

# **Eastern Shore District High School**



**Grade Ten**

**Course Selection Booklet**

**For the school year 2023-2024**

# Eastern Shore District High School Directory

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# Graduation Requirements

Students must attain 18 credits to graduate.

No more than seven of the 18 credits may be from grade 10 courses; at least five credits must be at the grade 12 level.

The following are compulsory credits for graduation:

## *Language, Communication and Expression*

- 3 English language arts credits: one at each grade level:
  - Gr. 10: English 10
  - Gr. 11: English 11 or English Communications 11
  - Gr. 12: English 12 or Advanced English 12 or English Communications 12 or English 12 African Heritage
- 1 Fine Arts credit:
  - Visual Art or Drama or Music (Band)

## *Science, Mathematics, and Technology*

- 3 Mathematics credits (must be from different grade levels)
  - 2 Science credits: one from Biology, Chemistry, Science 10, \*Human Biology or Physics and one other approved science course.
  - 1 others credits from mathematics, science, or technology: Eligible technology courses (offered at ESDH) are: , Construction Trades 11, Skilled Trades 10, Transportation Trades 11, Production Technology 11/12, Business Technology 11, Film and Video Production 12.
- \* Human Biology **can** count as your second science credit, as long as Biology 11 or Oceans 11 is not your first science credit
- \* Math 10 Academic 10 is a 2 credit course—the first credit will count as a math credit and the second credit will be counted as an other (math, science or tech) credit.

## *Social Studies*

- 1 Canadian Studies credit: eligible credits to meet this graduation requirement (offered at ESDH) are: Histoire du Canada 11, Canadian History 11, African Canadian Studies 11 and Mi'kmaq Studies 11
- 1 Global Studies credit: Global Geography 12 or Global History 12 or Histoire Planétaire 12F

## *Physical Education*

- ♦ 1 physical education credit: eligible credits to meet this graduation requirement (offered at ESDH) are: Physical Education 10, Physical Education 11, Physical Education 12, Physically Active Living 11 and Yoga 11.

**NOTE:** Although 18 credits is the minimum required to graduate, the majority of students earn twenty one or more credits over three years of study.

## Eastern Shore District High School Course Selection

**GRADE 10****Academic**

Career Development 10\*\*  
 Core French 10  
 Drama 10  
 English 10  
 Français 10 (Immersion)  
 Mathematics 10  
 Music (Instrumental) 10  
 Science 10  
 Sciences 10 (Immersion)  
 Skilled Trades 10  
 Visual Arts 10

**Open**

Physical Education 10

**Graduation**

Mathematics at Work 10  
 Mathematics Essentials 10

\*\* These courses are for O2  
 students only (see page 9)

**GRADE 11****Academic**

African Canadian Studies 11  
 Biology 11  
 Biologie 11 \*(Immersion 2024 -  
 2025)  
 Business Technology 11  
 Canadian History 11  
 Chemistry 11  
 Community Based Learning 11 \*\*  
 Construction Trades 11  
 Co-operative Education 11\*\*  
 Core French 11  
 English 11  
 Français 11 (Immersion)  
 Historie Du Canada (Immersion -  
 \*2024 - 2025)  
 Mathematics 11  
 Mathematics 11 Extended  
 Mi'kmaq Studies 11  
 Mode de Vie 11 (Immersion \*2023-  
 2024)  
 Music (Instrumental) 11  
 Musical Vocals 11  
 Oceans 11  
 Physics 11  
 Pre-Calculus 11  
 Transportation Trades 11  
 Tourism 11 \*(2023-2024)  
 Visual Arts 11  
 Yoga 11/PAL 11 \*(2023-2024)

**Open**

Child Studies 11  
 Physical Education 11  
 Production Technology 11

**Graduation**

English Communications 11  
 Human Biology 11  
 Mathematics at Work 11  
 Mathematics Essentials 11

**GRADE 12****Advanced**

Calculus 12

**Academic**

Astronomy 12 \*(2023-24)  
 Biology 12  
 Biologie 12 \*(Immersion 2023 -  
 2024)  
 Canadian Families 12 \*(2023-  
 2024)  
 Chemistry 12  
 Co-operative Education 12  
 Core French 12  
 English 12  
 English 12: African Heritage  
 Entrepreneurship 12  
 Film & Video Production 12  
 Français 12 (Immersion)  
 Global Geography 12  
 Global History 12  
 Histoire Planetaire 12 Imm \*(2024  
 -2025)  
 Health & Human Services 12 \*  
 (2024-2025)  
 Law 12 \*(2023-2024)  
 Leadership 12  
 Mathematics 12  
 Music (Instrumental) 12  
 Physics 12  
 Pre-Calculus Math 12  
 Skilled Trades Co-op 12  
 Sociology 12 \*(2024-2025)  
 Tourism 12 \*(2023-2024)  
 Visual Arts 12

**Open**

Physical Education 12  
 Production Technology 12

**Graduation**

English Communications 12  
 Math at Work 12  
 Math Essentials 12

Courses with an \* will be offered  
 every second year. The year it will  
 be offered is in brackets following  
 the course name.

