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

Prince Edward Island

Table of Contents

Part 1 – Summary Statement

1. Introduction

The public school program has courses for students in the following categories: English First Language, French First Language, and French Immersion, both early and late.

Most language arts, mathematics, science, and social studies courses at the senior high, postsecondary preparatory level are available in both languages; a few courses available only in French are so designated.

2. Organization of School System

All school activities are organized on a yearly basis with the school year extending from approximately September 1 to June 30.

The number of days in the school year may vary from 195 to 197. The instructional time each week is 1500 minutes.

At the senior high level, all schools operate fully or partially on a semester system. There are two equal semesters in the school year. Credits are granted for courses taken in Grades 10, 11, and 12.

3. Explanation of Terms Used

- **Intermediate** – This includes Grades 7 to 9.

- **English as an Additional Language (EAL)** – This is the term used to describe courses for students for whom English is not their mother tongue.

- **French as an Additional Language (FAL)** – This is the term used to describe courses for students for whom French is not their mother tongue.

- **Locally developed course** – This type of course is developed by a school and then reviewed and authorized by the Department of Education and Early Childhood Development.

- **Senior high school** – This includes Grades 10 to 12. The following terms are used in conjunction with the senior high program.

    - Credit – One credit is equivalent to 110 hours of instructional time.
    - Promotion standards – The pass mark is 50 per cent in all courses.
    - Compulsory courses – These include four language arts courses, two mathematics, two science, and two social studies.

- **Special Education** – Special Education programming and/or services are designed to accommodate students within the public school system whose educational needs require interventions different from, or in addition to, those that are needed by most students. Assessments of students are the basis for determining appropriate special education programs and services. These programs and services may involve the use of adapted or modified curriculum, materials and facilities, and/or alternative methodologies, and/or additional assistance from student support staff within school settings.

- **Special educational needs** – Special educational needs refers to educational needs of students where there is substantive normative agreement such as blind and partially sighted, deaf and partially hearing, severe and profound mental handicap, and multiple handicaps.

- **Continuum of Support –** Continuum of Support is a range of programs, settings, materials, and services of additional or alternate curriculum, adaptations or modifications, changes in teaching methodology, and/or evaluation and/or support from school staff that accommodate various levels of support within public schools for students with assessed special educational needs.

- **Student record –** This is a collection of information directly related to a student and maintained by a school board in paper, electronic, or other format.

- **Assessment –** Assessment is a systematic process of gathering information from many sources in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and which results in the identification and implementation of strategies to assist educational planning for the student.

- **Individualized Education Plan (IEP)** – An Individualized Education Plan (IEP) is a written record that documents the collaborative process for the development of an individualized plan for a student with special educational needs. This planning is a continuous and integrated process of instruction, assessment, evaluation, decision making, and reporting. The IEP outlines support services and educational program adaptations and/or modifications.

- **Transition** – Transition is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.

- **Inclusionary practice** – Inclusionary practice is the value system which holds that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship, and belonging.

4. Course Designation

Grade 9

The unique course code is composed of five characters. Each course code has a course title associated with it.

Number of Characters	Field	Description
1	Grade	9 = Grade 9
3	Subject	Example: MAT = Mathematics
1	Program	The fifth character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding. A to E = English Language courses F to J = French Immersion courses M to Q = French First Language courses W to Z = Local program courses

Grades 10–12

Courses are presently identified by a code consisting of six fields (see below).

	MAT	6	2	1	A	Mathematics
Field Number	1	2	3	4	5	6

Examples:

Field 1: Area of study (subject abbreviation)

ENG	MAT	BUS
English	Mathematics	Business

Field 2: Year in which the course is usually attempted

9	4	5	6	7	8
Grade 9	Grade 10	Grade 11	Grade 12	Grades 10 or 11	Grades 11 or 12

Field 3: Course classification

0 = Open	At the high school level, 0 indicates that the course varies in level of difficulty and/or is considered a worthwhile selection for any student regardless of career plans.
1 = Advanced Academic	This type of course is more challenging than the regular academic courses considered acceptable for entrance into university.
2 = Academic	This course is a traditional scholarly course considered acceptable for entrance into university.
3 = General	The course emphasizes practical applications within the content area rather than technical or theoretical concepts.
4 = Vocational	The course relates directly to skills required in the world of work.
5 = Practical	The course teaches basic life skills.
6 = Modified	The course has been modified to suit the needs of the learner.

Field 4: Credit value

0.5 = one-half credit	55 hours of instructional time
1 = one credit	110 hours of instructional time
2 = two credits	220 hours of instructional time

Field 5: Program identifier

A to E	English First Language courses
F to J	French Immersion courses
M to Q	French First Language courses
W to Z	Local program courses

Field 6: Specific course title

Each specific course title is self-explanatory.

5. Time Allotments and Course Load

At the senior high level, each credit or course must be allotted 110 hours for instructional purposes. This is true for both compulsory and elective courses.

