

# *Millwood High School*



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## **Course Selection Guide**

2026 - 2027

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## Principal's Message

The Millwood High School Course Selection Book is an important resource for MHS students, their parents and guardians. Information contained in this publication will support students as they make their course selections for high school graduation and plan for post-secondary studies or employment.

Please understand the requirements for high school graduation and look closely at program options and course descriptions before making final decisions. Students should make course selections in consultation with their parents/guardians, teachers, and guidance counsellors.

You will notice that we have included a *tentative* list of courses for 2026-2027. Whether a course is offered depends on the number of students who enroll. We recognize that course offerings may vary slightly from one year to the next, and that students may change their minds about course selections. Since we cannot guarantee that all courses contained in this book will run next year, it is imperative that students plan with flexibility in mind.

I would like to take this opportunity to welcome all in-coming grade 9s for the 2026-2027 school year. We will assist you in making appropriate decisions throughout your high school experience.

Stephen Corkum  
Principal

## GRADE LEVELS

Grade levels at High School are designated for organization only as students' progress by credits rather than by grade level. The grade levels at Millwood High are as follows:

<b>Grade 9:</b>	<ul style="list-style-type: none"> <li>Students enrolled full time in all grade 9 level courses.</li> </ul>
<b>Grade 10:</b>	<ul style="list-style-type: none"> <li>Any student with less than two High School credits at the beginning of the school year, including all students in their first year of High School.</li> </ul>
<b>Grade 11:</b>	<ul style="list-style-type: none"> <li>Students with two or more credits, but who are unable to graduate during the current school year.</li> </ul>
<b>Grade 12:</b>	<ul style="list-style-type: none"> <li>Students who can meet graduation requirements during the current school year.</li> </ul>

## NOVA SCOTIA GRADUATION REQUIREMENTS

- 18 credits are required to graduate
- 14 of these are compulsory
  - ✓ 3 English Language Arts (one at each grade level)
  - ✓ 3 Mathematics (one at each grade level).
  - ✓ 2 Sciences (a "first Science" credit and one other)
  - ✓ 1 Canadian History (Mi'kmaq Studies 11, Contemporary Canadian Studies 11, Le cours d'études canadiennes contemporaines 11<sup>e</sup>, or African Canadian Studies 11)
  - ✓ 1 Global Studies (Global Geography 12, Global History 12, Histoire Planétaire 12F or Global Politics)
  - ✓ 1 Physical Education (Phys Ed 11, Physically Active Living 11, Dance 11, Yoga 11, or Phys. Ed. 12)
  - ✓ 1 Fine Arts (Art, Dance, Drama, Music Band/Vocals/Music Performing Arts)
  - ✓ 1 other credit from Technology, Mathematics or Science
- No more than 7 credits may be from courses coded as Grade 10 and at least 5 must be from courses coded as Grade 12.
- Only one credit will be given for a course in the same subject at the same grade level, although both will show on the students' transcript. For example, if a student completes English Communications 12 and English 12, it will only count as one credit toward the 18 credits required for graduation.

### High School Credits

**Definition of a credit:** A credit is awarded in recognition of the successful completion of an approved course (a mark of 50% is considered a passing grade). A one-credit course is normally completed in a minimum of 110 hours of instruction - the equivalent of a 75 minute class every day for a full semester.

**Credit Levels:** Credits are organized according to level of difficulty, **Advanced** being the most difficult followed by **Academic**, **Open** and **Graduation**, in that order.

Students who plan to attend university must have a sufficient number of academic or advanced level courses throughout their years in high school, however it is normal and acceptable to have a number of open or graduation level courses on their transcript in addition to the higher level credits.

## Registration Matters

**Please Note: The information contained in this publication is as accurate as possible at the time of printing. It is important that you familiarize yourself with its contents. Students and parents are encouraged to work together to develop a three year educational plan that respects graduation requirements.**

To assist you in course selections consult with your Guidance Counsellor and check the **Department of Education** website: <http://www.ednet.ns.ca>. Follow the Document Depot link to **Career Fact Sheets and Educational Planning**.

### ABOUT SEMESTERING

In a semestered school, the year is divided into two. First Semester runs from the beginning of September to the end of January. Second Semester runs from February until the end of June.

During each semester, a student may take up to four courses. Each semester ends with a final examination period.

In a semestered school, a student has each course daily. Every effort will be made to balance the load of subjects between semesters. Students should consult with their Guidance Counsellor if they have any timetabling concerns.

**Exception:** Courses that are not semestered are indicated in the course descriptions section of this booklet.

Grade 12 students apply to post-secondary institutions throughout the year, but mostly at the end of the first semester. Please note that some Grade 11 marks are used by universities in conjunction with the Grade 12 marks to determine an admission average and award scholarships. Students in Grade 11 may apply to Nova Scotia Community College but acceptance is conditional on graduating from High School.

### TYPES OF CREDITS

**Academic** - Academic courses are designed for students who plan to attend college, university, or other post-secondary institutions.

**Advanced** - Advanced courses are designed to meet the needs of students who have demonstrated an exceptional degree of academic ability or achievement.

**Graduation** – Graduation courses are designed for students who plan to proceed directly to employment or selected areas of post-secondary study. Please check with your Guidance Counsellor for information regarding post-secondary programs that recognize these courses.

**Open** - Open courses, although **not** designed to meet the specific entrance requirements of post-secondary institutions, may be recognized by some institutions. Please check with your Guidance Counsellor.

### COURSE LOAD REQUIREMENTS

Students are eligible to register for a total of 24 courses over a three year period. The following are the minimum course load requirements.

- Grade 10 students must register for 8 courses, 4 in each semester. One must be a Grade 11 course.
- Grade 11 students must register for a minimum for 7 courses per year (3 in one semester, 4 in the other).
- Grade 12 students must enroll in a minimum of 6 courses.
- Returning graduates will be accepted subject to available space. Course selection will be dependent on course availability in September.
- All course selections should be approved by a parent or guardian. Selections are tentative pending receipt of final marks.

### COURSE SELECTION

- All courses offered are conditional upon adequate enrollment. It may also be necessary to limit the number of students in a course because of factors such as space, resources and safety.

