Colonel Gray Course Handbook



Colonel Gray High School

2027-2028

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Welcome to Colonel Gray!

Welcome to Colonel Gray High School!

Colonel Gray High School is home to just over 650 students in grades ten through twelve. We are located at 175 Spring Park Road in the heart of Charlottetown, Prince Edward Island. Our staff support a variety of academic and extracurricular programs to inspire lifelong learning and productive citizenship.

We want our students to take pride in being a member of the Colonel Gray community. As a student, we encourage you to be engaged in your learning, an active member of your community, and involved in school activities.

Please review the following pages as they provide you with information related to course registration for the 2027-2028 school year. Colonel Gray High School offers a wide variety of courses; therefore, you should select your courses carefully with a view to future study and employment considerations.

Our goal is to have each student properly placed during the registration process. This is the time for discussion with parents, teachers, and counselors to create a graduation plan. You need to consider your interests and future goals in order to create a path that will bring you the most success.

All the best as you complete this current year of study and plan for the next!

Mr Andrew Petrie
Principal

Expectations:

In order to maintain a positive learning environment, our students and staff follow a simple code of conduct as well as the Safe and Caring Learning Environments operational procedure of the Public Schools Branch. We adhere to all policies and procedures of the PSB, which are available in full details at: https://edu.princeedwardisland.ca/psb/

Colonel Gray Code of Conduct

- I will respect those around me: their individual right to learn and their ethnic, racial and cultural differences.
- I will respect myself and others through dress, manners and appropriate language.
- I will display good citizenship at home, school, and in the community, and respect school property and the property of others.
- I will respect my educational opportunities as a student or staff member.
- I will respect school procedures, decisions and consequences.

Prince Edward Island Graduation Requirements

Requirements for Academic High School Diploma

Students must complete 20 course credits.

- 5 of which must be Grade 12 credits (600 or 800 level)
- 3 English credits, one of which must be ENG600 level
- 2 Math credits
- 2 Science credits
- 2 Social Studies credits, one of which must have Canadian content (CAS401A, CIV421A, GEO421A, HIS421G, LAW521A, LAW521F, LAW531A, HIS621A, HIS621B, POL621A or MKS801A.)
- 1 Physical Education course, which must be PED401A (or PED401AF)
- 1 Career Education course and personal development course, one of which must be CEO or CARF

Essential Skills Achievement Pathway (ESAP):

The Essential Skills Achievement Pathway (ESAP) graduation program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the nine federally identified Skills for Success.

Proficiency in these skills are demonstrated and evaluated through problem and project based learning in the essential skills classroom, standard high school courses, community experiential learning and workplace opportunities. The ESAP program prepares students for the current skills-based economy as well as future work, learning, and life.

In this program, once students determine their career goal, they will select one of two post graduation pathways: Workplace Entry or Post Secondary Education. Students take a mix of Essential Skills courses and standard high school courses. Students apply through the school counsellor office. Students begin the program in the second semester of grade 10.

In the ESAP – Post-Secondary Education pathway (ESAP-PSE), an individual has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully: 1. attained mastery level in the Foundational Learning Block; 2. attained mastery level in one of the designated Post-Secondary Education Achievement Pathway Blocks; and 3. demonstrated a minimum level-two complexity Capstone Project.

In the ESAP – Workplace Entry pathway (ESAP-WE), an individual has successfully completed the course requirements to be granted a Senior High Graduation Diploma if the individual has successfully: 1. attained mastery level in the Foundational Learning Block; 2. achieved mastery level in Workplace Readiness Block; and 3. met the requirements of an experiential Work Placement (minimum 400 hours)

There are a limited number of seats for this program and students will be recommended by their Grade 9 school and confirmed in first semester of Grade 10. Students who may be good ESAP candidates are independent learners who may:

- Be considering college or apprenticeship careers
- Be planning to enter a field where training is gained in the workplace (e.g., cashier, construction labour, fisher)
- Desire a personalized, problem- project-based, experiential education.

Please talk to your Grade 9 teachers about this. Students can also discuss this with their VP at Colonel Gray at the mid-semester point of the first semester.

Registration Information:

- Course selections must be made with careful planning. Once a student registers for courses, **the school expects a commitment by the student to take the courses selected.**
- A master schedule is created based upon the choices made by students. The school reserves the right to adjust registration in order to balance course enrollment numbers (too small or too large) and program offerings.
- Grade 10 and 11 students will have a complete timetable with a course scheduled in all 8 blocks. When choosing courses, students must also include 2 alternatives or extra choices to submit on the MyBlueprint program.
- Course change requests are considered during the first 3 days of the semester as needed to **facilitate fulfillment of graduation requirements** or when a student has not earned a prerequisite credit only.
- Be familiar with prerequisite course requirements when choosing courses.
- Students in grade 12, who have earned 16 credits, may be able to request a "Study Period". Students taking a study period have that **time in the library to work**.
- To be eligible to participate in school extra-curricular groups or teams, students must be enrolled in a minimum of three courses per semester.
- **Regular attendance in all courses is expected and required for success. A student will earn a credit upon completion of the course and with a pass mark of 50%.**
- The requirements for entry into post-secondary institutions, apprenticeship programs, or the workplace may require additional and/or specific courses. **Please check with a guidance counsellor to clarify those requirements.**
- A student's grade level is determined by the number of credits that a student has earned at the beginning of the school calendar year. A student is considered in:
    - **Grade 10** when completed **less than 4 credits.**
    - **Grade 11** when completed **4 to 11 credits.**
    - **Grade 12** when completed **12** or more credits and then are considered as a potential graduate.

Academic Expectations for all Grades:

- Grade 10 and 11 Honors List – an overall average of 80% or higher in all eight courses for which they achieved credit regardless of the grade level or level of difficulty of the individual subjects.
- **If a student has discontinued or not met the requirements of a specific course in two attempts, they will not be registered in the course for a third time without special permission from administration.** An alternate course selection will be recommended.
- If a student takes a course but does not successfully complete it in the first semester, he/ she is not able to register for the same course in the second semester without special permission from the administration.
- All students are required to follow the Colonel Gray Academic Honesty Policy.

Grade 12 Students - Potential Graduates:

- Grade twelve students are expected to carefully consider course selection in accordance with the graduation requirements and the necessary pre-requisites for post-secondary education.
- Grade 12 students will be granted priority for registration in 600 level academic courses.
- Honour Criteria - To be recognized as a PSB honour graduate, a student must:
  - successfully complete the Provincial Graduation Requirements, and
  - achieve an aggregate of 480 in six (6) Grade 12 courses (600 and 800 level), one of which is English, and have no mark lower than 70% in the six (6) Grade 12 courses included in the aggregate calculation.
- Governor General's Medal Winner: The Bronze Medal will be presented to the graduating student who achieves the highest average in all 500, 600, 700, 800 level courses or the IB Diploma Programme. The Bronze Medal is now presented in July after the final IB marks are received.
- Students are required to return all textbooks and pay all fees etc. prior to graduation.

Post-Secondary Entrance Guidelines:

Each college and university has specific entrance requirements for their programs. It is recommended that students visit Student Services and meet with a school counsellor to confirm their course selections will meet the requirements for the schools and programs they are interested in. Students are reminded that a minimum of 70% is required in high school courses for admission consideration in many college and university programs. However, given the competitive nature of admission into many programs, students with higher grades may get accepted first.

- **Holland College** Admission Process: https://hollandcollege.com/admissions/
- **The UPEI Calendar** lists requirements for admissions: https://calendar.upei.ca/current/
- For Information on Programs offering in Canadian Universities: **CUAC** is a global team of dedicated professionals experienced in guiding thousands of students worldwide to Canadian universities: https://www.cuac.ca/

Scholarships, Bursaries and other Awards for Graduating Students:

Students are encouraged to apply for scholarships and bursaries – our Student Services Department has information available.

Bursary Booklet : Grade 12 should visit the Student Services web page for information on bursaries or scholarships to support post-secondary education:
https://colonelgray.edu.pe.ca/about/student-services

International and EAL Students

- Students for whom English is an additional language are often new to Prince Edward Island and to Canada. Before entering the school system, students are required to contact Immigrant and Refuge Services. For more information, please visit https://www.irsapei.ca/en/home
- An English language proficiency assessment is required to determine the proper entry level for language training in the EAL program.

Transferring to Colonel Gray from Out of Province :

- Students are expected to have an official transcript sent directly to Colonel Gray that includes all credits earned in grade 10, 11, and/or 12.
- The transcript will be assessed to determine equivalent credits that can be transferred to meet PEI graduation requirements. There can be a maximum of **8 credits** transferred for each school year.
- Course selection and a graduation plan will be determined based on the credits transferred and a registration interview.

Program Levels:

Academic (University Preparatory) - These courses are regular university preparatory courses which allow students to enter post-secondary study. Students are expected to check with each institution for specific entrance requirements.

Open - These courses vary in level of difficulty and pacing is considered a worthwhile selection for any student.

General - This is a non-university preparatory program. The emphasis is placed on the immediate application of the subject matter to everyday situations.

Practical - These courses are offered at a very basic level and are intended to prepare students for the world of work and develop specific skills training.

Modified - Learning outcomes of a course are modified to meet the needs of the learner.

Transition Action Plan (TAP) Grade 10-11-12–This is a non-credit program, for students who require a level of individualized programming in the Senior High years. Students are included based on assessed needs and will be working on their Transition Action Plan (noncredit courses created to support students acquiring various skills in Literacy, Numeracy, Employment, Personal Development, Leisure and Wellness, Communication, Social and Life Skills) with staff in the Learning Center. This will lead to a Provincial Transition Certificate.

Course Coding System:

The course code is composed of seven characters. The first three are letters associated with the title. Examples: "MAT" - Mathematics, "HIS" - History. The three numbers following may be broken down as follows:

First Digit = Grade	Second Digit = Level of Program
4 - 1st year (grade 10)	0 - Open
5 - 2nd year (grade 11)	1 - Enriched/Advanced (University Preparatory)
6 - 3rd year (grade 12)	2 – Academic (University Preparatory)
7 - Grade 10 or 11	3 – General
8 - Grade 11 or 12	5 - Practical
6 – Modified	
7 - Intervention	

Third Digit = Credit Value: (1 = One Credit, 2 =Two Credits)

The seventh digit is a program identifier:
A to E & K = English language program courses
F to J = French Immersion program courses
X = Local program courses

Examples:
HIS421A - Grade 10 Academic history, 1 credit, English language program course
CWS502A- Grade 11 Cooperative Education Open Level, 2 credits, English language program course
HIS421G- Grade 10 Academic history, 1 credit, French immersion program course

Flexible Learning Opportunities and Special Registration Notes:

- **Colonel Gray Career and Technical Education (CTE) Skilled Trades Certificate**

  A CTE Skilled Trades Certificate will be obtained by completing 5 credits from the Career and Technical Education Skilled Trades course selection area. Each course must be completed with a minimum mark of 70%.

- **External Credential Courses**

  External credential courses will acknowledge the value of student learning outside the public school system by recognizing, for high school credit, credentials obtained outside of regular school instructional time by an education service agency external to the public school system. External high school credit will be awarded for courses, programs, or assessments that have been evaluated and that match or exceed provincial high school standards. External credentials must contribute to the development of Essential Graduation Learnings and must meet the standards defined in Minister's Directive MD 2016-05. External credentials cannot duplicate existing provincial curriculum. External credentials will be reflected on the student's high school transcript, thereby enhancing the transcript for the student. Only one Grade 12 level external credential can count as an elective toward the required number of Grade 12 credits for graduation. The list of authorized external credit providers as well as policy information and application forms are available on the following website:
  https://www.princeedwardisland.ca/sites/default/files/publications/eelc_external_credentials_policy.pdf

- **Summer Learning Courses**

  Each summer, the Department of Education and Lifelong Learning offers some high school courses at select locations. The courses vary from year to year, but in the past, have included courses in English, mathematics, physics, cooperative work study, and English as an additional language. The availability of courses taught during the summer depends on the availability of resources required to offer courses and student demand.

- **French Immersion Program and DELF Exam**

  Students who have committed to the French Immersion Program from Kindergarden (Early Immersion) or Grade 7 (Late Immersion) can continue with this program in High School. A Provincial French Certificate is obtained by completing 6 French Immersion credits. It is expected that students will register in two courses in each school year.

French Immersion and Core French students will have the opportunity in grade 12 to take the **DELF exam**, (Diplome D'Étude de Langue Française) which provides students with an international recognition of French Language proficiency.

- **The International Baccalaureate Diploma Programme.**

The IB Diploma Programme provides a rigorous academic experience for students in their grade 11 and 12 years that prepares them for university and beyond. This comprehensive and challenging experience teaches students critical thinking, writing and research skills, and requires that students develop community mindedness and value for others. Please note that students who complete the IB Diploma are exempt from the P.E.I. graduation requirements. More information can be found at https://sites.google.com/cloud.edu.pe.ca/ibatcolonelgray

What courses do I take in IB?

To receive an IB Diploma you must complete one course from each of the following subject areas –

- Languages (English Literature)
- Second Language (French)
- Individuals and Society (History)
- Experimental Sciences (Biology)
- Mathematics
- The Arts (Visual Art) or an Elective Science (Chemistry)

Three of the six courses must be taken at the ***Higher Level*** and remaining three taken at the ***Standard Level***. Higher Level courses require a minimum 240 hours of study and the Standard Level courses are minimum 150 hours in length.

Do I write exams for IB courses?

