way they are designed, grade 11 and grade 12 courses are supposed to be offered in a form that entitles the student to a full credit. However, half-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.

Refer to the following table for a list of grade 9 to grade 12 humanities and social sciences course offerings.

Grade	Course	Type	Code	Fields of study
9 or 10	Personal and family life <sup>a</sup>	Open	HIF1O or HIF2O	<ul style="list-style-type: none"> <li>• Knowledge of self and others</li> <li>• Context of living</li> <li>• Thoughtfulness and empowerment</li> </ul>
9 or 10 An	Food and nutrition <sup>a</sup>	Open	HFN1O or HFN2O	<ul style="list-style-type: none"> <li>• Food and well-being</li> <li>• Food and behaviour</li> <li>• The food industry and society</li> <li>• Practical skills and food preparation</li> </ul>
<b>Philosophy</b>				
11	Philosophy: major issues <sup>a</sup>	Open	HZB3O	<ul style="list-style-type: none"> <li>• Fundamental issues</li> <li>• Philosophical approaches and currents</li> <li>• Everyday philosophy</li> <li>• Philosophy in other disciplines</li> <li>• Research and communication skills</li> </ul>
12	Philosophy: Approaches and problems <sup>b</sup>	University Preparation	HZT4U	
<b>Religion</b>				
11	Religious studies <sup>a</sup>	Open	HRF3O	<ul style="list-style-type: none"> <li>• The world of religious belief</li> <li>• Religion in society</li> <li>• Major currents in religion</li> <li>• Human development and celebrations</li> <li>• Research and communication skills</li> </ul>
11	The major world religions: beliefs, traditions, and issues <sup>a</sup>	Open	HRT3O	<ul style="list-style-type: none"> <li>• Religious beliefs</li> <li>• Religion and society</li> <li>• Religion and human experience</li> <li>• Research and communication skills</li> </ul>
<b>Family Studies</b>				
11	Managing personal and family resources <sup>a</sup>	College Preparation	HIR3C	<ul style="list-style-type: none"> <li>• The individual and society</li> <li>• Personal and social responsibilities</li> <li>• Preparing for future challenges</li> <li>• Social structures</li> <li>• Research and communication skills</li> </ul>
11	Interactions with children <sup>a</sup>	College preparation	HPW3C	<ul style="list-style-type: none"> <li>• Children in society</li> <li>• Growth and development</li> <li>• Socialization of children</li> <li>• Social challenges</li> <li>• Research and communication skills</li> </ul>
11	Management of personal resources <sup>a</sup>	Workplace Preparation	HIP3E	<ul style="list-style-type: none"> <li>• The individual and society</li> <li>• Personal responsibilities</li> <li>• Preparation for future challenges</li> <li>• Social structures</li> <li>• Research and communication skills</li> </ul>

Grade	Course	Type	Code	Fields of study
11	Housing <sup>a</sup>	Open	HLS3O	<ul style="list-style-type: none"> <li>• Functions of housing</li> <li>• A roof for everyone</li> <li>• Housing decisions</li> <li>• Trades in the housing field</li> <li>• Research and communication skills</li> </ul>
11	Fashion <sup>a</sup>	Open	HNC3O	<ul style="list-style-type: none"> <li>• Functions of clothing</li> <li>• Fashion in movement</li> <li>• The clothing industry</li> <li>• Textiles and the environment</li> <li>• Creation and design</li> <li>• Research and communication skills</li> </ul>
11	Parenting <sup>a</sup>	Open	HPC3O	<ul style="list-style-type: none"> <li>• The self and others</li> <li>• Personal and social responsibilities</li> <li>• Diversity in approaches to parenting</li> <li>• Parental challenges and obligations</li> <li>• Research and communication skills</li> </ul>
12	Human development <sup>b</sup>	University Preparation/ College Preparation	HHG4M	<ul style="list-style-type: none"> <li>• Human development</li> <li>• Socialization process</li> <li>• Knowledge of the self and others</li> <li>• Diversity and interdependence</li> <li>• Research and communication skills</li> </ul>
12	Study of food and nutrition <sup>b</sup>	University Preparation/College Preparation	HFA4M	<ul style="list-style-type: none"> <li>• Food and society</li> <li>• Personal and social responsibilities</li> <li>• Production supply and diversity</li> <li>• Trends in preparation and consumption</li> <li>• Research and communication skills</li> </ul>
12	The individuals, families and society <sup>b</sup>	University Preparation/College Preparation	HHS4M	<ul style="list-style-type: none"> <li>• Knowledge of the self and others</li> <li>• Personal and social responsibilities</li> <li>• Diversity and interdependence</li> <li>• Social structures and challenges</li> <li>• Research and communication skills</li> </ul>
12	Human development <sup>a</sup>	Workplace Preparation	HPD4E	<ul style="list-style-type: none"> <li>• Development of the family</li> <li>• Human development</li> <li>• Personal and social responsibilities</li> <li>• Social structures and challenges</li> <li>• Research and communication skills</li> </ul>
12	Human development <sup>a</sup>	Workplace Preparation	HPD4E	<ul style="list-style-type: none"> <li>• Development of the family</li> <li>• Human development</li> <li>• Personal and social responsibilities</li> <li>• Social structures and challenges</li> <li>• Research and communication skills</li> </ul>
<b>General Social Sciences</b>				

Grade	Course	Type	Code	Fields of study
11	Introduction to psychology, sociology and anthropology <sup>a</sup>	University Preparation/College Preparation	HSP3M	<ul style="list-style-type: none"> <li>• The individual and society</li> <li>• Social structures and institutions</li> <li>• Social relationships</li> <li>• Research and communication skills</li> </ul>
12	Social changes and challenges <sup>b</sup>	University Preparation/College Preparation	HSB4M	<ul style="list-style-type: none"> <li>• Social change</li> <li>• Major trends</li> <li>• Issues and challenges</li> <li>• Research and communication skills</li> </ul>
N.B.: Each of the above courses is worth one credit.				

<sup>a</sup>No prerequisite

<sup>b</sup>Prerequisite: Any course from the curriculum guidelines of Social Sciences and Humanities, French or Canadian and World Studies, University Preparation/College Preparation or College Preparation stream.

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > Social Sciences and Humanities.

## Other

### 16. Prerequisites

Prerequisites are courses that students must complete successfully before they can enrol in certain grade 10, grade 11, and grade 12 courses. All the prerequisites that are deemed to be appropriate are listed in the curriculum guidelines. In cases where students or parents request an exemption from a prerequisite, the school principal shall rule on the issue.

Several grade 11 and grade 12 courses will require successful completion of prerequisites, which are indicated in the provincial curriculum guidelines. No other course may be required as a prerequisite for courses based on the provincial curriculum guidelines. For courses developed at the local level, it will be up to the school to establish prerequisites.

### 17. Other Types Programs/Courses

#### 17.1 Education programs for credit

##### Business Studies

Students may take one or more Business Studies courses to meet the Group 2 diploma requirements regarding additional compulsory credits.

The grade 9 and grade 10 Business and Commerce courses are Open courses, designed for all students. In grade 9 and grade 10, two courses are offered: Introduction to Business and Introduction to Information Technology in Business. Students may take these courses in grade 9 **or** in grade 10. The two courses enable students to explore the world of business by doing a quick survey of each field of study presented at the higher level.

In grade 11 and grade 12, the Business Studies curriculum guideline comprises a variety of courses. These courses enable students to understand the various aspects of the business world, and to decide whether a

career in this field interests them. Courses are offered in six subject areas: international trade, accounting, entrepreneurship, management, marketing, and information technology. In grade 11 and grade 12, four types of courses are offered, namely courses in the University Preparation/College Preparation, College Preparation and Workplace Preparation streams, and Open courses. Business and Commerce courses may be offered in a form of half-courses, each of which is worth a half-credit.

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > grades 9 and 10 Curriculum or grades 11 and 12 Curriculum > Business Studies.

## The Arts

One Arts credit is required to obtain the OSSD.

In addition, students may take one or more optional courses in Arts Education to meet the Group 2 diploma requirements regarding additional compulsory credits.

If a student takes the grade 9 course entitled “Expression of Aboriginal cultures,” he or she may substitute the credit obtained for this course for the compulsory credit in Arts Education. The curriculum guideline for Aboriginal studies describes the course in the Expression of Aboriginal cultures.

All grade 9 and grade 10 Arts courses are Open courses designed for all students. In grade 11 and grade 12, two types of courses are offered, namely courses in the University Preparation/College Preparation stream and Open courses. However, not all types of courses are necessarily offered in all disciplines.

Arts courses may be offered in the form of half-courses, each of which is worth a half-credit.

The Arts Education curriculum guideline brings together subjects for which individual curriculum guidelines traditionally existed. Drama, visual arts, dance, and music thus come together under this one curriculum guideline. Courses in integrated arts and in media arts are also part of this set of courses. Out of a concern for consistency, each subject covers the same major fields of study, namely creation, analysis, and theory. Here are some examples:

- In dance: ballet, modern dance, jazz dance, and composition.
- In drama: musical theatre, production, community theatre.
- In media arts: technical production, photography, desktop publishing, video production.
- In music: vocal or choral music, instrumental music (brass or strings), music composition.
- In visual arts: drawing, painting, sculpture, and engraving.

The grade 11 and grade 12 Arts curriculum guideline comprises two courses in media arts, three courses in visual arts, two courses in dance, three courses in music, four courses in theatre, and one course in exploration and artistic creation.

Students may take more than one visual arts, dance, music, or theatre course per year. They will receive the stipulated credits provided that these courses are different in terms of specialization. For example, a student could take two music courses in grade 11 and obtain a credit for each of them if one dealt with vocal music and the other with instrumental music.

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum and Grades 11 and 12 Curriculum > The Arts.

## Technological Education

Students may take one of the optional courses in Technological Education (grade 9 to grade 12) to meet the Group 3 diploma requirements regarding additional compulsory credits.

All grade 9 and grade 10 Technological Education courses are Open courses designed for all students. Technological Education courses may be offered in the form of half-courses, each of which is worth a half-credit. In grade 9, schools may offer courses other than the Introduction to Technology course. These other courses will reflect the same expectations as are contained in this document, but will concern sectors of technology other than those studied in the introductory technology course. Students may also take two or more technological education courses and obtain the corresponding number of credits.

In the grade 11 and grade 12 Technological Education curriculum guideline, three types of courses are offered: University Preparation/College Preparation courses, College Preparation courses, and Workplace Preparation courses.

The grade 9 to grade 12 Technological Education curriculum guideline is divided into two parts: General technology and Computer technology. Each of these two parts is based on an approach specific to it.

### General Technology

The principle that underlies the teaching of general technology is that students learn more easily by doing practical work. The curriculum guideline relies on participation in practical activities and on realization of projects to enable students to acquire knowledge and experience and to develop skills in their chosen field of study.

Topics:

- Hotel industry and tourism
- Personal services and healthcare
- Communications technology
- Construction technology
- Design technology
- Manufacturing technology
- Transportation technology.

### Computer Technology

In computer technology, the computer is what is studied. Courses in computer technology focus on how computers represent objects (e.g., list of names, graphic images, electronic circuits) and how they receive and process instructions for handling these representations.

Topics:

- Computer technology studies
- Computer systems

As far as general technology is concerned, the grade 10, grade 11, and grade 12 courses that lead to an apprenticeship or accreditation program, or that constitute a school-to-work program may include up to 330 hours of instruction. By providing such a large number of instructional hours, these courses can help students to exercise and improve their skills, and to attain the achievement level that is required for accreditation, admission to apprenticeship programs, or participation in school-to-work programs. This process may also involve articulation agreements that provide for course equivalents or preferential admission to a specialized program. Hours of instruction may be increased in 55-hour segments, each segment entitling the student to a half-credit. A total of three credits may be granted to students who

successfully complete a 330-hour course. The number of credits and the nature of the work to be done must be established before the course begins.

## Interdisciplinary Studies

The Interdisciplinary Studies curriculum guideline is one of the many specialized programs that offer students a particular perspective on learning while helping them to meet diploma requirements and move on to their postsecondary destination. This curriculum guideline is made up of courses from several disciplines, and requires that the student meet the related expectations.

The program may be offered in accordance with one of two models:

### Model A: Interdisciplinary Studies courses with a value of one credit

This model combines all the expectations and all the instructional contents of the interdisciplinary studies course with the expectations and instructional contents relevant to at least two other courses in the same Academic year or in the preceding or following Academic year.

### Model B: Sets of Interdisciplinary Studies courses

Model B makes it possible to offer sets of interdisciplinary studies courses worth between 2 and 5 credits. Under this model, all the expectations and instructional contents of the interdisciplinary studies course are combined with all the expectations and instructional contents of at least two other full-credit or half-credit courses in the same Academic year or in the preceding or following Academic year.

Students may take a maximum of three interdisciplinary studies courses:

- A grade 11 Open interdisciplinary studies course.
- A grade 12 University Preparation interdisciplinary studies course.
- An Open grade 12 interdisciplinary studies course.

Each of the interdisciplinary studies courses that entitle participants to one credit have a course code beginning with IDC. Sets of interdisciplinary studies courses have a course code beginning with IDP.

Grade	Course	Type	Code	Prerequisite
11	Interdisciplinary studies	Open	IDC3O	None
		Open	IDP3O	The prerequisite of each of the courses making up the chosen set.
12	Interdisciplinary studies	University Preparation	IDC4U	All courses of the University Preparation or University Preparation/College Preparation streams
			IDP4U	The prerequisite of each of the courses making up the chosen set.
		Open	IDC4O	None
			IDP4O	Prerequisite of each of the courses making up the chosen set.

Further information about these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 11 and 12 Curriculum > Interdisciplinary Studies.

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## Classical Studies and International Languages

**Classical languages:** The study of Latin and of Ancient Greek.

**International languages:** Teaching of languages spoken in Europe, Latin America, Africa, the Middle East, and Asia.

Students may take one or more optional courses in a third language, to meet the Group 1 diploma requirements concerning additional compulsory credits.

Classical Studies and International Languages programs teach students to communicate and interact with persons who speak another language, in the case of international languages, or that represents a culture that has disappeared, in the case of the classical languages. Students learn to speak, to listen, to read, and to write accurately and confidently. The study of languages enables students to learn through communication and to find out how to communicate more effectively. The learning of a second language enhances the capacity to reason, to solve problems, and to understand and appreciate other cultures.

Students enrolled in the classical languages program may take only one type of course (Academic course), while students enrolled in the international languages program may choose between two types of courses (Academic course or Open course).

Like all second-language courses, the classical languages and international languages courses do not follow defined years. In other words, a student may start studying a classical or international language at any year in his or her secondary career. This is why progress in studies is indicated by level, not by year. In the secondary school program, the study of classical languages is offered at three levels, and the study of international languages is offered at four levels, from grade 9 to grade 12.

The classical languages program has three levels. A student may start at Level 1 in any year of the secondary division. The student may obtain more than one credit per level in the classical languages if he or she studies more than one language. For example, a student who successfully completes Level 2 of the Latin and the Ancient Greek courses accumulates two credits.

A student who successfully completes a Level 3 classical language course (Latin or Ancient Greek) is ready to study this language in a postsecondary educational institution.

A student who successfully completes a Level 4 international languages course in the University Preparation stream is ready to study this language in a postsecondary educational institution.

International languages courses may be offered in a form of half-courses. It is important to assign the appropriate code to each of the international languages courses.

Further information about these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > Classical Studies and International Languages.

## Health and Physical Education

One credit in Health and Physical Education is required to obtain the OSSD.

In addition, students may take one or more optional Health and Physical Education courses to meet the Group 2 requirements concerning additional compulsory credits.

All the grade 9 and grade 10 Health and Physical Education courses are Open courses designed for all students. Health and Physical Education courses may be offered in a form of half-courses, each of which is worth a half-credit. The grade 11 and grade 12 program includes three open courses, a University Preparation course, and a College Preparation course.

Furthermore, schools may develop courses based on specific groupings of physical activities, for the grade 11 and grade 12 Healthy Active Living Education courses. The possible specialties and course codes for grade 11 and grade 12 are as follows: Personal Activities and Conditioning (PAF30, PAF40), Large Group Activities (PAL30, PAL40), Individual or Small Group Activities (PAI30, PAI40), Aquatic Activities (PAQ30, PAQ40), Activities associated with rhythm and movement (PAR30, PAR40) and Open-Air Activities (PAD30, PAD40). The description of these courses in the school's calendar should specify the group of activities on which the course is based. Schools may, if they so desire, add a sixth character to the course code, to indicate their specialty or to specify that the course is designed for girls, boys, or both.

Schools may offer more than one specialty in *Vie active et santé* [Healthy Active Living] in grade 11 and grade 12. However, the student may obtain only one credit for each year of studies in this course.

Further information about these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > grades 9 and 10 Curriculum or grades 11 and 12 Curriculum > Health and Physical Education.

## Cooperative education and other forms of learning through experience

Cooperative education programs range from Academic instruction in the classroom to practical experience in the workplace. Students may obtain credits by completing periods of supervised practical work that relates to the credit courses taken in class.

Cooperative education courses may be organized as single-credit or multiple-credit courses. A large number of policies pertaining to cooperative education courses also apply to work experience, and are appropriate for such related programs such as school-to-work and the Ontario Youth Apprenticeship Program (OYAP).

Marks given and credits awarded for a cooperative education course or related curriculum course, or for a course developed locally and approved by the ministry, must be recorded separately on the report card and transcript, as follows:

- The cooperative education course and the related course will be entered separately, using the title of the related course and its course code for both courses.
- The cooperative education course will be designated by the indication “(Coop. Ed.)” after the course title, and in a transcript, by the letter C in the “Remarks” column.

Practical learning experiences that take place in a community setting offer students enrolled in any type of course, or in any discipline, the opportunity to strengthen their Academic program. Learning by experience can help all students, including special education students, to make career choices and to develop the knowledge, skills and attitudes that are essential for life in today's society, regardless of their postsecondary destination.

Students who attend secondary schools have the opportunity to put into practice what they have been taught in their course by participating in learning activities outside the classroom. Such learning experiences enable them to better understand their educational and occupational options, and give them the opportunity to become familiar with the practices and particular expectations of the world of work. Students can check to see what type of employment might suit them, and can better prepare for their transition to postsecondary studies, apprenticeship programs, or the world of work. Since the French-language schools will look for settings where French is used, their students will also be able to discover businesses or organizations that regard knowledge of French as an asset.

The following are the programs that may be offered:

- Job Shadowing
- Work Experience

- Cooperative Education. Work experience placements give cooperative education students an opportunity to earn additional credits in the subject. The program includes an individual plan developed on the basis of curriculum expectations for this course and expectations relating to the practical applications of the internship; teacher supervision of student progress; opportunities for students to analyze their practical workplace experience and to incorporate it into what they have learned in the classroom; and an evaluation process to determine whether the student has met the course expectations.

Further information about these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Policy and Reference > Cooperative Education and Other Forms of Experiential Learning.

## Native Studies

Students may take one of the optional Native Studies courses to meet Group 1 diploma requirements regarding additional compulsory credits.

Native Studies courses may be offered in the form of half-courses each worth a half-credit.

This program is designed for all students. Two Native Studies courses are offered in grade 9 and grade 10. The grade 9 course, *Expressing Aboriginal Cultures*, provides an overview of the various art forms employed by Aboriginal peoples to express their cultures. The grade 10 course, *Aboriginal Peoples in Canada*, deals with the history of the 20<sup>th</sup> century and considers contemporary issues from the viewpoint of the Aboriginal peoples.

In grade 11 and grade 12, the Native Studies curriculum guideline comprises 8 courses, 6 in grade 11 and 2 in grade 12. In the grade 11 course, students more specifically examine how various Aboriginal peoples perceive themselves, define their communities and envisage the future. In grade 12, students look at political, social, economic, and cultural issues that concern Aboriginal peoples both in Canada and in the rest of the world.

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > Native Studies.

## Native Languages

Students who enrol in the *Français : Les voix autochtones contemporaines* [French: Contemporary Aboriginal Voices] of the University Preparation, College Preparation or Workplace Preparation stream may substitute their credit for this course for the grade 11 French compulsory credit.

All Native Languages courses from grade 9 to grade 12 are Open courses designed for all students. Native Languages courses may be offered in the form of half-courses each worth a half-credit. Universities will determine the secondary courses required for their own programs. The secondary courses must be offered in a form of full-credit courses so that students will be able to meet university admission conditions.

Five levels of Native Languages courses are offered from grade 9 to grade 12. The topics covered include structures of oral expression, reading and writing, vocabulary, linguistic conventions, grammar, and information technologies. All Native Languages courses give students an opportunity to develop a sense of cultural identity and self esteem. Cayuga, Cree, Delaware, Mohawk, Ojibway, Ojicree and Oneida are the Aboriginal languages recognized in the program. The first three characters of the codes for Native Languages courses indicate the language, as follows:

LNA – Cayuga	LNM – Mohawk
LNC – Cree	LNN – Oneida
LND – Delaware	LNO – Ojibway
LNL – Ojicree	

Students may begin studying one or more Aboriginal languages at any point in their secondary school studies. That is why progress is indicated by level, not by year.

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > Native Languages.

## Guidance and Career Education

The Guidance and Career Education curriculum guideline offers courses that focus on career choices, apprenticeship, and the development of interpersonal skills. Central to the curriculum guideline is a **compulsory half-course entitled Career Studies**, which involves exploring career opportunities. In this course, students learn to set and attain their career goals in terms of education, work, or community commitment.

All grade 9 and grade 10 Guidance and Career Education courses are open courses designed for all students. Because of the way they are designed, grade 11 and grade 12 courses are supposed to be offered in a form that entitles the student to a full credit. However, half-courses for half-credit 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.

Generally speaking, all the courses of the Guidance and Career Education curriculum guideline encourage students to become involved in community activities, to have a work experience, to participate in cooperative education, work-study or apprenticeship programs, to practise job shadowing, and to do volunteer work.

Grade 9:

- **Learning Strategies I** precisely defines the strategies that are indispensable for improving success at the secondary level. Students who have an Individual Education Plan (IEP)<sup>3</sup> may also benefit from this course because it can be modified to meet their particular needs. A course relating to learning strategies can also be developed for grade 10 students with an IEP. The learning expectations for such a course will come from the “Learning Strategies I” course, but would take into account the other courses in which the student is enrolled.

Grade 10:

- **Career Studies (GLC20)** is a compulsory course, and comprises 55 hours (half-credit). It helps students to define and attain their objectives in terms of studies, work, and community life both during and after secondary school. Students learn to do an overall assessment of their knowledge, skills, and capacities, and are given an overview of major economic and social trends. Students also study workplace organization and how to access the labour market. Students prepare a detailed training plan and think about the need to adapt the change. This process helps them to attain their objectives.

Optional courses

<sup>3</sup> <http://www.edu.gov.on.ca/eng/general/elemsec/speced/iep/iep.html>

- **In Grade 11, Leadership and Peer Support (GPP30)** deals with interpersonal skills, and encourages the students to participate in the life of their school and of their community.
- **In Grade 11, Designing Your Future (GWL30)** enables students to prepare their postsecondary education program based on employment prospects that they have carefully defined.
- **In Grade 12, Advanced Learning Strategies (GLS40)** prepares students to carry out their future plans, regardless of the postsecondary destination they choose. This course can be modified to meet the particular needs of grade 12 or grade 11 students who have an Individual Education Plan (codes GLE40 or GLE30).

**Two new courses** (2004-2005) have been designed to help students acquire the knowledge and skills they need to succeed in today's world of work.

The **grade 10** course entitled **Career Studies (GLD20)** will help students to recognize, at an early stage in their secondary studies, the work habits and skills that are essential for success in the workplace. The course will also prepare them for work experiences in the community. The **grade 12** course entitled **Understanding the Workplace (GLN40)** will enable students to develop these essential skills and to explore occupational possibilities through various forms of learning by experience. This will enable them to make a smooth transition from secondary school to the labour market.

Further information on these courses can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Curriculum and Policy > Secondary Curriculum > Grades 9 and 10 Curriculum or Grades 11 and 12 Curriculum > Guidance and Career Education.

## 17.2 Non-credit education courses

Some courses are not for credit. The following is a list of these courses.

Code	Course title
KAL	The art of expressing oneself and having fun
KBB	Money management and personal bank transactions
KCC	Introduction to public transportation and exploring one's environment
KCW	Discovering the world
KEN	Development of language and communication
KGL	Everyday life skills
KGW	Discovering the world of work
KHD	Developing social skills
KHI	Cooking talents
KMM	Learning how to count and calculate
KNA	The first Canadians
KPF	Personal health and fitness
KPH	Healthy lifestyle choices
KPP	Independence
KSN	Discovering our environment
KTT	Computer skills

## 18. Assessment of out-of-province or foreign studies

### 18.1 Overview

Secondary school principals are responsible for evaluating certificates or diplomas for studies pursued outside the province or outside Canada, and for the appropriate placement of the students who have pursued these studies.

**Prior Learning Assessment and Recognition (PLAR)** is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning consists of knowledge and skills acquired formally or informally outside of secondary school. Students may have their knowledge and skills evaluated in relation to the expectations stated in provincial curriculum guidelines, in order to obtain credits toward their Ontario Secondary School Diploma. It is understood that the Prior Learning Assessment and Recognition program will be administered in the language of instruction of the school, namely French, and that it will be based on curriculum guidelines intended for French-language secondary schools.

PLAR has two components: the PLAR challenge and the granting of equivalent credits.

**The PLAR challenge process** is an evaluation of a student's prior learning so that he or she may be granted credit for a course developed on the basis of provincial curriculum guideline. The evaluation instruments employed for this purpose must include formal tests (counting for 70% of the final mark) and a variety of other methods adapted to different courses (counting for 30% of the final mark). These other methods may comprise evaluation of the student's work, including laboratory reports and other writing, and observation of the student's achievement.

**The Granting of equivalent credits** is the process by which what has been learned in other institutions or outside Ontario is evaluated.

### 18.2 Regular day school students

In the case of **students who do not have credits recognized by Ontario** (students from uninspected private schools or schools located outside Ontario), the school principal will use the table below as a guide, together with the following list of conditions, to determine:

- the total credit equivalence, given the student's background, for the purposes of placement.
- the total number of credits, including compulsory credits, that the student will have to obtain in order to earn his or her Ontario Secondary school Diploma (see OSS, Section 6.6).

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>More than Grade 11</b>
Number of years successfully completed in a secondary program	1	2	3	More than 3
<i>Minimum</i> number of credits needed for the OSSD	22	14	7	4
Literacy condition for obtaining the diploma	Compulsory	Compulsory	Compulsory	Compulsory
Community service	40 hours	*	*	*

\* The principal will determine the number of hours that the student must devote to community activities.

## 18.3 Mature students

For mature students, the PLAR challenge process involves evaluating a student's prior learning in order to give him or her credit for a grade 11 or grade 12 course developed on the basis of an Ontario curriculum guideline published in the year 2000 or later.

In the case of a mature student, the school principal must determine whether the student was previously involved in the Ontario secondary school system (under the OSS Circular, the OSIS Circular or the Circular HS 1, 1979–1981) on the basis of written proof of previous enrolment (e.g., the Ontario Report Card, the Ontario Transcript).

The new Prior Learning Assessment and Recognition requirements in effect since February 1, 2004, will apply to the two following groups of mature students:

1. Mature students who did *not* attend an Ontario secondary school prior to February 1, 2004, and who are studying to obtain the Ontario Secondary School Diploma (OSSD) in accordance with the requirements of the OSS Circular.
2. Mature students who were *enrolled as students in a regular day school* in the Ontario secondary education system, and who were placed in grade 9 in 1999–2000 or later, in grade 10 in 2000–01 or later, in grade 11 in 2001–02 or later or in grade 12 in 2002–03 or later and who resumed their studies as mature students on February 1, 2004, or later, in order to obtain their OSSD in accordance with the requirements of the OSS Circular.

Some groups of mature students may obtain the equivalent credits under Section 6.14, "Equivalence Granted to Adult Students," of the document *Ontario Schools, Intermediate and Senior Divisions (grades 7 to 12/OACs) – Preparation for the Ontario Secondary School Diploma, 1989*, revised edition (OSIS Circular).

Further information about Prior Learning Assessment and Recognition can be found on the Ministry of Education Web site by following these links: > Elementary and Secondary > Policy and Reference > Policy/Program Memoranda > Policy/Program Memorandum No. 129 and Policy/Program Memorandum No. 132.

## 19. Contact persons

In Ontario, every elementary and secondary school evaluates the school records of its new students. If your child or you have just arrived in Ontario, bring these documents (translated into French or into English, as the case may be) directly to the school that your child or you will be attending. The school will use these documents to determine in which grade your child or you should be placed and the number of remaining credits required to obtain a diploma.

If you wish to obtain further information on education in Ontario, you may visit the Web site of the Ministry of Education at [www.edu.gov.on.ca](http://www.edu.gov.on.ca). You can also contact the General Information service of the Ministry of Education in the following ways:

### General Information

#### Telephone

Toll-free number in Ontario: 1-800-387-5514

City of Toronto and outside Ontario: (416) 325-2929

**Postal address**

Ministry of Education  
Correspondence and Public Inquiries Unit  
Mowat Block, 14th floor  
900 Bay Street  
Toronto, Ontario, M7A 1L2

**Fax**

(416) 325-6348

**E-mail**

[info@edu.gov.on.ca](mailto:info@edu.gov.on.ca), or send us your comments and questions using our on-line form.

**Teletype (TTY)**

1-800-263-2892



# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Ontario (English curriculum), PART B: OS:IS**

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# Summary Statement

## IMPORTANT NOTE

### REORGANIZED SECONDARY SCHOOL PROGRAM

Readers should be aware that Ontario reorganized its secondary school program in **September 1999**, and phased it in over the following three years in the higher grades.

#### Part A of the Student Transfer Guide for Ontario

Regular day school students and mature students who are studying under the reorganized program must meet the requirements for the Ontario Secondary School Diploma (OSSD) described in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS).

**Part A** of the Ontario Student Transfer Guide describes the diploma requirements and programs under **OSS**.

#### Part B of the Student Transfer Guide for Ontario

Regular day school students and mature students who entered high school prior to 1999 and the introduction of the reorganized secondary school program must meet the requirements for the Ontario Secondary School Diploma (OSSD) described in the *Ontario Schools: Intermediate and Senior Division, Grades 7 to 12/OACs: Program and Diploma Requirements* (OS:IS).

This document, **Part B** of the Ontario Student Transfer Guide, describes the diploma requirements and programs under **OS:IS**.

#### Transition from OS:IS to OSS

Refer to the following chart to determine which Ontario Secondary School Diploma requirements (**OS:IS** or **OSS**) apply to a **regular day school student** and a **mature student**.