6. Curriculum Organization

A three-year program has been organized for the intermediate grades. The following subjects are offered each year and are required to be taken by most students.

Core	Exploratory Courses
English	Art
Mathematics	Music
Social Studies	Home Economics
Science	Industrial Technology
French	
Health	
Physical Education	

At the senior high level, the curriculum has been organized to provide a three-year period of study. Schools operate on the credit system.

7. Testing and Grading Practices

School examinations are prepared and marked locally. Achievement scores are reported in percentage or letter grades. Since the province does not maintain a provincial registry of students' records, schools are required to maintain adequate records and to issue transcripts.

The Department of Education and Early Childhood Development, in conjunction with the three provincial school boards, administers a common assessment program. The purpose of the program is to obtain valid and reliable information about student achievement and to inform teaching and learning. The assessments are developed by teacher working committees and are aligned with the provincial curriculum. The results of the assessments are made available to students and their parents. They are also made available to the schools, school boards, and the general public.

In 2007–2008, three assessments took place: Primary Literacy Assessment in Grade 3, the Elementary Literacy Assessment in Grade 6, and the Intermediate Mathematics Assessment in Grade 9.

In the next few years, the Department of Education and Early Childhood Development will introduce common assessments in literacy and mathematics in Grades 3, 6, and 9, and in high school.

8. Requirements for Graduation

Intermediate

Students must successfully complete the prescribed courses for each grade.

Senior High School

Students must successfully complete 20 credits to obtain a high school certificate from the Prince Edward Island Department of Education and Early Childhood Development.

Ten credits are compulsory and must be selected from the following core areas:

- 4 language credits (English/French)
- 2 mathematics credits
- 2 science credits
- 2 social studies credits

Three of the language credits must be taken from English or French First Language programs. The fourth language credit can be either an additional credit of the first language program or a credit in the other official language.

A student is required to complete 5 full course credits at the Grade 12 level. One of these 5 credits will be English for students in the English program and French for students in the French First Language program.

A student who meets graduation requirements receives a Provincial Senior High Graduation Certificate.

9. Prerequisites and/or Co-requisites

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

10. Other Types of Programs

Some schools offer the International Baccalaureate program or Advanced Placement (AP) courses.

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

The province of Prince Edward Island does not presently have a foreign credential assessment policy or procedure in place. The high schools are responsible for the placement of students with foreign credentials. Schools, however, may call upon the Department of Education and Early Childhood Development for assistance, as there is no other agency available. The process for assessing a foreign high-school-leaving certificate or its equivalent is the same as for adults seeking employment.

Part 2 – Summary of Course Content

12. English Language Arts

Grade 9

Language Arts, (9ENGA)

The English program for Grades 7 to 9 is based on an integrated language arts model. Speaking, listening, reading, writing, representing, and viewing receive attention in the program to increase students' communication skills and to develop students' knowledge and their appreciation of literature. Integration of the language arts is recommended in instruction; furthermore, building instruction upon student-centred purposes and interests is encouraged. Writing assignments with variety in purpose, audience, and form arise from the study of literature and from other classroom experiences. In evaluation and assessment of writing and speaking, by the teachers and by students themselves, content and effectiveness are of prime importance; however, word usage, syntax, spelling, and other surface features are not neglected.

English, Grades 10–12

English (ENG421A)

This integrated language arts course is designed to help students become more assured and adept communicators. New resources offer a wide variety of texts, reading levels, and student responses. The course addresses speaking, listening, reading, viewing, writing, and representing to allow students to respond with critical awareness to various genres and to express themselves competently.

English (ENG521A)

English 521A examines the major genres such as poetry, essays, novels, short stories, and drama and provides supports (including assessment rubrics) that address all the outcomes of the APEF Language Arts Curriculum. While recognizing the diverse community of learners, English 521A requires all students to apply previously attained knowledge and skills in new ways, thus leading them to higher levels of achievement and increasing their capacity to attain new levels of understanding and skill while pursuing their academic goals.

English (ENG621A)

This course is, for most students, the last high school course in English prior to entering post-secondary studies; therefore, in writing, attention is given to research and argumentative essays; in literature, the study of form becomes more important. The reading begun in earlier years of novels, drama, short stories, essays, and poetry is continued in this course, but with increased emphasis on structure and authors' techniques; however, the inquiry approach, with its emphasis on active student involvement, is followed. Furthermore, the process approach to writing is continued.

English (ENG431A)

Students in this course are provided the opportunity to explore a variety of texts with a variety of meanings and interpretations. Throughout this course, students will be provided with frequent opportunities to observe, apply, and practise oral, written, and visual forms of language. In addition, they will use these frequent language opportunities to discern the structures and use of language to access and use information.