Yes. You will write in-school exams in grade 11 and mock exams throughout grade 12. Your formal IB exams take place in May of your grade 12 year. All exams are all marked externally by examiners from all over the world. This is what makes the IB Diploma so unique and so valuable – students from around the world are measured against the same criteria which provide a clear bench mark of success. These exams determine approximately 50% - 75% of the final mark in each course.

Does the IB Diploma require anything else?

Yes. There are three central elements to the IB Diploma Programme:

- ***The Creativity, Activity and Service Program*** (CAS). Students are expected to maintain a portfolio that demonstrates meeting 7 learning outcomes in the areas of Creativity, Activity and Service over their two years in IB.
- ***Theory of Knowledge*** (TOK). This course is designed to teach students to think critically about what they are learning and to appreciate other cultural perspectives. Students complete an internally moderated presentation and an externally moderated essay as part of their evaluation in this course.
- **The Extended Essay**. Students will write a 4000 word formal research paper on a topic of their choosing from within the areas of study offered by the IBO. Together with the TOK essay and presentation, the Extended Essay will contribute up to 3 points toward a student's IB score. (See next section)

What about assessment and evaluation in IB?

Each of the IB courses is evaluated on a scale of 1 (lowest) to 7 (highest). This provides 42 points out of a possible 45 points. You must complete the requirements of the CAS program, TOK course and Extended Essay. From your Extended Essay and TOK, the additional maximum of 3 points is earned. A hard-working, organized and self-motivated average student is expected to achieve 24 points, which in most cases earns the diploma. While most of the points you achieve come from externally marked exams, your IB teachers also assess lab work, oral commentaries and day-to-day course work. These ***internal assessments*** are designed to meet criteria established by the IBO, and prepare you to write the exams.

What are the benefits of the IB Diploma?

The IB Programme is a comprehensive international curriculum with an emphasis on critical thinking, intercultural understanding, citizenry and extracurricular activities. Students are exposed to a broad range of subjects, but study several subjects in great depth. The ultimate benefit of this program is that IB graduates are literate, articulate, adaptable, confident young adults with expertise in at least two languages and a global understanding of issues. Graduates of the IB Diploma Programme consistently perform well at university. Because of this, the IB Diploma is recognized by a growing number of universities in Canada, the United States, and further abroad. At some

universities, graduates with an IB Diploma may receive preferred entrance status, scholarships and possibly advanced credit or transfer credits for IB courses in which sufficiently high results were achieved. Many Canadian universities have entrance scholarships created specifically to attract IB Diploma graduates.

Am I the type of student who can be successful in IB?

If you are self-motivated, organized, interested in being challenged and have a commitment to succeed, then the Diploma Programme could be for you. Hard work, diligence and time management are important skills to have when working on the IB Diploma. The course work requires that you are a competent reader and an effective communicator. You will be asked to problem solve, think critically, and become involved in the community.

IB Courses for Grades 11 and 12	
One Course From:	**Course Offerings:**
Languages	IB English (HL)
Second Language	IB French (SL) or IB Ab Initio French (SL)
Individuals and Society	IB History (HL)
Experimental Sciences	IB Biology (HL)
Mathematics	IB Mathematics (SL)
The Arts or a 2nd Science	IB Visual Arts(SL) or IB Chemistry (SL)

IB English Literature Higher Level

Languages - Group 1

The International Baccalaureate English 11 and 12 programme is a comprehensive and challenging two-year course designed for academically ambitious students who have a facility and /or special interest in language arts. The aims of the English programme are to enable the student to express ideas with clarity, coherence, precision, and fluency in both written and oral communication; to engage in a rigorous approach to literary analysis; to encourage a personal appreciation of literature; to develop an understanding of the techniques involved in literary study and criticism; to introduce literary classics and a range of modern writing in different literary genres, styles, and contexts; and to promote an international perspective through the comparative study of works from the student's own and other cultures. Students' writing and speaking skills are assessed, internally and/or externally, using a variety of methods which give a broad picture of the students' linguistic proficiency and ability to think critically.

IB French B Standard Level

Second Language - Group 2

This course will develop the student's ability to communicate effectively in speech and in writing within a variety of contexts. The course exposes students to many cultures within countries where the French language is spoken. This will help students to understand the varying language demands and differences between cultures. One of the course objectives is to provide students with the linguistic base they will need to continue using French after they complete high school. To help achieve this goal, the programme is enriched with supplementary readings, written assignments and oral activities. The Internal Assessment counts for 25% of the overall mark and consists of an Individual Oral component (approximately 10 minutes). External Assessment is worth 75% of the student's overall mark.

IB French Ab Initio

Second Language - Group 2

French ab initio is a language-acquisition course for students with little or no experience with the language. It is organized into themes: individuals and society, leisure and work, and urban and rural environment. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations. Students are assessed in written and oral format. This class is suitable for students who are true beginners in the French language as well as our Core French students. French Immersion students are not eligible to take this course.

IB History Higher Level Individuals and Society - Group 3

The International Baccalaureate history course is a concurrent two-year course designed for ambitious students with an interest in history. The course helps to foster a lasting interest in the subject, and a respect and understanding of people and events in cultures different from their own. During the course, students are encouraged to reflect not just on the received narratives of History, but on the nature of the subject and the role of the historian as well, by engaging with such questions as "To what extent does History, a representation of the Past, accurately explain 'what really happened'? and, "Does the historian record history, or create it? Can the historian be free of bias in the selection and interpretation of source material?" Students will learn to apply the tools of empiricism and reasoned analysis to determine the validity of what is claimed to be reliable historical knowledge, and assess conflicting interpretations of past events. Internal Assessment is worth 20% and consists of a Historical investigation on any area in the syllabus (about 20 hours of time should be dedicated to this activity). The external assessment is worth 80% and consists of several papers.

IB Biology Higher Level Experimental Science - Group 4

Higher Level International Baccalaureate Biology is a two year course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. The course requires students to complete structured labs, research papers and experimental design projects, which emphasize laboratory work. An interdisciplinary group 4 project helps students realize that scientists from more than one discipline can work together on problems to discover solutions. Internal Assessment, where students are required to plan and carry out their own scientific investigations, makes up 20 % of the IB score. The remaining 80 % of the IB score is derived from the external assessment performed in May of the second year.

IB Chemistry Standard Level Experimental Science - Group 4

IB Chemistry is a course for IB students who have an interest in and/or are planning on enrolling in the sciences or engineering in post-secondary studies. Topics include: periodicity, stoichiometry, gas laws, thermochemistry, bonding, kinetics, equilibrium, acids and bases, electrochemistry, organic chemistry, and optional topics. In addition to these topics, students will be required to complete a Group 4 (science-based) project. Course assessment will be based on tests, in-class assignments, projects, lab work and reports. Final grades will be based upon the IB external examinations (80%) and as with biology, the student's own designed lab work (20%).

IB Math Analysis and Approaches Standard Level Mathematics - Group 5

This course covers the topics: Number and Algebra, Functions, Geometry and Trigonometry, Probability and Statistics, and Calculus. Students will study a curriculum that is comparable to the Math 521A, Math 521B, Math 621B and Math 611 courses offered at Colonel Gray. While covering topics in both the provincial A and B streams, Analysis and Approaches is most comparable to progressing through Math 521B, Math 621B, and Math 611B in the provincial stream. The IB mark will be determined by a Math Exploration (20%) and their IB Exams written in May of their grade 12 year (80%).

IB Visual Arts Standard Level The Arts - Group 6

Visual Arts, Standard Level is a two year course of study. Emphasis is placed on independent research, persistence, creativity and originality. Students will be given the opportunity to work and experiment in various media such as photography, drawing, painting and printmaking. Students will develop skills and techniques as they work to complete several studio projects. Student assessment consists of a Comparative Study (20%) and Process Portfolio (40%) as well as an Art Exhibition (40%).

IB Theory of Knowledge Academic

The Theory of Knowledge (TOK) course is a core requirement of the IB Programme. It encourages critical thinking about knowledge itself. TOK is a unique course in that students are at the center as knowers and come to realize that knowledge is not a simple pursuit. It is acquired differently from person to person and culture to culture. Knowledge is constructed differently, and how one acquires knowledge in one academic discipline is different from another. Students will learn how thoughts, feelings and actions impact knowledge. Students will be exposed to diverse ways of thinking and living to help them understand other peoples' perspectives. Assessment includes an externally assessed ToK essay.

English Programs Course Descriptions:

ARTS – Visual Art

ART401A - Visual Arts Open Grade 10

This introductory course provides a study of basic art skills such as drawing, painting, printmaking, and creating three-dimensional forms. There is a strong emphasis on the elements of art, basic colour theory, and drawing skill development. Students will learn to put their art into a context of art history from prehistoric cultures to Greek and Roman times. As well, students will learn to critically view and articulate about visual images they view and create. Students will be required to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. *A $10.00 lab fee will be charged for this course.*

ART501A - Visual Arts - Intermediate Open Grade 11

This course builds upon the knowledge, skills, ideas, and experiences introduced in ART401A. Students are expected to use more sophisticated drawing, painting, printmaking, and sculpturing/crafting techniques in their art making. The main focus of the course is to develop originality in their compositions through applying a working knowledge and skills of the elements and principles of art and design. Students will learn to critically view the art and artists of the Renaissance to the Impressionist time period and apply the knowledge in their art making. There is a stronger emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. *A $10 lab fee will be charged for this course.*

***Prerequisite**: Art 401A or permission from teacher (based on level of skill and knowledge).*

ART601A - Visual Arts Open Grade 12

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual statement/message. Students will critically view an artwork using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements, and apply this knowledge to their artwork. The ART601A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. *A $10.00 lab fee will be charged for this course.*

***Prerequisite:** ART501A or permission from the teacher (based on level of skill and knowledge).*

ART621A - Visual Arts Academic Grade 12

This course builds upon the skills, concepts, media, techniques, ideas, and experiences developed in ART501A. Students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. Students will reflect on and share how the above is combined in their artwork to create and express a strong visual personal statement/message. Students will critically view a comparative study of two artworks using the skills of a persuasive argument. They will examine art and artists of the modern and contemporary art movements, and apply this knowledge to their artwork and writings.

In the first half of the semester, students will be expected to use their artistic statement and artwork as a guide to select an artist/culture/artistic style to research for an inquiry-based project. Students are expected to present their research in both visual and written form. In the second half of the semester, students are expected to create a community-based project that will encourage students to understand themselves and their relationship to each other and the wider community.

Both the inquiry-based project and the community-based project encourage a respect for cultural and aesthetic differences, and promote creative thinking and problem solving. Students will be expected to exhibit and present a body of artworks that supports their exploration, research, and experience from the course:
The ART621A course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their workbook and portfolio on a regular basis. Students will be expected to reassess their artist statement periodically throughout the semester and add, delete, and modify to represent their way of thinking, doing, and expressing. *A $10.00 lab fee will be charged for this course.*

Prerequisite: *ART501A or permission from the teacher (based on level of skill and knowledge).*

DRA701A - Dramatic Arts Open Grade 10

DRA701A is an introductory course in drama, focusing on the personal growth of the student. Through extensive work in improvisation in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms. Students will analyze, experience, and perform scripts through the study of movement and speech. Students will be required to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis.

DRA701A is the foundation for all future course work in drama and theatre.
This course is a recommended prerequisite for DRA801A and DRA621A

DRA801A – Dramatic Arts Open Grade 11 - 12

This course will focus on the technical aspects of theatre production. Students will be expected to work collaboratively with their classmates on a full class production. The production will examine dramatic genres, time periods, and styles, and apply this knowledge to the final performance. It will build upon technical skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A. Students will also examine more advanced script writing, acting, critical analysis, and full theatre production. This course has a strong emphasis on self-criticism and working independently. Students will be expected to create, collect, record, explore, and reflect in their actor's notebook on a daily basis. As such, strong literacy skills will be expected. Additionally, students will develop and reassess a personal artist statement throughout the course.

Prerequisite*: DRA701A or permission from the teacher based on level of skills and knowledge*

DRA621A - Dramatic Arts Academic Grade 12

This course will focus on the creation of a collaborative dramatic work of art through a Project Based Learning (PBL) approach. It will build upon the skills, concepts, techniques, ideas, knowledge, and experiences in DRA701A, plus they will be introduced to a foundational component that will explore and analyze theatre production, script writing, and acting. Students will critically view dramatic works using the skills of a persuasive argument. They will examine dramatic genres, time periods, and styles, and apply this knowledge to the creation of their selected focus in their dramatic work. Students will present the results of their PBL in a performance and in a reflective presentation.

Throughout this course, students are expected to develop and demonstrate growth in their proficiency of skills; use of artistic concepts; exploration of media and techniques; gathering of information and knowledge; reflecting historical and cultural awareness; divergent thinking when problem-solving; support for the values and principles of sustainability in our world; and communication of ideas, thoughts, feelings, and inspirations. This course has a strong emphasis on self-criticism and working independently. Students will continue to create, collect, record, explore, and reflect in their logbook/blog and portfolio on a regular basis.

Students will be expected to develop and reassess their artist statement throughout the course.

Prerequisite*: DRA801A or permission from the teacher (based on level of skill and knowledge)*





MUS421A – Instrumental Music Academic Grade 10

Music 421A will refine and build upon musical concepts, skills, and knowledge from the Grade 9 instrumental music program. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, and composition/improvisation. This course is a prerequisite for Music 521A.