# Education Planning Chart

**Name:** \_\_\_\_\_

**Career Goal:** \_\_\_\_\_

**Educational Program after Completion of High School:** \_\_\_\_\_

**Entry Requirements:**

\_\_\_\_\_

1. Select the courses you would like to take next year(s), keeping in mind:
  - ◆ Graduation requirements based on the year you entered grade 10
  - ◆ Courses available
  - ◆ Course requirements
  - ◆ The recommended prerequisites
  
2. Write in the courses that you are certain about, followed by the more tentative choices. Place a question mark (?) beside the less certain choices.

| Grade 10<br>Credits Achieved/Planned:       | Grade 11<br>Credits Achieved/Planned:       | Grade 12<br>Credits Achieved/Planned:       |
|---|---|---|
| 1. _____                                    | 1. _____                                    | 1. _____                                    |
| 2. _____                                    | 2. _____                                    | 2. _____                                    |
| 3. _____                                    | 3. _____                                    | 3. _____                                    |
| 4. _____                                    | 4. _____                                    | 4. _____                                    |
| 5. _____                                    | 5. _____                                    | 5. _____                                    |
| 6. _____                                    | 6. _____                                    | 6. _____                                    |
| 7. _____                                    | 7. _____                                    | 7. _____                                    |
| 8. _____                                    | 8. _____                                    | 8. _____                                    |
| <b>Total Credits:</b> _____                 | <b>Total Credits:</b> _____                 | <b>Total Credits:</b> _____                 |
| <b>Alternate Courses:</b><br>_____<br>_____ | <b>Alternate Courses:</b><br>_____<br>_____ | <b>Alternate Courses:</b><br>_____<br>_____ |

## English

### ENGLISH

The senior high English language arts program continues to emphasize the development and effective use of the essential processes of communication.

All students take English 10. As Grade 11 and 12 students have two main course options for specializing within the framework of outcomes defined for each grade level: English (academic credit) and English Communications (graduation credit) courses. All students work toward the same outcomes, but English and English Communications courses are different in terms of pace, scope, emphasis, and resources.

In addition, Eastern Shore District High offers Advanced English 12 which is an academic credit.

While different language processes are emphasized at different times and in different courses, speaking, listening, reading, viewing, writing, and other ways of representing are integrated into a balanced total program. Primary emphasis will always be on the students' ability to learn and to communicate effectively through language.

The program at each level will expand students' knowledge and experience with a broad range of spoken, written, and visual texts; extend the range of strategies they employ to construct meaning; develop and refine the skills they need to describe, explain, argue, narrate, persuade, analyze, and evaluate; extend the range of complex and sophisticated texts students can create, interpret, and respond to; provide challenge and support to enable students' development as thoughtful, articulate, literate people.

### *English 10* (academic, 1 credit)

While all forms of communication - oral, written, and visual, whether expressive or receptive - are regarded as valuable, English 10 encourages proficiency in using oral language for a variety of purposes and develops written expression in a variety of forms.

Learning experiences include:

- exploratory and informal talk: conversation, focused discussion with an identifiable purpose, such as brainstorming, speculating, and problem solving structured activities.
- dramatic representations: monologues, role playing, and improvisation.
- performance of texts.
- formal presentations.
- focused listening activities to interpret and evaluate ideas and information from a range of sources.

In addition, reading (short stories, poetry, drama, and several novels) and extensive writing are essential parts of the English 10 curriculum; students develop proficiency in editing, revising, and proofreading drafts of their own writing, and are expected to use standard English appropriately in communication situations.

The learning environment for English 10 is flexible enough to accommodate a wide range in students' backgrounds, abilities, and interests.

## Family Studies

### *Child Studies 11* (open, 1 credit)

Child Studies 11 is a course designed to help students explore the meaning and implications of responsible parenthood; to help them acquire current information regarding reproduction, pregnancy, and childbirth; to help them explore significant issues of early childhood; and to help them apply the understanding of child development to the care and guidance of children. The course is developed around five modules:

- Decisions about Parenthood
- The Beginning of Parenthood Early Childhood Development
- Special Concerns in Child Development
- Practical Experiences with Children (in-school or out-of-school).