English (ENG531A)

This course is designed for students who have some difficulty with oral and written communication. The goal of the course is to encourage the reading and enjoyment of novels, short stories, and drama so they become more readily connected with the literature being explored, furthering their ability to approach a selection strategically. This program will help students increase their vocabulary and discuss and express their ideas by collaborating in oral, written, and media projects. Meaningful writing activities will expose students to all the stages of the writing process, with particular emphasis on revising and editing.

English (ENG631A)

Students in this course will read a wide variety of texts and write in a wide variety of forms to help them understand the world they experience now and what they may experience as adults. Students will be provided with opportunities to speak clearly and with confidence and to listen attentively and respond appropriately in a small or large group setting. As well, students will be provided with an assortment of visual communications to deepen their understanding of and appreciation for this medium.

English (ENG451A, ENG551A, ENG651A)

These courses for Grades 10, 11, and 12 emphasize basic competencies in language arts. Many of the reading materials provided for the program are relatively simple, while dealing with topics likely to be of interest to the students. The reading and writing requirements are intended to develop and broaden students' interest in literature and in self-expression. The skill areas of reading, writing, speaking, listening, viewing, and representing are stressed.

Writing (WRT421A)

This course is designed to support students as they strive to meet the writing demands of academic-level high school courses and post-secondary study. Instruction is focused on the writing process (prewriting, drafting, revising, editing, publishing/sharing) and research process (topic selection, researching, note taking, planning, writing, documenting sources); practical

strategies are explicitly taught and modelled to support each stage of these processes. Extended practice with these strategies prepares students to approach any writing task with added confidence and expertise.

Students will receive instruction on how to adapt their writing to suit a variety of audiences and purposes, employing a wide range of formats such as essays, paragraphs, e-mails, reports, personal journals, letters, and many others. The essential elements of clear and effective writing (ideas, organization, voice, word choice, sentence fluency, and conventions) are emphasized throughout.

Creative Writing (WRT521A)

This optional English course is intended to improve the power and fluency of students' writing. Through the use of the writing process, students become familiar with techniques for selecting the content and focus for a piece of writing, for giving and securing feedback that results in improvements at the revision stage, and for editing and polishing so that the finished piece meets the standards of the intended audience. Writing assignments in the course provide for both transactional (information-centred) and poetic (creative or imaginative) writing. The assignments are based on recognized forms for writing, including description, exposition, narration, and persuasion. For each assignment, students have considerable latitude to choose a topic and to consider the point of view and purpose. Because grammar, mechanics, and usage are an integral component of this course, many pieces of writing are edited and polished to conform to generally accepted standards.

Life Skills English (LSK551A)

This optional English course emphasizes everyday applications of reading, writing, speaking, listening, and viewing skills. Students participate in activities and projects centred around evaluating television programs, simulating job interviews, obtaining and learning how to complete the various forms people use in job applications or in banking, practising the reading, writing, and thinking skills needed for operating an automobile or maintaining an apartment, and learning oral communication skills for dealing with people in social settings such as hospitals, the courts, governments, and business. The study of literature, grammar, and mechanics is not emphasized in this course; however, appropriate language usage is stressed for the everyday applications that are the focus of study.

Media (MED531A)

This optional English course provides for the study of four of the mass media: television, radio, newspapers, and magazines. Students learn the appropriate terminology to describe, discuss, and compare the main features of the media. In addition, project work helps to develop an understanding of how media are used and produced. Besides the media themselves,

advertising and the media is an important topic of the course. For each medium, the methods and the impact of advertising are examined.

Communications (COM801A)

This course is designed to help the student master the fundamental principles of communication in order to be successful in an ever-changing marketplace. Emphasis is placed on the six strands of the communication process: reading with comprehension, writing with clarity and purpose, speaking with confidence and precision, listening with sensitivity and perception, viewing with understanding, and representing as a means of exploration. In addition, students will acquire the technological skills needed for tomorrow's workplace, which include word processing skills, advanced features of e-mail, and effective Internet research.

13. Mathematics

Grade 9

Mathematics (9MATA)

Grade 9 Mathematics includes the study of advanced concepts in statistics and probability, including polynomials, factoring, and using equations to solve problems.

Grades 10–12

Mathematics (MAT421A)

This is an introductory academic high school mathematics course that is a prerequisite for all other academic mathematics courses. Course topics include sequence and series, polynomials, relations and functions, coordinate geometry, trigonometry, and data management.

Mathematics (MAT431A)

This is an introductory high school mathematics course that demonstrates how to use mathematics in everyday life. Combined with the Grade 11 mathematics course, MAT531A, and the Grade 12 mathematics course, MAT631A, this course will meet requirements to enter some community college programs. It includes topics that prepare students to enter the workforce directly from high school such as wages, salaries, and expenses; personal banking; spreadsheets; consumer decisions; geometry and trigonometry; and sampling and probability.

Mathematics (MAT451A)

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

Mathematics (MAT521A)

This is a second-level mathematics course intended for all students planning to attend university and will also be needed for some college courses. It introduces students to topics such as systems of linear equations, quadratic functions, trigonometry, consumerism, and matrices and networks.