- Course changes will be based on academic need and assessed on an individual basis only in exceptional circumstances. Course selections in the spring for September should be considered final. All students are expected to follow their second semester timetables for courses assigned in September. Repeating failed courses in second semester should not be expected.
- Before registering for advanced level courses, students should have the required approval and/or the recommended prerequisites.
- Students and parents are encouraged to use the services of Guidance Counsellors, Department Heads, Subject Teachers, or Administration for information on course selection, career and educational opportunities, study skills, and other areas of concern.
- Students and parents should investigate the entrance requirements of post-secondary institutions so that you register for the required subjects. Please note that graduation from High School does not necessarily qualify a student to enter university or other institutions. Specified prerequisites, both in courses and in standards (marks) may be required.
- The course selection process will take place with a Guidance Counsellor at the end of first semester and the beginning of second semester.

**Please note:** Priority will be given to "regular three year program" students with regard to registration for courses. Returning graduates and other students enrolled under special circumstances will be assigned courses only where there is room.

## GRADE 10 COURSE SELECTIONS

Unless there are unusual circumstances, all students entering Grade 10 must take the following courses:

- English 10
- An appropriate Grade 10 Mathematics Course.
- Science 10 (Science 10F if in French Immersion)
- Physical Education 11, Dance 11, Physically Active Living 11, or Yoga 11
- One of Visual Art 10, Instrumental Music 10, Drama 10, Vocal Music, Music Performing Arts 10, Intro to Music 10, Dance 11 or Art dramatique 10
- Three electives from all available Grade 10 Courses and from allowable Grade 11 courses, if all necessary prerequisites are met.
- Students enrolled in O2 (Options and Opportunities) will be required to make a normal selection, but it will change to match the year one O2 program requirements.
- In exceptional circumstances, other Grade 11 courses may be approved by the Guidance Counsellor.

## GRADE 11 COURSE SELECTIONS

Grade 11 students will register for both semesters. Grade 11 students who received all eight credits in the grade 10 year are eligible for one study period but may take a full load of eight courses if desired and staffing permits.

### GRADE 11 STUDENTS WILL SELECT IN THE FOLLOWING ORDER:

- A. NECESSARY COURSES FROM GRADE 10 (IF ANY WERE FAILED OR NOT TAKEN)
- B. CORE COURSES (Grade 11 level unless indicated)
- ✓ Required: English 11 or English/Communications 11
  - ✓ Required: Academic Mathematics 11, Mathematics at Work 11, Mathematics Essentials 11.
  - ✓ Required: at least one Grade 11 Science chosen from Biology 11, Chemistry 11, Physics 11, Oceans 11, Human Biology 11 (if one has not already been completed)
  - ✓ Required: one of African Canadian Studies 11, Contemporary Canadian Studies 11, Le cours d'études canadiennes contemporaines 11<sup>e</sup>, Mi'kmaq Studies 11, unless taken in the grade 10 year

### C. ELECTIVE COURSES

Students may choose from all available Grade 11 Courses and from allowable Grade 12 courses, if all necessary prerequisites are met. Many Grade 12 courses are not open to Grade 11 students (see course selection form). It is advisable for university-bound students to take at least five academic courses each year.

## GRADE 12 COURSE SELECTIONS

The following applies to students in Grade 12 including returning graduates.

### GRADE 11 STUDENTS WILL SELECT IN THE FOLLOWING ORDER:

- A. NECESSARY COURSES FROM GRADE 11 (IF ANY WERE FAILED OR NOT TAKEN)
- B. CORE COURSES (Grade 12 level unless indicated)
- ✓ Required: English 12 or English/Communications 12 or English African Heritage 12
  - ✓ Required: Academic Mathematics 12, Pre-Calculus 12, Mathematics at Work 12, Mathematics Essentials 12.
  - ✓ Required: Other Tech, Math or Science Credit
  - ✓ Required: one of Global Studies Course: Geography, History or Politics

### C. ELECTIVE COURSES

Students may choose from all available Grade 12 Courses and from allowable Grade 11 courses, if all necessary prerequisites are met.

## **ASSESSMENT AND EVALUATION POLICY**

Teachers will achieve balanced assessment of student learning by using a variety of assessment strategies. In the first week of the course, each student will receive a written outline of the assessment and evaluation plan, including course components and values. Teachers will inform their students of any changes to the plan. No single assessment event will be valued at more than 30% of the final mark.

## **CHALLENGE FOR CREDIT**

Challenge for Credit opportunities exist in certain courses (Fine Arts, Languages, Mathematics, and Physical Education). There is no Challenge for Credit for Language Arts programs (this includes Français 10, 11 & 12).

Challenge for Credit provides a process for students to demonstrate that they have already acquired the skills, knowledge, and attitudes outside of the classroom setting that an existing course seeks to develop.

Check with your Guidance Counsellor for further information on this process.

## **INDEPENDENT STUDY**

An independent Study Course expands the curriculum of a Public School Program course a student is taking or has already taken.

Opportunities exist for students to be granted one Independent Study Credit in Grade 11 and one in Grade 12. See your Guidance Counsellor for further information.

## **PERSONAL DEVELOPMENT CREDITS**

Beginning in September 2012, all high school students in Nova Scotia will be able to earn personal development credits and have this count as one of the five elective credits they need to graduate. Students can earn personal development credits in three areas: arts, languages and leadership. Personal development credits will be awarded for approved courses, programs, for approved courses or programs of a high school standard that contribute to the Atlantic Essential Graduation Learnings and meet standards defined in the policy directives and guidelines. The Personal Development Credit Policy will acknowledge the value of student learning outside the public school system by recognizing for high school credit, achievements and credentials earned in the community.

Check with your Guidance Counsellor for further information on this process.

## **RETURN OF SCHOOL MATERIALS**

All students are expected to care for the texts and other materials provided for their use, and to return those materials in good condition at the conclusion of the program. Marks, transcripts and textbooks will not be issued to students and charges will apply if all materials have not been returned.

## **ATTENDANCE**

Student success is directly linked to attendance. Students are expected to attend all classes regularly.