## Fine Arts

### VISUAL ART

#### ***Visual Arts 10***

*(academic, 1 credit)*

Visual Arts activities enable students to learn and express themselves in ways not possible in other subjects. Students will be immersed in learning basic skills such as drawing, color theory, elements and principles of design and structure to create works of art through direct observation, personal experience and imagination. Art history will be introduced and interwoven in project based assignments. Students are expected to develop awareness of the ethnic diversity, cultural uniqueness and influence of the visual arts in our society.

### DRAMA

#### ***Drama 10***

*(academic, 1 credit)*

Drama 10 is an introductory course in drama focusing on the personal, intellectual, and social growth of the student. Through extensive work in improvisation, both in small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms, such as dramatic movement and mime, dramatization, choral speech, choric drama, group drama, and Readers Theatre.

Drama 10 comprises four components: foundation, movement, speech, and theatre:

- Foundation: building student confidence, trust and creating a supportive learning environment
- Movement and speech are extended components and combined through exploring various dramatic forms.
- Opportunities for students to share and present their work are provided throughout the course. The theatre component enables students to bring together all of their learning in drama and theatre by developing a theatre piece or script.
- The course features collective creation - the development of original scripts by students using research, discussion, and improvisation.

Drama 10 provides a foundation for future course work in drama and theatre.

### MUSIC

The chief aim of the music program is to develop the student's aesthetic response, musical discrimination, and understanding of as many as possible of those diverse elements embodied in the term "music".

The music teacher and/or the school administration should be consulted before the student enrolls in Music Instrumental Band 10 if the student has not been involved in the Junior High Instrumental Program.

The program embraces all styles of music, with a wide variety of performances presented. Course work encompasses performance skills, music theory, history and composition. Students are encouraged to pursue their own particular interests. Music Instrumental Band is available for traditional concert band instruments. Students who play piano or any stringed instruments (with the exception of bass) need to consult with the teacher before registering.

#### ***Music Instrumental Band 10***

*(academic, 1 credit)*

Music 10 comprises the following components:

##### *Performance*

- technical requirements
- repertoire study
- performing in an ensemble

##### *Theory*

- elementary to intermediate rudiments
- all major scales, key signatures, signs and terms
- ear-training exercises

## French Immersion

**The goal of the French Immersion program is to develop in students a high degree of proficiency in French. Subjects taught in French parallel those offered in the regular program.** The exclusive use of French in the immersion classroom guarantees maintenance of language skills in a dual track school. This will be closely monitored by teachers.

Early French Immersion begins at the primary level. Late French Immersion begins at grade 7. These two groups of students continue together for grades 10, 11, and 12.

To be eligible for the immersion graduation certificate, students at the high school level must:

- take the French language arts course in Grades 10, 11, and 12.
- take, each year, a minimum of two courses whose language of instruction is French.
- complete a total of nine courses in which the language of instruction is French. This represents 50 percent of the number of credits required for graduation. The program is not intended for graduates of the Core French Program.

Students who are eligible to register are:

- those who have completed the junior high early or late French Immersion program. (at least three years)
- students from early or late immersion programs elsewhere in Canada.
- other qualified students may be required to pass a French proficiency test.

Qualified students who wish to enroll in individual courses, rather than the entire program, may do so dependent on class sizes.

### ***French Immersion Language Arts***

The French Immersion language arts program is designed to allow students to:

- communicate effectively in French.
- explore alternate forms of expression and representation.
- read and appreciate a variety of literary forms.
- respond personally and critically to a variety of texts.
- value French language and culture, among others.
- reflect on their experiences and learning.

The outcomes for French language arts are grouped into four main components:

- valuing language and cultural diversity.
- listening and speaking.
- reading and viewing.
- writing and other ways of representing.

### ***Outcomes***

As a result of their cumulative experiences within the French Immersion language arts program, these students should be able to:

- demonstrate a positive attitude towards the French language and towards Francophone communities in a national and international context.
- demonstrate an understanding of and a respect for a diversity of cultures

## **FRENCH IMMERSION**

### ***French Immersion***

- demonstrate their understanding of a wide range of texts, considering the situation and their individual needs.
- communicate in a variety of situations to respond to their individual needs.
- use appropriate strategies and techniques to facilitate their listening, speaking, reading and writing experiences.

### ***Français Immersion 10*** ***(academic, 1 credit)***

This immersion course emphasizes using French for a variety of purposes. Students are engaged in listening and speaking experiences that require them to communicate information and respond orally to a variety of texts, such as conversations, speeches, and improvisations. Reading and literature include articles, poems, short stories, and novels.

Students are engaged in written activities through which they present information and express their feelings about different events and situations. The course also explores other forms of viewing and representing.