***Prerequisite**: Grade 9 Instrumental Music or permission from the teacher (based on musical level)*

MUS521A – Instrumental Music Academic Grade 11

The course builds upon the musical concepts, knowledge, and skills of MUS421A. Students will be expected to refine, build upon, and explore the musical concepts of rhythm and metre, pitch and harmony, form, expression, and content through the three strands of Create and Perform, Listen and Perform, and Read and Perform. They will demonstrate an understanding of the following musical expressions: ad libitum, alla marica, ben maracato, con forza, con spirito, furioso, quasi, and vigoroso. In MUS521A, students will be introduced to rhythmic dictation in compound time; pentatonic scale identification; melodic dictation, chord identification of augmented, diminished, or dominant 7th; identification of intervals played simultaneously: major, minor, and perfect; and identification of chord change. They will demonstrate that they are able to play major scales/arpeggios/thirds: A and E concert; relative harmonic and melodic minor scales/arpeggios of D^{b}, G, and D concert; and read and play pentatonic scale. Through the context of music, students will explore the characteristics of the Classical Era. They will be expected to choose one composer from this time period on which to do a musical study. Students will also examine their own Canadian culture and how music plays a role in creating and defining that culture.

***Prerequisite:** MUS421A or by special audition arranged with the course instructor.*

MUS521X - Music [Jazz Band] Academic Grade 11

This course is offered in regular school hours and will be available only if demand is sufficient. Students must register with the Music Director. Course of Study: Major and minor scales to the 9th and arpeggios, major 7th arpeggios, dominant 7th arpeggios, modes, tonguing to 9, major scales in 3rds, full range chromatic scale, basic theory, jazz theory, listening to recordings of jazz artists, perform transcriptions and improvised solos. Rehearsal and performance of various styles of jazz music.

Jazz students require a recommendation from the band instructor based on previous course work or by special audition arranged with the course instructor.

MUS621A – Instrumental Music Academic Grade 12

This course is built upon the musical concepts, knowledge, and skills studied in MUS521A. Students are expected to refine these concepts, knowledge, and skills. They will also be introduced to new concepts, knowledge, and skills through creating, listening, and performing. They will explore chords in four voices (open and closed positions) and demonstrate an understanding of the following musical expressions: a cappella, attaca, con fuoco, deciso, mesto, and troppo. Through creating and performing, students will harmonize to familiar simple melodies and compose using a selected form with harmonization. They will be expected to read and perform major scales/arpeggios/thirds at increased tempi: C, F, B^{b}, E^{b}, A^{b}, $D^{b}/C^{\#}$, G, D, and E, plus $Gb/F^{\#}$ and B/C^{b}. Students will listen and perform intervals (augmented, diminished, ascending, and descending) and identify intervals played simultaneously (augmented and diminished). They will study the characteristics of the Romantic Era and the Twentieth Century (Canadian works will be part of this context). Students are expected to choose one composer from these two time periods for a musical study.

***Prerequisite:** MUS521A or by special audition arranged with the course instructor.*

MUS621X - Music [Jazz Band] Academic Grade 12

This course is offered in regular school hours and will be available only if demand is sufficient. Students must register with the Music Director. Course of Study: Major and minor scales to the 9th and arpeggios, major 7th arpeggios, dominant 7th arpeggios, modes, tonguing to 9, major scales in 3rds, full range chromatic scale, basic theory, jazz theory, listening to recordings of jazz artists, perform transcriptions and improvised solos. Rehearsal and performance of various styles of jazz music.

Jazz students require a recommendation from the band instructor based on previous course work or by special audition arranged with the course instructor.

MUS421B – Vocal Music Academic Grade 10

Vocal Music (MUS421B) is a performance-based music course designed for the student who has an interest in singing and choral music. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual, small ensemble and/or choral ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for vocal music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

MUS521B – Vocal Music Academic Grade 11

Vocal Music (MUS521B) is a performance-based music course designed for the student who has an interest in singing and choral music. It will refine musical concepts, skills, and knowledge from MUS421B. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual, small ensemble and/or choral ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for vocal music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisite: *MUS421B or by special audition arranged with the course instructor*

MUS621B – Vocal Music Academic Grade 12

Vocal Music (MUS621B) is a performance-based music course designed for the student who has an interest in singing and choral music. It will refine musical concepts, skills, and knowledge from MUS521B. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual, small ensemble and/or choral ensemble. Musical concepts, skills and knowledge will be learned through the curriculum outcomes for vocal music - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

Prerequisite: *MUS521B or by special audition arranged with the course instructor*

MUS421D – Popular Music Performance

Popular Music Performance (MUS421D) provides students the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have designed while also learning the skills needed within a professional music scene. Musical concepts, skills and knowledge will be learned through the popular music performance curriculum outcomes - creating & composing, elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing.

MUS521D – Popular Music Performance

Popular Music Performance (MUS521D) provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have designed while also learning the skills needed within a professional music scene. In MUS521D, there is a strong focus on building upon the essential musical skills and knowledge from 421D, and utilizing these in a variety of ways to both advance the student's personal musical goals and broaden their skill set in other genres and performance situations.

Prerequisites: MUS421D, MUS421A or MUS421B or permission from the teacher based on skill and knowledge

MUS621D – Popular Music Performance

Popular Music Performance (MUS621D) provides students with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Students will explore their own musical interests using the creative learner-centred process to achieve goals they have designed while also learning the skills needed within a professional music scene. Students will develop an artist's statement and action plan to begin working through the creative process. As students' progress from MUS521D into MUS621D, their depth of learning continues to grow, with increased focus on specific musical goals that will help establish who they are as an artist. Students are encouraged to make connections with other like-minded musicians/mentors in the community.

Prerequisites: MUS521D or permission from the teacher based on skill and knowledge

MUH801H- History of Rock and Roll (falls under Social Studies) Open Grade 11 - 12

This course will introduce students to a study of popular music from the 1950s to the 1970s. Students will examine the genres, styles, cultural contexts and connections of music in relation to their lives and the global world. Students will explore the ways music can be experienced and its significant role within society. Through active listening and inquiry musical learning, students will develop knowledge of the elements of music to gain understanding of the language of music.





BUS701A – The World of Business Open Grade 10 - 11

This course provides students with an introduction to the functional areas and concepts of business. Topics to be covered include economics, production, human resource management, marketing, accounting, finance, leadership and management, entrepreneurship, and international business. Within the final unit, students will demonstrate their ability to apply these concepts to practical real-world situations by completing a business evaluation.

Students will make connections among the various themes by exploring local, regional, national, and global business events, and infusing them into the dialogue and discussions on the topics covered within the course. This course provides students with the confidence and competence to engage in the world of business while building a solid foundation for students interested in pursuing further studies in ACC621A, ECO621A, and ENT521A.

ENT521A - Entrepreneurship Academic Grade 11

This course is designed to introduce students to the business application of enterprising knowledge, skills, and abilities. Students will explore and develop their entrepreneurial competencies as they cooperate on the planning and implementation of a mini-venture and individually plan a business venture. Topics will include: identifying opportunities, assessing risk, generating and refining ideas, marketing, organization options, financing and financial management. Learning resources will include speakers, videotapes, software, and current print resources. Learning activities will involve group and individual projects. This course will have entrance recognition at Holland College with the curriculum designed to link to post secondary opportunities in the study of Accounting and Business.

LED621A –Leadership Academic Grade 12

This course will enable students to personally develop their leadership attributes, skills, and styles needed to create, plan, lead, and safely implement projects that will enhance the well-being of self and others. By building on a foundation of leadership concepts and theories, students will have many opportunities to apply their learning to develop effective communication strategies, group dynamics, and teamwork skills, and become more socially and personally responsible for their actions. Students will extend their leadership abilities and discover service learning opportunities to model effective leadership both within and beyond the classroom. This course will allow students to take pride in their learning by presenting evidence of their personal leadership and how this growth will benefit them in all areas of their lives. Students will be required to play an active role in the planning and implementation of school and athletic events at Colonel Gray.

ACC801A – Bookkeeping (Formerly Accounting) Open Grade 11-12

Bookkeeping (ACC801A) is a course that focuses on the tasks of the bookkeeper for a small business. Students will learn how to record, organize and manage daily financial transactions, and track all accounts, journals and ledgers within a business. Topics covered in this course include the use of ledgers, journals, special and subsidiary journals, trial balances, sales tax, correcting entries, entries needed for acquiring merchandise and non-merchandise, sales and purchases, discounts, returns, bank reconciliation, working with cash, payroll and more. Please Note: Students can receive credit for both ACC801A and ACC621A.

ACC621A - Accounting Principles Academic Grade 12

Principles (ACC621A) is a full-credit course offered at the Grade 12 level. The course is designed for students who plan to take accounting courses at the college or university level, however, it is important to note that the knowledge and skills learned throughout this course can be applied across a broad range of disciplines and occupations, and support people in their daily lives. The major areas of study within ACC621A include accounting fundamentals, the accounting cycle for a service and merchandising business, and internal control, financial analysis and decision making. Students will also apply accounting practices in a computerized environment. The Department of Education, Early Learning and Culture and Holland College recognize Accounting Principles - ACC621A as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ACC621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (ACCT1001).

CAR701X - Crafts Open Grade 10 -11

This course is designed to introduce students to the broad field of visual arts. It assists students to develop an appreciation for self-expression through the various media experienced in this course. This will include introductory pottery, print making, textile design, paperwork, stain glass and fabrics. Students will be exposed to a wide variety of materials, have the opportunity to create and to communicate in these media, learn to appreciate each other's distinct creativity and initiative, develop specific skills in these visual arts, explore career opportunities in this field. This is an excellent introductory course for students who wish to become familiar with and to experience the joy and energy of these art forms.

This course will have a $10.00 lab fee.

CAR701Y - Visual Communications Open Grade 10-11

In Visual Communications students will learn foundational skills in photography and graphic design. It is a project based course with a strong emphasis placed on creativity, problem solving, collaboration, and technology use. Students will learn the basics of photography through the use of pinhole cameras and darkroom developing, and then move on to digital photography with dslr cameras. After successfully completing this course, students will have increased confidence in composing quality photos, and have an understanding of manual exposure controls to produce creative and beautiful results. The class is based in a computer lab, and many assignments will be completed on a computer. For graphic design, students will have access to industry standard software, such as Photoshop, in order to complete their assignments. There is no requirement or need for students to have any specific equipment or software in order to take this course. Other skills, such as animation and web design, will also be explored.

CEO401A – Career Explorations and Opportunities Open Grade 10

Career Explorations and Opportunities is a course that enables students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will develop a personal career portfolio as they move through the career development process focusing on the following questions: Who am I? What are my opportunities? What are my next steps and why? What is my action plan? Throughout this process, students will increase self-awareness, explore a wide range of education and career options, think critically about their decisions, develop financial literacy skills, and begin planning their career pathway.

By helping students understand the knowledge, skills, and attitudes considered essential in today's labour market, this course helps to prepare students to achieve greater success in our ever-changing global economy. It also provides opportunities for students to learn how to manage their lives more purposefully and effectively, enhance their personal well-being, and realize their full potential.

CWS502A - Cooperative Work Study Open Grade 11

CWS602A - Cooperative Work Study Open Grade 12

Cooperative Education is an experiential learning method that integrates classroom studies with productive work experiences in fields related to a student's academic or career goals. It provides experiences that combine theory and practice, helping students connect their coursework to real-world transitions through and beyond high school. Each cooperative education course involves collaboration among students, schools, and community partners, with specific responsibilities for all stakeholders. The course has two main components: a mandatory classroom segment and a placement segment. Before starting the placement, all students must meet learning outcomes for workplace readiness and health and safety, and actively develop their learning plans. These plans outline the goals for students, teachers, and employers, focusing on applying and extending knowledge, practicing and refining skills, and achieving placement expectations that reflect current workplace standards. Once on site, students must implement their learning plans, keep records of their work, and participate in weekly reflection activities. They will also return to class several times in the semester to discuss their learning with each other and their teacher.

ESAP PROGRAMMING:

EFL 700J - ESAP Foundational Learning

Students complete a foundational learning block, consisting of personalized opportunities, to explore individual skills, talents, abilities and interests while intentionally attaining the nine federally identified Skills for Success. Proficiency in these skills are demonstrated and evaluated through problem and project-based learning.

EPS800J - ESAP Post-Secondary/Apprenticeship Pathway

Students select a specific career pathway and explore outcomes directly related to their chosen field of interest. Opportunities for workplace learning to gain greater understanding of the duties required in the chosen field will also help to prepare them for a successful post-secondary endeavor.
Prerequisite: successful completion of EFL 700J

EWR800J - ESAP Workplace Entry Pathway

The Workplace Entry Pathway is designed for those students planning to engage in on-the-job training directly out of high school, with no intention to attend post-secondary education. Students demonstrate proficiency in workplace readiness objectives, based on the federally identified Skills for Success, preparing them for future work, learning and life. There will be
experiential learning opportunities in the workplace to gain a better understanding of many types of duties required in various occupations leading to the selection of a chosen field.
Prerequisite: successful completion of EFL 700J

ECP800J - ESAP PS/Apprenticeship-Capstone Project

Students will complete a Capstone Project which is designed to solve a real-world problem. Students will demonstrate their growth from the Foundational Learning objectives and the CAMET Essential Graduation Competencies as they address an issue in the world, their school, a nearby school, their community or their home.
Prerequisite: successful completion of EPS800J or EWR800J

EWP800J - ESAP Workplace Entry-Work Placement

Students will complete a 400-hour work placement in a field of their choice. Throughout their placement, outcomes completed will directly relate to their field of interest. This will prepare the student for the current skills-based economy as well as future work, learning and life.
Prerequisite: successful completion of EPS800J or EWR800J

FAM421A – Family Life Education

Academic — Grade 10

This personal development curriculum has themes on relationships, human sexuality, and healthful living. It is intended to help students know and appreciate themselves; develop a variety of skills, attitudes, and behaviours that promote successful relationships; assume responsibility for personal health and wellbeing; and enhance the central roles played by work and family in daily life. Its main focus is on adolescence. This course is designed to be participatory with emphasis upon effective communicating and decision-making.