## **THE LEARNING AND RESOURCE CENTRES**

These Centres provide services for students who have been identified as requiring additional planning and support to meet their unique needs.

Teaching strategies, classroom organization, curricular content and assessment and evaluation techniques will be adapted to assist these learners in meeting provincial outcomes. When students with adaptations are not able to meet provincial outcomes, an Individual Program Plan (IPP) will be developed. Parents/guardians will be involved in decisions regarding program adaptations and IPP's.

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## PROGRAM OPTIONS

**French Immersion Program:** The Immersion certificate requires that nine credits taught in French be obtained. Please refer to the course selection sheets to see which courses will be offered. There are also additional FI credits that can be taken through Nova Scotia Virtual School.

**Instrumental Music (Concert Band) Program:** The music program is co-curricular. This means that although there are regular classes in the schedule and credits awarded, there are also requirements outside of school involving both practices and performances. In addition, fund-raising and extra expenses may be involved.

**Options and Opportunities (O2):** Options and Opportunities, referred to as O2, is a program designed to help students work toward a career or occupation in contexts that respond to their learning needs. Students develop connections to the workplace, postsecondary institutions and training programs that assist with transitioning to new environments beyond high school. Students in O2 must complete specific courses to earn an O2 certificate which provides them with assured seating status at the Nova Scotia Community College.

Students entering the O2 Program in Grade 10 (September 2022) must complete the following courses along with courses required for a graduation diploma:

- Career Development 10
- Community Based Learning 11
- 3 Cooperative Education courses

Career Development 10 is a prerequisite for Community Based Learning 11 and should be offered in the first semester of Grade 10. Community Based Learning 11 prepares students for their learning and placements in Cooperative Education, and it is strongly recommended this course be offered in second semester of Grade 10 as many O2 students enter the worksite for co-op placements in the fall of their Grade 11 year. All O2 students moving to Grade 11 in September 2021 will be expected to complete three Cooperative Education credits in the Grade 11/12 year in order to achieve O2 recognition on their high school transcript.

**Co-operative Education:** See course description in the Business Education Section.

**The Advanced Placement Program (AP)** offers students the opportunity to take one or more college-level courses while in High School. Based on their performance on rigorous AP examinations, students may earn

credit, advanced placement, or both for university. The program is suited for students who are willing to accept the challenge of a rigorous curriculum.

AP courses follow course guidelines developed and published by the College Board. Each course covers the breadth of information, skills and assignments found in the corresponding college course.

Please refer to the course selection pages to see which courses are being offered this year. Our teachers continue to participate in professional development and have each had the syllabus for their course approved by the College Board through the course audit process. Millwood's AP courses are recognized in the AP Course Ledger, a comprehensive registry of all AP authorized courses.

At Millwood, the Grade 12 curriculum is combined with Advanced Placement material and presented in a unified all-year course. Each AP course commences formally in September; however, readings or other independent work may be required in the preceding summer. Students should note that taking several AP courses may result in scheduling difficulties.

## Course Change Policy

### Course changes can only be made if:

- A student failed a course and needs the course as a prerequisite to a course he/she/they is presently enrolled in.
- A student needs a Math or English level change (with parent permission).
- A student needs a course for graduation and it is not on his/her/their schedule.

# Academic and Career Pathways

In order to assist students in planning their career and academic path, Millwood High presents thematic course groupings as listed in the following table. These are not formal course pathways and are not meant to address all occupations or academic programs, but are intended to help students navigate the myriad of courses available to them at the high school level.

It is also important to note that each post-secondary institution (university, community college, etc.) and their corresponding programs have their own unique admission requirements; therefore, it is imperative that students research these requirements and keep abreast of any changes so they are not disappointed. Students are asked to contact the post-secondary institutions directly, or contact their guidance counsellor for assistance. Please note that during registration, counsellors attempt to meet with every student to discuss post-secondary planning.

For each pathway; a short descriptor, typical career opportunities, interests and abilities, and a list of suggested and related courses follow. This should allow students to gain an insight on typical career goals and possible paths to reach them. It is important to note that many careers/programs have multiple entry points and that following one pathway in no way will exclude others. For the many students who are unsure what they want to do in the future or even if they are sure, they should feel comfortable dabbling in more than one pathway. Hopefully this will make future selection easier and more meaningful. Students are also reminded to make sure they fulfill their graduation requirements.

**For further planning** <https://sites.google.com/gnspes.ca/millwood-high-guidance/home>

<b>Career Pathway</b>	<b>Description</b>	<b>Typical career Opportunities</b>	<b>Typical Interests and Abilities</b>	<b>Related Courses</b>
<b>Health Sciences and Recreation</b>	Students studying health sciences are interested in health and human anatomical function. The recreation aspect combined with this field of study includes practical experience with sport and fitness.	Sports broadcasting/announcing , physical education, fitness training, sports medicine, dietetics, occupational therapy, nursing, pharmacy, public health, coaching, recreational facilitation, physiotherapy, orthopaedics.	<ul style="list-style-type: none"> <li>• sports and fitness</li> <li>• human anatomy and physiology</li> <li>• health and nutrition</li> <li>• Strong interpersonal skills</li> <li>• Leadership and planning skills</li> <li>• Strong communication Skills</li> </ul>	PHEAL11; PHE10,11,12; DAN11, YOGA11, SCI10, PHY11, PHY12, CHE11, 12; BIO11, 12; CST11, MATH (ACAD & PRE-CAL) 10, 11, 12, COOP12.
<b>Business Entrepreneurs hip</b>	People involved in business and finance are interested in planning, financial reporting, the dynamics involved in running a business, investing, financial security analysis, and risk management. From making profits in high-risk investments to managing a group of employees in a small business, those involved in business and commerce see the benefits of their work in both financial gains and job satisfaction.	Marketing, advertising, accounting, financial advising, entrepreneur, banking, Investment counselling, real estate sales, customer service, sales, insurance	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Self-motivated</li> <li>• Strong interpersonal skills</li> <li>• Reasonable Math ability</li> <li>• Strong communication skills</li> </ul>	BUS10, ENT12, BMT12, ACC11, ACC 12, ECON12, TOUR11, SOC12AC, LAW12, CMT12, FR10, 11, 12; Math (ACAD & PRE-CAL) 10, 11, 12; VISART10, 11, 12; DRA10, 11, 12, COOP12.
<b>Computer, Trades and Technology</b>	People pursuing studies in the field of computers and technology are interested in how information and data are organized and managed. People attracted to careers in trades may like to build things, work with both their hands and technology and solve problems with practical solutions. Careers in trades require individuals to be highly skilled in physical work and working with equipment and machines.	Aircraft maintenance, computer programming, electrical wiring, logging and forestry, web development, metal fabrication, computer network development, heavy equipment operation.	<ul style="list-style-type: none"> <li>• Technically oriented</li> <li>• Skilled with technology</li> <li>• Logical Thinker</li> <li>• Good hands-on skills</li> <li>• Problem solving skills</li> </ul>	CMT 11 & 12, DES11, BT 11 & 12, FVP12, COMPPROG 12, MATH (ACAD & PRE-CAL) 10, 11, 12; PRE CAL 12, CAL12, CHE11 & 12; PHY11, 12; GEOL12, COOP12.