OS:IS Diploma Requirements	OSS Diploma Requirements
OS:IS diploma requirements apply to regular day school students and mature students who were enrolled in an Ontario Secondary School program and placed in	OSS diploma requirements apply to regular day school students and mature students who were enrolled for the first time in an Ontario secondary school program and placed in
Grade 9 OS:IS prior to September 1999	Grade 9 in September 1999 or later
Grade 10 OS:IS prior to September 2000	Grade 10 in September 2000 or later
Grade 11 OS:IS prior to September 2001	Grade 11 in September 2000 or later
Grade 12 OS:IS prior to September 2002	Grade 12 in September 2002 or later

**Note:** Please see the definition for “regular day school student” and “mature student” in Section 3 of this Guide.

Readers should be aware that the **OS:IS curriculum** has been phased out, and it was no longer offered after the 2003–04 school year. Students completing their diploma requirements under OS:IS after 2003–04 are required to study the new curriculum developed as part of the reorganized secondary school program.

## 1. Introduction

Up to September 1999, policy related to secondary school, grade 9 to graduation, is described in *Ontario Schools: Intermediate and Senior Divisions, Grades 7-12/OACs: Program and Diploma Requirements (OSIS)*, rev.ed. (Toronto: Ministry of Education, Ontario, 1989); *Transition Years, Grades 7, 8, and 9: Policy and Program Requirements* (Toronto: Ministry of Education, Ontario, 1992); *Policy/Program Memorandum No. 115, Program Policy for Elementary and Secondary Education* (Toronto: Ministry of Education and Training, June 27, 1994).

The curriculum for **grade 9** is described in *The Common Curriculum: Policies and Outcomes, Grades 1 to 9* (Toronto: Ministry of Education and Training, Ontario, 1995).

The curriculum for **grades 10 to 12/OAC** is described in the subject guidelines listed in OS:IS, Appendix B and in curriculum guidelines issued since 1989 which include: Broad-Based Technology, Classical Studies, Dance, Fashion Arts, Food and Nutrition Sciences, International Languages, Physical and Health Education OAC, and Philosophy.

Information can be located on the ministry's Web site<sup>1</sup> (see Section 19 of this document for contact information).

## 2. Organization of School System

The school year extends from the first week in September to the last week in June. A minimum of 190 instructional days is required. The scheduling of a March break of one or two weeks is determined by the local school board. Most secondary schools are organized to offer their courses either within a semestered system of two terms or over the course of the full school year.

French-language secondary schools in Ontario are subject to essentially the same course requirements as English-language schools. Specifications are set out in *Les écoles de l'Ontario aux cycles intermédiaire et supérieur*.

Curriculum guidelines for all subjects except English, English as a second language, and French as a second language are available in the French language. Separate history and contemporary studies guidelines have been developed for use in English- and French-language secondary schools. *Anglais* and *Français* guidelines apply to French-language secondary schools only.

## 3. Explanation of Terms Used

### credit

A credit is a unit of value assigned upon successful completion of a course for which a minimum of 110 hours has been scheduled. Credits are accumulated for the purpose of meeting diploma requirements.

### curriculum guideline

This is a Ministry of Education document that provides the policy framework for the teaching of a subject or group of subjects throughout a division or combination of divisions. Courses of study are developed at the school or school system level in accordance with the appropriate curriculum guidelines.

### Intermediate division

This includes grades 7 to 10, the first two years of which constitute the final years of elementary school.

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<sup>1</sup> <http://www.edu.gov.on.ca/eng/welcome.html>

## 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 (i.e. an adult) 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.

## Ontario Academic Course (OAC)

OAC is a prescriptive, Ministry-designed university entrance course.

## OS:IS

OS:IS is an abbreviation frequently used for *Ontario Schools: Intermediate and Senior Divisions*, the document that outlines requirements for the granting of the Ontario Secondary School Diploma (OSSD). OS:IS is issued in English and in French.

## 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.

## secondary school

This includes grades 9 to 12 and the Ontario Academic Courses (as defined below).

## senior division

This includes grades 11, 12, and the Ontario Academic Courses.

# 4. Course Designation

Course codes are assigned at the provincial level for credits earned in grades 10 to 12/OAC. They indicate by letters and digits the subject discipline, grade, and level of difficulty of the course; for example, ENG2A represents English, grade 10, advanced level.

There are no course codes for individual courses in grade 9 recorded on the Ontario Student Transcript (OST) which forms a part of the Ontario Student Record (OSR). The principal determines the credit-equivalency value for the school's grade 9 program (usually 8) and the compulsory credit equivalents that are to be recorded on the OST. QEV is the code on the Ontario Student Transcript for credits received in the grade 9 program from 1993–94 to 1998–99.

See Section 20<sup>2</sup> for a list of Common Course Codes for school years 1996–97, 1997–98, 1998–99.

# 5. Time Allotments and Course Load

One credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. The specific credit requirements for the OSSD are listed in OS:IS.

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<sup>2</sup> <http://www.cmec.ca/tguide/2001/en/on20.htm>

From the 1993–94 school year to the 1998–99 school year, grade 9 programs were not streamed. Courses offered in grades 10 to 12 for credit have one of three levels of difficulty: basic, general, advanced. OACs are offered at the advanced level of difficulty. These levels are described in OS:IS.

## 6. Curriculum Organization

Texts for all grade levels must be chosen from those listed by the Ministry of Education<sup>3</sup>. Literature books are selected locally and approved by school boards. The selection of supplementary materials for classroom use is the responsibility of local school boards.

## 7. Testing and Grading Practices

The Ministry of Education does not set provincial examinations for secondary school. Student achievement is assessed locally, usually within the school, and is based on the teacher's professional judgment of the student's level of attainment. This judgment involves observation and assessment of a number of factors, including tests and examinations. There must be at least one formal examination for OACs.

Student achievement is normally recorded in terms of letter or numerical percentage grades. Schools are required to maintain records of assessment for each student in the Ontario Student Record (OSR).

### Education Quality and Accountability Office (EQAO)

Established in 1996 as an arm's-length agency, the EQAO is responsible for ensuring greater accountability and quality in the elementary and secondary education systems in Ontario through collection, evaluation, and reporting of information on educational assessment and quality. A significant part of the EQAO's mandate involves provincial testing of pupils' academic achievement and reporting the results of the testing to the Minister of Education and the general public. The EQAO manages Ontario's participation in the Trends in International Mathematics and Science Study (TIMSS) and the School Achievement Indicators Program (SAIP) through CMEC, an assessment of grade 3 students across Ontario in reading, writing, and mathematics, and tested a sample of grade 6 students in mathematics.

## 8. Requirements for Graduation

An OSSD shall be granted to a student who has earned a minimum of 30 credits, including 16 compulsory credits described in OS:IS and 14 elective credits. In accordance with *Transition Years, Grades 7, 8, and 9*, the principal of the school shall determine the equivalent credit value of the school's grade 9 program and the remaining requirements — that is, compulsory and elective credits — for an OSSD. The minimum of 30 credits shall consist of the successful completion of the grade 9 program and a minimum of 22 credits in grades 10 to 12 and OAC. At least 8 compulsory credits listed in OS:IS must be taken in grades 10 to 12 and OAC. The OACs may count among the 30. A minimum of 6 OACs is required for university entrance.

## Summary of Course Content

Readers should be aware that the **OS:IS curriculum** has been phased out, and it was no longer offered after the 2003–04 school year. Students completing their diploma requirements under OS:IS after 2003–04 are required to study the new curriculum developed as part of the reorganized secondary school program.

<sup>3</sup> [www.curriculum.org/occ/trillium/index.shtml](http://www.curriculum.org/occ/trillium/index.shtml)

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## 9. English Language Arts

### Required courses

#### Grade 9

Language must be part of every student's grade 9 program. Students are expected to achieve all the outcomes for these courses that have no levels of difficulty. Language in grade 9 is equivalent to one compulsory English credit required for diploma purposes.

The learning outcomes around which the educational programs offered in grade 9 were developed are found in *The Common Curriculum, Grades 1–9*. Those specific to English are described in the Language section. The outcomes are grouped into the following categories: listening and speaking; reading; writing; viewing and representing; and language for learning.

#### Grades 10-12

Students must complete four compulsory credits in English in grades 10 to 12/OAC. For each grade there is a compulsory credit. Students may choose their fourth compulsory credit from the elective courses described below. One or more English OACs may be used to satisfy the compulsory credit requirement. English is offered at the advanced, general and basic levels.

There are three categories of content for all English courses: language, literature (poetry, prose fiction, prose non-fiction, drama) and media.

The compulsory courses in each grade blend reading, writing, listening, and speaking. In at least three of the compulsory credits approximately one-third of the classroom time must be devoted to writing.

Media is included as a category of study for one-third of scheduled classroom time in either grade 9 or 10 and in grade 11 or 12 compulsory courses.

### Elective courses

#### Grades 10-12/OAC

Elective English courses may be offered at any grade level. One of the compulsory English credits may be earned from the list of elective courses. Courses offered shall be one of the following or combinations of two or more in appropriate proportions:

- a course in writing emphasizing the workshop approach
- a course in media literacy including a substantial amount of creative activity
- a course in business English
- a course in oral language
- an intensive study of a single category such as drama, poetry, film, or the novel
- independent study involving original research
- a school-related package, e.g., technological studies
- an integrated study in which aspects of other disciplines are related to literature
- a course on a special theme or topic such as satire or Canadian literature
- a course in linguistics

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## Ontario Academic Courses

OACs in English are intended primarily for students who plan to go to university, both for those who will take English courses there and those who will not. Schools may offer up to three English OACs. OAC I: Language and Literature is the core course, and students taking one OAC will take this course. All Ontario students entering university with an English course will have completed the same core requirements. The other OACs that students may take are Writer's Craft and Studies in Literature.

Each of the courses must have a literature component; a language component, incorporating the study of structure and style and linked to the literature component in each course; an independent study unit; and a writing folder.

## English as a second language (ESL) and English skills development (ESD) courses

Courses in ESL and ESD are offered to enable students learning English and/or acquiring academic skills to succeed in regular programs.

A maximum of three ESL or ESD credit courses may be counted toward the compulsory English credits for the OSSD. Additional credits may count as electives.

A grade 11 or 12 ESL or ESD credit may replace one of the compulsory English credits for the same grades. ESL and ESD credits cannot be used as prerequisites to the English OAC I.

## 10. French (First Language)

The compulsory and elective courses are described in the French-language version of this guide.

## 11. French (Second Language)

### Required courses

The core FSL program is compulsory from grades 4 to 9. Programs must lead to a minimum of 720 accumulated hours of FSL instruction by the end of grade 9. Secondary school students are required to complete one credit course in FSL to earn the OSSD. This requirement is generally fulfilled in grade 9 where all students in English-language schools must receive a minimum of 110 hours (one credit equivalent) of FSL instruction.

A record of a student's accumulated hours of FSL instruction must be kept on the *Student Record of Accumulated Instruction in French as a Second Language* in the OSR which accompanies a student from school to school.

### Elective courses

#### Grades 10–12/OAC

Students may choose FSL for up to four additional credits toward the OSSD. These courses may be offered at the advanced, general and basic levels.

In grade 10, the program is aimed at teaching students to be expressive in French so that language becomes a precise communication instrument. At the same time, the language is also introduced as a cultural medium.

In grades 11 and 12, the teaching of FSL revolves around two essential elements: language competency and culture. The aim is to ensure that students master the French language so that it becomes a means of support for ideas, a vehicle for communication, and a cultural medium.

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## Ontario Academic Courses

Students may take one or two OACs in FSL. To qualify for OACs in FSL, students must take two credits in FSL, of which one must be a grade 11 or 12 advanced-level course. The OACs include listening and speaking requirements, intensive and extensive reading selections, writing assignments, and an independent assignment.

### 12. French (Immersion)

#### Required courses

##### Extended Program

This is a program in which French is the language of instruction for a minimum of 25 per cent of the instructional time at every grade level of the program. Extended programs must include an FSL component plus one complete course or program taught in French from at least one of the arts, personal and social studies, or mathematics, science, and technology. Extended programs must lead to a minimum of 1,500 accumulated hours of FSL instruction by the end of grade 9, and 2,100 hours by the end of secondary school.

##### Immersion Program

This is a program in which French is the language of instruction for a minimum of 40 per cent of the instructional time at every grade level of the program. Immersion programs must include an FSL component plus at least two complete courses or programs taught in French from the arts, personal and social studies, or mathematics, science, and technology. Immersion programs must lead to a minimum of 4,160 accumulated hours of FSL instruction by the end of grade 9, and 5,000 hours by the end of secondary school.

##### Elective courses

Extended and immersion FSL programs are optional. Where they are offered, they must conform to the policies in this section.

### 13. Mathematics

#### Required courses

Students must take two mathematics courses as part of the compulsory credits required for the OSSD. Generally students fulfill the compulsory requirement in grades 9 and 10.

##### Grade 9

All students are required to take mathematics as part of their grade 9 program. The learning outcomes for mathematics are described in Mathematics, Science and Technology, a section of *The Common Curriculum*. The strands are problem solving and inquiry; number sense and numerations; geometry and spatial sense; measurement; patterning and algebra; and data management and probability.

##### Grade 10

###### Mathematics, Advanced Level

This course is intended for students who have demonstrated interest in and aptitude for the more abstract aspects of mathematics. It develops a foundation for future courses leading to the OACs in mathematics. Core content is organized around numerical methods, algebra and geometry.

**Mathematics, General Level**

This course is designed for students who have not shown an interest or aptitude in the more abstract aspects and are not intending to study mathematics, or subjects in which mathematics is required at the university level. They may be planning to take courses requiring mathematics at a college of applied arts and technology. Core content is organized around numerical methods, algebra and geometry.

**Mathematics for Work and Home, Basic Level****Mathematics for Everyday Life, Basic Level**

These courses emphasize applications of mathematics relevant for students now or that they perceive will be useful in the future. The courses allow for the varying abilities of students. Calculators are used throughout. Core content in Mathematics for Work and Home is organized around themes such as mathematics on the job, your budget and savings, and mathematics in sports. The core content in Mathematics for Everyday Life is organized around numerical methods, and measurement and geometry.

**Elective courses****Grades 11-12/OAC**

Mathematics courses beyond grade 10 are optional. Courses at the advanced, general and basic levels have specific focuses.

The advanced level mathematics courses in grades 11 and 12 are designed for students who have an interest in mathematics and the ability to work with abstract ideas, and who intend to study one or more of the OACs in mathematics. The emphasis throughout the courses is the development of a foundation for the content and processes of the OACs in mathematics and related courses in mathematics or other disciplines at the university level. The prerequisite for Mathematics, grade 11, advanced level is Mathematics, grade 10 advanced level. The core content in the Mathematics, grade 11 advanced level includes algebraic operations, analytic geometry, functions and transformations, and investment mathematics. The core units in Mathematics, grade 12 advanced level are geometry, relations and functions, algebraic operations, and statistics.

General level mathematics courses in grade 11 and 12 are designed for students who have demonstrated a knowledge of the skills of arithmetic and algebra that are specific to grade 10 general level. There are two programs in general level mathematics, grades 11 and 12: Mathematics for Business and Consumers and Mathematics for Technology.

Mathematics for Business and Consumers courses emphasize mathematics applications encountered by consumers and owners or employees of small businesses. These courses prepare students for business programs at colleges of applied arts and technology.

Mathematics for Technology courses emphasize the development and consolidation of the mathematical content and processes that students will require to succeed in diploma-level technological programs at colleges of applied arts and technology.

Basic-level courses in mathematics for grades 11 and 12 are designed for students with differing levels of understanding of previously introduced mathematical concepts and skills. There are two courses: Mathematics for Work and Home and Mathematics for Everyday Life. These courses are intended to help students develop a mathematical foundation to function successfully as informed citizens and to enter the world of work.

**Ontario Academic Courses**

There are three OACs in mathematics: Finite Mathematics; Algebra and Geometry; and Calculus.

Finite Mathematics is intended for students who do not require calculus as a prerequisite for the university courses of their choice. It can also serve as a complement to the calculus course for those students who will continue the study of mathematics at university but are not interested in the more abstract aspects of mathematics. The core units are applications of matrices, combinations, and probability and applications.

Calculus is intended for students who require calculus as a prerequisite for the university courses of their choice. The core units are limits and derivatives, applications of derivatives, and antidifferentiation.

Algebra and Geometry is appropriate for students who have a record of high achievement in mathematics and intend to study mathematics in some depth at university. Normally a student would treat this course as a complement to the calculus course. The core units are transformations and matrices, geometric vectors, Cartesian vectors, complex numbers, and mathematical induction.

## 14. Science

### Required courses

In the secondary school program two science credits are required for the OSSD. All students must take science as part of their grade 9 program and most students choose grade 10 science to fulfill the compulsory credit requirement.

#### Grade 9

The learning outcomes for grade 9 Science are described in “Mathematics, Science and Technology,” a section of *The Common Curriculum*. The science curriculum includes life science; earth and space science; physical science; the nature of science; and environmental issues. The grade 9 science program is equivalent to one of the compulsory science credits for diploma purposes.

#### Grade 10

There are five grade 10 science courses. These include science at each of the advanced, general and basic levels, and environmental science at the advanced and general levels.

The advanced and general level science courses include sections of biology, chemistry, physics, and environmental science. These courses help students prepare for specialized courses in grades 11 and 12. The basic level science course has one core theme, World Beyond grade 10, and three or more optional themes selected locally. Optional themes include fibres and fabrics, sun, skin and eyes, science and food, outer space, and health and nutrition.

The advanced level environmental science course consists of a balance of mandatory core and optional units. The core units are natural environment; energy systems; terrestrial ecosystems; and population ecology. The core units in the general-level course are plant science; animal adaptations; soil science; energy interaction; and ecosystems.

### Elective courses

#### Grades 11-12/OAC

Except basic level science, science programs in grades 11 and 12 are specialized disciplines that include environmental science, biology, chemistry, physics, geology and technological science. There are four OACs: Biology, Chemistry and Physics, which are intended to prepare students for further studies in science, engineering, medicine and related fields; and Science in Society which provides background for students intending to study in non-science areas. Students are permitted to count only three science OACs as part of the 30 credits required for the OSSD.

In basic level science, the core themes are consumer chemistry in grade 11, and wise use of energy in grade 12. In each course, three or more optional themes are to be selected and the balance of the time is to be devoted to locally designed themes. Optional themes in grade 11 deal with such areas as applied chemistry; forensic science; outdoor living; microbiology; and metallurgy. In grade 12, optional themes are physics at work; sound heredity — who I am; our changing world; and photography.

In environmental science, there are three courses: grade 12 advanced level, and grades 11 and 12 general level.

Core units in the grade 12 advanced level course include environmental quality: air and water; energy: resource management and future supply; and aquatic ecosystems. Optional units provide for specialized treatments of such studies as plant and animal reproduction; animals as food converters; microbiology; trees; outdoor survival skills; environmental health hazards; soils; fish and wildlife management; pests and pest control; and landscape design. Locally-developed units are also permitted.

In the grade 11 general level course, core units are plant science; animal science or wildlife biology; aquatic ecosystems; and energy pathways. In grade 12, the core units are soils; air quality and waste management; and pests and pest control. The core units in each year provide the necessary background concepts for the more specialized optional units which include horticulture, forestry, microbiology, gardening, crop science, landscaping, plant and animal pathology, genetics, agribusiness, and locally designed units.

## **Biology**

There are three biology courses that may be offered: general and advanced levels in grade 11 and the OAC.

The advanced level grade 11 course, that is the prerequisite for the OAC, consists of the following core units: cellular structures and processes; vascular plants; genetic continuity; bacteria and viruses; and vertebrate systems.

The general level course, Applied Biology, focusses on a study of the human body and deals with its input, internal workings, and output. The core units are dietary input; alimentary and excretory systems; communication systems; respiratory/cardiovascular systems; genetics and reproduction; and waste management.

Biology OAC builds on the grade 11 course and introduces new perspectives on biology, including the biochemical viewpoint. The core units that occupy 80 per cent of the course are: chemical basis of life; energy and the living cell; plant physiology; genetics; evolution; biological control and homeostasis; and ecology. One optional unit selected from animal behaviour, or a unit of local design, completes the course.

## **Chemistry**

There are three courses in chemistry: advanced and general level in grade 11 and the OAC.

The advanced level grade 11 course, a prerequisite to the OAC, consists of the following core units: matter; elements and chemical bonding; gases; formulas and chemical reactions; chemical reaction calculations; solutions; and industry and society.

The general level course, Applied Chemistry, introduces students to a wide variety of chemical applications in practical laboratory work. The core units are qualitative analysis structure of matter; properties of substances; chemicals in action; and acids and bases. Optional units (about 30 per cent of the course) focus on applications and societal implications.

Chemistry OAC builds on the grade 11 course and is intended to prepare students for further studies in chemistry at university. All units are core: organic chemistry; atomic structure and molecular architecture;

energy and rates in chemical reactions; equilibrium; redox and electrochemistry; and independent investigation.

## Physics

There are three courses in physics: grade 12 advanced and general level, and the OAC.

The grade 12 advanced course, prerequisite for the OAC, consists of the following core units: geometric optics; mechanics; electricity; electromagnetism; sound; and nuclear physics. One optional unit selected from fluids, thermal energy, or a unit of local design completes the course. Mathematical work is required in all units.

The general level course, Applied Physics, frequently deals with the subject beginning with an application and then moving toward related knowledge and theory. Mathematics does not play a major role; most topics are practical and applied to everyday life or the work place. The core units deal with sound; light and colour; motion; electrical energy; and heat. Optional units (about 30 per cent of the course) allow for choices from units such as time and its measurement; distance: measurement and application; fluids; properties of solids; and nuclear energy.

Physics OAC which builds on the grade 12 advanced course is more theoretical and mathematical. The core units (more than 80 percent of the course) consist of kinematics; dynamics; momentum and energy; electric charge; waves and light; and early quantum theory. The optional units provide for an introduction to two or three of the following: special relativity; bodies in equilibrium; electromagnetic radiation; elementary particles; or a unit of local design.

## Technological Science

There is one grade 12 general level course in technological science.

It is intended for students who wish to take technology courses at the colleges of applied arts and technology and is designed on the assumption that students enrolled in it will understand related concepts in Applied Chemistry and Applied Physics through taking these courses either previously or concurrently. It builds on these two courses and contains three chemistry units and five physics units. These consist of the following core studies: chemical language and calculations; thermochemistry; chemical analysis; kinematics; kinetics; statics; fluids; and machines.

## Geology

There are two geology courses offered in grade 12 at either the advanced or general level.

The advanced level geology course consists of these core units: planet earth; minerals; the earth's crust and dynamic earth; palaeontology; clocks for the rocks; geological maps and illustrations; environmental geology; and introduction to the Ontario record.

The general level course deals with the fundamental elements of geology - the earth, minerals, rocks, and fossils. The core units are a geological survey of the earth; minerals: building blocks of the earth; rocks; materials of the earth's crust; the dynamic earth; case studies in geology; economic geology; and environmental geology.

## Science in Society OAC

This course is designed primarily for university-bound students who do not wish to specialize in science disciplines at the postsecondary level. It contains substantive subject matter in science and also deals with related societal issues. The prerequisite for this course is one of advanced level biology, chemistry, environmental science, geology or physics. The core units deal with patterns in nature, conflicts related to science, the human consumer, and transportation and communication. Optional units (about 30 per

cent of the course) are to be selected from resources and energy; scientists and their discoveries; life, food, health; or a unit of local design.

## 15. Social Studies

### Required courses

To earn the OSSD, students must complete one credit or credit equivalent in each of Canadian geography and Canadian history which are offered in grades 9 and 10, and one additional social science credit in grade 11 or 12.

#### Grades 9–10

Schools may have offered the compulsory Canadian history and geography courses in either grade 9 or 10, or integrated over two years. The learning outcomes for grade 9 described in the section, Personal and Social Studies: Self and Society, of *The Common Curriculum* allow for either of these approaches.

##### History — Contemporary Canada: Life in the Twentieth Century

This compulsory course specifies five core topics: citizenship; government and law; French-English relations; Canadian-American relations; and social and economic issues. Topics may be developed chronologically or thematically, or through a combination of themes and chronology.

##### Geography — Canada

This compulsory course specifies two core areas: An understanding of the natural and human characteristics of Canada and the relationship between them. Topics include the local community and area; basic relationships which exist among relief, climate, vegetation and soils; the effects of occupancy by native peoples, the founding nations, and subsequent immigrant groups on the Canadian landscape; the need for wise use and management of resources; effects of industrialization and technological change;

Skill development in the use of geographic tools, e.g., topographic maps, thematic maps, profiles, photographs, charts and graphs.

#### Grades 11–12

Students must complete at least one senior social science credit course in either grade 11 or 12 (Senior Division) from the elective courses for grade 11 and 12 described in Section 17 below. The course may be taken at the advanced, general, or basic level.

### Elective courses

#### History and Contemporary Studies

The courses described below are developed from programs outlined in the *History and Contemporary Studies Guideline*.

##### Grade 10

##### Living in a Changing World

This course focuses on past, present and future forces, events and institutions that have or will have an effect on young adolescents. Units of study include personal identity, the multicultural society, the

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individual in society and change/future. This optional course may be offered at the advanced, general and basic levels.

### **Grades 11–12/OAC**

Courses in grades 11 and 12 may be offered at the advanced, general, and basic levels. OACs are offered at the advanced level only.

#### **Civilizations in History**

This course is designed to help students develop a global perspective, based on an understanding of past civilizations. It will consist of a selection of units from: ancient Egypt and the near east; the Mediterranean world 1500 BC to 45 AD.; early Asian civilization; medieval Europe 400-1350 A.D.; and early modern Europe, 1350-1900; the Arab world to 1900; the Asian world to 1900; sub-Saharan Africa to 1900; and central and South America.

#### **Twentieth-Century World History**

This course investigates changes and issues which have characterized life in the 20th century. The first half of the course examines pre-1945 history as well as exploring interrelated themes of universal relevance. In the second half, these themes are applied to a detailed study of specific areas and countries in the post-1945 world.

#### **American History**

In this course students examine the broad historical trends which have characterized the development of the United States from colonial times to the present. Courses consist of topics selected from two chronological sections.

#### **Politics**

In this course students study the political process, discovering how individuals and groups grapple with problems, resolve conflicts and select from among choices. Fundamental political concepts are examined and applied. The course may focus on one or a combination of the local, national or international spheres.

#### **Law**

In this course students develop an understanding of their present and future rights and responsibilities under law. Students also examine the various roles they will play as citizens of a local, regional, national, and global community.

#### **Native Studies**

In this course students examine the culture, history, and contributions of Canada's original people in order to view current native issues and concerns with clarity and understanding. Topics are taken from *People of Native Ancestry, Curriculum Guideline for the Senior Division*.

#### **World Religions**

In this course, students explore the meaning of different religions and their effect on the life and thoughts of their adherents. The course is designed to help students clarify their thinking about themselves and their relationship to their fellow human beings, to the universe, and to the concept of a transcendent order.

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**Society: Challenge and Change**

In this course students develop an understanding of society and of their own needs and motivations. It consists of three core topics: the nature of the human species; social behaviour; human communication; and from one to six optional topics.

**Ontario Academic Courses (OAC)**

The prerequisite for any of these OACs is the successful completion of the requirements for a Senior Division (grade 11 or 12) social science credit at the advanced level.

**Modern Western Civilization**

This course covers the main developments in knowledge, philosophy, politics, society, the arts, economics and technology over the last two centuries. It consists of seven topics, from the enlightenment through to themes of our times. Within each topic, the course examines a number of major themes and concepts which have characterized the last 200 years of Western civilization.

**Canada in the North American Perspective**

In this course students examine similarities and differences in the parallel experiences of Canada and the United States. A unifying theme is the study of the ideas which have linked or separated the two nations. The course consists of 16 topics, ranging from contact between European and native groups in the 16th century through to human rights issues of the 20th century.

**Politics**

This course develops a knowledge of how political institutions and systems operate and demonstrates how individuals can translate political knowledge, skills and attitudes into a wide range of actions. The foundations of politics are the concepts, structures and methods of the discipline of political science. Topics are organized around five sections, including the socio-cultural basis of politics; political processes; and groups and policy issues.

**Law**

This course provides a broad perspective on law as a dynamic force in society and fosters an in-depth appreciation of legal issues. It consists of topics including introduction of law; our legal heritage; the criminal justice system; law and the world community; and current issues in Canadian law.

**Geography****Grade 10****Europe and Asia**

This elective course is designed to foster an understanding of the physical, economic and cultural patterns and their interrelationships; and skill development in the use of maps, cross-sections, charts, graphs and statistics.

**Grades 11-12/OAC****Physical Geography**

This course provides for the systematic study of the various physical elements that make up the earth and the interacting systems in land, sea, and air that support life. The significance of the earth's physical characteristics to human life is a secondary emphasis of the course.

**Human Geography**

This course provides for the study of the nature and distribution of human activities on the earth. The two major factors involved are human population and the environment.

**Regional Geography**

In this course students have the opportunity to study and identify the character of representative world regions. Regional studies require a careful examination of the interactions of the population with the region's physical conditions and resources.

**Urban Studies**

This course allows students to develop a fuller understanding of the nature of the urban places where a substantial and ever-increasing proportion of people live. Urban places and networks greatly influence the social, economic, and cultural character of the world's nations and have a powerful influence on rural environments.

**World Development: Studies in Contrasts**

This course provides students with the opportunity to examine contrasts in world development. The emphasis is on the study of countries and groups of countries that illustrate contrasts in their economic systems, wealth, social development, and power.

**Environmental Studies**

This course examines human activity as a major environmental process. It considers concepts and principles associated with preservation, conservation, change, and the management of natural and built environments.

**Geographics: Acquiring Skills through Geography**

This course stresses the development of the practical skills that are applied to geographic studies. Students will have opportunities to apply the inquiry model to the study of topics and to develop and use mapping and other graphic skills commonly associated with geography.

**Canada: Environment and Economy**

This course provides a contemporary and future perspective on Canada's natural, economic, demographic and political characteristics. The four organizing themes are Canada's international interdependence, demographic considerations, industrial geographic, and environmental systems and resource management.

**World Issues: Geographical Interpretations**

This course examines a number of issues which have geographic dimensions and which are global in significance. The major organizing themes are environmental issues, economic and resource issues, and cultural and political issues. Students are able to broaden and deepen their understanding of the concept of a global village.

**Other social studies programs**

These courses which are found in other guidelines may be part of the social studies program and used to meet the senior division social science requirement. The prerequisite for any of the OACs described in this section is one grade 11 or 12 (Senior Division) advanced level social science credit unless stated otherwise.

## Economics

There are three economics courses described in “Economics,” a section of the Business Studies Guideline. Students may earn one credit at the advanced or general level and an additional credit for the successful completion of the OAC in economics.

The core units in the advanced level course are introduction to economics; macroeconomics; microeconomics; business organization and finance; labour markets; personal finance and taxation; Ontario economy; and economic applications.