Mathematics (MAT521B)

This course, although optional, is highly recommended for students planning to enter university business or science programs. The topics covered are radicals; reasoning, justification, and proof; plane and coordinate geometry; linear inequalities and linear programming; rational expressions; equations, inequalities, and developing a function toolkit.

Mathematics (MAT531A)

This course continues the exploration of how to use mathematics in everyday life. Combined with the Grade 12 mathematics course, MAT631A, will meet the requirements to enter some community college programs. This course includes topics that prepare students to enter the workforce directly from high school, such as income and debt; data analysis; measurement technology; relations and formulas; owning and operating a vehicle, and personal income tax.

Mathematics (MAT551A)

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

Mathematics (MAT621A)

This third-year mathematics course is intended for students planning to enter university arts and social science programs. Topics covered are transformations, exponents and logarithms, sequences and series, trigonometric functions, combinatorics and probability, and statistics.

Mathematics (MAT621B)

This third-year mathematics course is intended for all students planning to enter university business or science programs. The topics covered are transformations, exponents and logarithms, sequences and series, trigonometric functions, conics, and combinatorics and probability. This course is highly recommended for students planning to take MAT611B.

Mathematics (MAT611B)

This course is designed for students with a strong mathematical background planning to enter university business or science programs. The topics covered are advanced trigonometry, complex numbers and polar coordinates, functions and limits, derivatives and applications, and an introduction to integration.

Mathematics (MAT631A)

This course meets the requirements to enter some community college programs. This course includes topics in algebra, probability, trigonometry, and consumer mathematics. In algebra, factoring and solving linear and quadratic equations are studied. The consumer topics include income, sales, and property taxes, with a special unit on Prince Edward Island. As well, the economics of home ownership are explored, along with various types of investments.

Consumer and Career Math (MAT651A)

Consumer and Career Mathematics is intended for students who might benefit from a program that emphasizes problem solving. The content includes problems involving income, banking, credit, transportation, housing, taxes, insurance, investments, and renting, purchasing, and budgeting. Additional content is left to the discretion of the teacher.

Applied Mathematics (MAT801A)

This course emphasizes essential mathematical skills used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trades-related courses. MAT801A meets the requirements for a number of community college programs.

14. Science

The science curriculum of the Atlantic provinces is guided by the vision that all students, regardless of gender or cultural background, will have an opportunity to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and

knowledge that students need to develop inquiry, problem-solving, and decision-making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.

Inquiry investigations and problem-solving situations create powerful learning opportunities for students. They increase students' understanding of scientific and technological concepts and help students connect ideas about their world. The intermediate science program supports an interactive learning environment that encourages students to make sense of experiences through a combination of "hands-on" and "minds-on" activities.

Required Courses

Grade 9

Science (9SCIA)

Topics include reproduction, characteristics of electricity, atoms and elements, and space exploration.

Grades 10–12

Science (SCI421A)

This course introduces students to topics that are relevant in today's world. It should inspire students to continue their study in the sciences in later years. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics.

Science (SCI431A)

This course introduces students to concepts that are relevant in today's world. It should encourage students to become interested in and inquisitive about scientific topics. Lab and field activities will complement the curriculum. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics.

Elective Courses

Applied Science (SCI701A)

Applied Science 701A is a physical science course that develops student scientific and technological skills and knowledge through the use of technology and societal/environmental contexts. It contains a balance of theory and experimental activities that build student scientific and technological literacy through the processes of inquiry, problem solving, and decision making. Units of study include the following: Energy/Sustainability; Simple Machines (pulleys,

levers, ramps, gears, screws); Fluid Dynamics (hydraulics, pneumatics); and Introduction to Robotics (VEX robotics system).

Agriscience (AGS801A)

Agriscience is the application of scientific principles and technology to the study of natural resource management and agriculture. Topics include air, water and soil quality, forestry and wildlife management, aquaculture, plant science, crop and pest management, home gardening, and indoor/outdoor “plantscaping”.

Animal Science (AGR801A)

This course is designed to develop an appreciation and awareness of the agricultural industry. The students are introduced to the farming industry in Canada and Prince Edward Island, careers directly and indirectly related to agriculture, and issues of farm safety and animal welfare. The major topics are livestock nutrition, reproduction, diseases, and management of dairy, beef, swine, poultry, sheep, goats, horses, and other specialty livestock.

Animal Science (AGR621A)

Animal science covers in detail such topics as animal nutrition, breeding, and health. Dairy, beef, swine, and poultry production, and other Island livestock enterprises are also examined.

Biology (BIO521A)

This is the first course in which the focus is entirely on the life sciences. Biology 521A provides students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills, as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include the following: Matter and Diversity for Life; Biodiversity; Maintaining Dynamic Equilibrium I (systems: circulatory, respiratory, digestive, excretory, immune); and Interactions Among Living Things.