<b>Humanities</b>	Students studying the humanities are interested in the study of the social, cultural and physical world. The humanities investigate how human cultures have developed historically and continue to develop today. They allow an understanding of one's role in contemporary society, promote cultural literacy and promote the appreciation of diverse value systems. Studies in the humanities help with the evaluation and critical reflection of a variety of cultural and societal ideas and issues.	Teaching, law, journalism, writer and editing, business, public relations, marketing, librarian, archaeology, politician, fashion, fine art, theatre, film, religion, social work, counseling	<ul style="list-style-type: none"> <li>• Reading &amp; writing</li> <li>• current events</li> <li>• debating</li> <li>• Global understanding &amp; cultural sensitivity</li> <li>• Research skills</li> <li>• Good communication skills</li> <li>• Critical thinking skills</li> <li>• Problem-solving skills</li> </ul>	HIST10, GEOG10, MIMQ10, ART10, 11, 12; DRA10, 11, 12; ENG10, 11, 12; ACS11, CCS 11, ECON12, TOUR11, GGS12, HGS12, GP12, SOC12, LAW12, FVP 12, French (Core & IMMER) 10, 11, 12, COOP12.
<b>Science and Engineering</b>	Scientists and engineers are concerned with developing practical solutions to problems in their fields using the scientific method, mathematics and the knowledge previously obtained by others in the field. From plant biology to aerospace engineering to the development of new medicine, scientists and engineers are on the forefront of scientific and technological advancements.	Engineering, medicine, construction/architecture, nursing, teaching, dentistry, refrigeration, computer programming, kinesiology, graphic design, electrical, plumbing, welding	<ul style="list-style-type: none"> <li>• Logical thinkers</li> <li>• Excellent problem solvers</li> <li>• Curious</li> <li>• Good language skills</li> </ul>	MATH 11, MATH 12; PRE-CAL 11, PRE-CAL 12, CAL12, SCI10, OCE11, BIO 11, 12; CHEM/CHEM ADV 11, 12; PHY/PHYADV 11, 12, GEOL12, SOC12, ECON12, COOP12, GGS12, HGS12, GP12.
<b>Sales and Service</b>	People attracted to careers in sales and service may be interested in influencing and persuading others as well as selling things and ideas. In addition, the service industry involves people who are motivated to provide services in areas travel and tourism, food and beverage and event planning to name a few.	Customer service, restaurant/hotel management, sales, advertising, recreation, special event planning, product distribution	<ul style="list-style-type: none"> <li>• Self-motivated</li> <li>• People oriented</li> <li>• Excellent communication skills</li> <li>• Good interpersonal skills</li> </ul>	ENT12, BMT12, BUS10, TOUR 11, ECON12, LAW12, SOC12, GGS12, HGS12, GP12 COOP12.
<b>Applied and Fine Arts</b>	People attracted to applied and fine arts are creative. They may enjoy drawing, painting, music, writing, singing and dancing. They may also enjoy using computers and technology to create art.	Digital animation, music production, photography, fashion designer, television/radio, film, recording, restoration	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Artistic</li> <li>• persistent</li> </ul>	ART10, 11, 12; MUSIC10, 11, 12; DRA10, 11, 12; DES 11, DAN11, FVP12, ENT12, BMT12, COOP12.

# COURSE DESCRIPTIONS

The following course descriptions are arranged by subject area in the order *English, Mathematics, Science, Social Studies, Fine Arts, French, Business and Technology, Family Studies and Personal Development*. The six digit codes, such as 004163, are provincial codes identifying authorized courses in Nova Scotia, and are for counsellor use only.

## ENGLISH LANGUAGE ARTS

English Language courses are designed to help students achieve the Public Schools Programs general and specific curriculum outcomes. These outcomes are organized under the headings of: ***Speaking and Listening, Reading and Viewing, Writing and Representing***. All of these language processes are inter-related and teachers employ various learning and assessment strategies which address numerous outcomes at one time.

### ENGLISH 10

**Academic**                      **1.0 Credit**

Students are required to demonstrate awareness of the social implications of language and communication and of the role of the literary world. The focus of experiences builds confidence as language users. It moves students toward an informed awareness of their roles and responsibilities as thinkers, speakers, listeners, readers, viewers, and creators of media texts. It involves exploration and examination of issues in their worlds and how they connect to others. Increased emphasis is on oral communication, both formal and informal. Students will role-play, select text/form to represent ideas and information. They will become aware of concepts related to awareness of audience, purpose, and situation. Students will discover how texts operate and how meanings are constructed. The texts are unique and divergent. These will include editorials, notices, public letters, business letters, biographies, articles, journals, reports, essays, and research papers. Students will read poetry, short stories, novels, mythology, and plays. They will be involved in collaborative learning involving small group workshops, panels, debates, seminars, reports, interviews, and discussions. The Integrative Concepts are expressed in identities: understanding ourselves, our communities, our cultures, and interaction with peers and others. The level of achievement in English 10 is the major factor in deciding which stream of the English Language Arts program will be followed in Grade 11: English 11 or English/Communications 11 or Advanced English 11.