The core units in the general level course are introduction to economics; price determination in the marketplace; the roles of government, business and workers in the economy; and economic application.

The OAC course requires students to examine current economic issues and develop the framework they will need to understand the economic goals of the Canadian economy. Units of study include measurement and evaluation of economic activity; fiscal policy; monetary policy; economic efficiency; income determination; goals of economic growth and productivity; international trade and competitiveness; economic history; and application of economic reasoning. The prerequisite may be either a grade 11 or 12 advanced level business studies or social science course.

## Family Studies

There are grade 11 and 12 courses in parenting, housing, and economics in the family, which can be offered at the advanced, general and basic levels; and the OAC course, Families in Canadian Society. Students may earn up to one credit for each of these courses. There are no prerequisites for these courses except for the OAC.

The OAC course, Families in Canadian Society, has three purposes: to help students develop a cognitive and affective understanding of the family in Canada, acquire personal skills for participating in the family process, and develop the learning skills they will need in order to be successful in their future schooling. The units of content are between families; the young single; the newly married couple; the family with young children; the family with adolescents; launching; and the family in later life.

## Fashion Arts

Introduction to Fashion Arts and Fashion Fundamentals are courses that may be offered in either grade 11 or 12 at the advanced, general and basic levels. Students may earn up to one credit in each of these courses. The core units in Introduction to Fashion are the influence of fashion; fashion design principles; fashion production; fashion merchandising; and careers in fashion. The core units for Fashion Fundamentals are fashion and human behaviour; fashion production and marketing; the role of fashion designers; the Canadian fashion industry; fashion through time.

## Food and Nutrition Sciences

Food and Nutrition Sciences I and II may be offered at the advanced, general, and basic levels in grades 11 and 12. Students may earn up to one credit in each of these courses. Food and Nutrition courses make students aware of the social significance of food as well as the relationship between food, nutrition, human physiology, and wellbeing. Through an examination of factors that have an impact on food production and supply, and consequently on food choices, students will understand the food industry in Canada. The variety of career opportunities in the food industry and the field of nutrition are examined. The second course enables students to explore through a study of selected issues, the relationship between food, nutrition, lifestyle, and well-being.

## **Consumer Studies**

Courses described in Consumer Studies, a section of the Business Studies curriculum guideline, have as their main aim helping students understand what is involved in making use of their personal purchasing power and how the Canadian marketplace operates. These courses may be offered at the advanced, general and basic levels. Students may earn up to one credit.

## **Guidance**

A career planning course of up to one credit may be offered in grade 11 or 12. The course emphasizes the development of work and employability skills.

## **Personal Life Management**

Personal life management courses help students acquire the knowledge and competencies they will need to manage their personal lives with satisfaction and meaning. There are 12 modules which can be offered as quarter to one-third credits, or combined into full credits. These courses may be offered in grades 10 to 12, and students may earn up to four credits toward the OSSD. Any full credit course developed from this guideline and offered in grades 11 or 12 (Senior Division) can be used as the senior social science credit requirement. The modules are aesthetics, career planning, decision-making, entrepreneurship, aging, home maintenance and care, law, resources management, nutrition, parenting, human relations, personal life management, and well-being.

## **Philosophy, OAC**

This course, for which the prerequisite is the grade 11 or 12 English course at the advanced level, may be used to meet the Senior Division social science credit requirement for the OSSD.

In Philosophy, OAC, students will develop their imaginative, critical, analytical and problem-solving skills through oral and written discussions and presentations. Guided practice in analytical reading and writing of well-argued philosophical prose will help students to articulate, examine, and reflect on their own and others' ideas. It provides a basis for further studies in social sciences and humanities, as well as an understanding of the foundations of natural science and its place in the modern world.

## **Classical Studies**

There are two courses in Classical Civilizations in grade 11. The advanced level course consists of an introduction which includes the physical geography, time frame, features of society and sources of knowledge about the ancient Greeks and Romans; and a minimum of five units from at least three areas of study. The areas of study are literature, history, philosophy and religion; archaeology; art and architecture; ancient society; mythology and legend; and language. The general level course places greater emphasis on practical matters and in relating the traditions and practices of the ancient world to the world of today.

## **Classical Civilization OAC**

This course, for which the prerequisite is an advanced level English credit in grade 11 or 12, may be used to meet the senior social science compulsory requirement. It consists of at least three units selected from two or more areas of study. Areas of study are literature; philosophy; art and archaeology; history; ancient society; and etymology and culture.

## Native Studies

This course, found in *People of Native Ancestry, Curriculum Guideline for the Senior Division*, consists of a minimum of four topics. It will consolidate previous learning experiences in the study of Native people, and provide opportunities for students to learn in greater depth about Canada's Native people.

# Other

## 16. Prerequisites and/or Co-requisites

Any prerequisites that are considered to be appropriate are stated in curriculum guidelines. In cases where individual students or parents request exemption from a prerequisite course, the principal of the secondary school will rule on the request. With the exception of English and mathematics, there are no prerequisites between grades 10 and 11 courses. There are no co-requisites in any of the guidelines. All OACs require a Senior Division (grade 11 or 12) advanced level prerequisite course.

## 17. Other Types of Programs/Courses

### The Arts

The arts must be part of the grade 9 program. Learning outcomes are described in The Arts, a section of *The Common Curriculum*.

There are curriculum guidelines for Dance, Dramatic Arts, Music, and Visual Arts that describe courses that may be offered in the arts. Each of these guidelines contains courses at the advanced, general and basic levels for grades 10 to 12. There are OACs described in each guideline.

One arts credit, or equivalent credit, is required for the OSSD.

### Broad-Based Technology

Technology is part of the grade 9 program. Learning outcomes for technology are described in “Mathematics, Science, and Technology,” a section of *The Common Curriculum*.

Courses in broad-based technology may be offered in grades 10, 11, and 12 at the advanced, general and basic levels. Program areas include communications technology; construction technology; hospitality services; manufacturing technology; personal services; technological design; and transportation technology. This guideline replaces *Technological Studies, Intermediate and Senior Divisions 1985*. Programs must promote integrated learning, emphasize problem solving; use a number of problem-solving techniques; be based on projects both group and individual; and emphasize learning by doing.

### Business Studies

Learning outcomes for business studies programs in grade 9 are described in Personal and Social Studies: Self and Society, a section of *The Common Curriculum*.

Students may take a range of business studies credits in grades 10, 11, and 12 including accounting, business English, consumer studies, economics, entrepreneurship, integrated business programs, keyboarding, marketing, organizational studies, and systems support. There are three OACs described in sections of the business studies guideline: Economics, Organizational Studies, and Accounting.

One business or technological education credit, or equivalent credit, is required for the OSSD.

## Computer Studies

Computer studies may be offered in grades 10 to 12 at the advanced, general and basic levels. The grade 10 course for all levels is Introductory Computer Science. At the advanced level in grades 11 and 12, students may choose from data processing, systems analysis, computer science and technology courses. Any one of these credit courses may be the prerequisite for the Computer Studies OAC. At the general level, there are courses in computer technology and data processing in both grades 11 and 12.

## International Languages

Courses in international languages can be offered in grades 10, 11 and 12 at the advanced, general and basic levels. At the advanced level, the third year course would be the OAC. The prerequisite for the grade 12 or OAC is the grade 11 course. Programs for a wide range of languages can be developed based on local interest and availability of qualified teachers. The objectives of international language programs are organized around three areas: language skills; language knowledge; and cultural awareness.

## Physical and Health Education (PHE)

Students must take at least one credit course or credit equivalent program to meet the compulsory requirements for the OSSD. The learning outcomes for the grade 9 program are described in the section entitled Personal and Social Studies; Self and Society of *The Common Curriculum*.

Students may take courses in grades 10, 11 and 12 at the basic, general and advanced levels. There are two OACs in PHE: OAC I - PHE: The Bio-Scientific Perspective and OAC II - PHE: The Socio-Scientific Perspective. The prerequisite for either of these courses is one advanced level grade 11 or 12 PHE credit course.

## Cooperative Education

Cooperative education integrates academic study and classroom theory with practical experience in the workplace. Policy regarding cooperative education programs is outlined in *Policies and Procedures for Co-operative Education in Ontario Secondary Schools, 1989*. Students may earn up to two credits for supervised work placements related to in-class credit courses at the advanced, general or basic level. OACs shall not be developed for the cooperative education program.

## 18. Assessment of Foreign (Out-of-Province) Studies

Principals of secondary schools are responsible for foreign credential assessment and the appropriate placement of students. “Foreign” means credentials granted by out-of-province schools and by private schools not inspected by the Ontario Ministry of Education. Appendix D of OS:IS provides guidance to principals for determining the number of credits, including compulsories, that foreign students would need to meet diploma requirements. Generally, students who have already completed the equivalent to grade 9 must take 22 credits; grade 10, 14 credits; grade 11, 7 credits; and more than grade 11, a minimum of 4 credits.

## 19. Contact Person

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 that 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's Web site<sup>4</sup>. You may also contact the General Inquiries service of the Ministry of Education as follows:

<sup>4</sup> <http://www.edu.gov.on.ca/>

## 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

### Fax

(416) 325-6348

### E-mail

[info@edu.gov.on.ca](mailto:info@edu.gov.on.ca) or send us a comment or question using our on-line form <sup>5</sup>

### Telecommunications Device for the Deaf (TDD/TTY)

1 800 263-2892

## 20. List of Common Course Codes

The following table lists the Common Course Codes for students working under OS:IS from the years prior to 1999.

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<sup>5</sup> <http://www.edu.gov.on.ca/tools/piureply-e.html>

School Years 96–97, 97–98 and 98–99	Années scolaires 1996-1997, 1997-1998 et 1998-1999
Legend:  ** Codes which may be used for OACs  * Codes which may be used for Honour Graduation	Légende:** Codes pouvant être utilisés pour les CPO* Codes pouvant être utilisés pour la 13 <sup>e</sup> année
CODE, TITLE	CODE, TITRE
** ADA Dramatic Arts	AAD Expression dramatique
	** AAT Art dramatique – théâtre
ALA Arranging & Composing	ALA Composition et arrangements
ALI Improvisation in Music	ALI Improvisation
AMA Introduction to Music	AMA Initiation à la musique
AMB Instrumental Music-Brass	AMB Musique instrumentale – cuivres
AMC Music for Creating	AMC Composition musicale
AMD Electronic Music	AMD Musique électronique
AME Small Ensemble	AME Petits ensembles
AMF Music in Life	AMF La musique et la vie
AMG Guitar Music	AMG Guitare
AMH Stage – Band Music	AMH Harmonie de scène
AMI Instrumental Music – Band	AMI Musique instrumentale – harmonie
AMJ Vocal Jazz	AMJ Jazz vocal
AMK Keyboard Music	AMK Clavier
AML Listening to Music	AML Audition
AMM Music and Computers	AMM La musique et l'ordinateur
AMO Instrumental Music – Orchestra	AMO Musique instrumentale – orchestre
AMP Instrumental Music – Percussion	AMP Musique instrumentale – percussion
AMQ Steel Drum – Music	AMQ Tambours métalliques
AMR Repertoire	AMR Répertoire
AMS Instrumental Music – Strings	AMS Musique instrumentale – cordes
AMT Music Theatre	AMT Théâtre musical
** AMU Music (OAC only)	**AMU Musique (CPO seulement)
AMV Vocal/Choral Music	AMV Musique vocale ou chorale
AMW Instrumental Music – Woodwinds	AMW Musique instrumentale – bois
** AMX Music – External (Conservatory)	**AMX Musique – externe (conservatoire)
** ATC Dance	** ATC Danse
ATB Dance Ballet	ATB Danse – ballet
ATD Dance Composition	ATD Danse – composition
ATF Dance Folk/Ethnic	ATF Danse folklorique
ATH Dance History	ATH Histoire de la danse
ATJ Dance Jazz	ATJ Danse – jazz

ATM Dance Modern	ATM Danse moderne
ATP Dance Performance Practice	ATP Danse – répétition du spectacle
ATS Dance Social	ATS Danse de société
AVC Visual Arts – Crafts General	AVA Arts visuels – métiers d'arts
AVC Visual Arts – Material & Arts	AVA Arts visuels – études des matériaux
AVC Visual Arts – Textiles	AVA Arts visuels – textiles
AVC Visual Arts – Ceramics	AVA Arts visuels – céramique
AVD Visual Arts – Applied Design	AVD Arts visuels – design appliqué
AVD Visual Arts – Information Design	AVD Arts visuels – graph de communication
AVD Visual Arts – Industrial Design	AVD Arts visuels – design industriel
AVD Visual Arts – Environmental Design	AVD Arts visuels – design d'environnement
AVD Visual Arts – Interior Design	AVD Arts visuels – design d'intérieur
AVD Visual Arts – Fashion Design	AVD Arts visuels – mode et stylisme
AVD Visual Arts – Stage Design	AVD Arts visuels – décoration de théâtre
AVD Visual Arts – Consumer Design	AVD Arts visuels – design et consommateurs
AVD Visual Arts – Illustration	AVD Arts visuels – illustration
AVF Visual Arts – Fine Arts	AVB Arts visuels – beaux arts
AVF Visual Arts – Drawing	AVB Arts visuels – dessin
AVF Visual Arts – Drawing & Painting	AVB Arts visuels – dessin et peinture
AVF Visual Arts – Painting	AVB Arts visuels – peinture
AVF Visual Arts – Printmaking	AVB Arts visuels – procédés d'impression
AVF Visual Arts – Sculpture	AVB Arts visuels – sculpture
AVF Visual Arts – Photography	AVB Arts visuels – photographie
AVI Visual Arts – Comprehensive	AVI Arts visuels – généraux
** AVI Visual Arts – Balanced	** AVI Arts visuels – généraux variés
AVI Visual Arts – Foundation	AVI Arts visuels – fondement
AVM Visual Arts – Extended Media	AVM Arts visuels – autres modes d'expression
AVM Visual Arts – Film	AVM Arts visuels – cinéma
AVM Visual Arts – Video	AVM Arts visuels – vidéo
AVM Visual Arts – Computer	AVM Arts visuels et informatique
AVM Visual Arts – Non-Traditional	AVM Arts visuels – arts expérimentaux
AVN Visual Arts – Interdisciplinary	AVN Arts visuels – multidisciplinaires
AVN Art and the Arts	AVN Arts intégrés
AVN Art and the Humanities	AVN Arts et lettres
AVN Art & Science	AVN Arts et sciences
AVN Art & Technology	AVN Arts et technologie
AVN Art & Community Services	AVN Arts et services communautaires
AVT Visual Arts – Theory	AVT Arts visuels – théorie
AVT Visual Arts – Art History	AVT Arts visuels – histoire

AVT Visual Arts –Aesthetics/Appreciation	AVT Arts visuels – esthétique/appréciation
AVT Visual Arts – Creative & Critical Thinking	AVT Arts visuels – pensée critique/créatrice
BAA Accounting – Applications	COA Comptabilité – applications
BAB Recordkeeping Applications	COR Tenue des registres – applications
** BAC Accounting	** COM Comptabilité
BAD Recordkeeping Data	COD Tenue des registres – applications II
BAI Accounting – Introduction	COI Comptabilité – introduction
BAM Accounting Procedures	COC Comptabilité – méthodes
BAR Recordkeeping Introduction	COT Tenue des registres – introduction
BAS Accounting Systems	COS Comptabilité – un système
	CAA Anglais / <i>English</i> des affaires
BBS Business English	
	CFA Français des affaires
BCS Consumer Studies	CNS Études des consommateurs
BDE Entrepreneurship Studies	CRG Entrepreneuriat
** BEC Economics	** CEC Économie
BIB Introduction to Business	CPI Initiation aux affaires
BIM Machine Applications	CPM Application des machines
BIS Integrated Business	CPA Éléments des affaires
BIT Transition to Business Employ	CPE Préparation à l'emploi
BKA Keyboarding II	CLC Clavigraphie II
BKI Keyboarding I	CLI Clavigraphie I
BKW Keyboarding III	CLA Clavigraphie III
** BLW Law	** CDR Droit
BMK Marketing	CCO Marketing
BMM Merchandising	CCT Techniques marchandes
BMR Retailing	CCD Vente au détail
BMS Stock-keeping & Warehousing	CCE Entreposage
** BOA Administrative Studies	** CGA Études administratives
BOS Management Studies	CGS Études de gestion
BPA Data Processing Applications	CTA Applications – traitement de l'information
BPC Data Processing Concepts	CTN Notions – traitement de l'information
BPS Systems Analysis & Design	CTS Analyse et conception de systèmes
BPT Data Processing Techniques	CTT Techniques – traitement de l'information
BSC Office Services Careers	CSR Travaux de bureau II
BSH Shorthand	CST Sténographie
BSI Information Processing	CSB Bureautique
BSN Notemaking	CSN Notation
BSO Office Services	CSF Travaux de bureau

BTB Mathematics – Business Consumers	CMC Mathématiques/consommation
DCS Computer Studies	INF Études informatiques
** DCC Computers and Problem Solving	** INO Ordinateurs – résolution de problèmes
DEC Computer Technology	IEO Technologie de l'ordinateur
DIC Introduction to Computer Studies	IIN Introduction aux études informatiques
DPA Data Processing Applications	ITA Applications – traitement de l'information
DPC Data Processing Concepts	ITN Notions – traitement de l'information
DPS Systems Analysis & Design	ITS Analyse et conception des systèmes
DPT Data Processing Techniques	ITT Techniques – traitement de l'information
DSC Computer Science	ISI Informatique
DST Computer Science & Technology	IST Sciences informatiques/technologies
	EAA Anglais / <i>English</i> des affaires
	EAE Anglais / <i>English</i>
	EAI Anglais / <i>English</i> : Introduction
**EAL A/E Literature and Writing	
	EAN Anglais
**EAW A/E Creative and Practical Writing	
EBS Business English	
ELC Canadian Literature	
** ELI Literature	
ELM Modern Literature	
ELT English Literature	
EMD English-Media	
** ENG English	
ENH English II	
ENO English Oral	
ENC English – Single Category	
ENI English – Independent Study	
ENP English – School-Related Package	
END English - Other Disciplines	
ENS English Language Studies	
ENT Theme or Topic	
ESI ESD/ESL - Introduction	
ESD English Skills Development	
ESL English Second Language	
ESF English Skills Development/Second Language	
** EWC Writer's Craft	
EWR English Writing	
	FAF Français – affaires

	**FLI Français – littérature
	FME Français – média
	***FRA Français
	FFI Français – A.L.F./Perf. Introduction
	FFA Français – Actualisation linguistique (A.L.F.)
	FFP Français – Perfectionnement
	FFQ Français – A.L.F./Perfectionnement
** FEF French (Extended)	
** FEG French (Extended)	
** FIF French (Immersion)	
** FIG French (Immersion)	
** FSF French (Core)	
** FSG French (Core)	
FSI Introductory French	
GCA Geography – Canada	GCA Géographie du Canada
** GCE Canada – Environment and Economy	**GCE Canada – environnement – économie
GEA Geography – Europe & Asia	GEA Géographie – Europe et Asie
GGE Geography – Geology	GGE Géographie – géologie
GHU Geography – Human	GHU Géographie humaine
GNS Geography – Environmental Studies	GNS Géographie – études de l'environnement
GOS Geographics – Acquiring Skills	GOS Géographie appliquée : habiletés
GPH Geography – Physical	GPH Géographie physique
GRE Geography – Regional	GRE Géographie régionale
GUR Urban Studies	GUR Urbanisme
GWD Geography – World Development	GMD Géographie – études comparatives
** GWI Geography – World Issues	** GMC Géographie – le monde contemporain
** HCN Canada: North American Perspective	
HCT Contemporary Canada XXth Century Life	** HCP Le Canada, un pays en évolution
	HCV Le Canada et le monde d'aujourd'hui
** HLW Law	** HDR Droit
** HNA Native Studies	** HNA Les autochtones du Canada
HNP Native Perspectives	HNP Points de vue des autochtones
** HPO Politics	
	** HPR Relations internationales
HRW World Religions	HGR Les grandes religions
	HSA L'identité à l'adolescence
HSC Society: Challenge and Change	
	HSD Grands défis du monde contemporain
	** HSI Initiation aux sciences humaines

HSL Living in a Changing World	
	HSM La personne, un être moral
	HSS La personne, un être social
HUS History – United States	HEU Histoire des États-Unis
HWC Civilizations in History	HMC Civilisations dans l'histoire
** HWM Modern Western Civilization	
HWT Twentieth Century World History	HMV Histoire mondiale du XX <sup>e</sup> siècle
** HXE Economics	** HXE Économie
** HZP Philosophy	** HZP Philosophie
** LBA Albanian	LBA Albanais
** LBL Albanian	** LBL Albanais
** LBB Bulgarian	** LBB Bulgare
** LBU Bulgarian	** LBU Bulgare
** LBC Croatian	** LBC Croate
** LBD Croatian	** LBD Croate
** LBG Greek	** LBG Grec
** LBH Greek	** LBH Grec
** LBJ Maltes	** LBJ Maltais
** LBK Malte	** LBK Maltais
** LBM Macedonian	**LBM Macédonien
** LBN Macedonian	**LBN Macédonien
** LBR Serbo-Croatian	**LBR Serbo-Croate
** LBX Serbo-Croatian	**LBX Serbo-Croate
** LBS Serbian	**LBS Serbe
** LBE Serbian	**LBE Serbe
** LBV Slovenian	**LBV Slovène
** LBW Slovenian	**LBW Slovène
** LCC Haitian-Creole	** LCC Créole-Haitien
** LCD Haitian-Creole	** LCD Créole-Haitien
** LDA Ashanti	** LDA Achanti
** LDH Ashanti	** LDH Achanti
** LDI Ibo	** LDI Ebo
** LDE Ibo	** LDE Ebo
** LDS Swahili	** LDS Souahéli
** LDW Swahili	** LDW Souahéli
** LDY Yoruba	** LDY Yorouba
** LDO Yoruba	** LDO Yorouba
** LDM Somali	** LDM Somali
** LDL Somali	** LDL Somali

** LIA Malayalam	** LIA Malayâlam
** LIY Malayalam	** LIY Malayâlam
** LIB Bengali	** LIB Bengali
** LIN Bengali	** LIN Bengali
** LIG Gujerati	** LIG Goudjérate
** LIJ Gujerati	** LIJ Goudjérate
** LIH Hindi	** LIH Hindi
** LII Hindi	** LII Hindi
** LIL Lisane Dawat	** LIL Lisane-dawat
** LID Lisane Dawat	** LID Lisane-dawat
** LIM Marathi	** LIM Marâthi
** LIR Marathi	** LIR Marâthi
** LIP Punjabi	** LIP Panjabi
** LIQ Punjabi	** LIQ Panjabi
** LIS Sinhalese	** LIS Cingalais
** LIC Sinhalese	** LIC Cingalais
** LIT Tamil	** LIT Tamoul
** LIK Tamil	** LIK Tamoul
** LIE Telugu	** LIE Télougou
** LIF Telugu	** LIF Télougou
** LIU Urdu	** LIU Ourdou
** LIO Urdu	** LIO Ourdou
** LKC Cantonese	** LKC Cantonais
** LKD Cantonese	** LKD Cantonais
** LKJ Japanese	** LKJ Japonais
** LKI Japanese	** LKI Japonais
** LKK Korean	** LKK Coréen
** LKO Korean	** LKO Coréen
** LKM Mandarin	** LKM Mandarin
** LKA Mandarin	** LKA Mandarin
** LKN Nepali	** LKN Nepali
** LKP Nepali	* LKP Nepali
** LLD Danish	** LLD Danois
** LLA Danish	** LLA Danois
** LLE Estonia	** LLE Estonien
** LLH Estonia	** LLH Estonien
** LLF Finnish	** LLF Finlandais
** LLG Finnish	** LLG Finlandais
** LLI Icelandic	** LLI Islandais

** LLC Icelandic	** LLC Islandais
** LLL Latvian	** LLL Letton
** LLV Latvian	** LLV Letton
** LLN Norwegian	** LLN Norvégien
** LLO Norwegian	** LLO Norvégien
** LLS Swedish	** LLS Suédois
** LLW Swedish	** LLW Suédois
** LLT Lithuanian	** LLT Lituanien
** LLU Lithuanian	** LLU Lituanien
** LPB Bahasa Malaysian	** LPB Bahasa Malais
** LPC Bahasa Malaysian	** LPC Bahasa Malais
** LPH Hmong	** LPH Hmong
** LPG Hmong	** LPG Hmong
** LPK Khmer	** LPK Khmer
** LPF Khmer	** LPF Khmer
** LPL Lao	** LPL Laotien
** LPA Lao	** LPA Laotien
** LPM Mien	** LPM Mien
** LPE Mien	** LPE Mien
** LPP Pilipino	** LPP Tagal
** LPQ Pilipino	** LPQ Tagal
** LPV Vietnamese	** LPV Vietnamien
** LPW Vietnamese	** LPW Vietnamien
** LPT Thai	** LPT Thai
** LPU Thai	** LPU Thai
** LRC Czech	** LRC Tchèque
** LRT Czech	** LRT Tchèque
** LRH Hungarian	** LRH Hongrois
** LRG Hungarian	** LRG Hongrois
** LRO Romanian	** LRO Roumain
** LRM Romanian	** LRM Roumain
** LRP Polish	** LRP Polonais
** LRQ Polish	** LRQ Polonais
** LRR Russian	** LRR Russe
** LRZ Russian	** LRZ Russe
** LRS Slovak	** LRS Slovaque
** LRL Slovak	** LRL Slovaque
** LRU Ukrainian	** LRU Ukrainien
** LRW Ukrainian	** LRW Ukrainien

** LWC Gaelic	** LWC Gaélique
** LWF Gaelic	** LWF Gaélique
** LWD Dutch	** LWD Néerlandais
** LWH Dutch	** LWH Néerlandais
** LWG German	** LWG Allemand
** LWA German	** LWA Allemand
** LWI Italian	** LWI Italien
** LWJ Italian	** LWJ Italien
** LWP Portuguese	** LWP Portugais
** LWO Portuguese	** LWO Portugais
	** LWS LWS Espagnol
** LWE Spanish	** LWE Espagnol
** LWY Yiddish	** LWY Yiddish
** LWW Yiddish	** LWW Yiddish
** LYA Arabic	** LYA Arabe
** LYB Arabic	** LYB Arabe
** LYD Dari	** LYD Dari
** LYE Dari	** LYE Dari
** LYF Farsi	** LYF Persan
** LYG Farsi	** LYG Persan
** LYH Hebrew	** LYH Hébreu
** LYI Hebrew	** LYI Hébreu
** LYP Pushtu	** LYP Pushto
** LYQ Pushtu	** LYQ Pushto
** LYR Armenian	** LYR Arménien
** LYM Armenian	** LYM Arménien
** LYS Assyrian	LYS Assyrien
** LYY Assyrian	** LYY Assyrien
** LYT Turkish	** LYT Turc
** LYU Turkish	** LYU Turc
** LYK Kurdish	** LYK Kourde
** LYL Kurdish	** LYL Kourde
** LNA Cayuga	** LNA Cayuga
** LNC Cree	** LNC Cri
** LND Delaware	** LND Delaware
** LNM Mohawk	** LNM Agnier
** LNN Oneida	** LNN Oneida
** LNO Ojibwa	** LNO Otchipwé
** MAG Algebra and Geometry	** MAG Algèbre et géométrie

MAT Mathematics	MAT Mathématiques
** MCA Calculus	** MCA Calcul infinitésimal
** MFN Finite Mathematics	** MFD Mathématiques discrètes
MTB Mathematics for Business and Consumers	MTC Mathématiques affaires et consommation
MTL Mathematics for Everyday Life	MTV Mathématiques – vie courante
MTT Mathematics for Technology	MTT Mathématiques de la technologie
MTW Mathematics for Work and Home	MTF Mathématiques travail et foyer
NCS Consumer Studies	NCS Études des consommateurs
NEC Economics	NEC Économie
NER Economic Reasoning	NER Économie – raisonnement
NGC Guidance Co-operative Education	NOC Recherche carrière coopérative
NGD Career Planning	NOR Orientation
NGP Peer Helping/Human Relations	NOA Aide pairs/relations humaines
NMA Life Management – Aesthetics	NVE Préparation à la vie – esthétique
NMC Life Management – Career Planning	NVC Préparation à la vie – choix d'une carrière
NMD Life Management – Decision Making	NVP Préparation à la vie – prise de décision
NME Life Management – Entrepreneurship	NVT Préparation à la vie – esprit d'entreprise
NMG Life Management – Aging	NVV Préparation à la vie – vieillir
NMH Life Management – Home Maintenance and Care	NVF Préparation à la vie – entretien du foyer
NML Life Management – Law	NVD Préparation à la vie – droit
NMM Life Management – Resources Management	NVG Préparation à la vie – gestion des ressources
NMN Life Management – Nutrition	NVA Préparation à la vie – alimentation
NMP Life Management – Parenting	NVR Préparation à la vie – responsabilité parentale
NMR Life Management – Human Relations	NVH Préparation à la vie – rapports humains
NMT Personal Life Management	NVI Préparation à la vie – gestion
NMW Life Management – Well-being	NVB Préparation à la vie – bien-être
NFB Family Studies – Parenting	NFB Sciences familiales – rôle parental
NFD Family Studies – Housing	NFD Sciences familiales – logement
NFG Family Studies – Food	NFG Sciences familiales – aliments
NFI Economics in the Family	NFI Sciences familiales – vie économique
NFM Family Studies – Clothing	NFM Sciences familiales – vêtements
** NFO Families in Canadian Society	** NFO Famille en société canadienne
NRE Religious Education	NRE Éducation religieuse
NRS Religious Education	NRS Éducation religieuse
NZA Introduction to Fashion	NZA Introduction à la mode
NZB Fashion Fundamentals	NZB Les principes de base de la mode
NZD Dietary Supervisors	NZD La diététique
NZN Food and Nutrition Sciences I	NZN Sciences – alimentation et nutrition I

NZS Food and Nutrition Sciences II	NZS Sciences – alimentation et nutrition II
PEM Physical Education (Boys)	PGA Éducation physique (garçons)
PED Physical Education (Co-Ed)	PMI Éducation physique (mixte)
PEF Physical Education (Girls)	PFI Éducation physique (filles)
PEH Health Education	PYE Hygiène
* PHD P & H Ed-Motor Development	*PHD Éducation physique et hygiène – développement moteur
* PHE Physical & Health Education (Co-Ed)	*PHH Éducation physique et hygiène (mixte)
PHF Physical & Health Education (Girls)	PHF Éducation physique et hygiène (filles)
PHL P & H Ed-Lifestyle	* PHV Éducation physique et hygiène – style de vie
PHM Physical & Health Education (Boys)	PHG Éducation physique et hygiène (garçons)
PHP P & H Ed – Physical Growth	* PHP Éducation physique hygiène – développement physique
PHS P & H Ed – Social Development	*PHS Éducation physique et hygiène – développement
** PPB P&H Ed – Bio Scientific Perspective	** PPB Éducation physique et santé – vue bioscientifique
** PPS P&H Ed – Socio-Scientific Perspective	**PPS Éducation physique et santé – vue socioscientifique
QMA Maturity Credit	QMA Équivalence de maturité
QEE Equivalent Education Credit	QEE Équivalence en terme d'éducation
Apprenticeship-training credit	QAP Apprentissage – formation
QSE Out-of-Province credits	QSE Crédits de l'extérieur de l'Ontario

**Note:** These codes are to be used only for students who have been granted equivalent credits in one of the four categories listed. Consult the Ontario Student Transcript Manual and Ontario Schools: Intermediate and Senior Divisions, 1989.