Biology (BIO621A)

This is the second course in which the focus is entirely on the life sciences. Biology 621A builds upon, in part, the knowledge and skills obtained from Biology 521A and provides students with the opportunity to increase their scientific literacy by developing foundational knowledge and skills, as well as the opportunity to make connections between the life sciences, technology, society, and the environment. The units of study include the following: Maintaining Dynamic Equilibrium I (systems: nervous and endocrine); Reproduction and Development; Genetic Continuity; and Evolution, Change and Diversity.

Human Biology (BIO801A)

This course is designed to introduce students to the structure, function, and inter-relation of the various systems in the human body that are required to maintain homeostasis. Topics including nutrition, embryonic development, and genetics are also addressed. Biology 801A provides students with the opportunity to develop knowledge, skills, and science-technology-society-environment connections concerning the functioning of their body.

CHEM Study (CHM511A)

This academic course follows the CHEM Study approach. It is intended for college preparatory students. There is considerable lab work and discovery learning through experimentation. Emphasis is placed on applying the scientific skills learned to new problem-solving situations.

CHEM Study (CHM611A)

This course is the follow-up to CHM511A. Again, there is emphasis on discovery learning by means of experimentation. Topics include atomic structure, chemical bonding, reaction kinetics, acids and bases, oxidation and reduction, and radioactivity.

Chemistry (CHM521A)

This is the first science course in which the focus is entirely on attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A provides the quantitative foundation as well as the chemical structure and properties required for the future study of chemistry. The units of study include the following: Stoichiometry; From Structures to Properties; and Organic Chemistry.

Chemistry (CHM621A)

This is the second science course in which the focus is entirely on attitudes, skills, knowledge, and STSE connections involving chemistry. Chemistry 521A provides the foundation for the units of study of chemistry in Chemistry 621A. The units of study include the following: Thermochemistry; From Solutions to Kinetics to Equilibrium; Acids and Bases; and Electrochemistry.

Oceanography (OCN621A)

Oceanography 621A is an integrated science course that examines the geological, chemical, physical, and biological aspects of the marine environment. Students will be made aware of regional, national, and global ocean-related issues.

Physics (PHY521A)

This is the first science course in which the focus is entirely on attitudes, skills, knowledge, and STSE connections involving physics. Topics include the following: Kinematics; Dynamics; Momentum and Energy; and Waves. This course is the prerequisite for Physics 621A.

Physics (PHY621A)

This is the second course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. Physics 521A provides the foundation for the units of study in Physics 621A. Physics 521A is a prerequisite for Physics 621A. Topics related to kinematics, dynamics, and energy in Physics 621A will include analysis in two-dimensions. The units of study in Physics 621A include the following: Force, Motion, Work, and Energy; Fields.

15. Social Studies

Grade 9

Atlantic Canada in the Global Community (9SOCA)

This course was co-developed by the four Atlantic provinces and takes a multidisciplinary approach in exploring five key themes: physical setting, culture, economics, technology, and interdependence. The course enables students to examine and reflect upon the major issues that affect them as individuals, as Atlantic Canadians, and as global citizens.

Grades 10–12

Elective Courses

Ancient and Medieval History (HIS421A)

This survey course in ancient history traces the principal events in the history of man from the Stone Age to Medieval times. Emphasis is placed on the following topics: the transition from the Stone Age cultures to the early civilization of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity and other world religions; and the feudal system. Considerable emphasis is placed on relating the historical events to present world conditions and problems.

Canadian Studies (CAS401A)

This course is designed to meet the needs of students with a wide range of abilities and interests, and will engage students in a broad overview of the historical and contemporary factors that form and continue to influence our identity as a country. Areas of study vary from

geography to history, to economics, culture, and citizenship. Interdependence is a persistent theme in our global world and extends the Grade 9 Atlantic interdependence into a broader Canadian context.

Social Studies (SOC451A)

This course has been designed to meet the needs of lower-level Grade 10 students who would have difficulty with the academic or general programs. The program content is drawn from a number of social science disciplines, with an emphasis on Canadian-based topics and materials. Current issues, citizenship topics, and our legal system are examined along with selected Canadian history and geography topics.

Social Studies (SOC851A)

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

Modern World Survey (HIS521A)

Sequential to HIS421A, this course surveys modern European history from the 1400s and the Age of Discovery. Major topics studied are the Age of Absolutism; the Age of Revolutions (English, American, and French); the Industrial Revolution; the rise and fall of Napoleon; the unification of Italy and Germany; and imperialism and the world wars. The course will provide students with an understanding of how modern European ideas and events have contributed to modern Western civilization.