### ***Histoire du Canada 11—will be offered in 2024-2025***

***(academic, 1 credit)***

#### **Please Note:**

**Histoire du Canada is one of the three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.**

This course explores the social, political and economic history of Canada. Canada's place on the world stage and the role of the Atlantic Provinces in Canadian events will be considered. Topics will include the contributions and history of Native people, immigrants African Canadians and women. Research and assignments will form an important part in meeting the outcomes of this course. Students will develop their historiographical skills.



## French Immersion

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### ***Mode de Vie Actif 11 (Physically Active Lifestyles - PAL)*** *(open, 1 credit)*

PAL is a course designed to help all students make informed decisions concerning physical activity, both in school and in adult life. Participants will be exposed to activities related to personal fitness habits and lifestyles, as well as classroom theory relating to the implementation of a physical active lifestyle. Students will participate in traditional games and activities, both individually and group based. Throughout the course students will have the opportunity to experience various activities within their surrounding community that encourage living an active lifestyle. PAL intends to promote the importance of personal responsibility in relation to active living and the benefits of living a healthy and active lifestyle.

Mode de Vie Actif 11 meets the Physical Education graduation credit and is also a French credit towards the French Immersion Certificate.

### ***Sciences 10*** *(academic, 1 credit)*

The Sciences 10 course is designed for a multi-skills class. As an introduction to science, various types of science will be explored through the curriculum and students will be introduced to the scientific method. Sciences 10F consists of four units of study:

**Unit 1:** Sustainability of Ecosystems – explores the nature of interactions among wild life, the flow of nutrients and sustainability of ecosystems.

**Unit 2:** Chemical Reactions – explores the nature of chemical reactions, classification of materials and various chemical properties.

**Unit 3:** Motion – explores methods of interpretation of scientific variables and graphical analysis, in particular as they apply to uniform motion.

**Unit 4:** Weather Dynamics – examines the influence of heat and water on the climate and weather. Each unit will be accompanied by laboratory explorations where lab safety is stressed. Students will be actively involved with the social and technological aspects of science.

### ***Biologie 11—will be offered in 2024-2025*** *(academic, 1 credit)* ***Recommended Prerequisite: Sciences 10F***

Biologie 11 emphasize the science themes: change, diversity, energy, equilibrium, matter, and systems. These themes allow teachers to show students the connections within the science program and how individual sections of the program relate to the big ideas in science.

Biologie 11 consists of the following:

- an introduction to the cell as a basic unit of life, and the exploration of the diversity of organisms in the biosphere and the unity among living things by organizational systems.
- an examination of those systems responsible for exchanging energy and matter with the environment, in addition to interacting with pathogenic organisms. The human organism is used as a principal model for this unit.
- an examination of the characteristics of representative ecosystems and the interaction of organisms that mediate the flow of energy and matter through those ecosystems. This unit also explores how organisms change to fill available niches. Evaluation components typically include tests, assignments, labs, homework, projects and a final examination.

**For the upcoming 2023/24 school students who wish to complete the full French Immersion program at ESDH must register for the following courses:**

Grade 10—Français 10, Mode de Vie 11 & Sciences 10

## Languages

### LANGUAGES

#### Core French

The aim of second language teaching is to develop the learner's ability to communicate effectively in French. At all levels, the focus is on a multidimensional curriculum that integrates communicative, experiential, culture, general language education, and language components.

Culture and general language education are integrated into every unit. Through this general language education component, students develop an awareness of language, culture, and language-learning strategies. Language becomes progressively more complex. It is selected according to the language needs of learners in relation to experiences and activities and is presented and practiced in context.

Learners are exposed to a variety of proficient language models, and French is the language of the classroom.