**Remarque :** Ces codes ne peuvent être utilisés que pour les élèves qui ont reçu des équivalences dans une des quatre catégories énumérées. Voir le *Manuel du Relevé de notes de l'Ontario* et *Les écoles de l'Ontario aux cycles intermédiaire et supérieur, 1989*.

<b>QEV Grade 9 Program Achieved</b>	<b>QEV Programme de 9<sup>e</sup> année terminé</b>
<b>Note:</b> This code is used to report the complete grade 9 program achieved by the student starting in school year 1993-94.	<b>Remarque :</b> Ce code désigne le programme de 9 <sup>e</sup> année terminé par les élèves qui ont amorcé leurs études pendant l'année scolaire 1993-1994.
SBA Biology – Applied	SBA Biologie appliquée
** SBI Biology	** SBI Biologie
SCA Chemistry – Applied	SCA Chimie appliquée
** SCH Chemistry	** SCH Chimie
SEN Environmental Science	SEN Sciences de l'environnement
SGE Science – Geology	SGE Géologie
SNC Science	SNC Sciences
SPA Physics – Applied	SPA Physique appliquée
** SPH Physics	** SPH Physique
** SSO Science in Society	** SSO Les sciences dans la société
STE Science – Technological	STE Sciences de la technologie
TCJ Construction Technology	TCJ Technologie de la construction
TDJ Technological Design	TDJ Design technologique
** TEI Computer Technology – Interfacing	** TEI Technologie de l'ordinateur – les interfaces
** TED Analog & Digital Electronics	** TED Électronique analogique et numérique
** TME Fluid Power & Control	** TME Transmission de puissance et commandes
TFJ Hospitality Services	TFJ Tourisme et hôtellerie
TGJ Communications Technology	TGJ Technologie des communications
TMJ Manufacturing Technology	TMJ Technologie de la fabrication
TPJ Personal Services	TPJ Services personnels
TTJ Transportation Technology	TTJ Technologie des transports
** VCC Classical Civilization	** VCC Civilisation classique
** VGA Ancient Greek – Writers & Genres	** VGA Grec – auteurs et genres
VGG Ancient Greek	VGG Grec ancien
** VGT Ancient Greek – Themes in Lit.	** VGT Grec – auteurs et thèmes
** VLG Latin – Writers and Genres	** VLG Latin – auteurs et genres
VLL Latin	VLL Latin
** VLT Latin – Themes in Literature	** VLT Latin – auteurs et thèmes



# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

## **Ontario (Curriculum for French-Language Schools), PART B: OS:IS**

The authoritative description of the French-language system is the one provided in French, and the authoritative description of the English-language system is the one provided in English.

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# Summary Statement

## IMPORTANT NOTE

### THE SECONDARY SCHOOL PROGRAM (in effect since 1999)

Readers should be aware that in **September 1999**, Ontario started a new secondary school program in grade 9 and implemented it in stages over the next three years.

The Ministry of Education has established a five-year renewal process to ensure that the curriculum continues to be rigorous and up-to-date. We encourage readers of this guide to contact the Ministry of Education to confirm the most recent program and graduation requirements. Most of this information can be found by going to the Ministry of Education Web site at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

#### Part A of the Ontario Student Transfer Guide

Part A is intended for regular day school students and mature students who entered Grade 9 in September 1999 or later and who must fulfil the conditions for obtaining the Ontario Secondary School Diploma (OSSD) as described in *Ontario Secondary School Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*.

**Part A** of the *Student Transfer Guide* describes current diploma requirements and programs under the **OSS Circular**.

#### Part B of the Ontario Student Transfer Guide

Regular day school students and mature students who entered grade 9 before the 1999–2000 school year must fulfil the conditions for obtaining the Ontario Secondary School Diploma as described in *Ontario Schools, Intermediate and Senior Divisions (Grades 7 to 12/OACs): Program and Diploma Requirements, 1989, revised edition (also referred to as “the OS:IS Circular”)*.

Part B of the Student Transfer Guide describes the diploma requirements and programs under **OS:IS**.

#### Transition from OS:IS to OSS

Please refer to the following table, which indicates the OSS, OS:IS, and Circular HS 1 diploma requirements for regular day students and mature students.

OSS	OS:IS	Circular HS 1
OSS diploma requirements apply to students who were enrolled for the first time in an Ontario secondary school program and placed in:  Grade 9 in 1999–2000 or later;  Grade 10 in 2000–01 or later;  Grade 11 in 2001–02 or later; or  Grade 12 in 2002–03 or later.	OS:IS diploma requirements apply to students who were enrolled in an Ontario secondary school program and placed in:  Grade 9 prior to 1999–2000;  Grade 10 prior to 2000–01;  Grade 11 prior to 2001–02; or  Grade 12 prior to 2002–03.	HS 1 diploma requirements apply to students who were enrolled in an Ontario secondary school program prior to September 1, 1984.

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Readers should be aware that a new secondary curriculum began in September 1999, and that the previous curriculum set out in the OS:IS Circular was gradually phased out and has not been offered since the 2003–04 school year.

## 1. Introduction

The following documents set out the policy that governed secondary school programs in Ontario prior to September 1999:

- *Ontario Schools: Intermediate and Senior Divisions, Grades 7-12/OACs: Program and Diploma Requirements (OS:IS)*, revised edition. (Toronto: Ministry of Education, Ontario, 1989).
- *Transition Years, Grades 7, 8, and 9: Policy and Program Requirements* (Toronto: Ministry of Education, Ontario, 1992).
- *Policy/Program Memorandum No. 115, Program Policy for Elementary and Secondary Education* (Toronto: Ministry of Education, June 27, 1994)

The grade 9 curriculum is described in:

- *The Common Curriculum: Policies and Outcomes, Grades 1 to 9* (Toronto: Ministry of Education, Ontario, 1995).

The curriculum for grades 10 to 12/OAC is described in the curriculum guidelines contained in Appendix B of *Ontario Schools (OS:IS)* and in curriculum guidelines issued since 1989, which cover the following subject areas in particular: Broad-based Technology, Classical Studies, Dance, Fashion, Food and Nutrition Sciences, International Languages, Physical and Health Education OAC, and Philosophy.

We encourage readers of this guide to contact the Ministry of Education to confirm the most recent program and graduation requirements. Most of this information is presented on the Ministry of Education Web site<sup>1</sup> (see *Section 19*).

## 2. Organization of School System

The school year extends from the first week in September to the last week in June. A minimum of 190 instructional days is required. Local school boards are responsible for scheduling a March break of one or two weeks. Most secondary schools offer courses that last for the entire school year or for one semester only.

In Ontario, English-language secondary schools are subject to the same regulations and graduation requirements as French-language secondary schools. These directions are set out in *Ontario Schools, Intermediate and Senior Divisions*.

Curriculum guidelines for all subjects except English as a second language, and French as a second language are available in the French language. Separate history and contemporary studies guidelines have been developed for use in English-language and French-language secondary schools. The *Anglais* and *Français* curriculum guidelines only apply to French-language secondary schools.

## 3. Explanation of Terms Used

### Secondary school

This includes grades 9 to 12 and the Ontario Academic Courses.

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<sup>1</sup> <http://www.edu.gov.on.ca/eng/welcome.html>

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## Intermediate division

This includes grades 7 to 10, the first two years of which constitute the final years of elementary school.

## Senior division

This includes grade 11, grade 12, and the Ontario Academic Courses.

## Ontario Academic Course (OAC)

OAC is a prescriptive, Ministry-designed university entrance course.

## Curriculum guideline

This is a Ministry of Education document that provides the policy framework for teaching a subject or group of subjects in one division or in a combination of divisions. Courses of study are developed at the school or school system level in accordance with the appropriate curriculum guidelines.

## Credit

A credit is a unit of value that a student receives on successfully completing a course for which a minimum of 110 hours has been scheduled. Students accumulate credits in order to obtain their diploma.

## OS:IS

OS:IS is the abbreviation commonly used for *Ontario Schools: Intermediate and Senior Divisions*, the document that outlines the requirements for obtaining the Ontario Secondary School Diploma (OSSD). OS:IS is available in both French and English.

## 4. Course Designation

Course codes are assigned at the provincial level for credits earned in grades 10 to 12/OAC. They indicate by letters and digits the subject discipline, grade, and level of difficulty of the course. For example, FRA2A means French, Grade 10, advanced level.

There are no course codes for individual grade 9 courses recorded on the Ontario Student Transcript (OST), which forms a part of the Ontario Student Record (OSR). The principal determines the credit-equivalency value for the school's Grade 9 program (usually eight credits) and the compulsory credit equivalents that are to be recorded on the Ontario Student Transcript.

See Section 20 of the English version of this guide for a list of Common Course Codes for school years 1996–97, 1997–98 and 1998–99.

## 5. Time Allotments and Course Load

A credit is granted to students who successfully complete a course for which a minimum of 110 hours has been scheduled. *Ontario Schools* (OS:IS) provides the number of credits required to obtain the Ontario Secondary School Diploma (OSSD).

Grade 9 programs are currently not streamed. Credit courses in grades 10 to 12 must reflect one of three levels of difficulty: basic, general, or advanced. OACs are offered only at the advanced level of difficulty. These levels are described in OS:IS.

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## 6. Curriculum Organization

Textbooks for all the various levels in each grade must be selected from among those listed in Ministry of Education *Circular 14: Textbooks*. Works of literature are selected locally and are approved by the local school board. Schools boards are responsible for selecting supplementary materials for classroom use.

## 7. Testing and Grading Practices

The Ministry of Education does not set provincial examinations for secondary school. A student's achievement is assessed locally, usually within the school, and is based on the judgment of the student's teachers. Teachers form this judgment by observing and assessing several factors, including tests and examinations. There must be at least one formal examination for OACs.

Student achievement is usually stated in the form of a letter grade or a percentage mark. Schools must record the progress of each student in the Ontario Student Record (OSR).

### Education Quality and Accountability Office (EQAO)

Established in 1996 as an arm's-length agency, the EQAO is responsible for ensuring greater accountability and quality in the elementary and secondary education systems in Ontario through collection, evaluation, and reporting of information on educational assessment and quality. A significant part of the EQAO's mandate involves provincial testing of pupils' academic achievement and reporting the results of the testing to the Minister of Education and to the general public. The EQAO managed Ontario's participation in the Third International Mathematics and Science Study (TIMSS), in the School Achievement Indicators Program (SAIP) administered through the Council of Ministers of Education, Canada (CMEC), and in an assessment of 140,000 grade 3 students across Ontario in reading, writing, and mathematics. The EQAO also tested a sample of grade 6 students in mathematics. In October 1997, the EQAO published *The Report on Achievement* to announce the results of its research.

## 8. Requirements for Graduation

To obtain the OSSD, students must earn a minimum of 30 credits, including 16 compulsory credits as described in OS:IS, and 14 optional credits. In accordance with *Transition Years, Grades 7, 8, and 9*, each school principal determines the equivalent credit value of the school's grade 9 program, and also the number of additional compulsory and optional credits that each student must accumulate to obtain the OSSD. To obtain the required minimum of 30 credits, students must successfully complete grade 9 and earn another 22 credits in grades 10 to 12 and OAC. These 22 credits must include at least eight compulsory credits listed in OS:IS. OACs count toward the 30-credit minimum, and a minimum of six OACs is required for university entrance.

## Summary of Course Content

### Important Note

Please note that that since 2003-04, Ontario secondary schools no longer offer the courses of the program described in the OS:IS Circular. Any student wishing to pursue secondary school studies must take courses from Ontario's new curriculum.

## 9. English (First Language)

Compulsory and optional courses in English as a first language are described in the English version of this guide.

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## 9.1. English (Second Language)

### Compulsory courses

#### Grade 9

Secondary school students must successfully complete an English credit course to obtain the OSSD. This requirement is usually met in grade 9 when all students in French-language schools must receive a minimum of 110 hours of instruction in English (equivalent to one English credit).

Francophone students who have recently arrived in Ontario may not be able to achieve the prescribed outcomes for English by the end of grade 9. In that case, their school will offer an English program adapted to the needs of beginners, so that they can attain an acceptable level of achievement in English, as quickly as possible.

### Optional courses

#### Grades 10 to 12/OAC

Students may choose English courses entitling them to additional credits toward to OSSD. These courses may be offered at the basic, general, or advanced level.

### Ontario Academic Courses

Students may take one or two OACs in English, namely OAC I — Literature and Writing and OAC II — Creative and Practical Writing. To be admitted to English OACs, students must have taken at least one advanced English course at the secondary level.

In OAC I, students study novels, short stories, plays, essays, and poetry as literary genres, and use these works as models for their own creative writing. In OAC II, a variety of literary texts are used as models, including at least three of the following genres: short story, poetry, one-act play, legend, myth, allegory, and personal essay. Students use these models for their own creative writing. In the field of practical writing, students are exposed to at least three of the following genres: report, business correspondence, journalistic writing, résumé, brochure, advertising, review, and comment.

## 10. French (First Language)

### Compulsory courses

#### Grade 9

Language must be part of every student's grade 9 program. Students are expected to achieve all the learning outcomes for grade 9 language courses, for which no levels of difficulty are specified. The grade 9 language course is equivalent to one of the compulsory French credits required for the OSSD.

#### Grades 10 to 12

Students must earn four compulsory credits in French in grades 10 to 12/OAC. There is one compulsory credit in each year. Students may choose their fourth compulsory credit from the optional courses described below. One or more French OACs may be used to satisfy the compulsory credit requirement. French courses are offered at the advanced, general, and basic levels.

There are three categories of content for all French courses: language, literature (poetry, short story or novel, presentations, plays), and media.

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The compulsory courses in each grade must blend reading, writing, listening, and speaking. For at least three of these courses, about one-third of classroom time must be devoted to writing.

Media is included as a content category to which one-third of class time must be devoted to the compulsory courses of grade 9 or 10 and of grade 11 or 12.

## Optional courses

### Grades 10 to 12/OAC

Optional French courses may be offered in any year. Students may earn a compulsory French credit by taking an optional course from the following list. An optional course may be one of the following courses or a combination of two or more of them, in appropriate proportions:

- a course in writing emphasizing the workshop approach
- a course in media literacy including a substantial amount of creative activity
- a course in business French
- a course in oral language
- intensive study of a single literary genre such as drama, poetry, film, or the novel
- independent study involving original research
- a school-related package; e.g., technological studies
- an integrated study in which aspects of other disciplines are related to literature
- a course on a special theme or topic, such as satire or Canadian literature
- a course in linguistics.

### Ontario Academic Courses

OACs in French are intended primarily for students who plan to pursue university studies in French or in other fields. Schools may offer up to two French OACs. OAC I: Critical reading and writing is the basic course that must be taken by students who enrol in only one French OAC. This requirement ensures that all Ontario students who enter university after completing a French secondary school program will have the same basic knowledge. The other OAC that students may take covers writing and literary studies.

Each French OAC course must include a literature component; a linguistics component that involves the study of structure and style and relates this study to the literature component; an independent study unit; and a writing component.

## French language actualization (ALF) and French language improvement (PDF) programs

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.

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## 11. French (Second Language) [for English-language schools]

The compulsory and optional courses are described in the English version of this guide.

## 12. French (Immersion) [for English-language schools]

The compulsory and optional courses are described in the English version of this guide.

## 13. Mathematics

### Compulsory courses

Students must take two mathematics courses as part of the compulsory credits required for the OSSD. They usually fulfil the compulsory requirement in grades 9 and 10.

#### Grade 9

All students are required to take mathematics as part of their grade 9 program. The learning outcomes for mathematics are described in mathematics, science and Technology, a section of *The Common Curriculum*. Grade 9 mathematics covers six fields: problem-solving; numeration and number; geometry and spatial sense; measurement; modelling and algebra; and data processing and probability.

#### Grade 10

##### Mathematics, Advanced Level

This course is intended for students who have demonstrated interest in and aptitude for the more abstract aspects of mathematics. It develops a foundation for more advanced courses leading to the OAC in mathematics. Core content is organized around numerical methods, algebra, and geometry.

##### Mathematics, General Level

This course is designed for students who have not shown an interest in or aptitude for mathematical abstraction, and are not intending to study mathematics or subjects requiring advanced mathematical knowledge at the university level. They may be planning to take courses requiring mathematics at a college of Applied arts and technology. Core content is organized around numerical methods, algebra and geometry.

##### Mathematics for Work and Home, Basic Level

##### Mathematics for Everyday Life, Basic Level

These courses emphasize applications of mathematics that students will find relevant to their lives at this time or will perceive as useful to them in the future. The courses are designed for students with varying aptitudes and capabilities. Calculators are used throughout. Core content in mathematics for Work and Home is organized around such themes such as mathematics on the job, personal budgeting and savings, and mathematics in sports. The core content in mathematics for Everyday Life is organized around numerical methods, measurement, and geometry.

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## Optional courses

### Grades 11 and 12/OAC

Mathematics courses beyond grade 10 are optional. Courses at the advanced, general, and basic levels have specific focuses.

The advanced level mathematics courses in grades 11 and 12 are designed for students who are interested in mathematics, are able to work with abstract ideas and intend to take one or more mathematics OACs. The courses are designed to lay the foundation for the content and processes of OAC mathematics and related courses in mathematics or other disciplines at the university level. The prerequisite for grade 11 Advanced Mathematics is Grade 10 Advanced Mathematics. Core content in grade 11 mathematics includes algebraic operations, analytic geometry, functions and transformations, and investment mathematics. The core units in grade 12 Mathematics are geometry, relations and functions, algebraic operations, and statistics.

General level mathematics courses in grades 11 and 12 are designed for students who have mastered grade 10 general level arithmetic and algebra. In grades 11 and 12, two general level programs are offered: mathematics for Business and Consumers, and Mathematics for Technology.

Mathematics for Business and Consumers courses emphasize mathematical applications useful to consumers and to owners or employees of small businesses. These courses prepare students for business programs in colleges of Applied arts and technology.

Mathematics for Technology courses are designed to develop and consolidate the mathematical content and processes that students will need to succeed in diploma-level technological programs in colleges of Applied arts and technology.

Basic-level mathematics courses in grades 11 and 12 are designed for students with differing levels of understanding of previously introduced mathematical concepts and skills. Two programs are offered: Mathematics for Work and Home, and Mathematics for Everyday Life. These courses help students acquire the fundamental mathematics they will need to lead successful lives as informed citizens and as participants in the world of work.

## Ontario Academic Courses

There are three OACs in mathematics: Finite Mathematics, Algebra and Geometry, and Calculus.

Finite Mathematics is intended for students who do not require Calculus as a prerequisite for the university courses they are planning to take. This course can also complement the Calculus course for those students who will continue their study of mathematics at university but are not interested in the more abstract aspects of the subject. The core units are applications of matrices, combinations, probability, and applications.

Calculus is intended for students who require this subject as a prerequisite for the university courses they are planning to take. The core units are limits and derivatives, applications of derivatives, and antidifferentiation.

Algebra and Geometry is appropriate for students who have a record of high achievement in mathematics and intend to pursue the subject in greater depth at university. Students will normally take this course as a complement to the Calculus course. The core units are transformations and matrices, geometric vectors, Cartesian vectors, complex numbers, and mathematical induction.

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## 14. Science

### Compulsory courses

In the secondary school program, two science credits are required for the OSSD. All students must take science as part of their grade 9 program, and most students choose a grade 10 science course to fulfil the compulsory credit requirement.

#### Grade 9

The learning outcomes for grade 9 science are described in Mathematics, Science and Technology, a section of *The Common Curriculum*. The science curriculum covers life sciences, Earth and space sciences, physical sciences, the nature of science, and environmental issues. The grade 9 science program is equivalent to one of the compulsory science credits required for OSSD.

#### Grade 10

There are five grade 10 science courses. These include science courses at each of the advanced, general, and basic levels, and environmental science at the advanced and general levels.

The advanced and general level science courses include units in biology, chemistry, physics, and environmental science. These courses help students prepare for more specialized courses in grades 11 and 12. The basic level science course has one core theme, The World Beyond Grade 10, and three or more locally developed optional themes including fibres and fabric; the sun, skin and eyes; science and food; outer space; and health and nutrition.

The advanced level environmental science course comprises both compulsory core units and optional units. The core units cover the natural environment; energy systems; terrestrial ecosystems; and population ecology. The core units in the general level course are plant science, animal adaptations, soil science, energy interactions, and ecosystems.

### Optional courses

#### Grades 11 and 12/OAC

Except for basic level science, science programs in grades 11 and 12 include specialized courses in Environmental science, biology, chemistry, physics, geology, and technological science. There are four OACs in all. The biology, chemistry and physics OACs prepare students for more advanced studies in science, engineering, medicine, and related fields. The fourth OAC, Science in Society, offers a basic grounding in science for students who plan to pursue their studies in non-scientific fields. Only three science OACs may count as part of the 30 credits required for the OSSD.

In basic level science, the core themes are consumer chemistry in grade 11, and the wise use of energy in grade 12. In each program, three or more optional themes are must be selected in addition to the basic theme. The rest of the course time will be devoted to locally developed themes. The optional themes in grade 11 include Applied chemistry, forensic science, outdoor living, microbiology, and metallurgy. In grade 12, the optional themes are physics in the workplace, sound, heredity: Who Am I?, our changing world, and photography.

In environmental science, there are three courses: grade 12 advanced level, and grades 11 and 12 general level.

Core units in the grade 12 advanced level course include environmental quality, air and water, energy, resource management and future supply, and aquatic ecosystems. Optional units allow more specialized

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study of such topics as plant and animal reproduction, animals as food converters, microbiology, trees, outdoor survival skills, environmental health hazards, soils, fish and wildlife management, pests and pest control, and landscape design. Locally developed units are also permitted.

In the grade 11 general level course, core units are plant science, animal science or wildlife biology, aquatic ecosystems and energy pathways. In grade 12, the core units are soils, air quality and waste management, and pests and pest control. The core units in each year provide the necessary background knowledge for the more specialized optional units, which include horticulture, forestry, microbiology, gardening, crop science, landscaping, plant and animal pathology, genetics and agribusiness. Locally developed units may be added to these optional courses.

## **Biology**

There are three biology courses that may be offered: general and advanced levels in grade 11, and the OAC.

The advanced level grade 11 course, which is a prerequisite for the OAC, consists of the following core units: cellular structures and processes, vascular plants, genetic continuity, bacteria and viruses, and vertebrate systems.

The general level course, Applied Biology, focuses on a study of the human body and deals with its input, internal workings, and output. The core units are dietary input, alimentary and excretory systems, communication systems, respiratory and cardiovascular systems, genetics and reproduction, and waste management.

The Biology OAC builds on the grade 11 course and introduces new perspectives on biology, including the biochemical viewpoint. The core units, which make up 80 per cent of the course, are the chemical basis of life; energy and the living cell; plant physiology; genetics, evolution, biological control and homeostasis; and ecology. An optional unit on animal behaviour or a locally developed optional unit completes the course.

## **Chemistry**

There are three courses in chemistry: advanced and general level in grade 11, and the OAC.

The advanced level grade 11 course, which is a prerequisite for the OAC, consists of the following core units: matter; elements and chemical bonding; gases, formulas and chemical reaction; the mathematics of chemical reactions; solutions; and industry and society.

The general level course, Applied Chemistry, introduces students to a wide variety of chemical applications through practical laboratory work. Core units are qualitative analysis, structure of matter, properties of substances, chemicals in action, and acids and bases. Optional units (about 30 per cent of the course) focus on applications and societal implications.

The Chemistry OAC builds on the grade 11 course, and prepares students for more advanced studies in chemistry at university. The course has only core units, as follows: organic chemistry; atomic structure and molecular architecture; energy and rates in chemical reactions; equilibrium; oxidation-reduction reactions and electrochemistry; and independent investigation.

## **Physics**

There are three courses in Physics: grade 12 advanced and general level, and the OAC.

The grade 12 advanced course, which is a prerequisite for the OAC, consists of the following core units: geometric optics, mechanics, electricity, electromagnetism, sound, and nuclear physics. One optional

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unit selected from units on fluids or thermal energy, or a locally developed optional unit, completes the course. Mathematical work is required in all units.

The general level course, Applied Physics, often deals with a topic by beginning with an application, then moving to the related knowledge and theory. Mathematics does not play a major role. Most topics are practical, and apply to everyday life or the workplace. The core units deal with sound, light and colour, motion, electrical energy, and heat. Students may select optional units (which make up about 30 per cent of the course) covering such themes as time and time measurement, distance, measurement and its application, fluids, properties of solids, and nuclear energy.

The Physics OAC, which builds on the grade 12 advanced course, is more theoretical and mathematical. The core units (which make up more than 80 per cent of the course) consist of kinematics, dynamics, momentum and energy, electric charges, waves and light, and the first quantum theory. The optional units offer an introduction to two or three of the following topics: special relativity, bodies in equilibrium, electromagnetic radiation, and elementary particles. A locally developed optional unit may also be added.

### **Technological Science**

There is one grade 12 general level course in Technological Science. It is intended for students who wish to take technology courses in a college of Applied Arts and Technology, and is based on the assumption that students enrolled in it will understand related concepts in Applied Chemistry and Applied Physics through taking these courses either previously or concurrently. The Technological Science course builds on these two courses, and contains three chemistry units and five Physics units. Core units cover chemical language and calculations, thermochemistry, chemical analysis, kinematics, kinetics, statics, fluids, and machines.

### **Geology**

There are two Geology courses offered in grade 12 at either the advanced or general level.

The advanced level Geology course consists of the following core units: Planet Earth, minerals, the Earth's crust and terrestrial dynamics, paleontology, clocks for the rocks, geological maps and illustrations, environmental geology, and introduction to the Ontario stratigraphic record.

The general level course deals with the fundamental topics of Geology, namely the Earth; minerals, rocks and fossils. The core units cover a geological survey of the Earth, minerals — building blocks of the Earth; rocks; composition of the Earth's crust; terrestrial dynamics, case studies in geology; economic geology; and environmental geology.

### **Science in Society OAC**

This course is designed primarily for university-bound students who do not wish to specialize in science disciplines at the postsecondary level. It contains substantive subject matter in science, and also deals with related societal issues. The prerequisite for this course is an advanced level course in biology, chemistry, Environmental Science, Geology, or Physics. The core units deal with patterns in nature, science-related conflicts, the human consumer, transportation, and communication. Students may choose an optional unit (optional units make up about 30 per cent of the course) from a list covering the themes of resources and energy, scientists and their discoveries, life, food and health, or they may choose a locally developed optional course.

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## 15. Social Studies

### Compulsory courses

To obtain the OSSD, students must earn one credit or credit equivalent in each of grade 9 or grade 10 Canadian Geography and Canadian History, and one additional Social Studies credit in grade 11 or 12.

#### Grades 9 and 10

Schools may offer the compulsory Canadian History and Canadian Geography courses in either grade 9 or 10, or may spread them over two years. The learning outcomes for grade 9 described in the section Personal and Social Studies: Self and Society of *The Common Curriculum* allow for either of these approaches.

##### History - Contemporary Canada: Life in the Twentieth Century

This compulsory course specifies five core topics: citizenship, the organization of government, French-English relations, Canadian-American relations, and social and economic issues. The course can take either a chronological or a thematic approach, or can combine both approaches.

##### Geography - Canada

This compulsory course specifies two core areas:

- An understanding of the natural and human characteristics of Canada and the relationship between them. Topics include: the local community and its region; basic relationships among relief, climate, vegetation and soils; how successive settlement by Native Peoples, the founding nations, and immigrant groups have affected the Canadian landscape; the need for wise use and management of resources; the effects of industrialization; and technological change.
- Skill development in the use of geographic tools, e.g., topographic maps, thematic maps, profiles, photographs, charts, and graphs.

#### Grades 11 and 12

Students must complete at least one Social Studies credit course, in either grade 11 or grade 12 (Senior Division), from among the elective courses for grades 11 and 12 described below. The course may be taken at the advanced, general, or basic level.

### Optional courses

#### History and Contemporary Studies

The courses described below are developed from programs outlined in the *History and Contemporary Studies Guideline*.

##### Grade 10

##### Living in a Changing World

This course focuses on past, present and future forces, events and institutions that have had or will have an effect on adolescents. Units of study include personal identity, the multicultural society, the individual in society and change/the future. This optional course may be offered at the advanced, general, and basic levels.

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**Grades 11 and 12/OAC (Senior Division)**

Courses in grades 11 and 12 may be offered at the advanced, general, and basic levels. OACs are offered at the advanced level only.

**Civilizations in History**

This course is designed to help students develop a global perspective, based on an understanding of past civilizations. It will consist of a selection of units on a variety of topics, including ancient Egypt and the Near East; the Mediterranean world, 1500 BC to 45 AD.; early Asian civilization; medieval Europe, 400-1350 A.D.; early modern Europe, 1350-1900; the Arab world to 1900; the Asian world to 1900; sub-Saharan Africa to 1900; and Central and South America.

**Twentieth Century World History**

This course investigates changes and issues that have characterized life in the 20th century. The first half of the course examines pre-1945 history, and explores interrelated themes of universal relevance. In the second half of the course, these themes are applied to a detailed study of specific areas and countries in the post-1945 world.

**American History**

In this course students examine the broad historical trends that have characterized the development of the United States from colonial times to the present. Courses consist of topics selected from two chronological sections.

**Law**

In this course, students develop an understanding of their present and future rights and responsibilities under the law. Students also examine the various roles they will play as citizens of a local, regional, national, and global community.

**Native Studies**

In this course, students examine the culture, history, and contributions of Canada's original peoples in order to view current Native issues and concerns with clarity and understanding. Topics are taken from *People of Native Ancestry, Curriculum Guideline for the Senior Division*.

**World Religions**

In this course, students explore the meaning of different religions and their effect on the life and thoughts of their adherents. The course is designed to help students clarify their thinking about themselves and their relationship to their fellow human beings, to the universe, and to the concept of a transcendent order.

**Society: Challenge and Change**

In this course, students develop an understanding of society and of their own needs and motivations. It consists of three core topics: the nature of the human species; social behaviour; human communication; and from one to six optional topics.

**Ontario Academic Courses (OACs)**

The prerequisite for these OACs is successful completion of the requirements for a Senior Division (grade 11 or 12) Social Studies credit at the advanced level.