Canadian History (HIS621A)

This course is an academic, 1-credit course developed specifically with an Atlantic Canadian perspective. The course is organized into thematic units that address persistent questions in Canada's history. These questions form the basis for five of the six units in the course: Globalization; Development; Sovereignty; Governance; and Justice. The sixth unit, Independent Study, engages students in a specific piece of historical research. The course emphasizes the importance of student research using historiography and the historical method in the examination of Canada's history. Key topics studied through these approaches include, but are not limited to, First Nations, colonialism, Confederation, the world wars, free trade, constitutional issues, Canada's role in the global community, industrialization, human rights issues, and immigration/migration.

PEI History (HIS621B)

This is a multi-resource-based course utilizing both written and non-written sources. It traces the historical, social, political, and economic development of Prince Edward Island from early settlement to the present. Major themes studied in the course are First Nations, the French period, the English period, the land question, Confederation, and the economic and social development of the province. One of the major objectives of the program is to have the students use community resources and do research in the local community.

World Survey (HIS631A)

This course is a study of world history from the 1600s to the present day, and will cover the Age of Absolutism, the Age of Reason, and the Age of Revolutions. Major topics studied are the French Revolution, the Industrial Revolution, and the world wars. Students will gain a better understanding of some historic figures such as Cromwell, Napoleon, and Hitler.

Modern World Issues (HIS631B)

The purpose of this course is to stimulate a greater understanding of local, provincial, national, and international issues. Students will be given the opportunity to consider the historical background and its connection to present-day trends in current world issues. Topics are generated by significant world events and fall into general issue categories pertaining to energy, environment, international law and order, economics, human rights, and the Third World.

Geography of Canada (GEO421A)

Students investigate the major physical and cultural patterns of Canada and, thus, expand their application of the principles of the discipline of geography from the Atlantic Region (Grade 9) to the country as a whole. The course is organized into three sections: Canadian Studies; Canada and the World; and the Built Environment (optional units of study).

Global Studies (GEO521A)

This course investigates the study of geography, its methods and tools, and the application of geographic inquiry practices in making sense of the world around us. Students will explore patterns that exist in the natural world linking land, oceans, natural resources, climates, and human activity. Due to the inherent interplay between people and place, current issues are an integral part of the Global Studies course, although the emphasis remains on physical geography concepts. The course is divided into three units: Geographic Methods; Physical Patterns of the World; and Cultural Patterns of the World. A Global Classroom Initiative component of the course provides a unique PEI–Kenya link during the final unit of the course.

World Geography (GEO531A)

This program emphasizes human geography in a world setting. Students will develop geographic skills while learning the political and geographic make-up of the world. The interactions between land and water forms, climates, resources, and people in various parts of the world are considered.

Global Issues (GEO621A)

This course is geographic in nature, but its focus is on world problems that create global reactions and implications. Students begin by exploring the concept of global issues and the reasons why citizens become involved in the identification and remedies of particular problems. The course is designed to offer opportunities for students to set their own exploratory directions within a number of themes and to participate in an active citizenship project within class. A Global Classroom Initiative component of the course provides a unique PEI–Kenya link and an opportunity to explore issues unique to that region.

Global Issues (GEO631A)

The course content in this program includes physical geography, cultural geography, economic geography, environmental studies, and future studies.

Introductory Economics (ECO621A)

The major areas of study in this course are as follows: the market; institutions in our economic system; labour relations; the Canadian economy—its goals and how they are pursued by government; entrepreneurship; and the international economy. The course provides an overview of both microeconomics and macroeconomics while attempting to promote the development of analytical, research, and presentation skills suitable for the senior high school level.

Introductory Politics (POL521A)

This course is devoted to the study of the Canadian political system and includes the following topics: the role of government; the electoral process; the role of political parties; the Constitution; Parliament; federal, provincial, and municipal governments; the *Charter of Rights and Freedoms*; and other political concepts such as protest.

Advanced Politics (POL621A)

While Politics 521A provides a fundamental understanding of Canada's governing system, Advanced Politics 621A broadens students' views of the world's major political systems. Students will explore the values behind democratic and non-democratic forms of governments,

as they will be challenged to analyze world problems through different viewpoints. The course promotes critical thinking and decision-making skills and encourages discussion and debate on current political events.

Introductory Law (LAW521A)

This course is an introduction to Canadian Law with an exploration of fundamental concepts such as the history and purpose of law, development of law, and administration of law in Canada. The course is organized into units that include the following: Foundations of Law; Criminal Law; and Civil Law. Another unit, based on the inquiry approach, provides an opportunity for students to further explore specific areas of interest that are not included in the core units, such as Family Law, Contractual Law, Aboriginal Law, Media and Internet Law, and other areas of interest.

Canadian Law (LAW531A)

This course is similar to Introductory Law 521A in that it provides an introduction to many of the same concepts. Students are able to enhance their understanding of Canadian law through the use of case studies and exploration of legal issues. The course is organized into three units: Foundations of Law; Criminal Law; and Civil Law. The Civil Law unit also includes a section on Family Law. Topics of study include fundamentals of law, the *Charter of Rights and Freedoms*, criminal and civil law procedures, youth and law, sentencing, and remedies and defenses among other areas of interest.