FAM621A - Family Life

Academic — Grade 12

Becoming an adult is the main focus of this course. It is designed to help students develop a better understanding of themselves, their relationships with others and adapt to independent living. Topics covered include the study of families and challenges, parenting, relationships, health issues and family finance. Students will be encouraged to express their own opinions and respect the opinions of others.

PSI701X - Fashion

Open — Grade 10 -11

This course recognizes the importance of fashion in the lives of young people - both as a means of personal expression and also as a source of employment. Students will learn skills related to the business, design, and technical components of the fashion industry. They will be encouraged to develop their own design talents and fashion flare, while also learning the nuts and bolts of one of Canada's most exciting industries. Specific skills covered range from experimentation with a variety of media to enhance design presentation to successful time management and planning strategies. Students will learn basic sewing skills and construct a garment. Students will experiment with patterns and use pattern drafting theory to develop designs and patterns. Students will be required to purchase fabric for construction of a garment. Sewing lab will take place two days per week.

HOS801A - Hospitality and Tourism Open Grade 11 -12

This course is designed to make students aware of the scope and relative importance of this industry to the people and economy of Prince Edward Island. Through interactive experiences with the industry, students will work on activities and projects which will help them to be familiar with the five sectors of the industry; food and beverage, recreation and entertainment, transportation and travel service. Students will become aware of their employability skills through class discussions and project work. Students may receive training in an internationally recognized customer-service training program called Super Host.

This course will have entrance recognition at Holland College with the curriculum designed to link to post-secondary opportunities in the study of Tourism and Hospitality.

HSG621A – Housing Academic Grade 12

This course is a study of all aspects of housing as it affects the consumer. Major concepts include factors influencing space needs and choices of housing (stages of family cycle, economic and social situation), types of architectural forms and styles (forms, multiple housing, styles), financial aspects of housing (buy, rent, build/renovate, sources of money, terms connected with buying, insurance), choosing a site (problems of location, rural versus urban, zoning, lot, size, shape/location, exposure, taxes, landscaping),structure of the housing, factors to consider in a floor plan/layout, interiors (principles/elements of design), selection and arrangement of furniture (periods and styles, traditional, contemporary, arrangement), development of architecture, and careers in housing.

PHP501A-Peer Helping Open Grade 11
PHP601A-Peer Helping Grade 12

Students enrolled in this course will have an opportunity to earn a credit while helping and supporting the learning of other students with special, unique educational needs. Peer helpers assist students in meeting the many challenges they encounter in differentiated learning environments and in the resource room. After an application process, successful applicants will participate in a brief training program outlining the roles and responsibilities of peer helpers and are provided with strategies and techniques to utilize while meeting the specific individual needs of his/her assigned student(s). Peer helpers will facilitate one-on-one learning with students and are closely monitored by the classroom teacher and peer helping teacher.

Prerequisites: *Formal application, Teacher recommendation(s), excellent attendance*
Required: *Students must have completed grade 10.*

Selection of Grade 12 peer helpers will stem from successes observed in the PHP501A program and successful completion of the referral and application process.

*****Through special consideration, students may take PHP601A without having taken PHP501A.***

CHD802X - Child Care Services Open Grade 11-12

Child Care Services is designed to give students a look at careers related to pre-school children. The main themes are: employability skills, career choices, prenatal and child development, safety and first aid, and operating a day-care business. Activities include: two week placement at daycare centres or kindergartens, planning and operating a preschool for 2.5-5 year olds at CGHS, and developing learning activities such as puppet shows, story books, art projects and physical activities.

*****This course will have entrance recognition at Holland College***

PSY621X - Introductory Psychology Academic Grade 12

The course will provide an introduction to the basic principles and general areas of human behavior. Topics of study will include psychology as a science and expand to the application of the general principles as they relate to social behaviour. Deliberate attempts at individual application will be made throughout the course. Specific topics to be considered will include: Psychology as a Science, Learning and Thinking, Motivation and Emotion, Individuality and Personality, Mental Health and Social Behaviour. The general objective of the course is to enable students to see themselves as worthwhile individuals, to understand other people and to help them relate to their peer group, their families and society generally.

Registration is limited to grade 12 students only

TRA602X - Transitions Open Grade 12

This course is a career exploratory course offered at Holland College. Students who register and are selected will attend Holland College on a half-day basis (am), spending 10-14 half-days in each of the post secondary areas, which may include: Business Administration, Community Health, Information Technology, Trades and Technology and, Culinary and Tourism. A program mentor will support the students. In each area students will complete and present a project. The right to attend and participate in this career exploratory opportunity carries with it responsibilities and each student must adhere to the Code of Conduct expected of Holland College students, especially as it pertains to attendance. Students must provide their own transportation to and from Holland College

***Prerequisite**:CEO401A*



Career and Technical Education (CTE) Skilled Trades

There are many opportunities at Colonel Gray to try courses in the Skilled Trades area for everyone. In certain cases, some students may continue to take the opportunity to enroll in relevant skilled trades programming leading to post-secondary training and technical certification.

Accelerated Secondary Apprenticeship Program (ASAP) - PEI's Youth Apprenticeship Program:
https://www.princeedwardisland.ca/en/information/economic-growth-tourism-and-culture/youth-apprenticeship-program-asap

Students completing 5 credits from the **Career and Technical Education (CTE) Skilled Trades course selection** with a minimum of 70% in each course will receive a **CTE Skilled Trades Certificate**.

AUT701A – Introduction to Auto Service Technology Open Grade 10 – 11

Introduction to Auto Service introduces students to tools, equipment, theories, and practices common to the trade with a constant emphasis on safe work habits. In this course, students will learn how to communicate effectively and present themselves professionally; assemble components using a variety of fasteners and adhesives; perform basic heating, cutting, and diagnose and service wheels and tires, and perform basic maintenance.

This course is a prerequisite for all other CTE-Automotive courses.

AUT801A Automotive: (Choose 801A in MBP) Open Grade 11 -12

This is a single credit Automotive course usually offered in the second semester. For the purpose of registration, students wanting a **1 credit** Auto course will select **AUT801A**. Course modules (AUT801A, B, C, D, or E) will be determined by the teacher depending on student need, at the time of the course. Students are able to take up to five Automotive 800 level courses during their three years at Colonel Gray. Students may opt to take the single and/or double credit course more than once to attain credit in all 5 sections/modules.
Individual specific course descriptions can be found here: https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/career-and-technical-education-curriculum

AUT801A - Basic Powertrain
AUT801B - Brake Systems
AUT801C - Electrical Systems
AUT801D - Steering Systems
AUT801E - Suspension Systems

***Prerequisite**: AUT701A*

AUT802A Double Credit Auto: (Choose 802A in MBP) Open Grade 11 -12

This is a **double** credit Automotive course usually offered in the first semester. For the purpose of registration, students wanting a **double** credit Auto course will select **AUT802A**. Course modules (AUT801A, B, C, D, or E) will be determined by the teacher depending on student need, at the time of the course. Students are able to take up to five Automotive 800 level courses during their three years at Colonel Gray. Students may opt to take the single and/or double credit course more than once to attain credit in all 5 sections/modules.

Individual specific course descriptions can be found here: https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/career-and-technical-education-curriculum

AUT801A - Basic Powertrain
AUT801B - Brake Systems
AUT801C - Electrical Systems
AUT801D - Steering Systems
AUT801E - Suspension Systems

***Prerequisite**: AUT701A*

CAR701A - Introduction to Carpentry Technology Open Grade 10 - 11

Introduction to Carpentry Technology is a project based course where students can expect to be engaged in carpentry projects that will develop their technical skills and challenge their critical thinking. CAR701A provides students the opportunity to develop technical skills with tools, equipment, and safe work practices within a Carpentry setting. Students will be challenged to apply math concepts to solve technical problems and develop their literacy skills through design and drawing techniques. Students are expected to develop safe work habits, effective time/project management skills and work effectively with others.

CAR701A is the prerequisite course for all other CTE-Carpentry Technology courses

CAR801A – Level Carpentry Technology Courses Open Grade 11 -12

This is a single credit Carpentry course usually offered in the first semester. **For the purpose of registration, students wanting a 1-credit Carpentry course will select CAR801A.** Course section (CAR801A, B, C, D, or E) will be determined by the teacher depending on student need, at the time of the course. Students are able to take up to five Carpentry 800 level courses during their three years at Colonel Gray. Individual specific course descriptions can be found here: https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/career-and-technical-education-curriculum

CAR801A - Framing Systems Level I
CAR801B - Framing Systems Level II
CAR801C - Carpentry Skills Level I
CAR801D - Carpentry Skills Level II
CAR801E - Carpentry Apprenticeship

Students may opt to take the single and/or double credit course more than once to attain credit in all 5 sections.

Note: Only select carpentry courses will be offered in any school year. ***Prerequisite:** CAR701A*

CAR802A – Double Credit Carpentry Open Grade 11 -12

This is a **double credit** Carpentry course usually offered in the afternoon of second semester. **For the purpose of registration, students wanting a double-credit Carpentry course will select CAR802A.** Course sections (CAR801A, B, C, D, or E) will be determined by the teacher depending on student need, at the time of the course. Students are able to take up to five Carpentry 800 level courses at Colonel Gray. Individual course descriptions can be found here: https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/career-and-technical-education-curriculum

CAR801A - Framing Systems Level I
CAR801B - Framing Systems Level II
CAR801C - Carpentry Skills Level I
CAR801D - Carpentry Skills Level II
CAR801E - Carpentry Apprenticeship

Students may opt to take the single and/or double credit course more than once to attain credit in all 5 sections.

Note: Only select carpentry courses will be offered in any school year. ***Prerequisite****: CAR701A*

CUL801A – Culinary Skills A Open Grade 11 -12

Culinary Skills 801A is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude and dedication needed to become a food service professional. Topics covered include salads and sandwiches, baked goods, pastas and grains, eggs and dairy, and management of food services. Culinary Skills 801A devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801A as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

Prerequisite: *FDS421A*

CUL801B – Culinary Skills B Open Grade 11 -12

*******NOT OFFERED in 2027-2028 but will be offered again in the 2028-2029 school year. *******

Culinary Skills 801B is a Career and Technical Education course designed to explore careers in the culinary service industry. The student will develop an awareness of the essential knowledge, skills, positive attitude, and dedication needed to become a food service professional. Topics covered include stocks, soups and sauces, baked goods, vegetables and fruit, fish, poultry and meats, and customer service and dining.

Culinary Skills 801B devotes a large portion of the learning to hands-on kitchen experiences. Students may be interested in Culinary Skills 801B as a preparation for a career in food service, mastery of basic skills for related occupations, or as a foundation for post-secondary education.

Prerequisite: *FDS421A*

DES701A - Design Technology Open Grade 10 -11

Every manufactured product and building starts with an idea, or design concept. The design concept is developed though a technological design process to develop the best solution. Design Technology will introduce the student to the technical design and problem-solving process, to basic design elements and principles, and to analyze how products are designed or built. Students will be introduced to technical drawing, the international language of industry, while also developing drawing skills in orthographic and different pictorial drawings. This course will introduce students to CAD (Computer Aided Design) and they will complete all technical work using it, as this is what is commonly used in the industry. Throughout the course students will be required to build a drawing portfolio, as a display record of the skills they have developed. Design Technology will appeal to a wide variety of students and will provide essential skills for any students considering a career in engineering, architecture, technologies, or skilled trades.

FDS421A - Foods and Nutrition Science Academic Grade 10

Foods and Nutrition 421A will provide the student with an understanding of nutritional science and food preparation. The focus of the course is on personal and family wellness in relation to healthy eating, using Canada's Food Guide.

Kitchen skills, meal planning, and food preparation will be developed through foods lab experiences. Students may be interested in Foods and Nutrition for personal development, as an introduction to post-secondary education, or a career in food services. New since September 2022: Food Handlers' Safety Course is an industry recognized, essential training program. Each FDS421A student who successfully completes the Food Handlers' Safety Course unit and quiz with 80% or higher will receive a certificate valid for 5 years from the date of completion.

FDS421A is the prerequisite course for all CTE- Culinary Skills courses.

WEL701A – Shielded Metal Arc Welding (SMAW) Level I Open Grade 10-11

The SMAW Level I course is the entry level course to Welding Technology. Students will be introduced to tools, equipment, theories and practices that are common to the trade with a constant emphasis on safe work habits. Students will develop attention and concentration skills that will allow them to minimize the hazards associated with welding. The course will focus on the SMAW process to establish a basic foundation of welding skills. Students may also experience other welding processes as determined by the course projects.

This is a recommended prerequisite course for all other Welding Technology courses.

WEL801B – Gas Metal Arc Welding (GMAW) Level I Open Grade 11-12

Gas metal arc welding (GMAW) is extensively used in industry. During this course, students will learn to identify, describe, and safely use the equipment and tools required to perform GMAW welds. They will select the proper GMAW filler metals and shielding gases, and correctly identify and select proper weld joints required to complete projects.

This course is a prerequisite for WEL801C GMAW Level II.