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**Law**

This course provides a broad perspective on law as a dynamic force in society and fosters an in-depth appreciation of legal issues. It covers the following topics in particular: introduction to law, our legal heritage, the criminal justice system, law and the world community, and current issues in Canadian law.

**Geography****Grade 10****Europe and Asia**

This optional course is designed to foster an understanding of physical, economic, and cultural patterns and their interrelationships, and to develop skills in using maps, cross sections, charts, graphs, and statistics.

**Grades 11 and 12/OAC****Physical Geography**

This course provides for the systematic study of the various physical elements that make up the Earth and the interacting systems in land, sea, and air that support life. The significance of Earth's physical characteristics to human life is a secondary emphasis of the course.

**Human Geography**

This course provides for the study of the nature and distribution of human activities on Earth. The two major factors involved are human population and the environment.

**Regional Geography**

In this course, students have the opportunity to study and identify the character of representative world regions. Regional studies require a careful examination of the interactions of the population with the region's physical conditions and resources.

**Urban Studies**

This course allows students to develop a fuller understanding of the nature of the urban places where a substantial and ever-increasing proportion of people live. Urban places and networks greatly influence the social, economic, and cultural character of the world's nations and have a powerful influence on rural environments.

**World Development: Studies in Contrasts**

This course provides students with the opportunity to examine contrasts in world development. The emphasis is on the study of countries and groups of countries that illustrate contrasts in their economic systems, wealth, social development, and power.

**Environmental Studies**

This course examines human activity as a major environmental process. It considers concepts and principles associated with preservation, conservation, change, and the management of natural and built environments.

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## **Geographics: Acquiring Skills Through Geography**

This course stresses the development of the practical skills that are applied to geographic studies. Students will have opportunities to apply the inquiry model to the study of topics and to develop and use mapping and other graphic skills commonly associated with geography.

### **Ontario Academic Courses**

#### **Canada: Environment and Economy**

This course provides a contemporary and future perspective on Canada's natural, economic, demographic and political characteristics. The four organizing themes are Canada's international interdependence, demographic considerations, industrial geographic, and environmental systems and resource management.

#### **World Issues: Geographical Interpretations**

This course examines a number of issues that have geographic dimensions and that are global in significance. The major organizing themes are environmental issues, economic and resource issues, and cultural and political issues. Students are able to broaden and deepen their understanding of the meaning of life in our “global village.”

## **Other Social Studies programs**

These courses, which are found in other curriculum guidelines, may be incorporated into the Social Studies program and used to help fulfil the Senior Division Social Studies requirement. Unless there is an indication to the contrary, the prerequisite for any of the OACs described in this section is one grade 11 or 12 (Senior Division) advanced level Social sciences credit.

### **Economics**

There are three economics courses described in “Economics,” a section of the Business Studies curriculum guideline. Students may earn one credit at the advanced or general level and an additional credit for successful completion of the OAC in economics.

The core units in the advanced level course are: introduction to economics; macroeconomics; microeconomics; business organization and finance; labour markets; personal finance and taxation; the Ontario economy; and economic applications.

The core units in the general level course are: introduction to economics; price determination in the marketplace; the roles of government, business and workers in the economy; and economic applications.

The OAC course requires students to examine current economic issues and develop the framework they will need to understand the economic goals of the Canadian economy. Units of study include: measurement and evaluation of economic activity; fiscal policy; monetary policy; economic efficiency; income determination; goals of economic growth and productivity; international trade and competitiveness; economic history; and application of economic reasoning. The prerequisite may be either a grade 11 or a grade 12 advanced level Business Studies or Social Studies course.

### **Family Studies**

Grade 11 and 12 courses in parenting, housing, and family economics can be offered at the advanced, general, and basic levels, in addition to the OAC course, Families in Canadian Society. Students may earn up to one credit for each of these courses. There are no prerequisites for these courses except for the OAC.

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The OAC course, *Families in Canadian Society*, has three aims: to help students develop their understanding of the family in Canada, to acquire personal skills for participating in the family process, and to develop the learning skills they will need to succeed in their future studies. The units of content are: between two families; the young single adult; the newly married couple; the family with young children; the family with teenagers; young adults leaving the nest; and the family after the children leave.

## **Fashion Arts**

Introduction to Fashion Arts and Fashion Fundamentals are courses that may be offered in either grade 11 or grade 12 at the advanced, general, and basic levels. Students may earn up to one credit in each of these courses. The core units in Introduction to Fashion are the influence of fashion; fashion design principles; fashion production; fashion merchandising; and careers in fashion. The core units for Fashion Fundamentals are fashion and human behaviour; fashion production and marketing; the role of fashion designers; the Canadian fashion industry; fashion through time.

## **Food and Nutrition Sciences**

Food and Nutrition Sciences I and II may be offered at the advanced, general, and basic levels in grades 11 and 12. Students may earn up to one credit in each of these courses. Food and Nutrition courses make students aware of the social significance of food as well as the relationship between food, nutrition, human physiology, and well-being. Through an examination of factors that have an impact on food production and supply, and consequently on food choices, students will understand the food industry in Canada. The variety of career opportunities in the food industry and the field of nutrition are examined. The second course enables students to explore, through a study of selected issues, the relationships between food, nutrition, lifestyle, and well-being.

## **Consumer Studies**

Courses described in “Consumer Studies,” a section of the Business Studies curriculum guideline, have as their main aim helping students understand what is involved in making use of their personal purchasing power and how the Canadian marketplace operates. These courses may be offered at the advanced, general, and basic levels. Students may earn up to one credit.

## **Guidance**

A career planning course worth up to one credit may be offered in grade 11 or grade 12. The course emphasizes the development of work and employability skills.

## **Personal Life Management**

Personal Life Management courses help students acquire the knowledge and competencies they will need to manage their personal lives with satisfaction and meaning. There are 13 modules, which may be offered as one-quarter to one-third credits, or may be combined into full credits. These courses may be offered in grades 10 to 12, and students may earn up to four credits toward the OSSD. Any full-credit course developed from this guideline and offered in grade 11 or grade 12 (Senior Division) can be used as the senior Social Studies credit requirement. The Personal Life Management modules are aesthetics, career planning, decision making, entrepreneurship, aging, home maintenance and care, law, resources management, nutrition, parenting, human relations, personal life management, and well-being.

## **Philosophy, OAC**

This course, for which the prerequisite is the grade 11 or 12 English course at the advanced level, may be used to fulfil the Senior Division Social Studies credit requirement for the OSSD.

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In the Philosophy OAC, students will develop their imaginative, critical, analytical, and problem-solving skills through oral and written discussions and presentations. Guided practice in analytical reading and writing of well-argued philosophical prose will help students to articulate, examine, and reflect on their own ideas and the ideas of others. The Philosophy OAC provides a basis for further studies in the Humanities and Social Sciences, and helps students to acquire a better understanding of the foundations of natural science and its place in the modern world.

## Classical Studies

There are two courses in Classical Civilizations in grade 11. The advanced level course has an introduction that presents the physical geography, time frame and characteristics of the societies of the ancient Greeks and Romans, and explains the sources on which our knowledge of them is based. The course also includes a minimum of five units from at least three of the following fields of study: literature, history, philosophy and religion, archaeology, art and architecture, ancient society, mythology and legend, and language. The general level course places greater emphasis on practical matters and on relating the traditions and practices of the ancient world to today's world.

## Classical Civilization OAC

This course, for which the prerequisite is an advanced level grade 11 or 12 French credit, may be used to meet the Senior Division Social Studies requirement. It consists of at least three units selected from two or more fields of study: literature, philosophy, art and archaeology, history, ancient society, and etymology and culture.

## Native Studies

This course, which is based on *People of Native Ancestry, Curriculum Guideline for the Senior Division*, covers a minimum of four topics. It will consolidate previous learning experiences in the study of Native peoples, and will provide opportunities for students to learn more about Canada's Native peoples.

# Other

## 16. Prerequisites and/or Co-requisites

Any prerequisites that are deemed appropriate are listed in the curriculum guidelines. In cases where individual students or parents request exemption from a prerequisite, the principal of the secondary school will rule on their request. All OACs require a Senior Division (grade 11 or 12) advanced level prerequisite. The OACs and their prerequisites are listed below.

<b>Ontario Academic Course</b>		<b>Prerequisite (Grade 11 or 12, advanced level)</b>
<b>French</b>	OAC I — Critical reading and writing	French
	OAC II — Literary studies	French
<b>English</b>	OAC I — Literature and Writing	2 English credits, including the Grade 11 or Grade 12 credit
	OAC II — Creative and Practical Writing	
<b>Mathematics</b>	Finite Mathematics	Grade 11 Mathematics
	Calculus	Grade 12 Mathematics
	Algebra and Geometry	Grade 12 Mathematics
<b>Science</b>	Biology	Biology
	Chemistry	Chemistry
	Physics	Grade 12 Physics
	Science in Society	Biology, Chemistry, Physics, Environmental Science, or Geology
<b>Social Studies</b>		Except as otherwise indicated, a grade 11 or grade 12 Social Studies credit is a prerequisite for any OAC in this section.
	Law	
	Canada — Environment and Economy	
	Geography — The Contemporary World	
	Economics	Social Studies or Business Studies
	Family Studies	
	Philosophy	French
	Classical Civilization	French
<b>The Arts</b>	Dance	Dance
	Dramatic Arts — Theatre	Dramatic Arts — Theatre
	Music	Music
	Visual Arts	Visual Arts
<b>Business Studies</b>	Accounting	Accounting
	Management	Business Studies or Social Studies
<b>Computer Studies</b>	Computer Studies	Computer Studies
<b>International Languages</b>	International Languages	International Languages
<b>Physical and Health Education (PHE)</b>	OAC I PHE: The Bio-Scientific Perspective	PHE
	OAC II-PHE: The Socio-Scientific Perspective	PHE

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## 17. Other Types of Programs/Courses

### The Arts

The Arts must be part of the grade 9 program. Learning outcomes are described in “The Arts,” a section of *The Common Curriculum*.

Courses that may be offered in the Arts are outlined in curriculum guidelines for Dance, Dramatic Arts, Music, and Visual Arts. Each guideline describes courses at the advanced, general, and basic levels for grades 10 to 12, and also OACs.

One Arts credit or equivalent is required for the OSSD.

### Broad-Based Technology

Technology is part of the grade 9 program. Its learning outcomes are described in “Mathematics, Science, and Technology,” a section of *The Common Curriculum*.

Courses in Broad-Based Technology may be offered in grades 10, 11, and 12 at the advanced, general, and basic levels. Program areas include communications technology, construction technology, hospitality services, manufacturing technology, personal services, technological design, and transportation technology. This curriculum guideline replaces *Technological Studies, Intermediate and Senior Divisions 1985*. Programs must promote integrated learning, emphasize problem solving, employ a number of problem-solving techniques, be based on both group and individual projects, and emphasize learning by doing.

### Business Studies

Learning outcomes for Business Studies programs in grade 9 are described in “Personal and Social Studies: Self and Society,” a section of *The Common Curriculum*.

Students may take a range of Business Studies credits in grades 10, 11, and 12 including accounting, business French, consumer studies, economics, entrepreneurship, fundamentals of business, keyboarding, marketing, management, and administrative support. The three OACs in Business Studies are described in the “Economics, Organizational Studies and Accounting” sections of the Business Studies curriculum guideline.

One Business or Technological Education credit, or equivalent credit, is required for the OSSD.

### Computer Studies

Computer Studies may be offered in grades 10 to 12 at the advanced, general, and basic levels. The grade 10 course for all levels is Introductory Computer Science. At the advanced level in grades 11 and 12, students may choose from among courses on data processing, systems analysis, computer science, and technology. Any of these credit courses may be used as a prerequisite for the Computer Studies OAC. At the general level, there are courses in computer technology and data processing in both grades 11 and grade 12.

### International Languages

Courses in international languages can be offered in grades 10, 11, and 12 at the advanced, general, and basic levels. At the advanced level, the third-year course is the OAC. The grade 11 course is the prerequisite for the grade 12 or OAC course. Programs for a wide range of languages can be developed, based on local interest and the availability of qualified teachers. The objectives of the International Languages program are organized around three areas: language skills, language knowledge, and cultural awareness.

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## Physical and Health Education (PHE)

Students must take at least one credit course or credit equivalent program to meet the compulsory requirements for the OSSD. The learning outcomes for the grade 9 program are described in the “Personal and Social Studies; Self and Society” section of *The Common Curriculum*.

Students may take courses in grades 10, 11, and 12 at the basic, general, and advanced levels. There are two OACs in PHE: OAC I - PHE: The Bio-Scientific Perspective and OAC II - PHE: The Socio-Scientific Perspective. The prerequisite for either of these courses is one advanced level grade 11 or 12 PHE credit course.

## Cooperative Education

Cooperative Education integrates academic study and classroom theory with practical experience in the workplace. Policy regarding Cooperative Education programs is outlined in *Policies and Procedures for Co-operative Education in Ontario Secondary Schools, 1989*. Students may earn up to two credits for supervised work placements related to in-class credit courses at the advanced, general, or basic level. OACs may not be developed for the Cooperative Education program.

## 18. Assessment of Out-of-Province and Foreign Studies

Secondary school principals are responsible for evaluating certificates or diplomas for studies pursued outside the province or outside Canada, or in a private school that is not inspected by the Ministry of Education, and for the appropriate placement of students with such credentials. Appendix D of *Ontario Schools (OS:IS)* provides a grid to help determine the number of credits, including compulsory credits, that students with foreign credentials must accumulate to be eligible for the OSSD. As a general rule, students who have completed the equivalent of grade 9 must accumulate 22 credits. They will need 14 additional credits if they have the equivalent of grade 10, and seven credits for the equivalent of grade 11. If they have the equivalent of more than grade 11, they will need at least four more credits.

The Ministry of Education will assess foreign secondary school leaving diplomas or their equivalent for adults seeking employment. The candidate for this assessment must produce proof of residence in Canada, a letter from the employer stating that a secondary school certificate or diploma is a condition of employment, notarized copies of the original documents and a certified translation of them. Candidates are advised not to mail their original documents. For more information on this service, contact:

Independent Learning Centre (ILC)  
c/o TVOntario  
2180 Yonge Street  
Box 200, Station Q  
7th Floor  
Toronto, Ontario M4T 2T1  
Canada  
Phone: (416) 484-2704  
Toll Free: 1-800-387-5512

## 19. Contact Persons

In Ontario, every elementary and secondary school evaluates the school records of its new students. If your child or you has just arrived in Ontario, bring these documents (translated into French or into English, as the case may be) directly to the school that your child or you will be attending. The school will use these documents to determine in which grade your child or you should be placed and the number of remaining credits required to obtain a diploma.

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If you wish to obtain further information on education in Ontario, you may visit the Web site of the Ministry of Education<sup>2</sup>. You can also contact the General Inquiries service of the Ministry of Education in the following ways:

## General Inquiries

### Telephone

Toll-free number in Ontario: 1-800-387-5514  
City of Toronto and outside Ontario: (416) 325-2929

### Postal address

Ministry of Education  
Correspondence and Public Inquiries Unit  
Mowat Block, 14th floor  
900 Bay Street  
Toronto, Ontario, M7A 1L2

### Fax

(416) 325-6348

### E-mail

info@edu.gov.on.ca, or send us your comments and questions using our on-line form, which is available at [www.edu.gov.on.ca/tools/piureply-e.html](http://www.edu.gov.on.ca/tools/piureply-e.html).

### Teletype (TTY)

1-800-263-2892

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<sup>2</sup> <http://www.edu.gov.on.ca/eng/welcome.html>



# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Prince Edward Island**

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# 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 (or continuing) and late. In the course descriptions that follow, the language arts courses for each category are described in detail.

Most mathematics, science, and social studies courses at the intermediate level and at the senior high college preparatory level are available in both languages; a few courses available only in French are so designated.

Senior high courses at the general and practical levels are not offered in French because of low demand.

## 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 senior high, all schools operate fully or partially on a semester system. There are two equal semesters in the school year.

## 3. Explanation of Terms Used

### Intermediate

This includes grades 7–9.

### Senior high school

This includes grades 10–12. The following terms are used in conjunction with the senior high program.

### The credit system:

This system incorporates subject promotion and individual timetabling. Students may, therefore, repeat or change courses in which they have not been successful without having to repeat others in which they have made satisfactory progress.

### 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 sciences.

## 4. Course Designation

Courses are presently identified by a code consisting of six fields (see below).

	MAT	6	2	1	A	Mathematics
Field No.	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

1	2	3	4	5	6	7	8
Grade	Grade						
7	8	9	10	11	12	10 or 11	11 or 12

### Field 3: Course classification

0 = Open	At the intermediate level, all courses contain 0 in field 3.  At the high school level, 0 indicates course varies in level of difficulty and/or is considered a worthwhile selection for any student regardless of career plans.
1 = Advanced Academic	The course is more challenging than the traditional programs considered acceptable for entrance to university.
2 = Academic	Traditional scholarly programs considered acceptable for entrance to 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	General level or a limited number of academic courses have been modified to suit the needs of the learner.

### Field 4: Credit value

0 = no credit value	Credits are not granted in grade 7-9.
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
3 = three credits	330 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 non-compulsory 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 and 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

Examinations are prepared and marked locally. No provincial examinations are used. 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.

## 8. Requirements for Graduation

### Intermediate

Successful completion of 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.

Ten credits are compulsory and must be selected from the following core areas:

- 4 language credits (English/French)
- 2 math 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.

## Summary of Course Content

### 9. English

#### English First Language

##### Required courses

##### Language Arts, Grades 7–9 (ENG 100A, ENG 200A, ENG 300A)

The English program for grades seven through nine 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 a student become a more assured and adept communicator. 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 521 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 521 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 postsecondary 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 an 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 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 (ENG 451A, ENG 551A, ENG 651A)**

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.

**English Second Language****Anglais (ANG421M)**

This integrated English course is designed to help students become more assured and adept communicators. 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. A wide array of literature, both fiction and non-fiction, is included. Students are encouraged to appreciate and use media productions and information technologies (IT) as sources of information or entertainment. The writing process is used with personal writing and writing to inform. Through this approach, students generate ideas for writing, state these ideas in draft form, re-examine the early drafts in order to make improvements, and finally ensure that the finished piece of writing is acceptable for the intended audience.

### **Anglais (ANG521M)**

This is an integrated course that includes the study of poetry, short stories, drama, novels, and essays. Students are encouraged to take an active, inquiring role in studying literature. The writing process is used to improve the power and fluency of students' writing. Writing assignments in the course provide for both transactional (information-centred) and poetic (creative or imaginative) writing.

### **Anglais (ANG621M)**

This course is the last high school course in English prior to entering postsecondary studies. Therefore, in literature, the study of form becomes more important and, in writing, attention is given to research and argumentative essays. The reading begun in earlier years of novels, drama, short stories, essays, and poetry is continued, and active involvement on the part of the student continues to be encouraged through the inquiry approach.

## **Elective courses**

### **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.

## 10. French First Language

### French Language Arts

A complete program is available. In the area of language arts, there are French First Language courses for grades 7–12. English is offered as a second language. In the other subject areas, French language courses are similar to English language courses, with some exceptions.

### Required courses

#### French Language Arts, Grades 7–9

For each grade level there is an integrated language arts course. In each course, writing, reading, speaking, and listening are related to literature study, which is the central element. Instruction is organized around themes; meaning and purpose are emphasized in the study of poetry, short stories, drama, essays, and novels. A process approach is followed in reading, writing, and speaking activities, with assignments directed toward expressive, transactional, and imaginative purposes.

#### Academic French, Grades 10–12 (FRA421M, FRA421N, FRA521M, FRA621M)

Academic (college-preparatory) courses encompass the study of literature and composition for grades 10–12. The study of literature has a central place, with short stories, poetry, essays, drama, and novels studied at each grade level. Through their responses to literature and other instructional activities, students' capabilities are developed in the major communication areas of writing, reading, listening, speaking, and viewing.

#### General French, Grades 10–12 (FRA431M, FRA531M, FRA631M)

These courses are intended for non-college-preparatory students. A wide array of literature is available for each course. Compared with the college-preparatory courses, there is less emphasis on structure and form. However, high priority is given to comprehension and to effective communication. In responding to literature or in other assignments, students develop a consciousness of audience and a concern for ensuring that intended messages are conveyed. The writing process is widely used as a means for improving the content and the impact of their writing.

## 11. French Second Language

### Required courses

#### Grades 7–9

The French second language (FSL) program is a continuation of the elementary program, stressing communicative competence and the oral/aural skills. Increased attention is given to reading at this level. As well, free-writing skills and some translation exercises are gradually added to previous skills. The course has a significant cultural component.

## Grades 10–12

### French (FRE421A)

Increased grammar content is stressed as well as greater exposure to reading components. Students are expected to use oral language skills approximately 50 per cent of the time.

### French (FRE521A)

Language patterns increase in their degree of difficulty. Students are expected to recognize and use a growing vocabulary in a balanced skills approach to learning in a second language.

### French (FRE621A)

Students are expected to do considerable reading as well as to carry on conversational exchanges within the realm of their accumulated structures and vocabulary at an average rate. The grammar and mechanics of the language continue to be emphasized in writing and speaking.

## 12. French Immersion

French immersion is available from grade 7 to grade 12. In grades 7–9, students may continue to spend approximately 50 per cent of their school time in **continuing immersion** that began in the elementary grades, or they may spend 75 per cent of their time in a **late immersion** program. In grades 10–12, the two immersion streams merge, and students are advised to enrol in at least two French-language courses per year to obtain a provincial Immersion Certificate.

### Grades 7–9

In grades 7–9, courses in French for **continuing immersion** students are available in language arts, social studies, and mathematics. For **late immersion** students, there are courses in French in language arts, social studies, mathematics, and science. Except for the language arts courses, the course contents parallel approximately those of the corresponding English First Language courses.

The language arts courses place considerable emphasis on vocabulary development, especially in the late immersion courses. However, the study of writing, literature, and the spoken arts takes on increased importance through the grades.

### Grades 10–12

The language arts courses, one at each grade level, are centred on speaking, listening, writing, and the study of literature. Among the literature selected are plays, novels, short stories, essays, and poems. Canadian literature is well represented. Courses in Canadian history, sociology, law, and economics are available. As far as possible in terms of content, courses parallel the corresponding courses in the English First Language program.

## 13. Mathematics

### Grades 7–9

Students follow the PEI/ APEF Intermediate (grades 7, 8, 9) Mathematics Curriculum. At each grade, students investigate number concepts, relationships and operations, patterns and relations, shape and space, data management, and probability.

**Mathematics (MAT100A)**

Topics at this grade include fractions and decimals; integers (sums, differences, products, quotients); ratio, rate, and per cent; variables; expressions and equations; and data analysis.

**Mathematics (MAT200A)**

Topics include patterns and relations; operations with rational numbers; statistics and probability; geometry, surface area and volume; and solving equations.

**Mathematics (MAT300A)**

Grade 9 mathematics includes the study of more advanced concepts in statistics and probability including “slope” and “line-of-best-fit,” polynomials, factoring, and using equations to solve problems.

**Grades 10–12****Mathematics (MAT421A)**

An introductory academic high school mathematics course, which 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)**

An introductory high school mathematics course, which demonstrates how to use mathematics in everyday life. Combined with the grade 11 mathematics course, MAT 531A, and the grade 12 mathematics course, MAT 631A, this course will meet requirements to enter some community college programs. It includes topics that prepare students to enter the work force directly from high school such as wages, salaries, and expenses; personal banking; spreadsheets; consumer decisions; geometry and trigonometry; and sampling and probability.

**Mathematics (MAT451A)**

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

**Mathematics (MAT521A)**

A second-level mathematics course, which is intended for all students planning to attend university and will be needed for some college courses as well. 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, MAT 631A, it 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 will meet 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 PEI. 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.

**Mathématiques (MAT421M)**

(MAT 431M is to be granted to any student enrolled from the beginning who successfully completes this modified course.)

The mathematics curriculum is designed to foster the development of skills in the following four conceptual areas: numbers, probability, statistics, and shapes and space.

### **Mathématiques (MAT521M)**

(MAT 531M is to be granted to any student enrolled from the beginning who successfully completes this modified course.)

The mathematics curriculum is designed to foster the development of skills in the following four conceptual areas: numbers, regularities and relations, probability/statistics, and shapes and space.

### **Mathématiques (MAT621M)**

The mathematics curriculum is designed to foster the development of skills in the following four conceptual areas: numbers, probability/statistics, and shapes and space.

### **Comptabilité (AFF621M)**

This computer-based course provides students with an overview of basic accounting principles. The course deals with the following topics: balance sheet and double entry bookkeeping; keeping accounts; statement of results and shareholders' equity; journal and ledger; financial statement spreadsheets; closing the books; secondary ledgers; cash control; and Bedford accounting information.

## **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**

#### **Grades 7–9**

##### **Science (SCI100A)**

Themes include interactions within ecosystems; Earth's crust; and heat, mixtures, and solutions.

##### **Science (SCI200A)**

Themes include water systems on Earth; optics; fluids and cells; tissues; and organ systems.

##### **Science (SCI300A)**

Themes 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. The course is divided into four units: sustaining ecosystems; chemical processes; motion; and weather dynamics.

## Elective courses

### 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 PEI, careers directly and indirectly related to agriculture, and issues of farm safety and animal welfare. The major topics will be livestock nutrition, reproduction, diseases, and management of dairy, beef, swine, poultry, sheep, goats, and 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 course has been designed to develop an understanding of the central ideas and principles that unify biological concepts. These concepts include biodiversity, energy flow and cellular matter, energy and matter exchange by humans and other organisms, and energy-matter exchange in representative ecosystems.

### Biology (BIO621A)

This course is a progression of the skills and applications acquired by students in BIO521A. It continues the development of the principles that unify biological concepts: systems regulating change in humans and other organisms; reproduction and development; chromosomes, genes and DNA; change in population, communities, and species.

### Human Biology (BIO631A)

This course deals with the systems of the human body with respect to their structure, function, and interaction. Other things that affect the human body such as cancer, AIDS, smoking, alcohol and drug abuse, genetic engineering and pregnancy are discussed.

**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 covered include atomic structure, chemical bonding, reaction kinetics, acids and bases, oxidation and reduction, and radioactivity.

**Chemistry (CHM521A)**

This college preparatory course provides the student with the basic principles of chemistry. Matter and chemical change are the themes common to all the units in grade 11 chemistry encompassing the unifying concepts of change, diversity, energy, equilibrium, matter, models, and systems. Chemistry 11 consists of four units of study: matter and energy in chemical change, matter as solutions and gases, quantitative relationships in chemical changes, and chemical bonding in matter.

**Chemistry (CHM621A)**

This course follows Chemistry 521A and includes a review and further development of the principles included there. The themes of systems, energy, and change are central in Chemistry 12. Equilibrium and matter are subordinate themes that are also addressed. Chemistry 12 consists of three units of study and an optional unit: The diversity of matter: An introduction to organic chemistry; thermochemical changes; equilibrium, acids, and bases in chemical changes; electrochemical changes (optional, if time permits).

**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)**

The unifying theme for the high school physics program is energy transformation and conservation, with major emphasis on waves in grade 11. The program consists of waves (mechanical, sound, light); electricity and magnetism (static, current, magnetism, electromagnetism); atoms (atomic models, nuclear fission, and fusion)

**Physics (PHY621A)**

The unifying theme for the high school physics program is energy transformation and conservation, with major emphasis on mechanics in grade 12. The program consists of linear motion (uniform motion, accelerated motion); forces (vectors, Newton's Law, fields and forces); two-dimensional motion (projectile motion, circular motion); impulse and momentum (impulse, momentum, conservation of momentum); work and energy (work and energy transformations, kinetic energy, potential energy, conservation of energy, power).

**Sciences intégrées (SCI421M)**

The integrated science course includes chemistry, physics, and biology components. Development of skills and attitudes is an integral part of the curriculum. (Under revision)

**Biologie (BIO521M)**

This course deals with the major concepts of energy, matter, equilibrium, and systems in the context of four themes: biodiversity; energy flows and cellular matter; exchange of matter and energy by the human body and other organisms; and exchange of matter and energy within ecosystems. (Under revision)

**Physique (PHY521M)**

Physics being an experimental science, laboratory experiments are required, and students must present a report on each experiment. Topics covered include: introduction and measurement; kinematics; dynamics; energy and waves. (Under revision)

**Chimie (CHI521M)**

The course covers: atomic structure, composition, and equations; gas laws, gas law problem-solving; the electronic configuration of the atom; periodic laws; atomic bonds; and the elements and their chemical reactions. (Under revision)

**Physique (PHY621M)**

Prerequisite: PHY521M. The course covers: Coulomb's law; parallel and series circuits; electromagnetic induction; construction and operation of an electric motor and an electronic generator; vectors and shapes; linear movement; Newton's laws and energy.

**Chimie (CHI621M)**

Prerequisite: CHI521M. The course covers: the atom; chemical bonds; the thermodynamic and kinematic aspects of chemical reactions; aqueous solutions; and oxydo-reduction.

**Biologie (BIO621M)**

Students will study the major concepts of diversity, change, equilibrium, systems and models in the context of four themes: systems regulating change in the human body; reproduction and development; chromosomes, genes and DNA; and change within populations and communities.

## 15. Social Studies

### Grade 7–9

**Social Studies (SOC100A)**

This social studies course was developed specifically for students in the Atlantic region, and focuses on the theme of empowerment (and disempowerment) in Canadian history. Historical inquiry methods blend with geography skills to help students investigate the meaning of empowerment within five different contexts — economic, political, cultural, societal, and national. Students will explore the time period of 1830 to 1920, the empowerment issues and results of this time period, and will make comparisons to modern-day issues. Students will be encouraged to apply their knowledge of empowerment from a historical viewpoint to inform their actions as active citizens in today's society.

**History, Grade 8 (HIS200A)**

This course is sequential to the grade 7 history program, and it continues the study of Canada from 1814 to 1900. Major themes considered are economic and social development in the 1820s and 30s, movements

toward political reform, Confederation, building the CPR, rebellions in the West, and growth and development of Canada during the post-Confederation period. (Currently under review.)

### **History, Grade 9 (HIS300A)**

This program is sequential to the grade 8 history program and continues the study of Canadian history from 1900 to the present. Major areas of study are the Laurier Era, the world wars, the Depression, Canada's role on the world scene, and economic and cultural changes and growth within Canada. (Currently under review.)

### **Foundations in Geography (GEO200A)**

This course introduces students to the fundamental concepts of geography. Students investigate human patterns in a global setting. They explore the interaction between the earth's population and the diverse global physical patterns. Using the basic tools of geography, including map and chart analysis, students observe the demographic, economic, and mobility patterns of the Earth's population.

### **Atlantic Canada in the Global Community (ATL300A)**

This course has been co-developed by the four Atlantic provinces and takes a multi-disciplinary 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.