### ENGLISH COMMUNICATIONS 11

**Graduation**                      **1.0 Credit**                      **Prerequisite:** English 10

The Focus of Experiences will be based on personal response to engaging and stimulating texts. Students will move toward a more critical examination of meaning. They will explore and investigate social, political, ethical, and economic issues. Increased emphasis will be on writing. Non-narrative forms of practical writing used in student, family, service organizations, political organizations, and business communities will be examined. Students will write reports in various forms for different purposes. Students will be conversant in letter writing (application, request, and "to the editor", and persuasive). Oral communications in the world of work is highly emphasized, especially interviews. Students who take the course will normally proceed to ECM12 in Grade 12; however, with excellent marks and/or the teacher's recommendation it may be possible to enroll in the academic stream in English 12.

### ENGLISH 11

**Academic**                      **1.0 Credit**                      **Prerequisite:** English 10

This course or Advanced English 11 is normally required for students planning to attend university or similar institutions.

Students are required to examine and evaluate ideas and style in materials studied and in their own work. The Focus of Experiences will be based on using language in wider, public, and more formal contexts; allowing for a more critical examination of meaning; moving towards greater objectivity in students' own style and an improved ability to engage in abstract ideas and complex issues, as well as social, political, ethical, and cultural issues in the wider community. Increased Emphasis is on writing and other ways of representing; expanding and controlling language; skill building in and through drama; exploring information, media, and visual literacy; and constructing meaning in graphic communication and desktop publishing. The texts emphasize a variety of articles, essays, short stories, poetry and plays; songs, film, video; docudrama, newscasts; radio, television, and live drama; and multimedia texts (databases, CD-ROM reference sources, and news groups). The Integrative Concepts include the individual and society; career choices/opportunities with their language requirements; and the importance of work for individuals and society.

### ADVANCED ENGLISH 11

**Advanced**                      **1.0 Credit**                      **Prerequisite:** English 10

Those who enroll in ENG11A should have had excellent marks in ENG10 and the teacher's recommendation. They would have a strong interest in reading and writing and a willingness to consistently work hard. This course is designed to lay the groundwork for those students intending to continue onto English 12 Advanced Placement Literature and Composition. This is a demanding advanced course that puts emphasis on an historical awareness of literature and on the development of the English language itself. The literature is a mixture of Canadian, British and American works, as well as some additional international works. The emphasis on listening, speaking, reading, viewing, and writing is continued here with increased attention to the development of argument.

## ENGLISH COMMUNICATIONS 12

**Graduation**                      **1.0 Credit**                      **Suggested Prerequisite:** ECM11 or ENG11.

Emphasis will be on consolidation of the essential communication skills, with continuing attention to effective use of oral and written language for relatively limited and specific purposes. Students' present achievement levels and future career goals will influence the choice of many practical activities to develop increased ability and confidence in language use. Oral communication forms an important strand of this course and should be given particular attention as it relates to students' present and future language needs. Literary genres will be given some degree of attention, but the focus throughout this sequence will be on the effective use of language in everyday life situations for specifically defined social and occupational purposes.

ECM12 is not a pre-requisite for university.

## ENGLISH 12

**Academic**                      **1.0 Credit**                      **Suggested Prerequisite:** English 11 or teacher recommendation and/or exceptional marks from ECM11.

*This course or AP ENG12 or AHL12 is required for students planning to attend university or similar institutions.*

Students are required to apply a wide variety of forms (media, genres) to various communicative situations and to demonstrate knowledge of influences on language in literary forms. The Focus of Experiences will be based on using language in public, formal, and global contexts. Students will deal effectively with different communication situations including these addressing unfamiliar audiences. They will apply communication and stylistic skills to a variety of forms. Increased Emphasis is on crafting written language in a range of forms, polishing stylistic skills and writing with conviction. They will critically examine literary texts and cultural contexts of works and their creators. They will write reflectively, critically, and analytically about the ideas, values, and social effects of their own and other texts. The texts will emphasize an exposure to, and use of, a wide variety of forms: poetry, prose, allegory, biography, novel, short story, drama, script, live theatre, and Shakespearean drama. The Integrative Concepts include the individual in a global community and the human predicament.

## ADVANCED PLACEMENT (AP) ENGLISH 12

**Advanced**                      **1.0 Credit**                      **Prerequisite:** ENG11A or ENG11 (with teacher recommendation). *Prior to enrolment, students are expected to have completed English 11 Advanced and /or displayed a strong interest in reading and writing, a willingness to work hard and a recommendation of the teacher of Advanced English 11 or English 11.*

This course is designed to engage students in the careful reading and critical analysis of literature. Students will be performing close reading of texts with a focus on deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers. The course is constructed to provide students with intellectual challenges and workload consistent with first-year undergraduate courses in English Literature. Students will read a variety of texts, studying literature of various periods and genres and using a wide reading knowledge to discuss literary topics. A focus will be placed on examining how a work is influenced by its social and historical context. As such, the course also entails a strong writing component.

## AFRICAN HERITAGE LITERATURE 12

**Academic**                      **1.0 Credit**                      **Suggested Prerequisite:** English 11 or teacher recommendation and/or exceptional marks from ECM11.