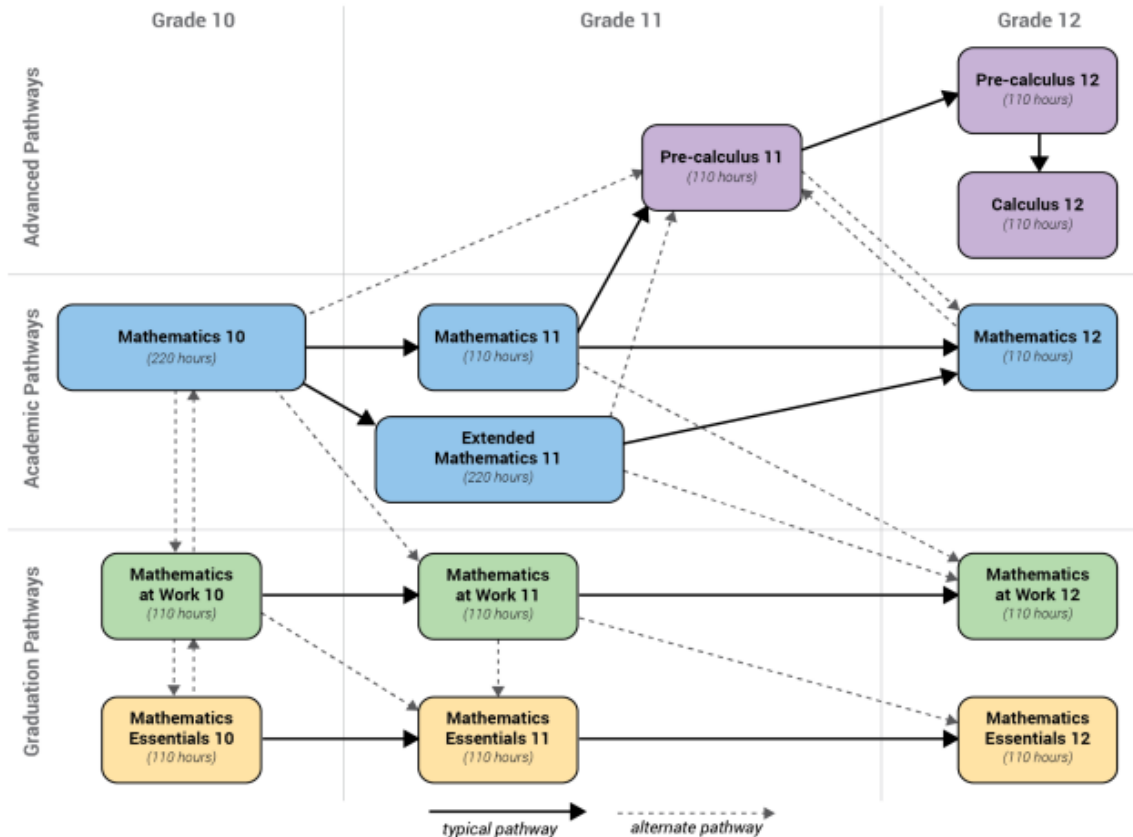
**Core French 10**  
(academic, 1 credit)

**Core French 11**  
(academic, 1 credit)

The senior high French program develops comprehension, communication, and interaction skills and strategies through experiential teaching materials that incorporate a variety of authentic documents. Topics, tasks, and final projects are aligned with students' experiences and interests. Oral class presentations are an important part of classroom activities and evaluation. Areas studied include the future, career plans, the media, the arts, social and technological trends, as well as Francophone cultures and multiculturalism.

## Mathematics

### Senior High Mathematics Course Pathways (Effective 2021)



## Mathematics

The Nova Scotia mathematics curriculum provides students the knowledge, skills, and understandings for post-secondary programs or direct entry into the workforce. High school mathematics courses are organized into four pathways: Academic, Pre-calculus, Mathematics at Work and Mathematics Essentials with each pathway being organized to provide specific mathematical contexts, concepts and skills. When choosing a pathway, students should choose a pathway that best fits their interests and plans after high school. For students entering Grade 10, Mathematics 10 provides the most flexibility for future courses. This would be a good choice for students unsure of their post-secondary plans. Students, parents, and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### **Grade 10 Mathematics Course Descriptions**

#### **Mathematics 10**

*(academic credit type, 2 credits, 220-hour course)*

Mathematics 10 is an academic credit type high school mathematics course. Upon successful completion students will receive 2 academic credits; one in Mathematics 10 and another in math, science or technology. It is recommended that students proceed to Mathematics 11 or Mathematics Extended 11 upon completion of Mathematics 10. In some cases students may choose a course other than Mathematics 11 or Extended Mathematics 11. Students should make this decision following discussions with their family and school staff and consider their plans for post-secondary (university or college).

Students in Mathematics 10 will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

#### **Mathematics at Work 10**

*(graduation credit type, 1 credit, 110-hour course)*

Mathematics at Work 10 is a graduation credit type high school mathematics course. It is recommended that students proceed to Mathematics at Work 11 upon completion of Mathematics at Work 10. In some cases students may choose a course other than Mathematics at Work 11. Students should make this decision following discussions with their family and school staff and consider their plans for post-secondary (college and some university programs)

Students in Mathematics at Work 10 will explore the following topics: measurement systems, surface area, Pythagorean theorem, right triangle trigonometry, similar polygons, angles, perpendicular and parallel lines, unit pricing, currency exchange, income, and basic algebra.