### **Social Studies, Grade 7 (French) (EFI) (SOC100F)**

The grade 7 social studies program is an activity-oriented course that integrates history and geography skills for the purpose of understanding the interdependence of these two social sciences. Major themes studied in this course are the First Nations of Canada, early explorations, European settlement, and life in Upper and Lower Canada. In this course, Canada is the context for developing basic skills in cartography and for understanding the physical.

### **Social Studies, Grade 8 (EFI) (SOC200F)**

The grade 8 social studies program begins with a look at conflict as it relates to students' personal lives, as well as conflict in the global community. The rebellions of Upper and Lower Canada are a backdrop for discussions about negotiation, compromise, and conflict resolution. The grade 8 program integrates history and geography skills throughout the four major themes: conflict and change, Confederation, the advance westward, and Canada at the turn of the 20th century.

### **Atlantic Canada (EFI) (MAR300F)**

This course uses a student-centred inquiry approach to explore the geography, culture, technology, society, politics, and economics of the Atlantic Region. The focus is on contemporary issues, and makes links to global and interdependent issues.

## **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. 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 examines Canadian geography, history, government, arts, entertainment, sports, and recreation. It explores the unique landscape, cultures and history of each region to enable students to become more informed citizens. This course also examines significant Canadians, past and present, as well as issues involving Canada today. This course does not include the research skills needed for university.

### **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.

### **Social Studies (SOC851B)**

This course examines the role of the individual in today's world. Issues concerning global citizenship are explored as are selected current and recent international events.

### **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; 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, one-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.

### **P.E.I. 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 P.E.I. 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.

**Le Canada dans le monde (HIS421F)**

This course focuses on contemporary Canada and addresses the following topics: multiculturalism; francophone-anglophone relations; Canada-U.S. relations; foreign policy and international assistance.

**Individus en société (SOC621F)**

This course addresses a number of social issues using various sociological research methods, with special emphasis on Acadian culture and institutions.

**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: Canada studies; Canada and the world; the built environment (optional units of study).

**Global Studies (GEO521A)**

This course is designed to introduce students to world physical and cultural geography. It follows in sequence from Geo 421 by providing students with an opportunity to investigate significant world regions through global physical and cultural patterns. Students will become aware of the position and location of world nations and the physical and cultural patterns that exist. Students will also develop an awareness of the interaction between the inventory of resources and the global population.

**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 provides a global perspective on contemporary issues. It challenges students to apply geographic skills in order to increase their understanding of the world, recognize its diversity, and clarify their place in its varied, interacting systems. The course is divided into four sections: geographic approaches to global issues; environmental issues; economic and resource issues; and cultural and political studies.

**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: What is economics? 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.

**Économie (ECO621F)**

This course provides insights into Canada's economy and economic system and increases the students' awareness of economic issues in our society: the economy and society; the organization of production; companies; human resources; consumerism; Canada's banking system; public finance; and entrepreneurship.

**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)**

The purpose of this course is to raise awareness among students about the importance of law in their lives. It is designed to help students develop a broad perspective on Canadian law as they explore in-depth legal issues and legal cases. Students will a) develop an understanding of the fundamentals of Canadian law, b) develop an appreciation of the need for law and order in society, and c) define and make application of legal terms to the study of law. Specific topics covered will be criminal law, civil law, and family law.

**Le droit (LAW521F and M)**

This course promotes understanding of rights and duties of the law. Students acquire skills in organizing information, communicating their opinions and developing critical thinking. The course deals with the following topics: law and society; constitutional law; basic rights; criminal offences; young people and the law; family and estate law; and torts.

**Canadian Law (LAW531A)**

This course is designed to develop a fuller understanding of the Canadian legal system. Students study specific areas of criminal and civil law; arrest and trial procedures; marriage, separation, and divorce; the Youth Justice Act; child abuse; and the Alert and Breathalyzer tests.

**Civilisations comparées (HIS621N)**

This course is an overview of history from the origins of humanity to today.

**L'entrepreneurship (ENT521M)**

This course includes three components: theory, activities, and business plan. The course is designed to foster the entrepreneurial spirit necessary in any job.

## Other

### 16. 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.

### 17. Other Types of Credit Courses

#### Business Education

ACC621A	Accounting Principles
ACC801A	Accounting
BUS701A	The World of Business
ENT521A	Entrepreneurship
OFF601A	Office Procedures
ITC401A	Information Technology Communication
TYP801A	Business Typing
AFF701M	Traitement de texte

## Career/Technical Courses

WOD705A	Woodworking Fundamentals
WEL705A	Welding Fundamentals
DRF705A	Drafting Fundamentals
MEC705A	Power Mechanics
ELE705A	Electricity and Electronics
CRP704/804A	Carpentry
COS704A/804A	Cosmetology
DRF704A/804A	Drafting
ELE704A/804A	Electrical Wiring
MVR704A/804A	Motor Vehicle Repair
WEL704A/804A	Welding
HOS801A	Hospitality and Tourism
PHP701A/801A	Peer Helper
SCF425M	Sewing
TEC801M	Modules en développement

## Cooperative Education

CWS601B	Workplace Dynamics
CWS502A/CWS502B	Cooperative Work Study
CWS602A/602B	Cooperative Work Study
EDC802M	L'éducation coopérative

## Physical Education

PED100A	Physical Education — Grade 7
PED200A	Physical Education — Grade 8
PED300A	Physical Education — Grade 9
PED401A	Physical Education
PED801A	Physical Education — Life Style
PED621A	Physical Education — Leadership
EDP421M	Éducation physique
EDP621M	Leadership en éducation physique

## Home Economics / Health and Family Life

HEC100A	Home Economics — Grade 7
HEC200A	Home Economics — Grade 8
HEC300A	Home Economics — Grade 9
HFL100A	Health and Family Life — Grade 7
HFL200A	Health and Family Life — Grade 8
HFL300A	Health and Family Life — Grade 9
FAM421A	Family Life Education
FAM621A	Family Life
FDS421A	Foods and Nutrition
PSI701Z	Food Services
CFC421A	Combination Foods and Clothing
CHD521A	Child Development
CLO521A	Clothing /Fashion Retail and Design
HSG621A	Housing
FPS621M	Formation personnelle et sociale

## Computer Studies

ITC401A	Information Technology and Communications
CMP521A	Computer Studies I
CMP621A	Computer Studies II
CMP801A	Computer
CMP801X	Computer Repair
INF421M	Introduction à l'informatique
INF621M	L'informatique

## Arts

DRA801A	Dramatic Arts
MUS100A	Music — Grade 7
MUS200A	Music — Grade 8
MUS300A	Music — Grade 9
MUS421A	Instrumental
MUS421B	Vocal
MUS421C	Strings
MUS521A	Instrumental
MUS521B	Vocal
MUS521C	Strings
MUS621A	Instrumental
MUS621B	Vocal
MUS621C	Strings
MUS801X	Styles in Popular Music
ART100A	Visual Arts — Grade 7
ART200A	Visual Arts — Grade 8
ART300A	Visual Arts — Grade 9
ART401A	Visual Arts
ART501A	Visual Arts
ART601A	Visual Arts
MUS701M	Musique
MUS701N	Musique

## Multimedia

CAR701X	Crafts
CAR701W	Drafting and Design
CAR701Y/VIS701X	Introduction to Visual Communication
MMP801X	Multimedia Publication
VIS801X	Advanced Visual Communication

## Additional Local Programs (not a complete list)

RLA802X	Real Life Applications
AAR502X, AAR602X	Aircraft Maintenance Orientation
PSM801X	Personal Development
ROB801X	Introductory Robotics
NTS801X	Native Studies
ANT801X/Y	Applied Networking Technology
PSI701Z	Food Service
GAE821X	Introductory Scottish Gaelic
PSY621X	Introductory Psychology
TRA602Y	Transitions
ENV701X	Environmental Studies
ESL401X/501X/601X	English as a Second Language

**Please note:** There are no non-credit programs.

## 18. Assessment of Foreign Studies

The province of P.E.I. 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 the Department of Education 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 for adults seeking employment.

## 19. Contact Persons

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Quebec**

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# Summary statement

## 1. Introduction

In 1998, Quebec undertook a review of its educational system to create conditions that would allow the greatest number of students to succeed. Backed by a renewed social consensus, Quebec schools will fulfil their mission by enabling all students to develop the skills they will need to become well-educated, cultured persons, committed citizens, and skilled participants in the world of work. To attain this objective, the elementary and secondary sectors of the school system have undergone, or are now experiencing, changes to educational policies and regulations and to the curricula.

The main purpose of this guide is to help guidance counsellors and principals in the secondary schools of other provinces and territories to which students may transfer after doing part of their studies in a public or private school in Quebec. They will find both a brief description of the changing Quebec school system and an explanation of secondary school diploma requirements for both the youth and the adult academic streams.

Since 1997, students completing secondary school have been awarded a diploma certifying that they have received a general education comprising the required levels of knowledge of the language of instruction, of their second language, and of the history of Quebec and Canada. In addition to meeting these requirements, as of June 2009, graduating students will be required to demonstrate their competencies in all the disciplinary fields they have studied.

## 2. Organization of School System

In Quebec, school attendance is compulsory between the ages of 6 and 16. After six years of elementary school (or seven for special students with learning difficulties), students take a secondary program for five years if they are pursuing a general academic education or for a variable length of time if they enrol in the vocational and technical stream.

There are two cycles of the five-year secondary school program. In Secondary Cycle One, which comprises the first two years, the main focus is on imparting basic knowledge. Commencing in the third year of secondary, however, the timetable leaves room for elective courses. In Cycle Two of the secondary program, students can pursue a general education while using electives to explore various avenues before going on to college studies, or they can take vocational and technical training if they want to find employment in a particular occupation. Starting in the fourth year of secondary, it is possible for students to begin an educational program leading to a diploma in vocational and technical studies.

## 3. Explanation of Terms Used

### Unit (called a credit in other provinces)

Students attending a secondary school, an adult education centre, or a vocational training centre receive units for all courses that they successfully complete in year 4 or year 5. The number of units they earn in a particular course depends on how many hours are allocated to it. In the general academic stream, one unit corresponds to about 25 hours of classes or school activities. In the vocational and technical training stream, one unit corresponds to about 15 hours.

### Diploma systems

The requirements for obtaining the secondary school diploma are set by government regulation. In the general academic stream, these requirements have gone through four stages generally referred to as “diploma systems.”

System J1 comprises the various requirements in force before 1989. System J2 contains the requirements in effect from 1989 to 1997. Under J2, students had to accumulate at least 130 units from year 1 to year 5 of secondary school, which included required units for the following: language of instruction in year 5; second language in year 4 for students receiving instruction in French, or in year 5 for students whose language of instruction was English; the history of Quebec and Canada in year 4; and moral education, or Catholic or Protestant religious education, in year 4 or 5.

Since 1997, students in the youth general academic stream have had to meet the requirements of system J3 to obtain their secondary school diploma. The fourth diploma system, known as A2, has applied to adult students (defined as persons at least 16 years of age) since 1989. The two diploma systems currently in effect are described more fully in Section 8 “Requirements for Graduation.”

## Diploma

Students enrolled in a secondary school or an adult education centre may obtain a secondary school diploma if they meet the requirements. The diploma is an official document accompanied by a transcript (for students in the youth general academic or vocational and technical training streams) or by a record of what has been learned (for students in the adult general education stream) specifying the results obtained in the courses taken. Students in the vocational and technical training stream may obtain a diploma or a certificate of vocational specialization indicating the student’s trade, occupation, or specialization.

## 4. Course Designation

Each course in the youth general academic stream is identified by a six-digit code. Generally speaking, 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 academic program. The fourth digit refers to the secondary school year in which the course is normally given; for example, Mathematics 068-**4**36 is a program in math year 4 and Mathematics 068-**5**36 is a math program in year 5. For more recently developed courses, the fifth digit no longer has any particular meaning, although in the 1980s, it indicated the classification of the course content and the entity responsible for that content (ministry required, ministry elective, or local). The sixth digit of the course code indicates the number of units that a student will earn toward their diploma. For example, successful completion of Mathematics 068-4**36** is worth six units.

In the adult general education stream, course codes are alphanumeric. The first three characters indicate the discipline or type of educational services, and the last character is a digit specifying the number of units associated with the course. For example, the code ANG-5048-**6** refers to an English course worth six units.

**Note:** To make it easier for the reader to understand the transcripts that the Ministry of Education has issued over the years, this guide presents all the codes currently used in each class, or employed in the past, for examinations designed to assess student achievement for secondary school graduation or for access to postsecondary education. In all other cases, only current course codes are given. Codes currently in effect are in **boldface**.

## 5. Time Allotments and Course Load

The following table presents the required subjects for the youth general academic stream in 2004–05. Students may round out their schedule with locally developed courses, which are 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 year and number of units				
	Year 1	Year 2	Year 3	Year 4	Year 5
Language of Instruction (French or English)	6	6	6	6	6
Second Language (English or French)	4	4	4	4	4
Mathematics	6	6	4	6	4
Physical Education	2	2	2	2	2
Denominational Moral and Religious Instruction, or Moral Education	2	2			
Ethics and Religious Culture				2	
Arts	4	4	2		
Biology			4		
Ecology	4				
Economic Education					4
Geography of Quebec and Canada			4		
General Geography	4				
History of Quebec and Canada				4	
General History		4			
Physical Sciences		4		6	
Elective Subjects			6	2	12

(Instruction 2004–05)

## 6. Curriculum Organization

The *Programme de formation de l'école québécoise*, a broad-based plan for overhauling the Quebec school system, envisages a reform of school curricula that will be gradually phased in and will be mandatory. The reform will begin in September 2005, and will apply to students in year 1 of Cycle One of secondary school. A new timetable will also apply. Existing rules for obtaining the secondary school diploma 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 Ministry of Education prescribes the curricula, teaching methods are, for the most part, left to the discretion of the school boards, the schools, and the teachers. The Ministry approves textbooks used in schools.

## 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 academic education stream, the pass mark is 60 per cent.

For students in the general academic stream, all courses from the year 4 and year 5 secondary curricula that they successfully complete count toward their diploma. All vocational and technical training courses also count toward the diploma unless they are part of a program leading to a vocational training certificate (semi-skilled occupations).

In the youth general academic stream, the Ministry of Education sets examinations only in subjects that students require in order to graduate and obtain the diploma or to gain admission to postsecondary education. School authorities are responsible for assessing courses not subject to these Ministry-prescribed examinations. In the general adult education and vocational and technical training streams, the Ministry sets examinations for some

courses but leaves it to the individual educational institution to develop examinations for other courses, following 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 entirely reflects the mark or pass/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 has been applied to any marks provided by a school for students in a group of at least two students. As part of this weighting, the average and standard deviation (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 academic education

Since 1997, students enrolled in the youth general academic stream must accumulate at least 54 units, including 20 required units for secondary year 5. Students are required to complete the following courses successfully:

- Language of instruction in secondary year 5.
- Second language in secondary year 4 or 5 for francophones and in secondary year 5 for anglophones.
- History of Quebec and Canada in secondary year 4.

### Adult general education

For adults beginning secondary school after July 1, 1989, and before July 1, 2007, the Minister awards the secondary school diploma to those who have accumulated at least 54 units in secondary year 4 or 5, distributed as follows:

- 12 units in the language of instruction, including at least 6 in secondary year 5.
- 6 units in the second language in secondary year 4 or 5 for adults whose language of instruction is French. For students whose language of instruction is English, these units must be earned in year 5.
- 36 units in elective subjects, of which at least 18 must be earned in secondary year 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 year 5 course offered by an adult education centre.

# Summary of Course Content

## 9. English

### Courses that students must successfully complete to obtain a diploma and graduate

#### English as a First Language

Course codes:

- Secondary year 1: **630-116; (ENG-1061-3 and ENG-1062-3)**
- Secondary year 2: **630-216; (ENG-2061-3 and ENG-2062-3)**
- Secondary year 3: **630-316; (ENG-3061-3 and ENG-3062-3)**
- Secondary year 4: **630-416; (ENG-4061-3 and ENG-4062-3)**
- Secondary year 5: 628-526; 631-516; 631-563; 631-526; 632-516 or (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.**

Students enrolled in a school authorized to deliver education in English must take an English as language of instruction course in each year of elementary and secondary school. Programs with English as language of instruction take an integrated approach to teaching the language, which is perceived as an instrument to communicate, to absorb the culture, and to structure ideas and experiences. These programs emphasize the process of communication and the context in which it takes place. While the aims of the program as a whole remain the same for each school year, expectations increase as the students develop and mature. A varied choice of literary works is offered, including poetry, drama, novels, and essays, as well as articles on communications arts, writing, and the media.

Students who demonstrate sufficient mastery of curriculum objectives for English as language of instruction in secondary years 4 and 5 will earn six units toward their diploma in each of those years. However, students enrolled in a French-language school must first show that they have reached the expected skill level in French as language of instruction for secondary year 5 before they can earn English as language of instruction units toward their diploma.

Students who have obtained secondary year 5 units in English as language of instruction show that they are capable of writing texts that consider 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 have also demonstrated their skill in reading in English. In an assigned text, they can identify and explain the ideas it contains and connect them to ideas expressed in a literary work. They express a personal viewpoint associated with the text, and give their analysis of at least two of the author's writing techniques.

#### English as a Second Language

To obtain their secondary school diploma, students in the youth or adult streams who are receiving instruction in French must at least earn the units for the year 4 (grade 10) English as a second language course. To enrol in a college, however, a student must also have earned the units for the secondary year 5 English as a second language course.

Course codes:

- Secondary year 1: **134-114; ANG-1001-6**
- Secondary year 2: **134-214; ANG-2001-6**
- Secondary year 3: **134-314; ANG 3007-6**
- Secondary year 4: 134-414; 135-442; 135-932; 135-412; 135-454 or (ANG-5048-6; ANG-5056-6; ANG-4036-6; **ANG-4436-6**); 135-932; 135-422; 135-912; 136-424; 135-432; 135-922; 136-484; **156-424**.
- Secondary year 5: 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** or (ANG-5049-6; ANG-5054-6; ANG-5055-6; ANG-5057-6; **ANG-5554-6; ANG-5555-6**).

Students who have a hearing disability or 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. Where an exempted student has met all the other graduation requirements, the mention “XMT” for the English course will be recorded on their transcript and the diploma units for the course will be granted.

The objectives of the curricula are designed to make students aware of various techniques for understanding or conveying messages. More emphasis is placed on the message conveyed than on 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 stream will earn toward their diploma four units for year 4 English as a second language and another four for the year 5 course. As for the students in the adult education stream, they will earn up to six 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 presentation and a written text in accordance with the curriculum requirements. Students’ oral presentations must be easy to follow and grammatically correct or well developed. Students’ written texts must be at least 150 words long, must be understandable in their entirety on first reading without interpretation, and must meet the requirements of the guidelines.

## 10. French as a First Language

Course codes:

- Secondary year 1: **128-116; (FRA-1031-3 and FRA-1032-2 and FRA-1033-1)**
- Secondary year 2: **128-216; (FRA-2031-3 and FRA-2032-2 and FRA-2033-1)**
- Secondary year 3: **128-316; (FRA-3033-2 and FRA-3035-1 and FRA-3037-3)**
- Secondary year 4: **128-416; (FRA-4061-3 and FRA-4062-3)**
- Secondary year 5: 128-536; 128-586; 132-586; 130-516; 131-013; 131-513; 131-523; 131-533 ; **129-536**; 132-516 or (FRA-5104-4; FRA-5121-1 and FRA-5122-1 and FRA-5123-3 and FRA-5124-1; **FRA-5141-1 and FRA-5142-2 and FRA-5143-3**).

In Quebec’s French-language secondary schools, students must take a French as a language of instruction course during each of the five years of their program. Commencing in September 1997, a revised curriculum has been gradually implemented in the secondary sector, one year at a time. As of September 2005, this curriculum will be gradually replaced by the *Programme de formation*. Both curricula emphasize in common the acquisition of skills in reading (40%), in writing (50%), and in oral communication (10%).

By the end of secondary school, students must be able to apply writing strategies properly 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 make connections among them, construe their meaning, and respond to them.

Finally, students must be able to express their ideas accurately in various situations, particularly during discussions, presentations, and debates. In particular, they must be able to express their feelings, viewpoints, and knowledge in various areas, including language itself.

## 11. French as a Second Language

Course codes:

- Secondary year 1: **634-114; FRE-1091-6; FRE-1092-6**
- Secondary year 2: **634-214; FRE-2091-6**
- Secondary year 3: **634-314; FRE-3091-6**
- Secondary year 4: **634-414; FRE-4091-6**
- Secondary year 5: 633-022; 635-042; 635-572; 633-522; 635-052; 635-542; 634-514; 635-062; 635-552; 635-072; 635-562; **634-594**; 635-514 or (FRE-5070-6; FRE-5071-6; FRE-5068-6; FRE-5069-6; **FRE-5091-6**).

To obtain a secondary school diploma, students in the youth or adult streams must earn at least four units in secondary year 5 (grade 11) French as a second language. Students who have a hearing disability or 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 staying in Quebec temporarily may likewise be exempted from having to pass French as a second language. Where an exempted student has met all the other graduation requirements, the mention “XMT” for the English course or the French course, as the case may be, will be recorded on their transcript and the diploma units for the course will be granted.

By the end of the secondary year 5 French as a second language course, students must be able to provide information about themselves, to encourage someone to act, to respond to facts and events, to express and defend their point of view, and to report what others have said.

## 12. French Immersion

Welcome classes and immersion classes have been set up so that non-francophone students who enrol in the French-language education sector for the first time and who do not have an adequate knowledge of French, will find it easier to enter the French-language school system and to benefit from regular classroom courses. These students spend an average of 10 months in a welcome or francisation class, where intensive instruction in French is the priority.

Welcome classes are designed for students who have lived in Quebec for less than five years, while francisation classes are open to students who have been Quebec residents for more than five years.

The French curriculum for welcome classes and immersion classes differs from that of French as a second language in that its aim is to enable students to function in an ordinary classroom setting. It thus aims to achieve more in-depth acquisition of French, both orally and in writing, than is required of students in the French as a second language program.

Moreover, English-language schools may adopt a local curriculum to provide intensive French-language instruction. However, students enrolled in this type of curriculum must show that they have attained the objectives of the French as a second language curriculum in order to obtain units toward their secondary school diploma.

## 13. Mathematics

In secondary years 4 and 5, students must take one of the three mathematics curricula, a selection determined by what they already know. A student may pass several of these courses, but may only receive a maximum of six diploma units per year toward his or her secondary school diploma.

Mathematics units are not required to obtain the secondary school diploma. However, these units are required for admission to postsecondary education and to many vocational and technical training programs.

The so-called Core Curriculum in Mathematics comprises the following courses:

- Secondary year 1: **068-116; 568-116; (MAT-1005-2 and MAT-1006-2 and MAT-1007-2) or (MTH-1005-2 and MTH-1006-2 and MTH-1007-2)**
- Secondary year 2: **068-216; 568-216; (MAT-2006-2 and MAT-2007-2 and MAT-2008-2) or (MTH-2006-2 and MTH-2007-2 and MTH-2008-2)**
- Secondary year 3: **068-314; 568-314; (MAT-3001-2 and MAT-3002-2 and MAT-3003-2) or (MTH-3001-2 and MTH-3002-2 and MTH-3003-2)**
- Secondary year 4: **064-414; 564-414; 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 year 5: **064-574; 564-574; 068-514 or 568-514 or (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-51031 and MAT-5104-1) or (MTH-5101-1 and MTH-5102-1 and MTH-5103-1 and MTH-5104-1).**

The Intermediate Mathematics curriculum comprises the following courses:

- Secondary year 4: **068-426 or 568-426 or (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 et MTH-4106-1 and MTH-4107-1 and MTH-4108-1 and MTH-4109-1).**
- Secondary year 5: **068-526 or 568-526 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) 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 curriculum, which students must take if they wish to pursue their education, in science in particular, comprises the following courses:

- Secondary year 4: **064-436; 564-436; 068-436 or 568-436 or (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) 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 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 MTH-4110-1 and MTH-4111-2).

- Secondary year 5: 064-536; 564-536; **068-536; 568-536** or (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 certain concepts of algebra, geometry, and statistics. They must be able to apply a combination of the concepts that they have previously learned and must demonstrate their problem-solving skills.

## 14. Science

In year 1 of secondary school, students must take the Ecology 039-114 or 539-114 program. In year 2, Physical Sciences 056-214 or 556-214 is required. Biology 035-314 or 535-314 is the required program in year 3.

In secondary years 4 and 5, students may take various science and technology programs based on their educational plan. However, they are required to take the fourth year course in Physical Sciences.

### The following Science courses are offered in secondary year 4:

#### A. Physical Science

056-416; 056-436; 556-416; 556-436; **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 of structure, of matter, and of electrical and ionic phenomena, and know how to apply a combination of concepts relating to scientific and technological realities. They are also able to apply the scientific method and scientific concepts in carrying out practical tasks in the laboratory.

#### B. Advanced Physical Science

056-430; 556-430

As a complement to the core program, students may take an additional course to examine a subject in greater depth. Students who pass such courses do not earn any units toward their secondary school diploma.

### The following Science courses are offered in secondary year 5:

#### Chemistry

**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 units in these courses have acquired a deeper understanding of the concepts of matter and energy by investigating the behaviour of gases and energies that are involved in and influence various chemical reactions. They have become more aware of the capabilities and limitations of science.

## Physics

054-584 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 units in 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 some 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 energy transfers. They have become more aware of the capabilities and limitations of science.

## 15. Social Studies

In year 1 of secondary school, students must take the Geography 092-114 or 592-114 program. In year 2, the General History program 085-214 or 585-214 is required. Students in year 3 must take the program in Geography of Quebec and Canada 094-314 or 594-314.

In secondary years 4 and 5, students may take various social studies programs. Those who are enrolled in the youth general academic stream must pass the year 4 course in Quebec and Canadian History to obtain their diploma. In accordance with the new timetable established by the Basic School Regulations, students in the youth stream must also take the year 5 course in Economics.

### Quebec and Canadian History

**085-414** or **585-414** or (**HIS-4016-2** and **HIS-4017-2**; **HTS-4016-2** and **HTS-4017-2**; **HIS-4019-5**; **HTS-4019-5**; **HIS-5034-6**; **HST-5034-6**; **HIS-5036-2** and **HIS-5038-2**; **HST-5036-2** and **HTS-5038-2**).

Students who have earned the units in these courses have acquired an overall perspective on the past of Quebec and Canada from their origins to today, and have more particularly examined the socioeconomic, political, and cultural factors involved. They have also acquired skills in conducting an historical analysis of social phenomena, which is part of the work of the historian. Topics emphasized in these courses include 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, Quebec and Confederation, industrial development, and contemporary Quebec.

### Economic Education

**102-514** or **502-514**

Students who have earned units in this course are familiar with the principles and characteristics of their society's economic organization, and have acquired the ability to analyze economic phenomena, organizations, and realities.

## Other

### 16. Prerequisites and/or Co-requisites

Not applicable.

## 17. Other Types of Programs/Courses

Programs developed by the Ministry

### Physical Education

- Secondary year 1: **044-112; 544-112**
- Secondary year 2: **044-212; 544-212**
- Secondary year 3: **044-312; 544-312**
- Secondary year 4: **044-412; 544-412**
- Secondary year 5: **044-512; 544-512**

### Catholic Religious and Moral Instruction

- Secondary year 1: **072-112 ; 572-112; 079-112**
- Secondary year 2: **072-212; 572-212**

### Protestant Religious and Moral Instruction

- Secondary year 1: **074-112; 574-112**
- Secondary year 2: **074-212; 574-212**

### Moral Education

- Secondary year 1: **076-112; 576-112; 078-112; 578-112**
- Secondary year 2: **076-212; 576-212; 078-212; 578-212**
- Secondary year 4: **081-412; 581-412**

### Arts

#### Music

- Secondary year 1: **169-114; 669-114**
- Secondary year 2: **169-214; 669-214**
- Secondary year 3: **169-312; 669-312**

#### Dance

- Secondary year 1: **173-114; 673-114**
- Secondary year 2: **173-214; 673-214**
- Secondary year 3: **173-312; 673-312**

#### Drama

- Secondary year 1: **170-114; 670-114**
- Secondary year 2: **170-214; 670-214**
- Secondary year 3: **170-312; 670-312**

#### Art

- Secondary year 1: **180-114; 680-114**
- Secondary year 2: **180-214; 680-214**
- Secondary year 3: **180-312; 680-312**

## Locally developed programs

Only local programs worth more than four units are approved by the Minister.

## 18. Assessment of Foreign Studies

For students enrolled in the youth general academic stream, no equivalency is granted for courses taken outside the Quebec school system, except for music studies.

Students enrolled in an adult general education service may obtain equivalency for courses successfully completed in Canada, but outside Quebec.

Students from a foreign country must have their Student Record file assessed, for classification purposes, by the ministère des Relations avec les citoyens et de l'Immigration (MRCI) of Quebec.

## 19. Contact Person

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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Saskatchewan**

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# Summary Statement

## 1. Introduction

In Saskatchewan, the school system includes the public school system, the separate school system, the Division scolaire francophone, and eight 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 Saskatchewan Learning for submission of academic records to the Department in order to receive an official Transcript of Secondary Level Achievement:

- 18 Independent Church Schools
- 44 First Nations Schools
- one private (for profit) school
- one off-shore school (Hong Kong)

The following postsecondary institutions have approval to deliver 30-level courses toward 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)

Curriculum renewal has been a focus over the past 10 years and implementation of new courses at the high school level (grades 10, 11, 12) is currently under way. New courses are denoted with a (Core) designation on the transcript to differentiate between old and new. Once the new curriculum has been fully implemented and the old curriculum discontinued, the (Core) designation will be removed.

## 2. Organization of School System

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 in the fall, 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 per week of instructional time.

## 3. Explanation of Terms Used

Elementary level	grades 1-5
Middle level	grades 6-9
Secondary level	grades 10-12

### Core Curriculum

Curriculum reform includes four components:

1. Required Areas of Study

2. Common Essential Learnings (CEL)
3. Adaptive Dimension
4. Locally-Determined Options

## 1. 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 level. The seven required areas of study within the Core Curriculum are:

- Language Arts
- Mathematics
- Science
- Social Studies
- Health Education
- Arts Education
- Physical Education

## 2. Common Essential Learnings

They 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

## 3. 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.

## 4. Locally-Determined Options

In order 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) have been enriched beyond the norm. Modifications of 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) have been reduced in level of difficulty. The range of modification must meet the criteria stipulated in the Department-developed curricula and guidelines.

In addition to these 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 serves to identify the grade level.

Grade	10	11	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 Independent School program	10(I)	20(I)	30(I)
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 which 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" (*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 above). The Department 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 Department-developed courses or through courses developed at the local level and approved by Saskatchewan Learning.