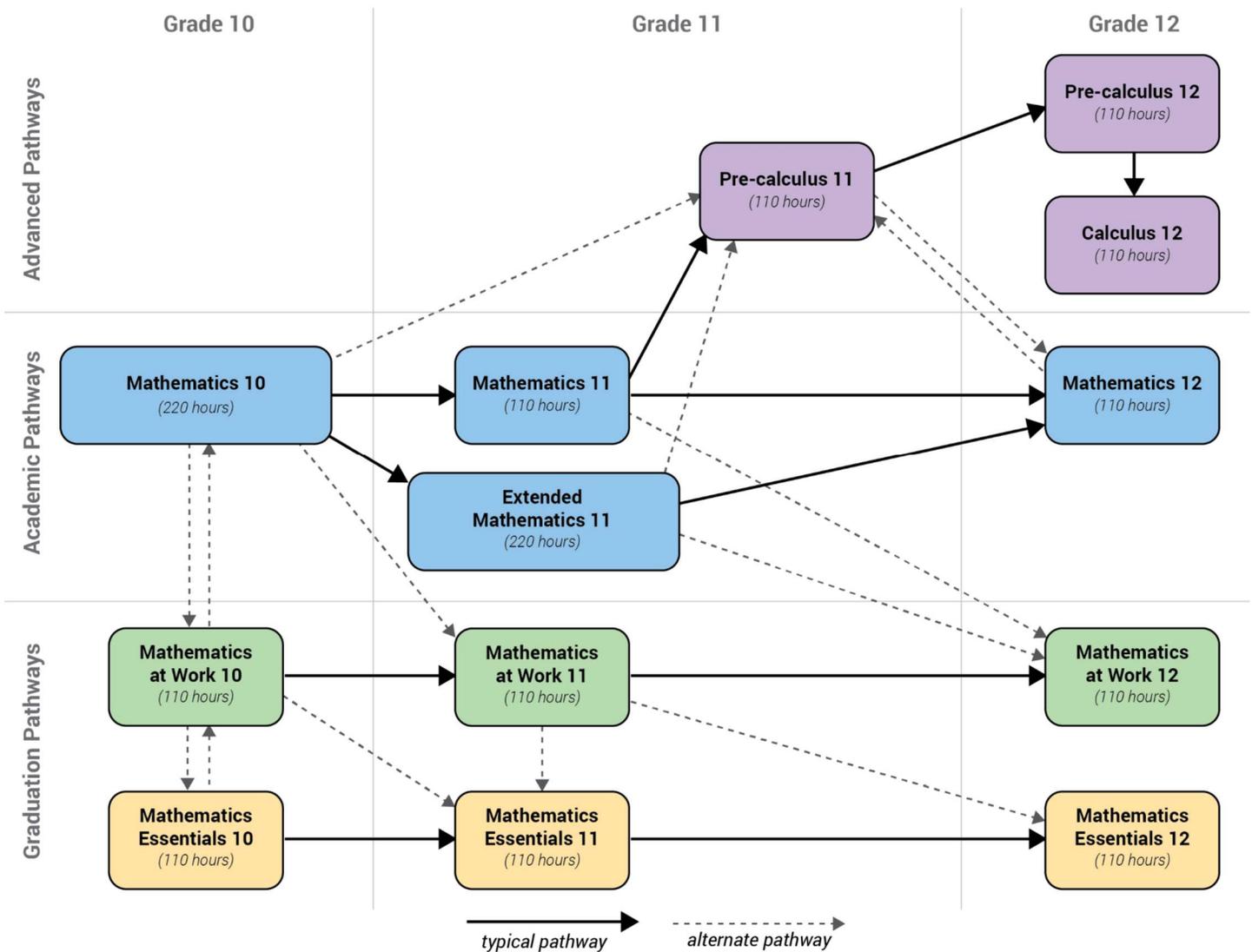
African Heritage Literature is a grade 12 academic English course that is the equivalent of a grade twelve academic English credit. Thus, it counts as a graduation requirement and students are required to write the grade twelve English provincial exam. African Heritage Literature focuses on writers and artists of African descent and their contributions to the world. The writers, artists, and the history and culture reflected by their works can all contribute to the intellectual growth of students. This course encompasses the experience, study and appreciation of language, literature, media and communication from an African heritage perspective. The course has been developed with the intent of responding to continually evolving education needs of students and society, providing greater opportunities for all students to become literate to prepare them for the literacy challenges they will face throughout their lives. This course will help students understand and appreciate African heritage as being part of the heritage of us all. (Nova Scotia Department of Education, African Canadian Services Division)

# MATHEMATICS

Students need to complete a **minimum** of 3 mathematics courses at different grade levels to graduate from high school in Nova Scotia. Post-secondary institutions (universities, colleges, professional and private institutions) have different minimum requirements for entrance to their programs and requirements for the same program may vary in different institutions, therefore it is important to check the institution's calendar or website for verification. The diagram at the end of the course descriptions illustrates likely course pathways for senior high mathematics.

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

## Senior High Mathematics Course Pathways (Effective 2021)



There are four main pathways for mathematics in Nova Scotia:

**Academic pathway (academic credit type):** Courses in this pathway prepare students to enter post-secondary academic programs that do not require calculus.

*Courses: Mathematics 10, Mathematics 11 (or Extended Mathematics 11) and Mathematics 12*

**Pre-calculus pathway (advanced credit type):** Courses in this pathway prepare students to enter post-secondary academic programs that require calculus. This pathway branches off the academic pathway.

*Courses: Pre-calculus 11 and Pre-calculus 12, Calculus 12*

**Mathematics at Work pathway (graduation credit type):** Courses in this pathway prepare students to enter post-secondary programs that do not require academic mathematics or who plan to enter the workforce directly after high school.

*Courses: Mathematics at Work 10, Mathematics at Work 11, and Mathematics at Work 12*

**Mathematics Essentials pathway (graduation credit type):** Courses in this pathway prepare students to enter directly into the workforce after graduation and not pursue future post secondary studies.

*Courses: Mathematics Essentials 10, Mathematics Essentials 11, and Mathematics Essentials 12*

## Grade 10 Mathematics Course Descriptions

Three mathematics courses are available at the grade 10 level:

- Mathematics 10: (220 hours), 2 academic credits
- Mathematics at Work 10: (110 hours), 1 graduation credit
- Mathematics Essentials 10: (110 hours), 1 graduation credit

### MATHEMATICS 10

**Academic credit 2 credits, 220-hour course**

Mathematics 10 is an academic credit type high school mathematics course. Upon successful completion students will receive 2 academic credits; one in Mathematics 10 and another in math, science or technology.

It is recommended that students proceed to Mathematics 11 or Mathematics Extended 11 upon completion of Mathematics 10. In some cases students may choose a course other than Mathematics 11 or Extended Mathematics 11. Students should make this decision following discussions with their family and school staff.

*Students in Mathematics 10 will explore the following topics:*

measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

### INQUIRY MATHEMATICS 10

**Graduation 1.0 credit, 110-hour course**

It is recommended that students proceed to Mathematics at Work 11 or Math Essentials 11 upon completion of Inquiry Math 10. Students should make this decision following discussions with their family and school staff.