WEL801C - Gas Metal Arc Welding (GMAW) Level II Open Grade 11-12

The GMAW Level II course will focus on students building proficiency and accuracy within the skill of GMAW welding. Industry demands and sets a high standard for welders, and students are expected to develop the physical hand skills required to perform GMAW welds in all relative positions. This will include maintaining and adjusting equipment, power sources, and consumables to ensure quality welds.

Note: Only select Welding courses will be offered in any school year.

***Prerequisite**: WEL801B*

ADC701A - Applied Digital Communications Open Grade 10-11

ADC701 is designed to develop foundational computer skills and knowledge for the digital world. Students will learn how to type with speed and proficiency, and enhance skills in word processing, visual presentations, spreadsheets and basic coding. Learners will consume, curate, evaluate, create and share digital content to express themselves and develop an awareness of their own digital well-being. The skills learned in this course will be of great benefit in high school, post secondary education, and in many career pathways.

CMM801A – Creative Multimedia Open Grade 11-12

Creative Multimedia students will acquire basic multimedia production skills through practical experience with digital media technologies. The course is taught from a design point-of-view and will be project-based. Students will gain experience using industry standard software such as Photoshop and Adobe Animate, completing modules in Graphic Design, Photography, Video Production, Animation and Web Authoring.

*This is an introductory level course and **no prerequisites are required.***

CMP521A – Introductory Computer Studies Academic Grade 11

Introduction to Computer Science provides exposure to four big ideas: data analysis, prototyping, computer literacy, and programming skill development. The course focuses on the introduction of principles, methodologies, and skills that provide a foundation for understanding how computer science can enable students to better understand the world in which they live. Students will strive to complete meaningful work using a range of tools and software that builds resilience, confidence, and competency in computer science.

*This is an introductory level course and **no prerequisites are required**.*

CMP621A - Computer Studies 2 Academic Grade 12

CMP621A is a continuation of the CMP521A course with special emphasis on the acquisition of problem solving, critical thinking, and independent learning skills. The syllabus of this course focuses on programming and dynamic website publishing. Students will be required, through major projects, to demonstrate the attainment of the specific curriculum outcomes of this course.

***Prerequisite**: CMP521A*

Physical Education

PED401A – Physical Education- Wellness | Open | Grade 10

The purpose of PED401A (Wellness) is to develop confident and competent students who understand, appreciate, and engage in a balanced, healthy, and active lifestyle. This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person's development. Throughout PED401A, opportunities are provided for students to attain and maintain a healthy mind, body, and spirit. Young people can acquire the understandings, skills, and confidence needed, for example, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being.

This course will broaden, extend, and reach beyond traditional ideas of fitness and health. It is a way of doing and is a compliment and extension of learning from the K-9 physical education curriculum. This curriculum is committed to and appreciates what students do, think, feel, and believe about their wellness. It is a positive, active approach to living and will enhance the quality of life we should enjoy when the physical, psychological, spiritual, social, and environmental dimensions in our lives are balanced. No dimension should be neglected or overemphasized.

PED401AF – Physical Education- Fit | Open | Grade 10

As an alternative to the standard PED401A class, PED401AF - FIT has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other and share in improving both personal and group fitness levels. A typical 75 minute class will include a 10-15 minute dynamic (active) warm up, a 30-50 minute goal specific fitness training session, and a 10-15 minute cool down. Students will meet the outcomes of the PED401A curriculum; **therefore, students are meeting graduation requirements.**

This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person's development. Throughout PED401F - FIT, opportunities are provided for students to attain and maintain a healthy "mind, body, and spirit". Young people can acquire the understandings, skills, and confidence needed, forexample, to create a personal plan for wellness, balance the dimensions of wellness, establish a norm of safety, experience how body mass affects physical fitness, and develop a deep sense of the spiritual dimension of overall well-being.

PED801A - Physical Education - Physical Literacy | Open | Grade 11-12

This course represents a unique journey for each student, can be enjoyed through a range of movement activities and environments, and contributes to the present and future development of their whole self.

The learning outcomes of this course are inclusive to all students and will provide opportunities for them to explore and elevate their physical literacy by developing essential and interconnected elements whose importance may change throughout life: Motivation and confidence, Physical competence, Knowledge and understanding, Engagement in movement activities for life

Physical literacy is an elective course credit for students in their second or third year of senior high school. This course is sequential with PED401A and is intended to promote the value of physical literacy and physical activities for life

PED801AF- Physical Education - Fit | Open | Grade 11-12

As an alternative to the standard PED801A class, PED801AF - FIT has a particular emphasis on nutrition, cardiovascular fitness, muscular strength and endurance, flexibility and body composition. Students will learn how to set and attain personal fitness goals. Students will work together, encourage each other and share in improving both personal and group fitness levels. Students will meet the outcomes of the PED801A Curriculum. There are possible opportunities for students to engage in community fitness classes.

Resource

RES401A/501A/601A - Resource Credit **(Choose RES401A in MBP)** **O**pen Grade10-11-12

A number of students enter high school in grade ten with needs that cannot be addressed adequately through regular courses. Some of these students may have received resource support during their intermediate grades and may need some level of continued support. A resource credit could provide schools that have resource programs, the flexibility to respond to the needs of these students. A strong link between subject teachers and the resource teacher is required to provide the necessary academic support to the student.

The goals of this course include: developing skills in communication, time management, organization, research, and study skills; exploring the relevance and potential career options resulting from the skills listed above; developing an awareness by the student of his/her personal learning style and academic strength; identifying and remediating learning difficulties and strengthen areas of academic concern; No student may select to take a resource credit. Students must be referred/recommended by the school services team, the students' teachers, and school administrators.

***Students must be referred/recommended to take this course by a teacher, counsellor or administrator.**

Independent Studies

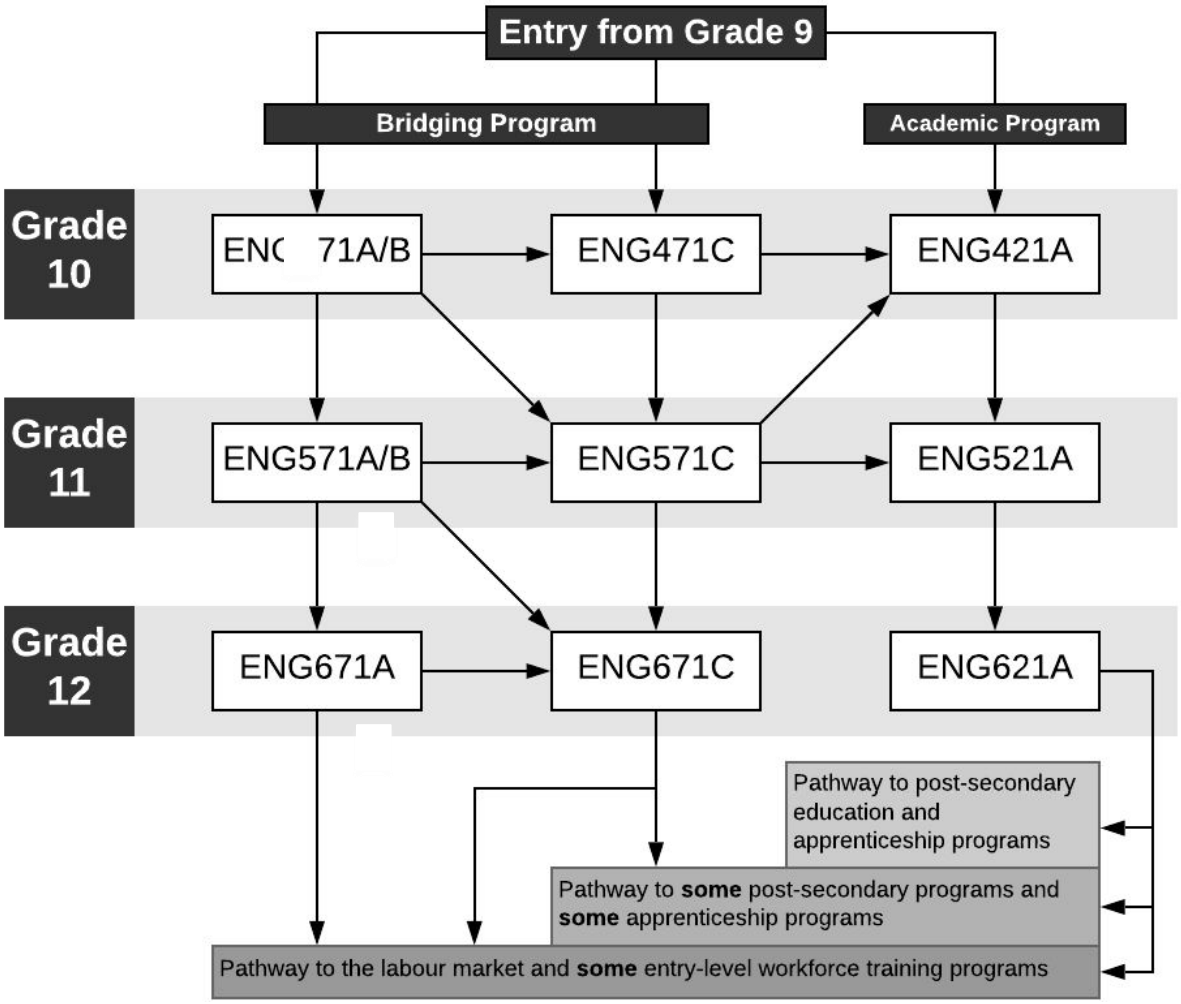
ISC521A/621A – Independent Study Course Academic Grade 11-12

The Independent Study Course allows students to engage in personally meaningful, authentic, real-world learning within an inquiry and problem-solving framework. Students have the opportunity to investigate a self-selected topic or theme that extends (but does not duplicate) the curriculum of an authorized provincial course(s) and contributes to their knowledge, skills, and attitudes necessary for lifelong learning. The Independent Study Course should be a student-directed investigative project that is planned in collaboration with a supervising teacher and a community mentor, is monitored frequently, and allows the student to assume the role of first-hand inquirer. This study should uncover new questions and ideas for further inquiry and may solve real-life community issues. This course will showcase a student's care, attention to detail, and overall pride in their work while requiring a considerable commitment of time, effort, and energy on the part of the student. Early planning is required for a student to enroll in this course. Independent Study Courses are developed cooperatively by the student and a supervising teacher, and approved and supported by the parent/guardian(s), supervising teacher, school counsellor, and school principal. Final approval is required by the Department before a student can begin the Independent Study Course. Independent study courses can be taken as a Grade 11 credit (ISC521A) or a Grade 12 credit (ISC621A).

Early planning is required for a student to enroll in this course. Study Course 521A/621A Curriculum Guide and application forms are available online on the Department of Education, Early Learning and Culture website (https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/independent-study-curriculum)

English Language Arts

The goals of all three pathways are to provide the prerequisite knowledge, skills, understandings, and attitudes for specific post-secondary programs or direct entry into the workforce. All three pathways support students in developing skills within the three strands of the English Language Arts Program: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing.



English Language Arts Bridging Program

(English 471A/B, 471C, 571A/B, 571C, 671A, 671C) replaces the former general (English 431A, 531A and 631A) and practical (English 451A, 551A, and 651A) programming. Students who earn C level courses should have the literacy skills to be successful in the academic program. As a result, students may decide to transition from C level courses to academic (English 421A, 521A, and 621A) at any point in their high school years. Students and teachers will co-construct pathways to graduation.

With the exception of English 671C, all other Bridging Program courses are Pass/Fail. Students demonstrate growth on a continuum within the Specific Curriculum Outcomes and their work is illustrated in a portfolio of learning. English 671C is assessed with a percentage grade and is equivalent to English 631A with respect to post secondary requirements. 671C students will be assigned a grade at the end of the semester based on their academic achievement in relation to the Specific Curriculum Outcomes. English 421A, 421B, 521A and 621A reflect the academic program. These courses will continue to be assessed with a percentage grade. Students should always refer to specific post secondary institution requirements while planning their pathway to graduation.

ENG421A – English

Academic

Grade 10

This integrated Language Arts course is designed to help students reach a high level of skill in all three strands of the English Language Arts Curriculum: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. This course is grounded in fundamental skills that ensure students are prepared for the variety of pathways they may take after high school. This course will include a balanced literacy program with a variety of resources to engage students in meaningful activities that will support their development in the ten specific curriculum outcomes.

ENG471A English (Bridging Program)

Grade 10

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will examine purpose, structure and characteristics of text, and will also refine writing skills to construct a variety of texts. Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also examine oral texts.

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Successful students may choose to take a second 471 course or proceed to English 571. Students are encouraged to work towards English 671 C by graduation.

ENG471C English (Bridging Program)

Grade 10

This course will focus on essential literacy skills. Throughout the course, students will examine a range of strategies that will support them throughout the reading process. Students will apply these strategies before, during and after reading. Students will evaluate purpose, structure and characteristics of text and will also refine writing skills to construct increasingly complex texts (narrative, expository, persuasive, and visual/multimedia). Speaking and listening is a foundational element of this course where students will demonstrate effective communication skills. Students will also evaluate speaker's verbal and nonverbal language.

Although this course will not be graded with a percentage, students will be regularly evaluated on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Successful students will demonstrate achievement of essential literacy skills. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 571C.

Please note: there are no prerequisites for English 471C.

ENG521A – English

Academic

Grade 11

Examines major genres such as drama, poetry, fiction, nonfiction and visual/multimedia. While recognizing the diverse community of learners, ENG 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 skills in Speaking and Listening, Reading and Viewing, Writing and Representing. ENG 421A, ENG 521A and ENG 621A are sequential courses. There may, however, be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.