16. Health

Grade 9

Health (9HEAA)

The aim of the Grade 9 health curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. The health curriculum is built around three general curriculum outcomes: Wellness Choices; Relationship Choices; and Life Learning Choices.

17. Physical Education

Grade 9

Physical Education (9PEDA)

The aim of the Grade 9 physical education program is to provide students with an opportunity to develop skills in a variety of physical activities at levels of proficiency relative to each student's unique abilities. Activities from team sports, racquet sports, individual activities, and outdoor pursuits are included. Dance and fitness are used to provide a balanced education program for this level.

18. French Second Language

Core French

Grade 9 (9 FREA) (Required Course)

The Grade 9 French Second Language program emphasizes communicative competence and the development of the four basic language skills—listening comprehension, reading comprehension, oral production, and written production—by increasing the possibilities for self-expression and for authentic communication. Fields of experience related to the interests of the students are explored, culminating in a final project for each theme.

Grades 10–12

French (FRE421A)

This course is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: The Francophone World; Getting a Driver's Licence; The Informed Consumer; and The Newspaper. The two optional modules are Relationships and Travel/Exchanges. Both oral and written communication skills are developed in the context of authentic situations, and French is the working language in the classroom. For each module studied, the student is responsible for completing a final project or task, and all the work in the unit will contribute to the achievement of that goal. Evaluation is based on listening and reading comprehension, as well as written and oral production.

French (FRE521A)

FRE521A is a continuation of the FRE421A program but with different themes that include careers, planning a trip, lifestyles—knowing yourself, crime and violence, and the theatre.

French (FRE621A)

The same philosophy, methodology, and organization of modules outlined in the two previous levels are used in FRE621A. The themes identified for this level are racial discrimination, the arts, the media, life after school, and technology in society.

French (Immersion)

French immersion is available from Grade 7 to Grade 12. In Grades 7 to 9, students may continue to spend approximately 50 per cent of their school time in **continuing immersion** (or Early French Immersion – EFL) that began in the elementary grades, or they may spend 75 per cent of their time in a **late immersion** program (Late French Immersion – LFI). In Grades 10 to 12, the two immersion streams merge, and students are advised to enroll in at least two French-language courses per year to obtain a provincial Immersion Certificate.

Grade 9

French Language Arts [*9FREF* (continuing) and *9FREG* (late)]

Students participate in communicative activities based on their experience within four or five general themes during the year. These activities allow them to practise planned and spontaneous oral and written communication by using the informative, expressive, persuasive, social, and poetic functions of language. Students also participate in activities aimed at understanding and appreciating the prescribed literature materials.

Health [*9HFLF* (continuing) and *9HFLG* (late)]

The health curriculum reflects the preventive approach of health education today. Rather than a focus on ill health and its treatment, it features a focus on those aspects of well-being that are most within the control of the individual. These include decisions about diet, fitness, smoking and other drugs, friends and family relationships, careers, and sexuality.

Mathematics [*9MATF* (continuing) and *9MATG* (late)]

Grade 9 Mathematics includes the study of advanced concepts in statistics and probability, including polynomials, factoring, and using equations to solve problems.

Science [*9SCIF* (continuing) and *9SCIG* (late)]

Topics include reproduction, characteristics of electricity, atoms and elements, and space exploration.

Social Studies [*9SOCF* (continuing) and *9SOCG* (late)]

This course utilizes a student-centred inquiry approach to explore geography, history, culture, society, politics, economics, and global interdependence of the Atlantic region. The focus is on contemporary issues in the four Atlantic provinces.

Grades 10–12

French Language Arts (FRE421F)

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

French Language Arts (FRE521F)

This course is a continuation of FRE421F with more emphasis on literature, including plays, novels, short stories, and comic strips, with special attention given to the functional aspects of grammar. Students will be expected to present several oral projects throughout the semester, both individually and in groups. Prerequisite FRE421F.

French Language Arts (FRE621F)

This course is a continuation of FRE521F. The emphasis is on literature, short stories, novels, non-fiction, and oral and written expression, with special attention given to the functional aspects of grammar. Prerequisite FRE521F.

Canada in Today's World – Le Canada dans le monde (HIS421G)

This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focusing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes are Canadian government, French–English relations, Canada's role in world wars, citizenship and multiculturalism, Canadian foreign policy, and Canadian international relations.

Canada in Today's World – Le Canada dans le monde (HIS421J)

This is an academic course designed to provide students with the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. By focusing on

contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to explore concerns of significance to the world. The major themes are Canadian government, French–English relations, Canada's role in world wars, citizenship and multiculturalism, Canadian foreign policy, and Canadian international relations. Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

The Individual in Society – Individus en société (SOC621F)

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

Économie (ECO621F)

This course provides students with an understanding of our economic system and the various forces that affect individual, collective, organizational, and social decision making in our society. It introduces basic economic concepts that serve as a foundation to economic inquiry, reasoning, and analysis. Major areas of study are economics and society, production and affluence, money and financial institutions, and international economics.