#### **Mathematics Essentials 10**

*(graduation credit type, 1 credit, 110-hour course.)*

Mathematics Essentials 10 is an introductory, graduation credit type high school mathematics course designed for students who do not intend to pursue university as a post-secondary study path. It is recommended that students proceed to Mathematics Essentials 11 upon completion of Mathematics Essentials 10. In some cases students may choose a course other than Mathematics Essentials 11. Students should make this decision following discussions with their family and school staff.

Students in Mathematics Essentials 10 will explore the following topics: Mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

**There are four main pathways for mathematics in Nova Scotia:**

#### **Academic pathway (academic credit type):**

Courses in this pathway prepare students to enter post-secondary academic programs that do not require pre calculus 12 for admission. Courses: Mathematics 10, Mathematics 11 (or Extended Mathematics 11) and Mathematics 12

#### **Pre-calculus pathway (advanced credit type):**

Courses in this pathway prepare students to enter post-secondary academic programs that require pre calculus 12 for admission. This pathway branches off of the academic pathway. Courses: Pre-calculus 11 and Pre-calculus 12, Calculus 12

#### **Mathematics at Work pathway (graduation credit type):**

Courses in this pathway prepare students to enter post-secondary programs that do not require academic mathematics (options at both community college and university) or who plan to enter the workforce directly after high school. Courses: Mathematics at Work 10, Mathematics at Work 11, and Mathematics at Work 12

#### **Mathematics Essentials pathway (graduation credit type):**

Courses in this pathway prepare students to enter some community college programs or directly into the workforce after graduation. Courses: Mathematics Essentials 10, Mathematics Essentials 11, and Mathematics Essentials 12

**It is very important that the student and their family research what the admission requirements are for any program and/or post secondary school they are interested in. Every post secondary school and program will have specific (and sometimes different) admission requirements.**

## Options & Opportunities Program (O2)

Options & Opportunities (O2) is a three year program designed to provide students the opportunity to learn about and try out many different career paths before they graduate from High School. Students still participate in the regular high school program but they will be able to make the connections between what they are learning and the real world. This program is a valuable experience for any student regardless of if they are heading to Community College, University or to the work force. O2 is an excellent opportunity for incoming Grade 10 students. Enrolment is limited to 20 students each year. The application process and timeline are available on the ESDH school website at [www.esdh.ednet.ns.ca](http://www.esdh.ednet.ns.ca).

### **Career Development 10**

*(academic, 1 credit)*

**Prerequisite: Acceptance into the O2 program**

Career Development 10 is designed to support learners in understanding their personal interests, strengths and weaknesses, skills and values and the role these have in influencing education and career goals. They will be introduced to the importance of employability and essential skills in the workplace and how they are utilized in everyday life. Learners will explore strategies for the development of these skills and investigate their relevance in the education and career planning process. This course also focuses on

the importance of being financially literate; learners will investigate and analyse basic money management principles, applying them to their personal spending decisions and planning for achievement of education and career goals.

### **Community Based Learning 11**

*(academic, 1 credit)*

**Prerequisite: Acceptance into the O2 program**

Community Based Learning 11 is highly experiential and prepares students in the Options and Opportunities program for community engagement. It focuses on four modules: Citizenship and the Community; Career and Life Planning; Financial Management; and Workplace Cultures and Safety. In this course, learners will investigate and reflect on skills that can support them in demonstrating who they are as active citizens. They will critically examine what is of importance to them and how they can plan and be adaptable to changing circumstances in achieving their goals. They will construct plans for achievement of career goals including demonstrating their understanding of the role financial literacy has in continuing their education and beginning a career. This course will further prepare learners for the responsibilities of a workplace commitment and a culture of safety as they enter the labour market.

## Physical Education

### PHYSICAL EDUCATION

Please note that Physical Education 10, Yoga 11 and PAL 11 meet the Physical Education compulsory requirement.

### **Physical Education 10**

*(open, 1 credit)*

Physical Education 10 consists primarily of helping students refine skills for lifelong recreational activities and of providing students with leadership opportunities.

The emphasis of this course is to provide students with experiences that require them to take and reflect on their personal responsibility for active, healthy living now and throughout life.

Four Modules: Outdoor pursuits, Exercise Science, Personal Fitness and Leadership

### **Physically Active Living (PAL) 11**

*(open, 1 credit)*

This full credit course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community.

Physically Active Living 11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity.