During the current 2025-2026 school year, Millwood High participated in a pilot course, Inquiry Mathematics 10. This pilot course, taught at the grade 10 level, replaces both Mathematics at Work 10 and Mathematics Essentials 10. Students in this course examine big ideas in math with an emphasis on student centered problem solving and critical thinking skills. Specifically, students will cover topics such as measurement, data science, trigonometry, and financial literacy. The course is designed to have a focus on hands-on inquiry-based learning and topics relevant to students' lives. We will continue with the pilot for the 2026-2027 school year.

## Grade 11 Mathematics Course Descriptions

The following mathematics courses are available at the grade 11 level:

- Mathematics 11: 110 hours, 1 academic credit
- Extended Mathematics 11: 220 hours, 2 academic credits
- Pre-calculus 11: 110 hours, 1 advanced credit
- Mathematics at Work 11: 110 hours, 1 graduation credit
- Mathematics Essentials 11: 110 hours, 1 graduation credit

### **MATHEMATICS 11**

**Academic      1.0 credit, 110-hour course**

Mathematics 11 is an academic credit type high school mathematics course.

It is recommended that students have successfully completed Mathematics 10 prior to enrolling in this course.

Upon completion of Mathematics 11 it is recommended that students proceed to Mathematics 12 or Pre-calculus 11. In some cases students may choose a course other than Mathematics 12 or Precalculus 11. Students should make this decision following discussions with their family and school staff.

*Students in Mathematics 11 will explore the following topics:*

inductive and deductive reasoning, an introduction to proof, cosine law, sine law, statistics, systems of linear inequalities, and quadratic functions.

### **EXTENDED MATHEMATICS 11**

**Academic      2 credits, 220-hour course**

It is an academic credit type high school mathematics course. Extended Mathematics 11 is designed to allow students to complete the Mathematics 11 course over a full year.

Upon successful completion students will receive 2 academic credits; one grade 11 academic mathematics credit and one grade 11 technology credit.

It is recommended that students have successfully completed Mathematics 10 prior to enrolling in this course.

Upon completion of Extended Mathematics 11 it is recommended that students proceed to Mathematics 12. In some cases students may choose a course other than Mathematics 12. Students should make this decision following discussions with their family and school staff.

*Students in Extended Mathematics 11 will explore the following topics:*

scale diagrams and factors, inductive and deductive reasoning, an introduction to proof, cosine law, sine law, spatial reasoning, statistics, systems of linear inequalities, and quadratic functions. Students will also analyze, interpret and draw conclusions from one and two variable data using numerical, graphical and algebraic summaries, and identify patterns, extract useful information and meaning from professionally collected data sets.

### **PRE-CALCULUS 11**

**Advanced      1.0 credit, 110-hour course**

Pre-calculus 11 is an advanced credit type high school mathematics course.

It is recommended that students have successfully completed Mathematics 11 prior to enrolling in this course.

Upon completion of Pre-calculus 11 it is recommended that students proceed to Mathematics 12 or Pre-calculus 12. In some cases students may choose a course other than Mathematics 12 or Precalculus 12. Students should make this decision following discussions with their family and school staff.

*Students in Pre-calculus 11 will explore the following topics:*

absolute value, radical expressions and equations, rational expressions and equations, angles in standard position, analyze and solve quadratic equations, linear and quadratic equations and inequalities in two variables, arithmetic and geometric sequences, and reciprocals of linear and quadratic functions, and the unit circle.

## **MATHEMATICS AT WORK 11**

**Graduation 1.0 credit, 110-hour course**

Mathematics at Work 11 is a graduation credit type high school mathematics course.

It is recommended that students have successfully completed Mathematics at Work 10 prior to enrolling in this course.

Upon completion of Mathematics at Work 11 it is recommended that students proceed to Mathematics at Work 12. In some cases students may choose a course other than Mathematics at Work 12. Students should make this decision following discussions with their family and school staff.

*Students in Mathematics at Work 11 will explore the following topics:*

measurement systems, surface area, volume, 2-D and 3-D geometry, scale, numerical reasoning, personal budgets, compound interest, financial institution services, data management, and formula manipulation for various contexts.

## **MATHEMATICS ESSENTIALS 11**

**Graduation 1.0 credit, 110-hour course**

Mathematics Essentials 11 is a graduation credit type high school mathematics course designed for students who do not intend to pursue post-secondary studies that require study in mathematics.

It is recommended that students have successfully completed Mathematics Essentials 10 prior to enrolling in this course.

Upon completion of Mathematics Essentials 11 It is recommended that students proceed to Mathematics Essentials 12 . In some cases students may choose a course other than Mathematics Essentials 12. Students should make this decision following discussions with their family and school staff.

*Students in Mathematics Essentials 11 will explore the following topics:*

mental mathematics, data management, borrowing money, renting or buying, household budgets, investing money, measurement, 2-D and 3-D design, mathematics in content areas such as science and social studies.

## Grade 12 Mathematics Course Descriptions

The following mathematics courses are available at the grade 12 level:

- Mathematics 12: 110 hours, 1 academic credit
- Pre-calculus 12: 110 hours, 1 advanced credit
- Calculus 12: 110 hours, 1 advanced credit
- Mathematics at Work 12: 110 hours, 1 graduation credit
- Mathematics Essentials 12: 110 hours, 1 graduation credit

### **MATHEMATICS 12**

**Academic      1.0 credit, 110-hour course**

Mathematics 12 is an academic credit type high school mathematics course.

It is recommended that students have successfully completed Mathematics 11 or Extended Mathematics 11 prior to enrolling in this course.

*Students in Mathematics 12 will explore the following topics:*

borrowing money, investing money, set theory, logical reasoning, counting methods, probability, polynomial functions, exponential functions, logarithmic functions, and sinusoidal functions.

### **PRE-CALCULUS 12**

**Advanced      1.0 credit, 110-hour course**

Pre-calculus 12 is an advanced credit type high school mathematics course.

It is recommended that students have successfully completed Pre-calculus 11 prior to enrolling in this course.