***Prerequisite**: ENG421A or ENG421B*

ENG571A English (Bridging Program) Grade 11

This course is designed to support students working towards essential literacy skills. Students will continue to improve before, during and after reading strategies to evaluate increasingly complex texts. Students will write in a variety of forms while improving written communication. Students will also experience a range of learning opportunities in research and oral communication. Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students choose to take a second 571 course or they may transition to English 671A or 671C.

ENG571C English (Bridging Program) Grade 11

This course is designed to support students in refining their literacy skills. Students will apply before, during and after reading strategies to evaluate increasingly complex texts. Students will also be expected to independently apply research skills and critique how identify and gender are portrayed in texts. Students will develop oral communication in formal and informal settings and write for a variety of purposes and audiences. Students will demonstrate their writing skills in a variety of genres (narrative, expository, persuasive, and visual/multimedia).

Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. Students may transition to the academic program or proceed to English 671C.

ENG621A – English Academic Grade 12

This course is, for most students, the last high school English Language Arts prior to entering post-secondary studies. Therefore, in writing, attention is given to argumentative texts; and in literature, the study of form becomes more important. The reading of various genres in earlier years is continued in this course. Research continues to be a major component with students applying the inquiry process, gathering sophisticated research to support their work. Furthermore, the process approach to writing is continued. ENG 421A, ENG 521A and ENG 621A are sequential courses. However, there may be exceptional circumstances in which a student transfers into ENG 521A or ENG 621A from another program.

***Prerequisite**: ENG521A*

ENG671A English (Bridging Program) Grade12

This course is for students working towards essential literacy skills. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Although this course will not be graded with a percentage, student achievement will be reflected on a continuum of learning. This continuum will measure student achievement within the three strands of this course: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing. Students will keep a portfolio of learning that will illustrate their growth in the Specific Curriculum Outcomes. Students and teachers will co-construct pathways to graduation. While it is not required students are encouraged to take English 671C prior to graduation.

ENG671C English (Bridging Program) Grade 12

This course is, for most students, the last high school English Language Arts prior to entering the workforce or college studies. Students will continue to explore a range of literary genres and writing forms while also increasing research skills and oral communication. Students will be exposed to a range of texts that explore gender, socioeconomic status and ideologies. Successful students will demonstrate essential literacy skills necessary for life after high school and will be academically ready to take on some college programs. While other bridging program courses are evaluated only with a continuum of learning, students in English 671 C will also receive a percentage grade.

English Electives

LSK551A - Life Skills English

Practical — Grade 10 - 11

This optional English course emphasizes everyday applications of reading, writing, speaking, listening, and viewing skills. Students participate in activities and projects centered around evaluating television programs, simulating job interviews, obtaining and learning how to complete the various forms people use in job applications or in banking, practicing 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 are not emphasized in this course. However, appropriate language usage is stressed for the everyday applications which are the focus of study.

WRT421A - Writing

Academic — Grade 10

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 modeled to support each stage of the above 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.

Recommended: Minimum of 60% in grade 9 Academic English

WRT521A - Creative Writing

Academic — Grade 11

This course encourages students to develop creative ideas and express them through writing in a variety of forms and genres. The four major genres featured are poetry, short fiction, play writing, and nonfiction, although teachers may explore additional creative forms to accommodate student interest. Students will compile a portfolio of their writing

Other regular features of the course include reading, peer and teacher conferencing, and journal writing. As they reflect on and discuss their own and others' writing, students will have opportunity to develop and practise the behaviours of effective readers, speakers, and listeners. Regular mini-lessons on language conventions and usage will help students edit their own and others' work.

The purpose of Creative Writing 521A is to provide multiple opportunities, beyond those provided in the core English courses, for students to refine their writing skills through experiences in creative writing.

Recommended: Minimum of 60% in ENG421A, and a desire to write at a high level.

English as an Additional Language (EAL)

The English as an Additional Language (EAL) programming aims to provide students with the English language skills required for life and study in Canada. At the same time, they learn to navigate the Canadian culture and school system. The English as an additional language courses are designed for multilingual students who already speak at least one other language and are learning English as an additional language. They provide students with the opportunity to develop the English language skills necessary for success in personal, academic, and professional life in Canada.

The course continuum is designed to recognize what students can do with the English language. Students are initially placed in courses based on an assessment of their current English language proficiency. Credits in the pathway are awarded based on student demonstration of completion of course outcomes. Due to the individualized rate of language acquisition and continuous ongoing assessment, students may progress through the pathway at varying rates.

E.A.L.

EAL702A – Early Beginner Level **(Choose 702B in MBP)** Grade 10, 11, 12

EAL 702A is an early-beginner course designed for students who are relatively new to the English language and Canadian school system. The course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this early-beginner level course is to allow students to build basic and functional English language skills while exploring aspects of life in Canada.

Students who successfully complete this course will continue into EAL702B.

EAL702B – Mid/High Beginner Level Grade 10, 11, 12

EAL 702B is a mid/high-beginner course designed for students who have had some exposure to the English language but need to continue building general communicative language. The course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this mid/high beginner level course is to allow students to expand their interpersonal English language skills while exploring aspects of life in Canada.

Students who successfully complete this course will be recommended to continue into EAL701C.

EAL701C – English as an Additional Language (Intermediate Level) Grade 10, 11, 12

EAL 701C is an intermediate course designed for students who have a base of English communicative skills but need to expand their ability to use English in more complicated situations. The course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this intermediate level course is to allow students to expand their interpersonal and academic English language skills while exploring aspects of life in Canada.

Students who successfully complete this course will be recommended to continue into EAL701D.

EAL701D – English as an Additional Language (High Intermediate/Advanced) Grade 10, 11, 12

EAL 701D is an intermediate-advanced course designed for students who have solid English communicative skills but want to expand their ability to use English in more complex and academic situations. This course encompasses the strands of listening and speaking, reading and viewing, and writing and representing, as well as sociolinguistic and sociocultural competence. Students will explore language outcomes in context across the strands through various themes related to topics of relevance. The focus of this intermediate-advanced-level course is to allow students to expand their academic English language skills while critically exploring aspects of life in Canada.

It is highly recommended that students who successfully complete EAL701D then enter into ENG421A or ENG471A/C

French Courses:

Core French

The Senior High Core French Program is based on a multidimensional curriculum which incorporates the life experiences and interests of the learners. The communication skills targeted for development are those which learners need in order to function independently in French within the fields of experience studied.

Since French is the working language of the classroom, a variety of teaching strategies, including extensive small-group work, are necessary to ensure maximum student interaction and collaboration. Comprehension, interaction, and production skills are developed through experiential teaching units which incorporate a variety of authentic materials used by Francophones in their daily lives.

FRE421A - Core French Academic Grade 10

FRE421A is composed of modules organized according to the experience and interests of teenagers. There are four recommended modules: Canadians, Childhood Memories, Volunteering, and Getting a Driver's License. Both oral and written communication skills are developed in the context of authentic situations, and French is the working language of the classroom. For each module studied, the student will be responsible for completing a final project or task, and all work in that unit will contribute to the achievement of that goal. Evaluation will be based on listening, reading comprehension, written, and oral production.

Prerequisite: Grade 9 Core French

FRE521A – Core French Academic Grade 11

FRE521A is a continuation of, and follows the learning continuum introduced in, FR421A. The program is based on a literacy approach, and also reflects the influence of the action-oriented approach presented in the Common European Framework of Reference for Languages. The program focuses on the development of all four communication skills − listening, speaking, reading, and writing − in French, with particular emphasis on spoken interaction. As well, the program contributes significantly to the general education of the learner. The program is organized around modules that reflect the interests and experiences of senior high students. Throughout each module, students are actively involved in a variety of activities and tasks that are authentic and pertinent to the learner and to the world beyond the classroom.

Prerequisite: FRE421A or permission from course teacher

French Immersion Program:

French immersion students are subject to the same graduation requirements as their peers in theA French immersion certificate is offered by the Department to students who have successfully completed the program requirements of completing 6 French credits. The major objectives of the French immersion program are:

- To enable students to pursue a bilingual education.
- To enable students to interact confidently in authentic French environment;
- To enable students to live in French in their chosen environment and community;
- To develop skills for employment in which the working language is French;
- To encourage students to value and respect cultural diversity;
- To encourage students to be proud of their bilingualism;
- To build students' confidence.

At the end of Grade 12, students who have successfully completed at least 1 grade 12 French course have the opportunity to write the DELF exam (Diplome d'études en langue française), an internationally recognized certification that assesses students' four communication competencies in French (writing, speaking, listening and reading). Students may elect to be evaluated at either the B1 or B2 level. The results obtained at the DELF exam have no impact on student's final mark

in their high school French courses. However, obtaining certification through the DELF has the potential to open many possibilities for the student and it is therefore highly encouraged.

The French language arts courses in Grades 10, 11, and 12 aim to foster the development of advanced language capacities, allowing students to communicate (understand, produce and interact) in various circumstances and for various purposes. Students entering grade 10 French immersion language arts already have a functional skill level; the 3 courses at the senior high level aim to refine these skills. Language is taught in an integrated manner, and skills and strategies are presented and practiced within meaningful contexts that acknowledge diversity. The general objective of these sequential courses is to ensure students have the linguistic capability to communicate with ease and precision in French, with native or near-native speakers, in environments where the operational language is French.

FRE421F – French Immersion Language Arts

Academic — Grade 10

This integrated course encourages continued development of language skills, which directly support an increased level of ease and confidence in communication over time, through meaningful practice. Oral and written texts of various genres are studied. Students hone their interaction skills, communicating with increasing complexity and precision. Emphasis is put on developing skills for successful spontaneous conversations. Students will practice a few types of written texts (book review, public service announcement, research report). Students choose what they want to read or listen to, during regular periods of in-class free reading or listening time, while reading and listening strategies are practiced.

Prerequisite: Grade 9 French Immersion Language Arts course (early, late or middle immersion).

HIS421G – Canadian History/Histoire du Canada

Academic — Grade 10

This course has been developed around the fundamental concept of citizenship. Its aim is to engage students in the process of historical thinking and exploration. As students find themselves encouraged or lead by essential questioning, they are required to study Canadian history from the first Aboriginal settlements to today's preoccupations.

The main objective of this course is to promote the development of historic conscience in order to enable students to understand better contemporary Canada.

FRE521F – French Immersion Language Arts

Academic — Grade 11

Building on foundational communication skills which are solidified in FRE421F, this course incorporates metacognition and self-evaluation, as strategies to increase ease of communication with increasingly complex, abstract and/or unfamiliar subjects. Students incorporate pertinent details to defend ideas and are able to compare and contrast elements pertaining to abstract elements. Spontaneous communication is increasingly fluid and students are able to advance an exchange through effective use of language functions.

Prerequisite: *FRE421F*

LAW521F – Canadian Law/Le droit

Academic — Grade 11

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

FRE621F – French Immersion Language Arts

Academic — Grade 12

This course is the point of culmination for French language development in the K-12 system. The expectations for receptive and expressive language capacities are rigorous, and this is matched with increasing autonomy of students in their own learning. Expressive language capacities are demonstrated through the construction of clear, precise texts, which effectively justify understanding of abstract ideas with conviction. Students are able to adapt their language register spontaneously, and with ease, in order to provide a synthesis or argument in various contexts, including comparing and critiquing literature of various genres.

Prerequisite*: FRE521F or FRE521G*

GEO621F – Global Issues/Les enjeux mondiaux Academic Grade 12

This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of "global issue" and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest.

With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. A final component of the course requires students to participate in an active citizenship role where they will plan and carry-out an action plan to bring about positive change related to a current issue, either local or global. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

Please note that a student cannot earn a credit for both GEO621F and GEO621A

SOC621F – The Individual in Society/L'individu en société Academic Grade 12

This course is an introduction to social and psychological issues. It is designed to develop students' understanding of society and/or their own needs and motivations. Students will 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: Human Communication; Social Institutions; The Impact of Culture; The Individual in Society.

Mathematics

The Prince Edward Island high school mathematics curriculum includes three pathways: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and Pre-Calculus. The topics covered within a pathway are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.

The goals of all three pathways are to provide the prerequisite knowledge, skills, understandings, and attitudes for specific post-secondary programs or direct entry into the work force. All three pathways provide students with specific mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways.

Each pathway is designed to provide students with the mathematical understandings, rigor, and critical thinking skills that have been identified for specific post-secondary programs of study or for direct entry into the work force. When choosing a pathway, students should consider their interests, both current and future.