### **Yoga 11**

*(academic, 1 credit)*

Yoga 11 introduces students to the ancient tradition of Yoga in its various forms and styles. With its vast capacity to bring vibrant health to body, mind and emotion, the intention is for students to develop a lifelong personal practice of yoga not only to maintain exceptional physical condition, but also to develop healthy relationships with self and others. Above all, this is an activity that students can enjoy as a regular form of recreation for the remainder of their lives. Students will participate in various activities, including the physical practice, stress reduction techniques, mindfulness activities, journals, and classroom theory exploring the origins and philosophy of yoga. The physical aspect of yoga involves the development of skills such as strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental focus. Classroom sessions will address topics such as: the essentials of good nutrition, relaxation strategies, ethical principles and how to become positive and purposeful members of society.

## Sciences

### SCIENCES

#### Please Note:

Those students planning to study science or a science related program after high school should include at least two of the following courses at the Grade 12 level: Physics, Chemistry, Biology.

Physics and Chemistry are often necessary for post-high school study in medicine, dentistry, forestry, veterinary medicine, health-related fields, engineering, and various technologies. In addition, Physics is often required for admission to engineering programs. Biology is recommended for health-related fields.

#### *Science 10*

*(academic, 1 credit)*

The Science 10 course is designed for a multi-skills class. This is an introduction to science, where various types of science will be explored through the curriculum and students will be introduced to the scientific method. Science 10 consists of four units of study:

**Unit 1:** Sustainability of Ecosystems - explores the nature of interactions among wild life, the flow of nutrients and sustainability of ecosystems.

**Unit 2:** Chemical Reactions - explores the nature of classification of materials, various chemical properties and chemical reactions.

**Unit 3:** Motion - delves into the methods of interpretation of scientific variables and graphical analysis, and how they apply to uniform motion.

**Unit 4:** Weather Dynamics - examines the influence of heat and water on the climate and weather. Each unit is accompanied by laboratory explorations where lab safety is stressed. Students will be actively involved with the social and technological aspects of science. As a reference each student will utilize the Science 10 textbook and teacher generated materials.

#### *Oceans 11*

*(academic, 1 credit)*

Oceans 11 offers students the opportunity to explore aspects of global and local oceanography and current related issues. The course is designed to be flexible to meet the needs and interests of Nova Scotia students by connecting the study of oceanography with local economic and community interests. One priority of the course is to increase students' knowledge of emerging new economies and opportunities in aquaculture and oceans management, and other career applications

Oceans 11 consists of four modules. Successful completion of all modules is required to earn one science credit.

|            |                                |
|------------|--------------------------------|
| Module I   | Ocean-Structure and Motion     |
| Module II  | The Marine Biome               |
| Module III | Aquaculture-Farming the Oceans |

|            |                                      |
|------------|--------------------------------------|
| Module IV  | The Fisheries Resource               |
| Module V   | Our Coastal Zones-Managing Their Use |
| Module VI  | Ocean Industries                     |
| Module VII | Coastal Navigation                   |

#### *Human Biology 11*

*(graduation, 1 credit)*

NOTE: This course does not lead to further studies in Biology and cannot be used as a first science credit. This course will introduce students to the biology of the human body and its interaction with the environment. **NOTE:** You cannot count Human Biology 11 and Biology 11 as two credits towards graduation requirements.

*Students will:*

- develop and understanding of human systems and how they are inter-related.
- develop knowledge of various issues with respect to health and the environment.
- understand the importance and responsibility of maintaining a healthy lifestyle.
- examine socially - pertinent health and ethical issues.

#### *Biology 11*

*(academic, 1 credit)*

Biology 11 and Biology 12 emphasize the science themes: change, diversity, energy, equilibrium, matter, and systems. These themes will teach students the connections within the science program and how individual sections of the program relate to the big ideas in science. Biology 11 consists of the following:

- an introduction to the cell as a basic unit of life, the exploration of the diversity of organisms in the biosphere, and the unity among living things by organizational systems.
- an examination of those systems responsible for exchanging energy and matter with the environment, in addition to interactions with pathogenic organisms. The human organism is used as a principal model for this unit.
- an examination of the characteristics of representative ecosystems and the interaction of organisms that mediate the flow of energy and matter through those ecosystems. This unit also explores how organisms change to fill available niches.

## Skilled Trades

### SKILLED TRADES

Skilled Trades is a suite of courses offered at Eastern Shore District High School. These courses are taught in the Skilled Trades Centre, a newly renovated space at ESDH. These courses are designed for those students who wish to explore skilled trades careers, earn an academic credit and enjoy working with their hands.

Skilled Trades courses keep the door to university open, while opening the door to a three to five year apprenticeship training program.

A student must take Skilled Trades 10 to be eligible to take any further Skilled Trades courses.