## 7. Testing and Grading Practices

There are no departmental examinations for grades 1–11. At the secondary level (grades 10–12), schools report achievement to the Department in percentage grades. A minimum percentage mark of 50 is required to earn credit in any course. There are departmental examinations for the academic grade 12 subjects that students are required to write if the teacher is not accredited for that subject. Final standing in the subject is determined by combining the school mark and the Department mark — 60 per cent from the teacher and 40 per cent from the Department exam. Report cards are issued at the school level.

**Transcript:** The official Transcript of Secondary Level Achievement is issued centrally by Saskatchewan Learning.

## 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-designated objectives.
- locally-developed (designated L) that may be up to 100 per cent local (original) content while still at a level of rigour 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).
- Department-approved curriculum being offered in a recognized Independent School (designated I).

## Graduation requirements

**For complete grade 10 standing**, candidates must acquire a minimum of 8 credits:

- English Language Arts A 10 and English Language Arts B 10
- Programme Fransaskois — one of English Language Arts A 10 or B 10
- French Immersion Program — one of English Language Arts A10 or B10
- one of Social Studies 10, History 10/Histoire 10, or Native Studies 10
- Programme Fransaskois — Sciences sociales fransaskois 10
- Science 10/sciences 10
- Mathematics 10/mathématiques 10
- three level 10 or higher electives

**For complete grade 11 standing**, students must acquire a minimum of 16 credits:

- English Language Arts 20
- Mathematics 20/mathématiques 20

**For complete grade 12 standing**, students must acquire a minimum of 24 credits (5 credits must be at the grade 12 level):

- English Language Arts A30 and English Language Arts B30 are compulsory.
- Programme Fransaskois — one of English Language Arts A30 or B30
- French Immersion Program — one of English Language Arts A30 or B30
- One of Social Studies 30 or History 30 or Native Studies 30 (Canadian Studies requirement).
- Programme Fransaskois — Sciences sociales Fransaskois 30 is required
- French Immersion Program — Sciences sociales immersion is also available
- 1 credit from each of the science and social science areas of study at the 20 or 30 level.
- 2 credits are required from the arts education and practical and applied arts areas of study at the 10, 20, or 30 level.
- 1 credit is required from the health/physical education area at the 10, 20, or 30 level.

Under current credit requirements, students require 9 elective courses at the secondary level. These courses include at least 6 at the 20 or 30 level.

To fulfil 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 (Special Project Credit effective September 1997).

### **French Immersion/Bilingual program — required credits include:**

- One English Language Arts and one Français immersion language arts at each grade level)
- All other requirements under the regular policy
- 12 credits in courses delivered in the French language.
- Sciences sociales immersion 30 may be used to meet the Canadian Studies requirement at the grade 12 level.
- A minimum of 4 credits taken in French is required for grade 10, 8 credits for grade 11, and 12 credits for grade 12.

## Programme fransaskois — required credits include:

- One English Language Arts at each grade level as well as two French language arts at level 10, one at level 20 and two at level 30
- All courses must be taken in the French language (except English Language Arts).
- Sciences sociales fransaskois 10 may be used to meet the social studies requirement at the grade 10 level
- Sciences sociales fransaskois 30 may be used to meet the Canadian Studies requirement at the grade 12 level.

## Adult 12 program/Éducation des adultes

(for a person who is at least 18 years of age and who has been out of school for at least one year)

An adult may obtain a grade 12 standing without having completed previous grades with a minimum of 7 credits at the 30 level. Required credits include the following:

- English Language Arts A 30 and English Language Arts B 30
- One of Social Studies 30 or History 30 or Native Studies 30 (Canadian Studies requirement)
- One credit from each of the mathematics and science level 30 areas of study
- Two level 30 elective credits
- A Prior Learning Credit may be used as an elective.

## Alternative education program/Programme d'éducation alternative

This program is designed for students 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 that are 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.

Students may receive an Alternative Grade 10, Alternative Grade 11, or Alternative Grade 12 standing.

## 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 *Core Curriculum: Principles, Time Allocations, and Credit Policy* (September 2000), issued by Saskatchewan Learning.

# Summary of Course Content

The following sections provide information on new courses developed or under development. There are a number of old courses that continue to be available to students until the new Core Curriculum is fully implemented. If information is required on courses not included in this section, contact Saskatchewan Learning.

## 9. English (First Language)

### Required courses

#### English Language Arts, 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 objectives:

- to equip students with listening, speaking, reading, writing, viewing, and representing skills
- to develop in students the ability to think: to recall, interpret, relate, apply, and evaluate what they see, hear, and read
- to give to students a store of experiences common to their community and foster an awareness of their literary heritage
- to develop in students some competence in critical evaluation of oral, print, and other media texts
- to foster in students the enjoyment of language experiences and literature from various cultures and time periods
- to assist students in the process of clarifying values

#### Grade 10

##### English Language Arts 10 (2 credits; course codes: 4017, 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.

#### Grade 11

##### 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.

#### Grade 12

##### English Language Arts 30 (2 credits; course codes: 8017, 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:

- 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

The following courses are available as optional 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 an 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 develop further 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, learn to organize their time, meet deadlines, establish schedules, and write creatively and objectively.

## 10. 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 francsaskois 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 French-language Canadian 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.

English Language Arts A 10 or B 10, 20, A 30 or B 30 are also required for Fransaskois students.

## 11. French (Second Language)

The goals of the secondary Core French program are:

- 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 toward the learning of French and, through an exposure to francophone cultures, develop an openness toward 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, 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 multi-dimensional curriculum

## 12. 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:

- novels as a means of communicating a world view
- theatre (drama)
- poetry

Immersion students are required to take English Language Arts A 10, A 20, and A 30.

### Elective courses

#### **Français immersion intégré A 20 and B 20 (course codes: 6021, 6022)**

These integrated language arts courses are optional and may be taken in either grade 11 or 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:

- entrepreneurship
- cinema
- sociology
- psychology

## 13. Mathematics

### Required courses

Mathematics is a prerequisite and compulsory for grades 1–11. At the secondary level, Mathematics 10 and Mathematics 20 are required (course codes: 4403, 6403 ); or Mathématiques 10 and 20 (course codes: 4407, 6407).

### Elective courses

Mathematics A 30, B 30, C 30 (course codes: 8404, 8405, 8406) and Calculus 30 (course code: 8403); or Mathématiques A 30, B 30, C 30 (course codes: 8407, 8408, 8409) and Calcul 30 (course code 8421)

### Core Curriculum Mathematics K–12

#### Codes

1. Levels	
EL	Elementary level (grades 1-5)
ML	Middle level (grades 6-9)
SL	Secondary level (grades 10-12)
(A, B, C 30)	Three prerequisite courses at grade 12

2. Content domains	
K	Knowledge
S	Skills
V	Attitudes and values

Level/Grade	Essentials; Strands (units) (K, S, V integrated)
All	Six common essential learnings (CELs) are integrated throughout.  Problem-solving approaches are emphasized.
Kindergarten	Data management, numbers and operations, geometry, measurement
Elementary Grades 1–5	Data management and analysis, numbers and operations, geometry, measurement (Increasing depth)
Middle Grades 6–9	Algebra, data management, geometry, measurement, numbers and operations, ratio and proportion (Increasing depth)
Secondary Level 10–20	Algebra, consumer/data, equations, functions, geometry, numbers and operations, trigonometry (Greater depth)
A 30	Algebra, data analysis, equations, functions, geometry, numbers and operations, trigonometry (Greater vigour starts)  <b>Prerequisite to B 30</b>
B 30	Algebra, data analysis, quadratic equations, functions, numbers and operations  <b>Prerequisite to C 30</b>
C 30	Algebra, trigonometric equations, functions, geometry, mathematical proof, trigonometry
Calculus 30	Derivatives and integrals of functions, sophisticated equations. Requires Mathematics A 30, B 30, and C 30.

## 14. Science

### Required courses

Science is prerequisite and compulsory in grades 1–10.

**Science/sciences 10 (course codes: 4212/4224)** is required. In addition, one science course at the 20 or 30 level is required for high school completion. The student may choose from the following options:

- Biology 20, 30 (course codes: 6211, 8211) or Biologie 20, 30 (course codes: 6216, 8216)
- Physics 20, 30 (course codes: 6213, 8213) or Physique 20, 30 (course codes: 6223, 8223)
- Chemistry 20, 30 (course codes: 6212, 8212) or Chimie 20, 30 (course codes: 6222, 8222)
- Agriculture 20 (course code: 2635)
- Geology 30 (course code: 3270)
- Computer Science 20, 30 (course codes: 6702, 8702)

## Elective courses

### Core Curriculum Science K–12

#### Codes

<b>1. Levels</b>	
EL	Elementary level (grades 1–5)
ML	Middle level (grades 6–9)
SL	Secondary level (grades 10–12)

<b>2. Content domains</b>	
K	Knowledge
S	Skills
V	Attitudes and values

Level/Grade	Essentials; Dimensions; Core Units/Topics (K, S, V integrated)
All	Six common essential learnings (CELs) are integrated throughout. Seven dimensions of scientific literacy (knowledge, skills, processes, attitudes) are integrated throughout (support CELs).
Kindergarten	Integrated life, Earth, physical science topics
EL-1	Animals, Earth, motion, plants, senses; two optional units
2	Habitats, magnets, plant growth, weather; five optional units
3	Animals, Earth, properties of matter, the solar system; five optional units
4	Cells and systems, forms of energy, fossils and rocks, predicting weather; six optional units
5	Heat, matter and its changes, plant structure and function, resources; four optional units
ML-6	Chemicals and reactions, energy in our lives, earthquakes and volcanoes, ecosystems, exploring space; three optional units
7	Renewable resources in Saskatchewan, the basics of life, Saskatchewan — the land, force and motion, structures and designs; three optional units
8	Adaptation and succession, the moving crust, energy resources in Saskatchewan, solutions, Earth and space; three optional units
9	Saskatchewan — environment, chemistry and you, using electricity, risks and limits; three optional units
SL-10	Water quality, chemical change, cell structure and human body systems, science challenge; five optional units. Prerequisite to all further science
SL-11 Biology 20	Theories, ecological organization, diversity of life, agricultural botany of Saskatchewan; optional unit(s) — a local decision
SL-11 Chemistry 20	Atoms and elements, molecules and compounds, chemical reactions, mole concept and stoichiometry; three optional units
SL-11 Physics 20	Waves, light, heat, everyday things; two optional units
SL-11 Agriculture 20	Saskatchewan agriculture - overview, soils, crop science and horticulture, animal science
SL-11 Computer Science 20	Fundamentals of programming and design incorporated with problem solving strategies, and software and hardware use and maintenance. Input/output, variables, conditionals and looping, sub-programs, user-defined functions and single dimension arrays. Networking, careers, and a research project included.
SL-12 Biology 30	Chemical basis of life, cell structure and function, genetics, animal systems, evolution; optional unit(s) — a local decision

Level/Grade	Essentials; Dimensions; Core Units/Topics (K, S, V integrated)
SL-12 Chemistry 30	Solubility and solutions, energy changes in chemical reactions, reactions kinetics, equilibrium, acid-base equilibria, oxidation and reduction; one optional unit. Chemistry 20 is a prerequisite
SL-12 Physics 30	Kinetics and dynamics, mechanical energy, electricity, nuclear physics; four optional units.  Physics 20 or Mathematics A30 is a prerequisite
SL-12 Geology 30	Natural processes of geology, Canadian formations and events, time divisions and chronologies
SL-12 Computer Science 30	Review of programming practice and design and problem-solving strategies, conditionals and looping, sub-programs and user-defined functions.  Multi-dimension arrays, number systems, programming for applications and research as well.  Object-oriented language strongly recommended but selection of language made by teacher as long as it is different from that used at the 20 level.  Concepts are reinforced in programming projects, more intricate than at the 20 level.

## 15. Social Studies

### Grades 7-9

#### Required courses

##### Grade 7: Canada and Its Pacific Neighbours

A study of Canada's relationship with, and international responsibilities toward, 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 francsaskoises (Programme Fransaskois)

In order 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 us through

our European roots; and the cultural traditions that developed over thousands of years in North America. The major concepts of this course are time, change, causality, and culture.

## Grades 10-12

### Required courses

- one of Social Studies 10, History/Histoire 10, Native Studies 10, or Sciences sociales francsaskois 10
- one of Social Studies 30, History 30, Native Studies 30, Sciences sociales francsaskois 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 for 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 18th and 19th centuries.

#### **Native Studies 10 (course code: 4309)**

Native Studies 10 focuses on the societal structures and practices of Indian, 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 francsaskois 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 of comparison. The course includes units on political decision making in the 18th 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 and contributions in 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 21st 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 20th 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 21st century. The major concepts 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)**

The social studies 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 to Fransaskois students an 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 those questions and issues that face Canada today. 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 listed above to meet elective requirements, if not already being used to meet a social studies requirement. In addition to the courses noted above, the following social science courses are available: Geography 10, 20, and 30; Economics 20 and 30; Psychology 20 and 30; Psychologie 30; Law 30; and Sciences sociales francsaskois 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 develops an understanding and appreciation of the international economy — its interrelationship with the Saskatchewan and Canadian economies, how it operates, its problems and its possibilities — with the goal of helping students to become informed decision-makers.

### **Sciences sociales francsaskois 20 (course code: 6323)**

This course focuses on 20th 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.

## Other

### 16. Prerequisites and/or Co-requisites

Saskatchewan Learning establishes prerequisite requirements. Principals are provided with an annual update. Prerequisite requirements in required subjects (English Language Arts, français, mathematics, chemistry, physics) cannot be waived without permission of the Registrar. In other areas (such as business education, 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 Saskatchewan Learning. See section 19 below.

## 17. Other Types of Programs/Courses

### Special Project Credit

To meet credit requirements for graduation, Saskatchewan Learning will recognize one 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, Special Project 20, or Special Project 30 (course codes: 5303, 7303, 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 one prior learning credit (course code: 9302) may be used as part of the seven 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 two course challenge credits may be attained at the 10 or 20 level.

### Other Credit Requirements

Students are required to take two credits from the Arts Education, and Practical and Applied Arts areas of study, plus one credit of Wellness 10/Mieux-être 10, Physical Education 20 or 30/Éducation physique 20 or 30.

#### Arts Education

##### **Arts Education 10, 20, 30 (course codes: 4511, 6516, 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 drama, choral music, band, orchestra, and dance.

#### Health/Physical Education

##### **Wellness 10 (course code: 4600) and Mieux-être 10 (course code: 4601)**

Wellness 10 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, 30 (course codes: 6603, 8603) and Education Physique 20, 30 (course codes: 6604, 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.

**Practical and Applied Arts****Life Transitions 20 and 30 (course codes: 6600, 8600) and Transitions dans la vie 20 and 30 (course codes: 6601, 8601)**

Life Transitions 20 and 30 are integrated modular courses that combine a number of key topics from health education, family life education, and career and personal development. These courses enable students to plan and manage their career, family, and health throughout life. Managing involves making informed decisions, setting goals, and establishing plans to meet those goals. It also includes putting plans into action and perhaps discovering that some redesigning of the plan is required to achieve established goals.

**Career and Work Exploration 10, 20, A30, and B30 (course codes: 4994, 6994, 8994, 8995) and Exploration de carrières et d'emplois 10, 20, A30, and B30 (course codes: 5329, 7329, 9329, 9330)**

These courses aim to provide students with opportunities to develop and enhance the knowledge, skills, and abilities necessary to acquire awareness, to access information, and to understand and positively influence their own life career development. Students will be able to expand their awareness, to explore, and to experience various work roles through work-based learning experiences.

Additional practical and applied arts courses are available within the areas of Communications, Agriculture, Design, Care and Hospitality, Transportation, and Resources.

## 18. Assessment of Foreign Studies

It is the practice in Saskatchewan, as in other provinces, to equate grade for grade at the elementary and middle level, and to consider subject for subject additionally at the secondary level.

Schools are given jurisdiction to evaluate Canadian records pursuant to Department policy. Evaluation results are submitted to the Department for registration. The Department provides support to schools through

- the *Saskatchewan Learning Credit Transfer Guide*,
- the CMEC document, *Secondary Education in Canada: A Student Transfer Guide*,
- and counselling.

Out-of-country records are sent to the Department 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 Saskatchewan Learning has approved a comparable course. Adults requiring an assessment of foreign high school records for employment purposes may contact Saskatchewan Learning.

For more information on how to obtain an assessment of foreign credentials at the secondary level, please contact:

**Kris Storle**

Administrative Officer  
Provincial Examinations and Student Services  
Saskatchewan Learning  
Telephone (306) 787-1025

## 19. Contact Person

**Joan Nielsen**

Registrar  
Provincial Examinations, Student and Teacher Services  
Saskatchewan Learning  
4635 Wascana Parkway  
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# **Secondary Education in Canada: A Student Transfer Guide**

9<sup>th</sup> Edition, 2004–05

**Yukon**

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# Summary Statement

## 1. Introduction

Yukon schools follow the British Columbia program of studies, with adaptations for territorial and local circumstances, and the inclusion of Yukon First Nations and Northern perspectives. Recommended teaching strategies are based on using the immediate environment as a context for learning, using local and territorial resources, and integrating subject areas into meaningful units of study. All aspects of students' development are considered, and continuous progress is emphasized. Differences in students' levels of English language experience and skills are recognized, and teachers are encouraged to provide opportunities for students to have extensive practice in the purposeful use of the English language in written and spoken forms.

The aim of the 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 13 years of schooling. The 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 — K-1, 2-3 and up. 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 7), secondary (grades 8 to 12). The graduation years are grades 11-12 for students on the 1995 graduation program<sup>1</sup>, and grades 10-12 for students on the 2004 graduation program<sup>23</sup>.

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 that 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, called Foundation Studies in the 1995 Graduation Program, and Required Courses in the 2004 Graduation Program, is comprised of prescribed curriculum to ensure that all students, not just those planning to go to university, gain the knowledge, problem-solving skills, and communication skills they need to continue learning through 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, as well as provincially recommended learning resources. Each IRP provides the basic information that teachers require to implement curriculum in all subject areas for kindergarten to grade 12.

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<sup>1</sup> <http://www.bced.gov.bc.ca/graduation/grad1995.htm>

<sup>2</sup> <http://www.bced.gov.bc.ca/graduation/grad2004.htm>

<sup>3</sup> 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 10-12. 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.

## Ministry-authorized courses

Chapter 2 of the manual, *Course Information for the Graduation Program: Grade 10, 11, and 12 Courses*<sup>4</sup>, lists Ministry of Education-authorized courses, including both curriculum developed by the ministry and external credentials approved by the ministry (see “external courses” below). The Course Information manual includes course titles and codes, grade levels, educational program guides for each course, and the number of credits that students can earn for each course.

## Locally-developed courses

These courses must be approved by the local school council. The courses are based on subject matter from a particular field of knowledge and on a skill set that is selected and organized by a particular school or school district. Locally-developed courses can count toward elective (Selected Studies) credits for students on the 1995 graduation program only. Students on the 2004 graduation program can take these courses, but they do not count toward graduation.

## Board/Authority-authorized courses

Like locally-developed courses, board/authority-authorized (BAA) courses must be approved by the school council and the course name, grade level, and authorization date must be filed with the Ministry of Education. BAA courses are grade 10, 11, or 12 courses offered or developed by school boards 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 on both the 1995 and 2004 graduation programs (called Selected Studies in the 1995 graduation program).

## External courses

These courses are organized sets of learning activities offered outside the Yukon school system and are listed in the manual *Course Information for the Graduation Program*. 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 or Locally-developed grade 10-12 courses. An IDS course can be for 1, 2, 3, or 4 credits, where one credit represents the value attached to the knowledge, skills, and attitudes that most students can acquire in approximately 30 hours of instruction.

## Postsecondary courses

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

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<sup>4</sup> <http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf>

## Career programs

Career programs are local educational programs, focusing on a career or career sector, that combine related in-school course work with a work experience component. There are four types<sup>5</sup> of career programs that appear on Yukon transcripts: Secondary School Apprenticeship, Co-operative Education, Career Technical Centre programs, and Career Preparation.

## 4. Course Designation

Courses at the grades 10-12 level 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. Career program courses carry the designation “CP” at the beginning of the title and “CP” 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 or locally-developed course. And postsecondary courses that count toward graduation use “PSI” at the beginning of the code, and the name of the British Columbia postsecondary 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 that 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 on the 1995 graduation program must complete at least 52 credits of grades 11-12 course work to satisfy minimum requirements for graduation. Students on the 2004 graduation program must complete at least 80 credits of grades 10-12 course work to satisfy minimum graduation requirements. (Section 8 of this document, “Requirements for Graduation,” provides more detail concerning credit requirements for students on both the 1995 and 2004 graduation programs.) 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 100 and 120 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 expected 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 11 or 12 (and grade 10 for students on the 2004 graduation program), letter grades are accompanied by per cent marks. The successful completion of a course numbered 11 or 12 (and 10 for students on the 2004 graduation program) requires a minimum grade of C- or 50 per cent.

The following reporting symbols and per cent marks are used at grades 11 and 12 (and grade 10 for students on the 2004 graduation program).

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<sup>5</sup> <http://www.bced.gov.bc.ca/careers/cpschool.htm>

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.
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 Yukon <i>School Act</i> . 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	(For grade 12 provincially-examinable courses only.) The student has been granted a pass standing based on certification that the student was unable to write the exam, owing to illness or special circumstances. The school mark stands as the final per cent.

## 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 Yukon school in which the student was enrolled. The Permanent Student Record must be retained by the school for 5 years after a student has withdrawn or graduated from the school. After that time period, it is stored centrally by the Department of Education Records Unit.

### Transcript of Grades

Transcripts showing a student's results in grades 11 and 12 courses (and grade 10 for students on the 2004 graduation program) are produced centrally by the Ministry of Education. A transcript is the official document that indicates: successful completion of grades 11 and 12 courses (and grade 10 for students on the 2004 graduation program), course achievement levels, program participation, and how many graduation requirement credits have been completed. Transcripts only record successfully completed courses. As a result, F (Failure), 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

There are two types of provincial examinations, each related to a specific graduation program. "Graduation Program Examinations" applies to the 2004 graduation program, and "Provincial Grade 12 Examinations" applies to the 1995 graduation program.

### **1995 Graduation Program Provincial Grade 12 Examinations**

In order to graduate, students on the 1995 graduation program are required to write one Provincial Grade 12 Examination in a Language Arts 12 course (English 12, Communications 12, English Literature 12, Français langue première 12, or Technical and Professional Communications 12). In addition, students on the 1995 graduation program, to earn course credits, must take course-related Provincial Grade 12 Examinations in courses that have an exam associated with them. A list of the 20 courses with Provincial Grade 12 Examinations can be found in Chapter 1 of the *Handbook of Procedures for the Graduation Program*<sup>6</sup>, 2004-2005. These exams are worth 40 per cent of the final course mark.

### **2004 Graduation Program Examinations**

In order to graduate, students on the 2004 graduation program 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 on the 2004 graduation program have the option of taking examinations related to specific grade 12 level courses that have an exam associated with them. (Students who take Language Arts 12 must write the associated examination.) Full credit may be earned for such optional grade 12 exam courses whether or not the related examination is taken. Grade 10 and 11 exams count for 20 per cent of the final course mark, and grade 12 exams count for 40 per cent (except for the Yukon First Nations Studies 12 exam, 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.

(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.)

### **Graduation Certificate**

A student who meets the applicable graduation requirements (1995 graduation program, 2004 graduation program, or adult graduation program) is entitled to receive a Graduation Certificate.

A French version of the Graduation Certificate is issued to students who meet requirements for the Programme francophone or French Immersion.

### **1995 Graduation Program**

#### **Who is on the 1995 graduation program?**

Students who entered grade 10 before July 1, 2004, are on the 1995 graduation program. To graduate, these students must earn a minimum of 52 credits, which includes Foundation Studies (minimum 28 credits) and Selected Studies (minimum 24 credits). Selected Studies are additional courses chosen by students to support their academic, career, or personal interests.

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<sup>6</sup> [http://www.bced.gov.bc.ca/exams/handbook/handbook\\_procedures.pdf](http://www.bced.gov.bc.ca/exams/handbook/handbook_procedures.pdf)

<b>Foundation Studies</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
one Language Arts 11	4
one Language Arts 12	4
one Social Studies 11 or Yukon First Nations Studies 12	4
one Mathematics 11/12	4
one Science 11/12	4
one Fine Arts 11	2
one Applied Skills 11	2
Career and Personal Planning 11	2
Career and Personal Planning 12	2
<b>Total</b>	<b>28 credits</b>
A list of courses meeting the Foundation Studies follows.	

<b>Selected Studies</b>	
<b>Category</b>	<b>Minimum Credits</b>
Provincial Grade 12 level*	10
Additional Grade 11 and 12 courses	14
<b>Total</b>	<b>24 credits</b>
* excludes locally-developed courses unless they are part of a Career Preparation Program	
<b>Overall total</b>	<b>52 credits</b>

Of the 24 required credits in the Selected Studies section, at least 10 credits must come from grade 12 ministry-authorized, career program, board/authority-authorized, or external courses. Also, of the 24 required credits of Selected Studies, up to 8 credits only may come from locally-developed courses, unless they are part of an approved career program. Beyond 24 credits, there is no restriction on the number of course credits a student can take.

## 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<sup>7</sup>. In order for these students to graduate, they must earn a minimum of 80 credits, which includes Required Courses (minimum 48 credits), Elective Credits (minimum 28 credits), and Graduation Portfolio Assessment<sup>8</sup> (4 credits). Elective Credits are additional credits earned by students to support their academic, career, or personal interests.

<sup>7</sup> <http://www.bced.gov.bc.ca/graduation/portfolio/>

<sup>8</sup> Graduation Portfolio Assessment 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 exam program. Graduation Portfolios are purposeful collections (electronic or paper-based) made by individual students, documenting their competencies in the six areas (Arts and Design, Community Involvement and Responsibility, Education and Career Planning, Employability Skills, Information Technology, and Personal Health).

<b>Required Courses</b>	
<b>Subject Area</b>	<b>Minimum Credits</b>
Language Arts 10	4
one Language Arts 11	4
one Language Arts 12	4
Social Studies 10	4
one Social Studies 11 or Yukon First Nations Studies 12	4
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
<b>Total</b>	<b>48 credits</b>
A list of courses satisfying the Required Courses requirement follows.	

<b>Elective Credits</b>	
<b>Students must earn at least 28 elective credits. These credits can be for:</b>	
Additional grade 10, 11, or 12 ministry-authorized courses	
External Credentials	
Board/Authority-authorized courses	
Postsecondary credits, and/or	
Independent Directed Studies	
<b>Total</b>	<b>28 credits</b>

<b>Graduation Portfolio Assessment</b>	
Students must earn 4 credits for their Graduation Portfolio	4 credits
<b>Overall total</b>	<b>80 credits</b>

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.

## **Adult Graduation Program**

### **Who is eligible for this Graduation Program?**

Students 19 years of age and over, or 18 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 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 postsecondary system. Courses and credits can be counted from the BC school system and/or from a college ABE Program. This is a common credential between both secondary and postsecondary systems and is recognized as true secondary school graduation, along with the regular grade 12 certificate.

<b>Qualifying Courses (all ministry-authorized, 4-credits)</b>	<b>College or ABE Qualifying Courses</b>
one Language Arts 12	one provincial or postsecondary level English course
one Mathematics 11 or 12	an advanced, provincial or postsecondary level Math 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 postsecondary level
OR	
Social Studies 11 or Yukon First Nations Studies 12; and	Advanced Social Sciences; and
Two grade 12 ministry-authorized courses	Two provincial or postsecondary courses
Total: 20 credits	Total: 5 courses

Accounting 11 and 12 count as a Mathematics requirement on Adult Certificate only.

Students working on the Adult Certificate cannot use board/authority-authorized courses for credit.

## Foundation Studies or Required Courses for the 1995 or 2004 graduation programs

The following table indicates which courses fulfill the Foundation Studies subject requirements for students on the 1995 graduation program, or the Required Courses subject requirements for students on the 2004 graduation program.