Apprenticeship and Workplace Mathematics

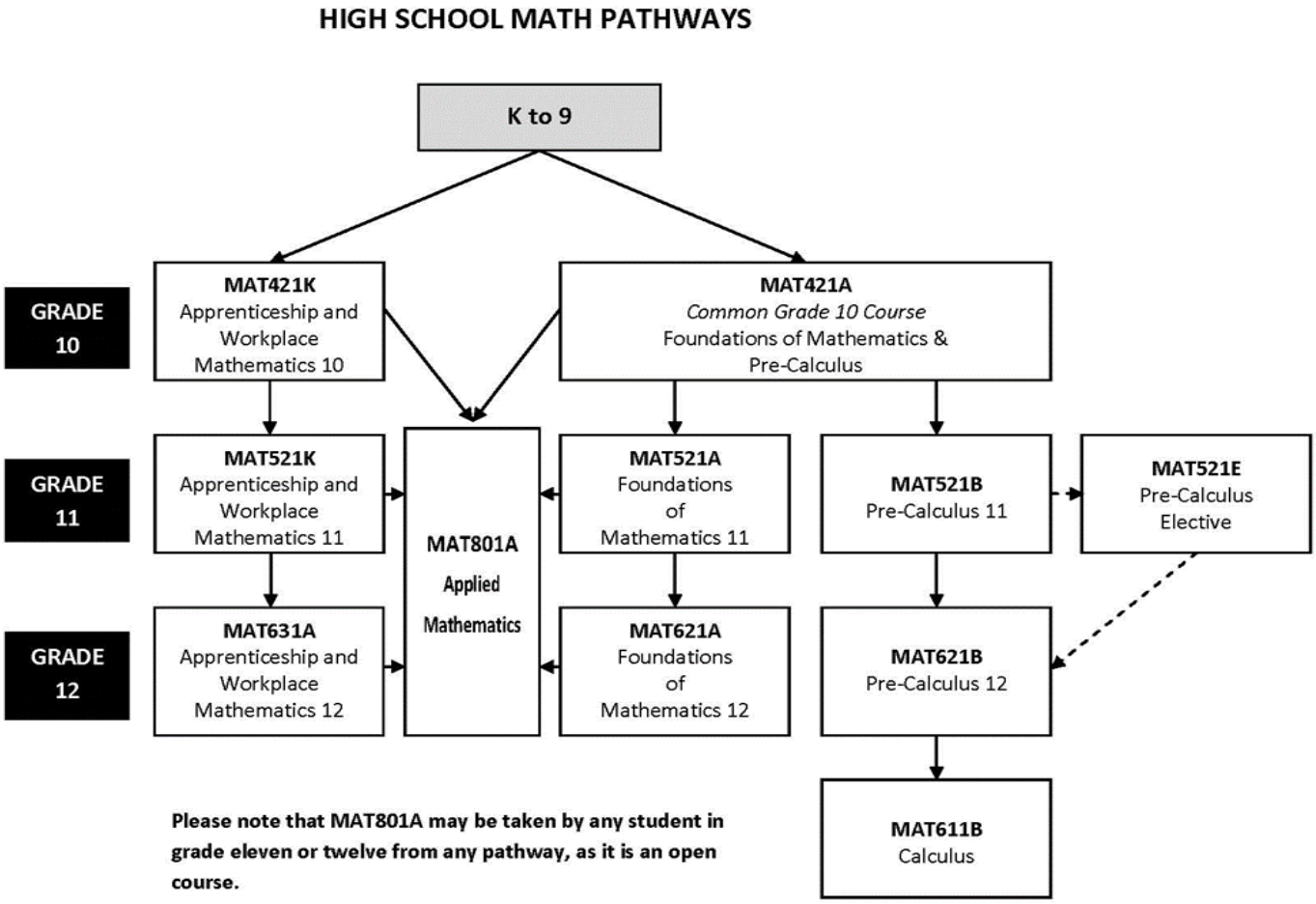
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics, and probability.

Foundations of Mathematics

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial mathematics, geometry, measurement, algebra and number, logical reasoning, relations and functions, statistics, probability, and a mathematics research project.

Pre-Calculus

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics: algebra and number, measurement, relations and functions, trigonometry, combinatorics, and introductory calculus.



Math 401A: Open Grade 10

This academic preparatory course is designed to further develop essential mathematical skills prior to enrolment in Math 421A. The curriculum focuses on fundamental concepts, including number sense (place value, estimation, and operations with whole numbers, decimals, and integers), fractions sense and operations, introductory algebra (expressions, equations, and exponents), linear relationships, and the Cartesian plane. ***Note: This course DOES NOT count as a math credit towards Graduation Requirements but is an elective course that is strongly recommended for students who demonstrated challenges with foundational math skills (overall grade approximately 50-65%)in Grade 9 Mathematics and who are determined by the feeder and intake high school to meet the Math 401 Student profile criteria.***

MAT421A - Foundations of Mathematics and Pre-Calculus 10 Academic Grade 10

This is an introductory academic high school mathematics course which is a prerequisite for all other academic mathematics courses. Included are such topics as measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, and solving systems of linear equations.

Note: It is recommended that students have a minimum mark of 70% in Grade 9 math.

MAT421K - Apprenticeship and Workplace Mathematics I Grade 10

MAT421K is an introductory high school mathematics course which demonstrates the importance of essential skills. MAT421K, combined with the grade eleven course (MAT521K) and a grade twelve course (MAT621K or MAT801A), will meet the requirements necessary to enter some community college programs. This course includes topics that prepare students to enter the work force directly from high school such as measurement, area, the Pythagorean Theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

MAT451A - Practical Math 10 Practical Grade 10

This is an introductory high school mathematics course which emphasizes the basic math skills used in daily activities. Students learn about whole numbers, fractions, decimals, per cents, 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.

MAT521A - Foundations of Mathematics 11 Academic Grade 11

This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary).. The topics covered are logical reasoning, angles and triangles, trigonometry, statistics and probability, systems of linear inequalities, quadratic functions, and proportional reasoning.

Prerequisite: *MAT421A*

MAT521B - Pre-Calculus 11 Academic Grade 11

This is a second-level mathematics course which is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). The topics covered are sequences and series, trigonometry, quadratic functions, radical functions, rational functions, absolute value functions, systems of equations, and inequalities.

Prerequisite: *MAT421A or MAT421B*

MAT521K - Apprenticeship and Workplace Mathematics Grade 11

MAT521K continues the exploration of how essential skills are used in the workplace and in everyday life.

MAT521K, combined with a Grade 12 mathematics course (MAT621K or MAT801A) will meet the requirements to enter some community college programs. This course includes topics such as surface area and volume, trigonometry, scale diagrams, compound interest, financial mathematics, slope, proportional reasoning, and statistics.

Prerequisite: *MAT421K or MAT421A*

MAT551A - Practical Mathematics 11 Practical Grade 11

This course emphasis 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.

Prerequisite: *MAT451A*

MAT621A - Foundations of Mathematics Academic Grade 12

This is a third level mathematics course which is intended for students planning to enroll in post-secondary programs that do not require the study of calculus. (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as financial mathematics, logical reasoning, probability, combinatorics, functions, and polynomial, exponential, logarithmic, and trigonometric functions.

Prerequisite: *MAT521A or MAT 521B*

MAT621B - Pre-Calculus 12 Academic Grade 12

This is a third level mathematics course which is intended for students planning to enroll in post-secondary programs that require the study of calculus. (Students are encouraged to examine the math program that is required for their field(s) of interest in post-secondary). It introduces students to topics such as transformations, functions, trigonometric and rational functions, exponential functions, logarithmic functions, function operations, and combinatorics.

***Prerequisite**: MAT521B*

MAT651A - Math Practical Grade 12

This course 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.

***Prerequisite:** MAT551A*

MAT611B- Calculus Academic Grade 12

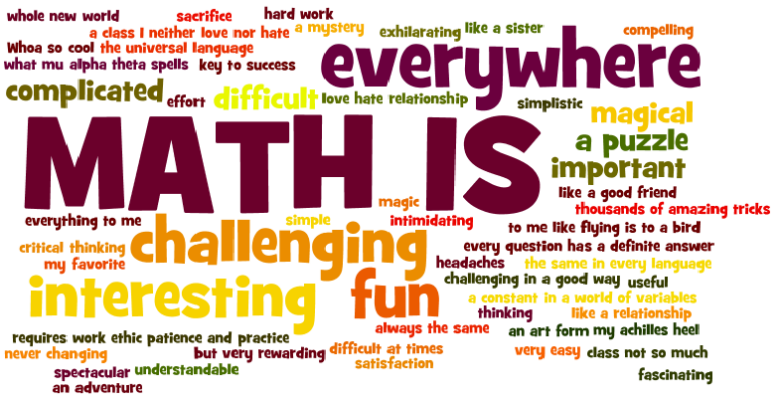
This is an introductory calculus course which is intended for students planning to enroll in post-secondary programs that require the study of calculus, such as engineering or most science programs. It introduces students to topics such as limits and continuity, derivatives and their applications, and integrals and their applications.

***Prerequisite MAT621B** – It is recommended that students have a strong background in MAT621B with 70% or higher*

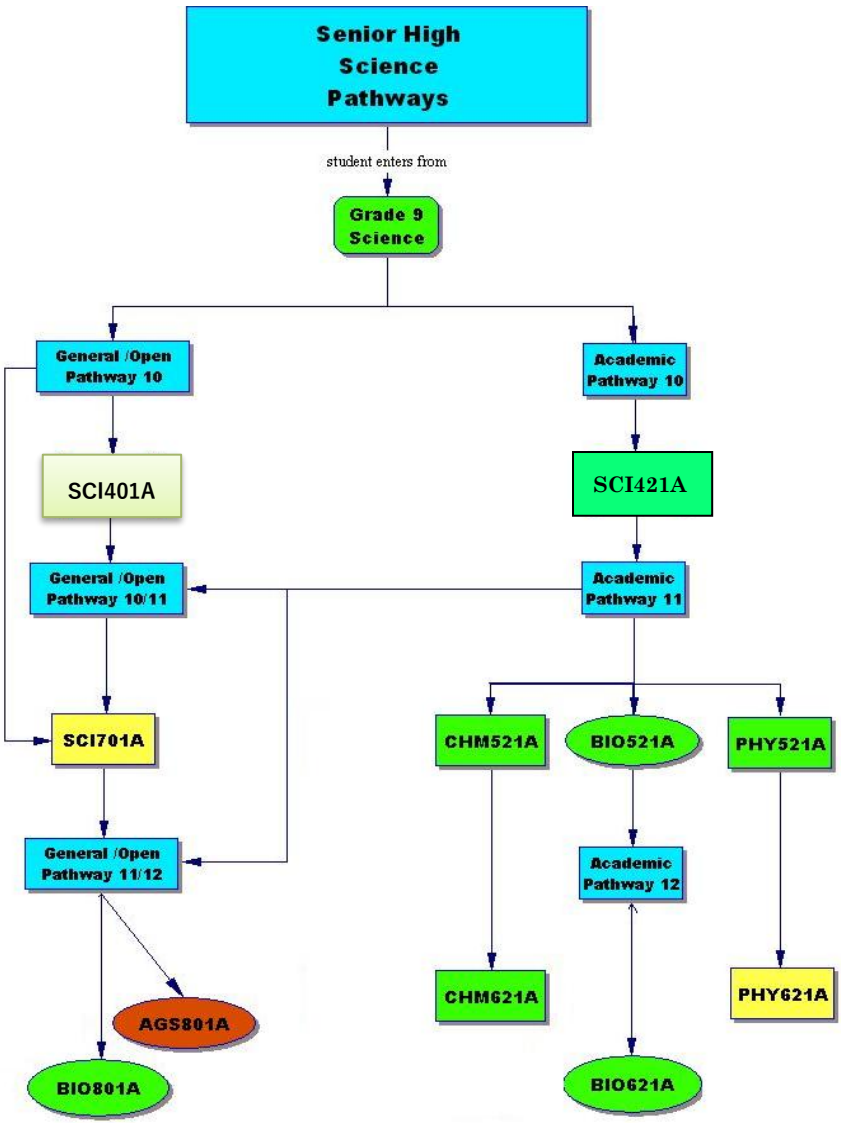
MAT801A - Applied Mathematics s Open Grade 11 or 12

This course emphasizes essential mathematical skills that are used in various trades-related careers. Students are involved with a variety of hands-on activities directly related to mathematics and trade related courses. MAT801A will meet the requirements for a number of community college programs. The units of study include mathematical essentials, construction/housing, electrical, spatial sense, and fabrication.

***Prerequisite:** MAT421K or MAT421A*



Sciences



SCI421A - Science Academic Grade 10

Science 421A is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: **Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives**. Seventeen specific curriculum outcomes (SCOs) within these four foundations are used to identify the skills, knowledge, attitudes and connections that students are expected to develop. Content remains an integral part of this course but is viewed as the context through which "science" is learned. The three topics identified as context for Science 421 include:

- Cells and Infectious Disease (life science);
- Real World Chemical Reactions, (physical science –chemistry)
- Designing Mechanical Systems (physical science –physics).

SCI401A - Science

Open | Grade 10

SCI401A provides an opportunity for students to develop scientific literacy as defined by the four identified foundations: Nature of Science, Procedural Knowledge, Content Knowledge, and Decisions and Perspectives. Content remains an integral part of this course, viewed as the context through which science is learned, helping connect concepts to real-world applications.

The content knowledge topics identified as context for Science 401A include:
- Cells and Infectious Disease (life science);
- Climate Change and Energy Transformation (earth and space science);
- Everyday Chemical Reactions (physical science); and
- Motion (physical science).

SCI701A - Applied Science

Open | Grade 10 or 11

SCI701A is a physical science course that provides an opportunity for students to develop scientific literacy through the use of technology and a robotics design and construction context. It contains a balance of theory, design, and experimental activities.

Topics studied in this course include:

- Robot Subsystems;
- Radio Controlled Robot Design and Assembly;
- Speed (rotational, translational), Torque and Gear Ratios; and Mechanical Systems (traction, manipulator, rotating joints, linkages)
- Research Project (STEAM product development and application).

In a collaborative environment, this course will provide opportunities for those students interested in careers related to applied technology, engineering, and the skilled trades.

BIO521A - Biology

Academic | Grade 11

Biology 521A provides an opportunity for students to develop scientific literacy through a holistic examination of how human systems work independently and interdependently to maintain homeostasis - an optimum equilibrium state of function.