#### ***Skilled Trades 10*** *(academic, 1 credit)*

Skilled Trades 10 is a career exploration course suitable for all students in grade 10 and above. The course provides

students with a unique mixture of classroom and simulated workplace activities. These activities enable students to learn about and directly experience what life in the skilled trades has to offer. Students work with the basic set of hand tools used by professional trades people in the construction industry to complete real construction tasks and building projects. Because the Skilled Trades 10 curriculum offers such a unique mixture of activities, it is delivered in a new learning environment called the Skilled Trades Centre. Designed by experienced trades educators, the Skilled Trades Centre modifies the space normally occupied by classrooms into a construction site, workshop, and instructional area. This innovative blend of instructional and construction space underscores the value of giving the skilled trades a prominent place in the high school curriculum inside the academic environment. Within the Skilled Trades Centre, students in Skilled Trades 10 focus on four topical areas:

- Skilled Trades Living
- Safety
- Measurement and Calculation for Trades
- Tools and Materials of the Skilled Trades

## Technology

### ***Business Technology 11*** *(academic, 1 credit)*

Business Technology provides a context in which students may: become skilled, critical users of information and communication technology (ICT). They will also, become aware of and respect ethical/social and legal implications of document production. They will apply the conventions and principles of document production. Students will construct documents that efficiently and effectively communicate information, ideas, and concepts. They will become contributing and collaborative members of a work culture

Business Technology 11 consists of five modules:

- Module 1: Touch Keyboarding
- Module 2: Document Processing
- Module 3: Spreadsheets
- Module 4: Desktop Publishing

## Social Studies

### SOCIAL STUDIES

At the senior high level, students have the opportunity to pursue the following disciplines: history, geography, sociology and political science.

In the senior high social studies program, students are given the opportunity to expand their body of knowledge and to continue to develop their range of appropriate skills. Through the independent use of libraries and of print, photographic, electronic, and other media, students will be given the opportunity to pursue research projects that supplement the classroom experience.

Students will be given the opportunity to: practice the skills of research and inquiry; acquire a body of knowledge pertinent to a particular area of study; appreciate the nature of evidence and the role of perspective; understand cause and effect and the relationships among major historical periods, events, situations and conditions; and to understand the role of the past in the present. History courses at the senior high level are sequenced so that students can pursue a sequential program of historical study if they so choose. Grade 10 Ancient/Medieval History is a sound preparation for Canadian History 11. The Grade 12 Global History course completes the sequence.

The study of senior high geography addresses the nature of the planet and the forces that did and do shape it; the human settlement of the planet and the patterns that settlement reveals; the interaction of humanity and the environment; and the methods and resources geographers use to study these. Senior high geography is founded upon the themes of modern geography: location, region, pattern, spatial interaction, human/environment interaction, and culture. It is also founded upon the skills of geography, which include data collection, processing, analysis and interpretation. Grade 10 Physical Geography prepares students for the Grade 12 Global Geography course, which completes the geography sequence.

### *African Canadian Studies 11* (academic, 1 credit)

**Please Note:**

**African Canadian Studies 11 is one of three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.**

This course is designed to give students a sound understanding of the global experiences, achievements and contributions of people of African descent, with a focus on the Canadian experience. Such topics as early African kingdoms, the Atlantic Slave Trade, the civil rights movement and local communities and challenges of the future are covered. In order to meet the knowledge and skills outcomes students will be asked to participate in guided readings of texts, videos, and conversations with guest speakers, research.

### *Canadian History 11* (academic, 1 credit)

**Please Note:**

**Canadian History 11 is one of three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.**

The Canadian History 11 course explores persistent questions that address five important themes. These themes are: globalization, development, governance, sovereignty, and justice. Students will explore these themes in the context of Canada's history while meeting the outcomes of the course. Canada has a rich and complex history, in many ways, because of its people, their perspectives, and our geography.

Research and assignments will form an important part in meeting the outcomes of this course. Students will develop their historiographical skills. Students will gain experience working independently and with others to achieve the required outcomes.

### *Mi'kmaq Studies 11* (academic, 1 credit)

**Please Note:**

**Mi'kmaq Studies 11 is one of three course options made available to ESDH students to fulfill the compulsory Canadian History credit for graduation.**

Mi'kmaq Studies 11 provides students with an understanding of historical and contemporary issues in Mi'kmaq society. The course considers the cultural, social, spiritual, and political events, trends, and traditions in the history of the Mi'kmaq. This course uses an issue-based approach and considers broad concepts such as justice, self-determination, political autonomy, education and schooling, the family, social and political organizations, native rights, spiritual principles and personal/group identity. Students analyze historical and contemporary issues in Mi'kmaq society, which enables them to achieve a greater understanding of the Mi'kmaq contributions to society. Students will demonstrate the skills used in history including academic research and writing, analyzing source documents, identifying bias and historical perspectives and developing an understanding of historiography.