<b>Subject Area</b>	<b>Course Code</b>	<b>Course</b>
<b>Language Arts 10</b>  <i>Credit Value - 4</i>	EN 10	English 10
	FRALP 10	Français langue première 10
	UABEE 10	ABE Intermediate English 10
<b>Note:</b> Applies only to students on the 2004 graduation program		

Subject Area	Course Code	Course
<b>Language Arts 11/12</b>  <i>Credit Value - 4</i>	UABEE 11	ABE Advanced English 11
	UABEE 12	ABE Provincial English 12
	COM 11/12	Communications 11/12
	TCPF 12	Communications professionnelle et technique 12
	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
TPC 12	Technical and Professional Communications 12	

Subject Area	Course Code	Course
<b>Social Studies 10</b>  <i>Credit Value - 4</i>	SCH 10	Sciences humaines 10
	SS 10	Social Studies 10
<b>Note:</b> Applies only to students on the 2004 graduation program		

Subject Area	Course Code	Course
<b>Social Studies 11 or 12</b>  <i>Credit Value - 4</i>	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 du Yukon 12
	SCH 11	Sciences humaines 11
	SS 11	Social Studies 11

Subject Area	Course Code	Course
<b>Mathematics 10</b>  <i>Credit Value - 4</i>	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
<b>Note:</b> Applies only to students on the 2004 graduation program		

Subject Area	Course Code	Course
<b>Mathematics 11 or 12</b>  <i>Credit Value - 4</i>	UABEM 1	ABE Advanced Mathematics 1
	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
<b>Science 10</b>  <b>Note:</b> Applies only to students on the 2004 graduation program	UABEG 10	ABE Intermediate General and Applied Science 10
	SC 10	Science 10
	SCF 10	Sciences 10

Subject Area	Course Code	Course
<b>Science 11 or 12</b> <i>Credit Value 4 (except where noted)</i> *Applies only to students on the 1995 graduation program	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
	APCSC 12A	AP Computer Science A 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
	ICTCF 11/12	Communication numérique appliquée 11/12*
	UCSB 11	Computer Certification Category Two 11*
	UCSA 12	Computer Certification Category One 12*
	UCSB 12	Computer Certification Category Two 12*
	UCSC 12	Computer Certification Category Three 12*
	ICTXF 11/12	Cours modulaire exploratoire 11/12*
	ICTMF 11/12	Développement de médias numériques 11/12*
	ESC 11	Earth Science 11
	FOR 11/12	Forests 11/12
	FORF 11/12	Forêts 11/12
	GEOL 12	Geology 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
IBCSS 11/12	IB Computer Science (SL) 11/12*	
IBCSH 11/12A	IB Computer Science (HL) 11/12A*	
IBCSH 12B	IB Computer Science (HL) 12B (2)	

Subject Area	Course Code	Course
	IBESS 11/12	IB Environmental Systems (SL) 11/12
	IBGCH 11/12	IB General Chemistry (SL) 11/12
	IBITS 11/12	IB Information Technology in a Global Society (SL) 11/12*
	IBPHH 11/12A	IB Physics (HL) 11/12A
	IBPHS 11/12	IB Physics (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*
	INT 11/12	Information Technology 11/12*
	PH 11/12	Physics 11/12
	PHYSF 11/12	Physique 11/12
	ICTPF 11/12	Programmation par ordinateur 11/12*
	SCT 11	Science and Technology 11
	ESCF 11	Science de la Terre 11
	SCTF 11	Science et technologie 11
	ICTSF 11/12	Systèmes informatiques 11/12*
	INTF 11/12	Technologie de l'information 11/12*
	TECH 11/12 A/B/C	Technology 11/12 A/B/C*

Subject Area	Course Code	Course
<b>Fine Arts 10</b>  <i>Credit Value - 4 (except where noted)</i>  <b>Note:</b> Applies only to students on the 2004 graduation program	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)
	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)
	UABM 10	Associated Board of the Royal Schools of Music 10
	UBCCM 10	BC Conservatory of Music 10
	UMWB 10	Conservatory Canada 10
	DNC 10	Dance 10: Choreography (2/4)
	DNG 10	Dance 10: General (2/4)
	DNP 10	Dance 10: Performance (2/4)
	DNCF 10	Danse 10: Chorégraphie (2/4)
	DNGF 10	Danse 10: Cours général (2/4)
	DNPf 10	Danse 10: Interprétation (2/4)
	DRG 10	Drama 10: General (2/4)
	DRR 10	Drama 10: Theatre Performance (2/4)
	DRD 10	Drama 10: Theatre Production (2/4)
	ULCM 10	London College of Music 10
	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)
	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 a cordes (2/4)
	MCBF 10	Musique 10: Orchestre d'harmonie (2/4)
MJBf 10	Musique 10: Orchestre de jazz (2/4)	
URMSD 10	RCM: Speech Arts and Drama 10	
UMRC 10	Royal Conservatory Music 10	
UTCD 10	Trinity College: Drama 10	
UTCEC 10	Trinity College: Effective Communications	

<b>Subject Area</b>	<b>Course Code</b>	<b>Course</b>
		10 (2)
	UTCM 10	Trinity College: London – Music 10
	UTCMT 10	Trinity College: Musical Theatre 10
	UTCPA 10	Trinity College: Performance Arts 10
	UTCSD 10	Trinity College: Speech and Drama 10
	UMVC 10	Victoria Conservatory Music 10
	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)
	VAM 10	Visual Arts 10: Media Arts (2/4)

Subject Area	Course Code	Course
<b>Fine Arts 11 or 12</b> <i>Credit Value - 4 (except where noted)</i> ^Applies only to students on the 2004 graduation program *Applies only to students on the 1995 graduation program	UDPJ 11/12A/B	ADAPT: Jazz 11/12A/B
	UDPT 11/12A/B	ADAPT: Tap 11/12A/B
	UAMD 11/12	AIDT: Modern Dance 11/12
	UATT 11A/B/12	AIDT: Tap Dance 11A (2)/B/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
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12
	AF 11/12	Art Foundations 11/12
	VAMTF 11/12	Arts visuels: Arts médiatiques 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 graphisme^
	SAFFF 11/12	Arts visuels en atelier 11/12: Textiles et fibres^
	UABM 11/12	Associated Board of the Royal Schools of Music 11/12
	UBDJ 11A/B/12	BATD: Jazz 11A (2)/B/12
	UBCCM 11/12	BC Conservatory of Music 11/12
	FNAF 11/11A/B	Beaux-Arts 11/11A/B (2)
	UCAT 11A/B/12	CDTA: Tap 11A (2)/B/12
	UCAJ 11A/B/12	CDTA: Jazz 11A (2)/B/12
	ULAL 11	Chinese dance Syllabus (Lorita Leung Dance Association) 11 (2)
	CMCC 11/12	Choral Music 11/12: Concert Choir
	CMJV 11/12	Choral Music 11/12: Vocal Jazz
	UMWB 11/12	Conservatory Canada 11/12
	DNC 11/12	Dance: Choreography 11/12
	DNCF 11/12	Danse: Chorégraphie 11/12
	DNP 11/12	Dance: Performance 11/12
DNPF 11/12	Danse: Interprétation 11/12	
DDF 11/12	Drafting and Design 11/12*	
DFT 11/12	Drama: Film & Television 11/12	
TEXF 11/12	Étude des textiles 11/12*	

Subject Area	Course Code	Course
	FNA 11/11A/B	Fine Arts 11/11A/B (2)
	FNASK 11	Fine Arts and Applied Skills 11*
	AFF 11/12	Fondements de l'art 11/12
	UHLA 11/12	Highland Dancing 11/12
	IBAHS 11/12	IB Art History (SL) 11/12A
	IBARH 11/12A	IB Art/Visual Arts (HL) 11/12A
	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
	IBMCH 11/12A	IB Music (HL) 11/12A
	IBMCS 11/12	IB Music (SL) 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 Strings
	TPAF 11/12	Interprétation théâtrale 11/12: jeu dramatique
	TPDSF 11/12	Interprétation théâtrale 11/12: mise en scène et scénarisation
	UIDC 11A/B 12A/B	ISTD: Cecchetti 11A (2)/B or 12A (2)/B
	UIDB 11A/B 12A/B	ISTD: Imperial Ballet 11A (2)/B or 12A (2)/B
	UIDMT 11A/B 12A/B	ISTD: Modern Theatre Dance 11A (2)/B or 12A (2)/B
	UIDT 11A/B/12	ISTD: Tap 11A (2)/B or 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 11 (2)
	ULCM 11/12	London College of Music 11/12
	MFMAF 11/12	Metal Fabrication and Machining (FNASK) 11/12*
	MCT 11/12	Music: Composition & Technology 11/12
	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 11/12

Subject Area	Course Code	Course
	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
	TPRF 11	Production théâtrale 11
	TPRMF 12	Production théâtrale 12: Gestion théâtrale
	TPRTF 12	Production théâtrale 12: Technique théâtrale
	URAD 11A/B 12A/B	Royal Academy of Dancing 11A (2)/11B or 12A (2)/12B
	UMRC 11/12	Royal Conservatory Music 11/12
	URMSD 11/12	RCM: Speech Arts and Drama 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
	TEX 11/12	Textile 11/12*
	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
	UTCM 11/12	Trinity College: London Music 11/12
	UTCD 11/12	Trinity College: London Drama 11/12
	UTCEC 11/12	Trinity College: London Effective Communications 11 (2)/12 (2)
	UTCMT 11/12	Trinity College: London Musical Theatre 11/12
	UTCPA 11/12	Trinity College: London Performance Arts 11/12
	UTCSD 11/12	Trinity College: London Speech and Drama 11/12
	VAMT 11/12	Visual Arts: Media Arts 11/12
	UMVC 11/12	Victoria Conservatory Music 11/12

Subject Area	Course Code	Course
<b>Applied Skills 10</b> <i>Credit Value – 2/4</i> <b>Note:</b> Applies only to students on the 2004 graduation program	BEC 10	Business Education 10: Business Communications
	BEE 10	Business Education 10: Entrepreneurship
	BEF 10	Business Education 10: Finance and Economics
	BEG 10	Business Education 10: General
	BEM 10	Business Education 10: Marketing
	HEFF 10	Économie domestique 10: Alimentation
	HEGF 10	Économie domestique 10: Cours général
	HESF 10	Économie domestique 10: Étude de la famille
	HETF 10	Économie domestique 10: Textiles
	BECF 10	Éducation aux affaires 10: Communications d'affaires
	BEGF 10	Éducation aux affaires 10: Cours général
	BEEF 10	Éducation aux affaires 10: Entrepreneuriat
	BEFF 10	Éducation aux affaires 10: Finance et économie
	BEMF 10	Éducation aux affaires 10: Marketing
	TEDF 10	Formation technologique 10: Conception industrielle
	TEGF 10	Formation technologique 10: Cours général
	TEEF 10	Formation technologique 10: Électronique
	TECF 10	Formation technologique 10: Mécanique
	TEMF 10	Formation technologique 10: Travail des métaux
	TEWF 10	Formation technologique 10: Travail du bois
	HES 10	Home Economics 10: Family Studies
	HEF 10	Home Economics 10: Foods
	HEG 10	Home Economics 10: General
	HET 10	Home Economics 10: Textiles
	INT 10	Information Technology 10
	INTF 10	Technologie de l'information 10
	TED 10	Technology Education 10: Drafting and Design
	TEE 10	Technology Education 10: Electronics
	TEG 10	Technology Education 10: General
	TEC 10	Technology Education 10: Mechanics
TEM 10	Technology Education 10: Metalwork	
TEW 10	Technology Education 10: Woodwork	

Subject Area	Course Code	Course
<b>Applied Skills 11 or 12</b> <i>Credit Value - 4 (except where noted)</i> *Applies only to students on the 1995 graduation program	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
	ASK 11, 11A/B	Applied Skills 11 or 11A or 11B (2)
	DFTF 11/12	Art dramatique: Cinéma et télévision 11/12*
	VAMTF 11/12	Arts visuels: Arts médiatiques 11/12*
	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
	UBTG 11A/B	Boating 11A (2)/B
	UBEP 11	Bold Eagle Program 11
	BCA 11	Business Computer Applications 11
	BIM 12	Business Information Management 12
	CAFT 11/12	Cafeteria Training 11/12
	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 11A/B/C	Carpentry 11A/B/C
	CARP 12A/B/C	Carpentry 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	

Subject Area	Course Code	Course
	CJP 12	Carpentry and Joinery 12: Woodcraft Products
	ICTCF 11/12	Communication numérique appliquée 11/12
	ASK 11/11A/B	Compétences pratiques 11 (2) or 11A (2)/B (2)
	COP 11/12	Comptabilité 11/12
	FAF 12	Comptabilité financière 12
	UCSC 12	Computer Certification Category Three 12
	UCSF 12A	Computer Certification Category Three 12A (2)
	UCSD 11/A	Computer Certification Category One 11 (2)/A
	UCSA 12	Computer Certification Category One 12
	UCSB 11/11A/12	Computer Certification Category Two 11/11A (2)/12
	UCSE 12A	Computer Certification Category Two 12A (2)
	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
	DDF 11/12	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
	DFT 11/12	Drama: Film and Television 11/12*
	EC 12	Economics 12
	ECF 12	Économie 12
	EPH 11/12	Éducation physique 11/12*
	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

Subject Area	Course Code	Course
	ENTF 12	Entrepreneuriat 12
	FAMF 11/12	Étude de la famille 11/12
	FDSF 11/12	Étude des aliments 11/12
	TEXF 11/12	Étude des textiles 11/12
	FM 11/12	Family Studies 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 11/12	Food Studies 11/12
	CAFTF 11/12	Formation en cuisine 11/12
	FPC 11A/B/C	Formation professionnelle des cuisiniers 11A/B/C
	FPC 12A/B/C	Formation professionnelle des cuisiniers 12A/B/C
	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)
	HS 11A/B/C	Human Services 11A/B/C
	HS 12A/B/C	Human Services 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 11/12	Information Technology 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

Subject Area	Course Code	Course
	UXFD 12	Medic First Aid 12 (2)
	MFM 11/12	Metal Fabrication and Machining 11/12
	MFMF 12	Metal Fabrication and Machining 12: 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
	MFMAF 11/12	Metal Fabrication and Machining (FNASK) 11/12*
	MFMT 11A/B/C, 12A/B/C	Metal Fabrication - Machinist Training 11A/B/C, 12A/B/C
	MFMW 11A/B/C, 12A/B/C	Metal Fabrication - Millwright 11A/B/C (1987), 12A/B/C (1987)
	MFSM 11A/B/C, 12A/B/C	Metal Fabrication - Sheet Metal 11A/B/C (1987), 12A/B/C (1987)
	MFWE 11A/B/C, 12A/B/C	Metal Fabrication - Welding 11A/B/C, 12A/B/C
	MCT 11/12	Music: Composition & Technology 11/12*
	MCTF 11/12	Musique: Composition et technologie 11/12*
	UOCT 11A/11B/11C	Occupational Certification: Tourism 11A/B/C
	UOB 11	Outward Bound 11
	PE 11/12	Physical Education 11/12*
	ICTPF 11/12	Programmation par ordinateur 11/12
	ICTSF 11/12	Systèmes informatiques 11/12
	INTF 11/12	Technologie de l'information 11/12
	TECH 11A/B/C, 12A/B/C	Technology 11A/B/C, 12A/B/C
	TEX 11/12	Textile Studies 11/12
	TRM 11/12	Tourism 11/12
	TRMF 11/12	Tourisme 11/12
	VAMT 11/12	Visual Arts: Media Arts 11/12*
	WELD 11A/B/C, 12A/B/C	Welding 11A/B/C, 12A/B/C

Subject Area	Course Code	Course
<b>Physical Education 10</b>  <i>Credit Value - 4</i>  <b>Note:</b> Applies only to students on the 2004 graduation program	EPH 10	Éducation physique 10
	PE 10	Physical Education 10

Subject Area	Course Code	Course
<b>Planning 10</b>  <i>Credit Value - 4</i>  <b>Note:</b> Applies only to students on the 2004 graduation program	PLANF 10	Plantification 10
	PLAN 10	Planning 10

Subject Area	Course Code	Course
<b>Career and Personal Planning 11/12</b>  <i>Credit Value - 2</i>  <b>Note:</b> Applies only to students on the 1995 graduation program	CAPP 11/12	Career and Personal Planning 11/12
	CAPPF 11/12	Planification professionnelle et personnelle 11/12

Subject Area	Course Code	Course
<b>Portfolio Assessment</b>  <i>Credit Value - 4</i>  <b>Note:</b> Applies only to students on the 2004 graduation program	PORTF	Évaluation du portfolio
	PORT	Portfolio Assessment

## Summary of Course Content

### 9. English Language Arts

#### Required courses

##### English Language Arts, Grades 8-12

The English Language Arts 8-12 curriculum provides a framework for students to experience language in its full range of contexts and purposes. The framework allows students to use language to communicate their ideas through a variety of print and non-print media, and to understand and draw conclusions from communications, whether written, spoken, or displayed visually. Language knowledge and skills are taught within the context of the six language arts processes of speaking, listening, reading, writing, viewing, and representing. 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. Students also explore Canadian and world literature as a way of understanding their literary and multicultural heritage.

## 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 that 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.

## 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.

## 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.

### 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.

### Journalism/Media 11

The curriculum for Journalism/Media 11 is found in the *Writing 11 Curriculum Guide (1981)* and provides students with a thorough understanding of the process of writing for media and with opportunities to write for print and electronic media.

**Note:** This course will be delisted as of August 31, 2005

## 10. Français langue première

### 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, and 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*.

## 11. Core French

The study of a second language is required in grade 8 as part of the grades 5-8 Language Education Policy mandate. In grades 9-12, 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 4 organizers:

- Communicating
- Acquiring information
- Experiencing creative works
- Understanding cultural influences

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

## 12. Français langue seconde-immersion

### Elective courses

#### Français langue seconde-immersion, 8-10

#### Français langue seconde-immersion, 11-12

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 3 main organizers:

- Communications — Allows students to interact, to comprehend, and to respond to literary and informational communications, and 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 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*.

## 13. Mathematics

### Mathematics 8

43 prescribed learning outcomes are considered within 10 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), shape and space (transformations), probability and statistics (data analysis), and statistics and probability (chance and uncertainty). Students intending to take Principles of Mathematics 10 are encouraged to explore suggested extensions included in the Integrated Resource package (IRP).

### Mathematics 9

37 prescribed learning outcomes are considered within 9 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 statistics and probability (chance and uncertainty). Students intending to take Principles of Mathematics 10 are encouraged to explore suggested extensions included in the Integrated Resource package (IRP).

### 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

49 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, number (number concepts), number (number operations), 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

34 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, number (number operations), patterns and relations (variables and equations), patterns and relations (relations and functions), shape and space (measurement), shape and space (3-D objects and 2-D shapes), and statistics and probability (chance and uncertainty).

#### Applications of Mathematics 12

40 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving, number (number operations I), number (number operations II), patterns and relations (patterns), patterns and relations (relations and functions), 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

47 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving; personal banking; wages, salaries and expenses; spreadsheets; rate, ratio, and proportion; trigonometry; geometry project; and probability and sampling.

## Essentials of Mathematics 11

34 prescribed learning outcomes are considered within 9 sub-organizers that include problem solving; relations and formulas; income and debt; data analysis and interpretation; measurement technology; owning and operating a vehicle; personal income tax; applications of probability; and business planning.

## Essentials of Mathematics 12

34 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving; personal finance; design and measurement; government finances; investments; taxation; variation and formulas; and life/career project.

## 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

58 prescribed learning outcomes are considered within 8 sub-organizers that include problem solving, number (number concepts), number (number operations), patterns and relations (variables and equations), 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).

### Principles of Mathematics 11

44 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, number (number operations), 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 12

52 prescribed learning outcomes are considered within 7 sub-organizers that include problem solving, 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

**Note:** Principles of Mathematics 12 can lead to Calculus 12, which prepares students to take calculus at a postsecondary level and to write the University Challenge Examination.

63 prescribed learning outcomes are considered within 9 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).

## 14. Science

### Science 8

Lab/activity oriented. Learning outcomes are presented under 4 organizers: *applications of science* (safety, testing hypotheses and predictions, identifying variables, using models, using graphs and statistics, using information and conclusions, critiquing information in a variety of media, analyzing costs and benefits of choices, and describing how scientific principles are applied in technology); *life science* (diversity; social issues: resources, pollution; global ecosystems); *physical science* (matter, properties and the periodic table; energy); *Earth and space science* (geological processes).

### Science 9

Lab/activity oriented. Learning outcomes are presented under 4 organizers: *applications of science* (safety, controlling experiments, identifying interactions between parts, error in measurement, patterns of change, evaluating the use of data, comparing and contrasting models, debating socio-scientific issues and explaining how scientific principles are applied in technology); *life science* (body systems, factors affecting body systems); *physical science* (elements, compounds, and reactions; force and energy); *Earth and space science* (the solar system and the universe).

### Science 10

Lab/activity oriented. Learning outcomes are presented under 4 organizers: *applications of science* (safety and responsibility, limitations of techniques and instruments, discoveries resulting from exploring unexpected events, devising methods of presenting information); *life science* (cells, genetics); *physical science* (chemicals and reactions; electricity and magnetism; radioactivity); *Earth and space science* (Earth forces).

## Grade 11 or 12

### Biology 11

Lab-oriented. The course is organized under 3 themes: unity and diversity; evolution; and ecological relationships. Learning outcomes are grouped under 6 organizers: *adaptation and evolution*; *microbiology* (viruses, kingdom Monera, kingdom Protista); *mycology*; *plant biology* (green algae, mosses, ferns; gymnosperms; angiosperms); *animal biology* (porifera; cnidaria; platyhelminthes, nematoda, annelida); *animal biology* (mollusca, echinodermata; arthropoda; choirdata - subphylum vertebrata); *ecology*.

### Chemistry 11

Lab-oriented. Learning outcomes are presented under 7 organizers: *introduction to chemistry* (lab safety, measurement and communication, and matter and its changes); *atoms, molecules and ions* (classification, nomenclature); *mole concept* (introduction, molar volume of gases, per cent composition, and molarity); *chemical reactions* (introduction and stoichiometry); *atomic theory* (introduction, periodic table, and chemical bonding); *solution chemistry* (introduction); *organic chemistry* (introduction, hydrocarbons, and functional group).

### Physics 11

Lab-oriented. Learning outcomes are organized under 7 curriculum topics: *physics - an introduction*; *wave motion and geometrical optics* (wave properties of light, reflection of light, refraction of light); *kinematics* (displacement and velocity in one dimension, acceleration in one dimension, projectile motion); *dynamics in one dimension* (force of gravity, force of friction, elastic forces, Newton's laws, momentum in one

dimension); *energy* (work and energy, law of conservation of energy, power and efficiency); *special relativity*; *nuclear fission and fusion*.

## Earth Science 11

Lab-oriented. Learning outcomes are presented under 6 curriculum organizers: *Earth and its environment* (introduction); *geological science* (Earth materials; weathering and erosion; tectonics and volcanism; tectonics and earthquakes; resources and environment); *oceanographic science* (oceans); *astronomical science* (observing the universe; stars and galaxies; the sun and the solar system; Earth and moon; space technologies); *atmospheric science* (the atmosphere; pressure and winds; evaporation, precipitation, and weather); *Earth's history* (geologic time).

## Science and Technology 11

Issues-oriented course based on provincially-developed resources. The content is grouped under 5 organizers and 15 modules: the first 2 modules are core; all the others are optional: *introduction to Science and Technology* (module 1); *communications and explorations* (modules 2, 3, and 4); *environment and resources* (modules 5, 6, and 7); *human requirements* (modules 8, 9, 10, and 11); *lifestyles, choices, and the future* (modules 12, 13, 14, and 15).

## Biology 12

Lab-oriented. Learning outcomes are grouped under 3 organizers: *cell biology* (cell structure, cell compounds, biological molecules, DNA); *cell processes and applications* (protein synthesis, cancer, transport across cell membrane, enzymes); *human biology* (digestive system, circulatory system - circulation and blood; circulatory system - heart structure and function; respiratory system; nervous system - neuron, impulse generation, reflex arc; and nervous system - divisions of the nervous system and the brain; urinary system; reproductive system).

## Chemistry 12

Lab-oriented. Learning outcomes are set out under 5 curriculum organizers: *reaction kinetics* (introduction, Collision theory, reaction mechanisms and catalysts); *dynamic equilibrium* (introduction, Le Chatelier's Principle and the equilibrium constant); *solubility equilibria* (concept of solubility, solubility and precipitation and quantitative aspects); *acids, bases, and salts* (properties and definitions, strong and weak acids and bases,  $K_w$  pH, pOH,  $K_a$  and  $K_b$  problem solving, hydrolysis of salts, indicators, neutralizations of acids and bases, buffer solutions, and acid rain); *oxidation and reduction* (introduction, balancing redox equations, electrochemical cells, corrosion, and electrolytic cells).

## Physics 12

Lab-oriented. Learning outcomes are set out under 7 organizers: *vector kinematics in two dimensions* (vectors and relative velocity and motion with constant acceleration); *dynamics (forces)*; *vector dynamics* (two-dimensional dynamics); *work, energy and power, momentum* (one-dimensional momentum, two-dimensional momentum); *equilibrium, circular motion, gravitation, electrostatics* (electric force and electric field, electric potential energy, and electric potential); *electric circuits* (Ohm's law and Kirchoff's laws, power and energy); *electromagnetism* (magnetic forces, magnetic induction).

## Geology 12

Lab-oriented. Learning outcomes are grouped under 5 organizers: *Earth materials* (introduction to geology; minerals; igneous rocks and processes; sedimentary rocks and processes; metamorphic rocks and processes; mineral, rock, and energy resources); *time and the fossil record* (relative dating; absolute dating; geologic time scale; the fossil record); *internal processes and structures* (plate tectonics; seismology; isostasy; Earth's

interior; structural geology); *surficial processes* (weathering and erosion; running water; glaciers; ground water); *comparative planetology*.

## Forests 11

Lab-activity-oriented. Learning outcomes are grouped under 9 organizers: *forests and society*; *forest ecology*; *plants*; *trees*; *animals*; *measurement*; *forest resources*; *land-use planning*; *forest management*.

## Forests 12

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes for Forests 12 are grouped under 10 organizers: *management perspectives*; *forest ecology*; *soils*; *resource inventory*; *harvest planning*; *harvesting operations and site preparation*; *reforestation*; *stand-tending*; *insects and diseases*; *fire management*.

## Applications of Physics 11

Applications-oriented with an emphasis on relevancy and everyday relationships. Learning outcomes for this course are grouped under the following curriculum organizers and sub-organizers: *FORCE in a mechanical system* (linear, rotational); *PRESSURE in a fluid system* (general, density); *VOLTAGE in an electrical system*; *TEMPERATURE in a thermal system*; *RATE in a mechanical system* (linear, rotational); *rate in a fluid system*, *rate in an electrical system*; *rate in a thermal system*; *WORK in mechanical and fluid systems*; *ENERGY in a mechanical system*; *energy in a fluid system*; *energy in an electrical system*; *energy in a thermal system*; *RESISTANCE in a mechanical system*; *resistance in a fluid system*; *resistance in an electrical system* (resistivity, circuits); *resistance in a thermal system*.

## Applications of Physics 12

The prescribed learning outcomes for this course are grouped under the following curriculum organizers and sub-organizers: *transformers* (mechanical systems, fluid systems, electrical systems); *momentum* (linear mechanical systems, angular mechanical systems); *energy conversion*; *transducers* (mechanical/fluid, electrical/thermal); *waves and vibrations* (mechanical, electromagnetic); *electricity and magnetism* (circuits, motors, capacitance).

# 15. Social Studies

## Social Studies 8

Development and decline of civilizations from A.D. 500-1600: medieval and Renaissance societies; daily life and belief systems; cultural transmission and adaptation; evolution of legal and governmental systems; early economic systems; impact of trade and commerce; impact of science and technology; world geography; population distribution and resource use; exploration of places and ideas.

## 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; 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; 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*, which 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.

## **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, obtaining legal assistance) 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 5 themes of geography (location, place, human and physical interactions, movement, and regions); systems of Earth (weather, climate, tectonic processes, gradation processes); 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; 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.

## Yukon First Nations Studies 12

Beginning in September 2005, Yukon First Nations Studies 12 will become part of the authorized British Columbia course selection process. Yukon First Nations Studies 12 will provide a student with the mandatory social studies requirement for graduation, or it can be considered one of the required grade 12 optional courses for graduation.

The course content and learning outcomes will be completed by the end of December 2004, and a resource text will be developed in the spring of 2005.

A value-added component of this course will be that the provincial exam associated with Yukon First Nations Studies 12 will enable it to be used for university and other postsecondary entrance requirements.

## Other

### 16. 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.

### 17. Other Types of Programs/Courses

**Note:** All the courses listed below 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 4 organizers. These organizers are based on the common reasons people have for wanting to learn a second language, and they have been used to group the learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources. The 4 curriculum organizers are:

- 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, and 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 and contact information of languages that have been developed through the Ministry Languages Template process, please check the Ministry Web site 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. The documents for Business Education 8 to 10 can be found at <http://www.bced.gov.bc.ca/irp/bused810.pdf> and Business Education 11 and 12 and Economics 12 can be viewed at <http://www.bced.gov.bc.ca/irp/bused1112.pdf>

### Home Economics

The Home Economics curricula for grades 8 to 12 focus on helping students develop practical abilities related to foods, textiles, and care giving. The aim of these documents is to provide opportunities for students to develop knowledge, skills, and attitudes that have immediate and future applications in their personal and family life, as well as in key sectors of local and global economies. Home Economics 8 to 10 is available at <http://www.bced.gov.bc.ca/irp/he810.pdf> and Home Economics 11 and 12 can be found at <http://www.bced.gov.bc.ca/irp/he1112.pdf>

### 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 that 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 include 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, 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, 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 Web site at <http://www.bced.gov.bc.ca/irp/irp.htm>.

## Career and Personal Planning

Students on both the 1995 and 2004 graduation programs follow a curriculum that includes elements of planning (opportunities for students to plan and put into effect educational, career, and personal decisions), health and personal development (e.g., healthy living, family life education, safety and injury prevention), and career development (learning associated with career skills awareness, career exploration, and career preparation).

Students on the 1995 graduation program are required to take Career and Personal Planning (CAPP) 10-12<sup>9</sup> (2-credit courses), in which students develop Student Learning Plans and participate in a minimum of 30 hours of experiential learning in real-life work environments.

Students on the 2004 graduation program are required to take the Planning 10<sup>10</sup> 4-credit course, which includes many of the key concepts of CAPP, plus a new organizer on personal financial literacy. They must also complete a Graduation Portfolio<sup>11</sup>, which includes, among other things, a requirement that students participate in a minimum of 30 hours of work experience or community service.

## Information and Communications Technology 11 and 12

The aim of the Information and Communications Technology (ICT) curriculum is to help students develop the attitudes, skills, and knowledge that are needed to live, learn, and work effectively in an information-rich technological society. The curriculum involves the development of information and information technology literacy, and knowledge relevant to careers in ICT.

The prescribed learning outcomes for ICT 11 and 12 are grouped into four pathways, each pathway consisting of eight modules. The pathways are Applied Digital Communications (ICTC), Digital Media Development (ICTM), Computer Information Systems (ICTS), and Computer Programming (ICTP).

Schools have the flexibility to structure courses to accommodate students' needs and interests while giving consideration to teacher expertise and school timetables. A course will consist of four modules. Schools may mix and match the modules to suit the needs of students selecting the course. If a course is composed of modules selected from different pathways, the course can be reported using the Modular Survey Course code (ICTX11 or ICTX12).

For more complete information, please check the ministry Web site at <http://www.bced.gov.bc.ca/irp/ict1112.pdf>.

## Physical Education

### Physical Education 8-10

The aim of Physical Education 8-10, as required areas of study for both the 1995 and 2004 graduation programs, is to enable all students to enhance their quality of life through active living. The Physical Education

<sup>9</sup> <http://www.bced.gov.bc.ca/irp/capp812.pdf>

<sup>10</sup> <http://www.bced.gov.bc.ca/irp/plan10.pdf>

<sup>11</sup> <http://www.bced.gov.bc.ca/graduation/portfolio/>

curriculum is arranged under three curriculum organizers: *Active Living, Movement, and Personal and Social Responsibility*.

*Active Living* provides students with opportunities to make appropriate choices and set personal goals that enhance their quality of life.

*Movement* is divided into 6 categories including alternative-environment activities, dance, games, gymnastics, as well as individual and dual activities. In all movement categories, students develop efficient and effective movement skills, and understanding of the movement concepts and body mechanics that are necessary to develop activity-specific motor skills.

*Personal and Social Responsibility* provides opportunities for students to acquire leadership skills and an understanding of the qualifications required to pursue careers related to physical activity.

## **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 8-10: *Active Living, Movement, 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

This course emphasizes the development of an understanding and appreciation of the wilderness environment through classroom and outdoor activities, including three major wilderness trips during the course of the year. Activities include orienteering, map and compass, rock climbing, cross country skiing, backpacking, alpine skiing, and cycling.

## 18. Assessment of Foreign Studies

Decisions regarding the assessment and placement of 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 on ICES can be obtained from their URL: <http://www.bcit.ca/ices>

Ministry of Education URL: <http://www.education.gov.yk.ca><sup>12</sup>

Graduation Program *Course Information Booklet* URL: <http://www.bced.gov.bc.ca/graduation/courseinfo/>

Graduation Program *Handbook of Procedures* URL: <http://www.bced.gov.bc.ca/exams/handbook/>

## 19. Contact Persons

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<sup>12</sup> <http://www.education.gov.yk.ca/>