Students will lean on scientific method and thought while investigating content and labs in each of these systems: respiratory, circulatory, digestive, excretory, endocrine, immune, nervous. Additionally, how cells communicate, transport and make energy will be covered.

Topics/Systems studied in this course include: • Macromolecules; • Cell Transport; • Cellular Respiration/Photosynthesis • Circulatory System; • Respiratory System; • Digestive System; • Excretory System; • Immune System; • Nervous System; • Endocrine System; and • Diseases/Disorders.

These topics, along with procedural knowledge, provide the content and skill framework that will be used to engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies.

Prerequisite: *SCI421A*

CHM521A – Chemistry

Academic | Grade 11

This course provides an opportunity for students to develop scientific literacy through the study of:

- the structure and properties of chemicals and chemical bonds;
- stoichiometry;
- organic chemistry; and
- the nature of science as it relates to atomic theory.

These topics, along with procedural knowledge, provide the content and skill framework that will be used to engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies. Chemistry 521A forms the foundation required for the future study of chemistry.

Prerequisite: *Science 421A*

PHY521A – Physics

Academic | Grade 11

This is the first science course in which the focus is entirely on the attitudes, skills, knowledge, and STSE connections involving physics. PHY521A provides the quantitative and theoretical foundation for the units of study in PHY621A by introducing wave motion and examining, in one-dimension, the topics of kinematics, dynamics, and momentum.

The units of study include:

Kinematics (study and description of motion); Dynamics (study of forces that explain motion); Momentum and Energy; Waves.

Prerequisite: *SCI421A*

Recommended: Minimum average of 60 % in MAT421A and SCI421A

AGS801A - Agriscience

Open | Grade 11 – 12

*******NOT OFFERED in 2027-2028 but will be offered again in the 2028-2029 school year. *******

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture.

The major topics include:

An Overview of Agriscience; Soil and Water Management; Plant Biology; Crop Production; Green Spacing.

Some course content in the Agriscience course is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest. Course work includes student activities, some lab work and field trips. A variety of evaluation methods are used, including a class presentation, a written final exam, and a portfolio of collected work.

Recommended: SCI401A or SCI421A

AGS621A - Agriscience

Academic | Grade 12

*******NOT OFFERED in 2027-2028 but will be offered again in the 2028-2029 school year. *******

This course seeks to promote an appreciation and understanding of the scientific principles and technology applied to the study of agriculture. The major topics include: An Overview of Agriscience, Crop Production, Green Spacing, Plant Biology Soil and Water Management. Some course content is flexible to allow teachers and students to take advantage of selecting crops or areas of special interest. Course work includes student activities, some lab work and field trips. A variety of evaluation methods are used, including a class presentation, a written final exam, and a portfolio of collected work. AGR621A requires students to follow a guided inquiry process that will result in an investigation and presentation of a crop production issue.

Prerequisite: *SCI421A*

Note: A student cannot register and/ or receive a credit for both AGS801A and AGS621A.

BIO801A – Human Biology

Open | Grade 11 - 12

This course is designed to introduce students to the structure, function, and interrelation of the various systems in the human body that are required to maintain homeostasis.

The units of study include:

- Blood and Immunity;• Endocrine System; • Nutrition;
- Circulatory System;• Genetics; • Reproductive System;
- Digestive System • Homeostasis;• Respiratory System;
- Embryonic Development • Muscular System;• Skeletal System.
- Excretory System;• Nervous System;

BIO801A will provide students with the opportunity to develop knowledge, skills, and the science-technology-society-environment connections concerning the functioning of their body.

AGR801A- Animal Science

Open | Grade 11 – 12

This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare.

The major topics include:

- An Overview of Animal Science; Animal Care and Management: Animal Nutrition; Genetics and Reproduction.

Recommended: SCI401A or SCI421A

Note: A student cannot register and/ or receive a credit for both AGR801A and AGR621A.

AGR621A – Animal Science

Academic | Grade 12

This course is designed to develop an appreciation and awareness of the livestock and poultry industries in Canada and PEI, careers directly and indirectly related to agriculture, and issues on food safety and animal welfare.

The major topics include:

- An Overview of Animal Science;Animal Care and Management: Animal Nutrition; Genetics and Reproduction.

AGR621A requires students to follow a guided inquiry process that will result in an investigation and presentation of an animal care and management issue.

Prerequisite: *SCI421A*

Note: A student cannot register and/ or receive a credit for both AGR801A and AGR621A.

BIO621A - Biology

Academic | Grade 12

Biology 621A provides an opportunity for students to develop scientific literacy by taking a journey through the study of cell division, reproduction, development, and genetics. Students then explore evolution and evolutionary mechanisms, culminating with an understanding of biodiversity.

Topics studied in this course include: • Mitosis and Meiosis • Reproduction and Development • Heredity • Molecular Genetics • Evolution • Biodiversity

These topics, along with procedural knowledge, provide the content and skill framework that will engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies.

***Prerequisite**: SCI421A*

CHM621A – Chemistry

Academic | Grade 12

This course provides an opportunity for students to develop scientific literacy through the study of:

- thermochemistry;
- solutions, kinetics, and equilibrium;
- acids and bases; and
- electrochemistry

These topics, along with procedural knowledge, provide the content and skill framework that will be used to engage students with the processes of scientific literacy (inquiry, problem solving, decision making) and continued development of the essential graduation competencies. Chemistry 621A is a university preparatory course that builds on the foundational learning in Chemistry 521A.

***Prerequisite**: CHM521A*

OCN621A – Oceanography

Academic | Grade 12

*******NOT OFFERED in 2027-2028 but will be offered again in the 2028-2029 school year. *******

OCN621A 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.

***Prerequisite:** SCI421A*

ENV621A – Environmental Science

Academic | Grade 12

ENV621A seeks to promote an appreciation and understanding of the environment and sustainable development.

Some topics will include:

- Ecological Principles;
- Human Population and Carrying Capacity;
- Natural Resources;
- Environmental Challenges and Successes;
- World Views;
- Ethics;
- Sustainability.

A portion of the course is dedicated to project-based learning where critical thinking, problem-solving, and decision-making skills will be developed in the process of examining and analyzing environmental issues. With guidance and teacher-directed models, students will learn to follow a scientific inquiry process within their own investigations of environmental issues.

Prerequisite: SCI421A

PHY621A - Physics

Academic | Grade 12

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. Topics related to kinematics, dynamics, and energy in Physics 621A will include two-dimension analysis.

The units of study in Physics 621A include:

- Application of Vectors
- Circular and Planetary Motion.
- Electricity and Magnetism

***Prerequisite**: PHY521A*

Recommended: Minimum average of 65 % in Math 521A or Math 521B.

Social Studies

CAS401A - Canadian Studies

Open | Grade 10

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 historical and contemporary factors that form and continue to influence our identity as a country. Historical legacies will used to support these understandings. Areas of study vary from geography to history, to economics, culture, and citizenship. Interdependence is a persistent theme in our global world and will extend grade nine Atlantic interdependence to a broader Canadian context.

CIV421A Civics and Citizenship

Academic | Grade 10

CIV421A allows students to understand the rights and responsibilities of citizenship and what it means to be an engaged citizen in their school, community, country and globally. Through the exploration of issues of civic importance and understanding the influence of social media, they will understand the role of civic engagement and explore the ways they can serve their communities. They will investigate the structure, operation, and selection of governments in Canada, including federal, provincial, territorial, Indigenous, and municipal government models. The application of political thinking concepts will engage students in the political inquiry process as they investigate and communicate informed opinions about issues of political importance and developments of global, and national significance and of personal interest to them

HIS421A - Ancient and Medieval History

Academic | Grade 10

This survey course in ancient and medieval history traces the evolution and the principal events in human history Emphasis will be placed on relating historical events and legacies to the present. Students will be introduced briefly to the periods of pre-history before focusing more intently on ages and eras beginning with the Paleolithic Age (Stone Age). The course follows a chronological path exploring the ancient civilizations of Mesopotamia and Egypt; the cultural achievements of the Greeks and the Romans; the rise of Christianity, Islam, and other religions; and the Feudal System.

Required: Minimum of 60% in grade 9 Academic Social Studies

HIS521A – 20th Century World History

Academic | Grade 11

History 521A is a contemporary study of the 20th Century with emphasis on conflict and the lessons learned from significant world events. The course provides students with a broad comparative analysis of many countries' responses to the forces, events and personalities of the 20th Century. The focus will be on the impact of historical events and legacies of the early modern world on present-day society. A chronological survey of topics will include the Industrial Age and Imperialism, World War One and World War Two, The Cold War, the counterculture of the 1960's, conflict in the Middle East, the emergence of global superpowers, and changing global patterns in the 21st Century. There will be a significant focus of instruction and assessment on outcomes relative to the world wars and the Cold War era. Students of HIS 521A will demonstrate their capacity to interpret evidence, assess and defend positions, conduct inquiry related to our course topics.

GEO521A – Global Studies

Academic | Grade 11

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, climate, and human activity. Because of the inherent interplay between people and place, current issues are an integral part of the Global Studies course although the emphasis is on physical geography concepts. The course is organized 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 supporting the cultural unit of the course.

LAW521A – Canadian Law

Academic | Grade 11

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 Foundations of Law, Criminal Law, and Civil Law. Another unit, based upon an 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.

LAW531A – Canadian Law

General | Grade 11

This course is similar to LAW521A in that it provides an introduction to many of the same concepts. Students will be able to gain an understanding of Canadian law through the use of case studies and explorations 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.

MSK801A - Mi'kmaw Studies

Open | Grade 11 – 12

This course will emphasize the historical and contemporary issues of Indigenous people in Atlantic Canada. The students will examine such topics as history, culture, language, folklore, government, social/economic, education and spiritually. Every effort will be made to employ traditional Mi'kmaq teachings methods. The Talking Circles, storytelling, and hands-on activities will be regular occurrences in this course.

ECO621A – Introductory Economics

Academic | Grade 12

The major areas of study within this course include fundamental economic theories, microeconomics, macroeconomics, and global economic concepts. Students will also move through the inquiry process by exploring an economics topic that is of interest to them. The overall objective of the course is to provide students with the knowledge and skills needed to understand economic concepts and issues, and to prepare them for effective decision-making, responsible citizenship, and critical analysis. Economic issues are rooted in social, political, and environmental problems that require a great deal of attention and have important consequences. It is therefore vital that senior high school students have the opportunity to understand the fundamental principles and concepts of this subject matter, as well as develop and acquire economic literacy so they can respond to the challenges of our modern society.

The Department of Education, Early Learning and Culture and Holland College recognize Introductory Economics – ECO621A as a dual credit course. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ECO621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (BUSI 2030). BUSI 2030 is found as either an elective or a core course in the following Holland College programs: Business Administration; Accounting Technology; Marketing and Advertising Management; Sport and Leisure Management.

GEO621A - Global Issues

Academic | Grade 12

This course is designed as an inquiry-based study of world issues. Students will begin the course by exploring the concept of "global issue" and the reasons why society becomes actively involved in global issues. Course content is flexible to allow teachers and students to take advantage of selecting timely topics or areas of special interest. With guidance and teacher-directed models, students will learn to follow an inquiry process within their own investigations of global issues, thereby developing academic research and literacy skills that will be applicable in many areas of study. Assessment of this course will be mainly process-oriented due to the emphasis on skill-building. Final research products will be evaluated for quality of content as well as process.

***Prerequisite**: An academic Social Studies at the grade 10 or 11 level.*

GEO631A - Global Issues

General | Grade 12

The focus of this course is inquiry into contemporary global issues that may be political, geographic, economic, environmental, or cultural in nature. With guidance and teacher-directed inquiry models and investigations, students will develop inquiry and literacy skills while studying various topics of global concern. Course content is flexible in order to allow teachers and students to take advantage of selecting timely topics or areas of special interest. Knowledge and skill-building will be achieved through the use of multiple resources, both print and non-print. Assessment will be balanced between content knowledge and inquiry process skills.

HIS621A - Canadian History

Academic | Grade 12

This course was developed specifically to represent a Canadian perspective within our national historical context. The course is organized into thematic units which 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. An independent study, engages students in a specific piece of historical research. The course emphasizes the importance of student inquiry and 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, World Wars, Free Trade, Constitutional Issues, and Canada's Role in the Global Community, Industrialization, Human Rights Issues, and Immigration/Migration.

Prerequisite: *An academic Social Studies at the grade 10 or 11 level.*

HIS621B - P.E.I. History

Academic | Grade 12

A central focus of this course is the question, "What does it mean to be an Islander?" Using multiple sources and current concepts in historical inquiry and learning, students will investigate the social, cultural, political, and economic development of PEI from its earliest records of settlement to the present. Students will study various historical themes and issues through a range of time periods to learn about Prince Edward Island's place in the world as a small island with its own unique story. Students will be challenged to deliberate on current Island issues and to recognize how history sometimes repeats itself in cases such as out-migration, economic development, and land issues. A major objective of the course is for students to utilize community resources, histories, and people as a basis for their own inquiry into a particular topic of Island history.

Prerequisite: *An academic Social Studies at the grade 10 or 11 level.*

POL621A - Advanced Political Studies

Academic | Grade 12

This course is divided into two parts, Canada's political system and an overview of the world's major political systems. Topics covered under Canada's political system include 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 civil protest. This course also seeks to broaden 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.

Prerequisite: *An academic Social Studies at the grade 10 or 11 level.*