Canadian Law – Le droit (LAW521F)

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

Exploring Civilizations – Civilisations comparées (CIV621F)

This course is designed to explore the many factors that shape societies from their beginning to the present time. Students will be asked to participate actively in the study of the role played by economics, politics, science, spirituality, and various forms of artistic expressions. They will have the opportunity to learn and apply research methodologies to understand the large variety of civilizations that surround them and influence their lives.

Science – Sciences (SCI421F)

This course introduces students to topics that are relevant in today's world. It should encourage students to further their scientific studies in later years. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics.

Science – Sciences (SCI421J)

This course introduces students to topics that are relevant in today's world. It should encourage students to further their scientific studies in later years. Topics covered are sustaining ecosystems, chemical processes, motion, and weather dynamics. Learning experiences and opportunities in this course will support students continuing on into the International Baccalaureate Diploma Programme.

Mathematics – Mathématiques (MAT421F)

This is the French Immersion equivalent of the MAT421A introductory academic high school mathematics course that is a prerequisite for all other academic mathematics courses. Included are such topics as sequences and series, relations and functions, coordinate geometry, trigonometry, and data management.

19. French (First Language)

The compulsory credit and elective (optional) credit courses are described in the French First Language version of this guide.

20. Other Types of Credit Courses

Business Education

ACC621A	Accounting Principles
ACC801A	Accounting
BUS701A	The World of Business
ENT521A	Entrepreneurship
TYP801A	Business Typing

Career/Technical Courses

WEL701A	Introduction to Welding
WEL801A	Shielded Metal Arc Welding (SMAW)
WEL801B	Gas Metal Arc Welding (GMAW)
WEL801C	Oxyfuel Process
WEL801D	Flux Core Arc Welding (FCAW)
WEL801E	Gas Tungsten Arc Welding (GTAW)
CAR701A	Introduction to Carpentry Technology
CAR801A	Floor Systems
CAR801B	Structures, Shaping and Assembly
CAR801C	Wall Framing Systems
CAR801D	Construction Planning and Design
CAR801E	Roof Systems
DES701A	Design and Drafting
COS701A	Introduction to Cosmetology
COS702A	Cosmetology
COS702B	Cosmetology
COS801A	Advanced Cosmetology
COS802A	Cosmetology
COS802B	Cosmetology
AUT701A	Introduction to Auto Service
AUT801A	Basic Power Train
AUT801B	Brake Systems
AUT801C	Electrical Systems
AUT801D	Steering Systems
AUT801E	Suspension Systems
PHP701A	Peer Helper
PHP/801A	Peer Helper
CAF801A	Career Futures
FSC801A	Food Service Careers

Cooperative Education

CWS502A	Cooperative Work Study
CWS602A	Cooperative Work Study
CWS501A/501B	Cooperative Work Study
CWS601A/601B	Cooperative Work Study

Physical Education

9PEDA	Physical Education – Grade 9
PED401A	Physical Education
PED801A	Physical Education – Life Style
PED621A	Physical Education – Leadership

Home Economics/Health and Family Life

9HECA	Home Economics – Grade 9
9HEAA	Health – Grade 9
FAM421A	Family Life Education
FDS421A	Foods
CFC421A	Combination Foods and Clothing
CHD521A	Child Development
CLO521A	Clothing
HSG621A	Housing
HOS801A	Hospitality and Tourism

Computer Studies

ITC401A	Information Technology and Communications
CMP521A	Introductory Computer Studies
CMP621A	Computer Studies
CMP801A	Computer Literacy
CMM801A	Creative Multimedia

Arts

DRA801A	Dramatic Arts
MUS421A	Instrumental
MUS421B	Vocal
MUS421C	Strings
MUS521A	Instrumental
MUS521B	Vocal
MUS521C	Strings
MUS621A	Instrumental
MUS621B	Vocal
MUS621C	Strings
MUS801A	Styles in Popular Music
ART401A	Visual Arts
ART501A	Visual Arts
ART601A	Visual Arts

English as an Additional Language

EAL701A	Beginning/Introductory Level – Listening and Speaking
EAL701B	Beginning/Introductory Level – Reading and Writing
EAL701C	Intermediate Level
EAL701D	High Intermediate/Advanced Level

Please note: There are no non-credit programs.

21. Contact Information

Clayton Coe
Secondary Education Coordinator
English Programs Division
Department of Education and Early Childhood Development
PO Box 2000
Charlottetown, Prince Edward Island C1A 7N8
Telephone: (902) 368-6070

Imelda Arsenault
Director
French Programs Division
Department of Education and Early Childhood Development
P.O. Box 2000
Charlottetown, Prince Edward Island ClA 7N8
Telephone: (902) 368-4680