Upon completion of Pre-calculus 12 students may choose to enroll in Calculus 12.

*Students in Pre-calculus 12 will explore the following topics:*

transformations, radical functions, polynomial functions, trigonometry, exponential functions, logarithmic functions, rational functions, function operations, permutations, combinations, and the binomial theorem.

### **CALCULUS 12**

**Advanced      1.0 credit, 110-hour course**

Calculus 12 is an advanced credit type high school mathematics course.

It is recommended that students have successfully completed Pre-calculus 12 prior to enrolling in this course.

*Students in Calculus 12 will explore the following topics:*

the concept of a limit, simple derivatives, properties of derivatives, derivatives of trigonometric, exponential and logarithmic functions, applications of derivatives - tangents, rates of change, motion, curve sketching, anti-derivatives, differential equations and applications of anti-derivatives.

### **MATHEMATICS AT WORK 12**

**Graduation      1.0 credit, 110-hour course**

Mathematics at Work 12 is a graduation credit type level high school mathematics course.

It is recommended that students have successfully completed Mathematics at Work 11 prior to enrolling in this course.

*Students in Mathematics at Work 12 will explore the following topics:*

measurement, probability, measures of central tendency, scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations, trigonometry.

## MATHEMATICS ESSENTIALS 12

**Graduation 1.0 credit, 110-hour course**

Mathematics Essentials 12 is a graduation credit type level high school mathematics course designed for students who do not intend to pursue post-secondary studies that require study in mathematics.

It is recommended that students have successfully completed Mathematics Essentials 11 prior to enrolling in this course.

*Students in Mathematics Essentials 12 will explore the following topics:*

measurement, ratio, rate, proportion, mathematics and career exploration, mathematics preparation for the workplace.

<b>Suggested Routes Through Mathematics</b>		
<b>The following are some suggested routes through High School Mathematics depending on initial competency and post-secondary plans.</b>		
<b>For students who may have not met the Grade 9 Mathematics outcomes and plan to pursue a post-secondary program that does not have a Mathematics pre-requisite.</b>		
Grade 10	Grade 11	Grade 12
Mathematics Essentials 10 (1 Credit / 1 Semester)	Mathematics Essentials 11 (1 Credit / 1 Semester)	Math Essentials 12 (1 Credit / 1 Semester)
<b>For students who have met the Grade 9 Mathematics outcomes, and plan to pursue a post-secondary program that does not have a Mathematics pre-requisite.</b>		
Grade 10	Grade 11	Grade 12
Mathematics At Work 10 (1 Credit / 1 Semester)	<i>Mathematics At Work 11</i> (1 Credit / 1 Semester)	<i>Mathematics At Work 12</i> (1 Credit / 1 Semester)
<b>For students who have met the Grade 9 Mathematics outcomes, and plan to pursue a post-secondary program that does have a Mathematics pre-requisite of Academic Mathematics 12 Example: Business and Nursing</b>		
Grade 10	Grade 11	Grade 12
Mathematics 10 Academic (2 Credits / Full Year)	Mathematics 11 Academic (1 Credit / 1 Semester)	Mathematics 12 Academic (1 Credit / 1 Semester)
<b>For students who have met the Grade 9 Mathematics outcomes, and plan to take a post-secondary program that does have a Mathematics pre-requisite of Pre-Calculus 12 Example: Science, Mathematics, Computers, and Engineering</b>		
Grade 10	Grade 11	Grade 12
Mathematics 10 Academic (2 Credits / Full Year)	Mathematics 11 Academic (1 Credit / 1st Semester) and Mathematics 11 Pre-Calculus (1 Credit / 2nd Semester)	Mathematics 12 or Pre-Calculus 12 (1 Credit / 1st Semester) Calculus (Optional) (1 Credit / 2nd Semester)
<b>Please feel free to ask a Guidance Counsellor for clarification and/or help when selecting your courses</b>		

## SCIENCES

### SCIENCE 10 (English) / SCIENCES 10F (FI)

**Academic 1.0 Credit**

In Science 10, students will have the unique opportunity to delve into foundational topics across four scientific disciplines: biology, chemistry, meteorology, and physics, with each being explored in distinct units of study. Throughout these units, students will refine essential scientific skills, be active participants in scientific activities and cultivate a deeper understanding of key concepts within each discipline. The interconnectedness of science, technology, society, and the environment is a cohesive theme across each of the four units which are Sustainability of Ecosystems, Chemical Reactions, Weather Dynamics, and Motion. This course serves as a cornerstone for future scientific pursuits, particularly in the fields of Biology, Chemistry, and Physics. **Successful completion of this course qualifies as a "first science" credit.**

### ASTRONOMY 12

**Academic 1.0 Credit**

Astronomy is the study of celestial bodies and the universe as a whole. This course will have a reduced emphasis on the use of mathematics and physics. For those that are willing to enrich their understanding, an increased emphasis on mathematics and physics can be provided. This course is intended for students who require a second science credit for graduation and have a keen interest in exploring the wonders of the universe from our earthly perspective. Topics covered include: naming & classifying various celestial objects; mapping constellations & other phenomena in the sky; interactions between the Earth, Sun & Moon (i.e. eclipses and lunar phases); contributions of astronomers like Copernicus, Kepler, Galileo, Newton & Einstein; characteristics, composition & formation of the Solar System; the birth & death of stars; and galaxies & cosmology.

### HUMAN BIOLOGY 11

**Graduation 1.0 Credit**

***Credit will not be given for both HBI11 and Biology 11 Academic or Advanced.***

Human Biology is a general interest course that counts as the second Science credit for graduation purposes. It is not acceptable as preparation for Biology 12. Rather than covering the wider range of plant and animal life, HBI concentrates on the human body and its environment. Structure will be covered, but other aspects such as health and nutrition will also be important components. Students planning to continue on to university Science studies should not take this course.

### BIOLOGY 11 / BIOLOGIE 11 (FI)

**Academic 1.0 Credit Recommended Prerequisites: SCI10**

The purpose of Biology 11 is to explore the diversity and unity of life. The underlying concepts provide connections between the units, encouraging an awareness of the incredible impact of biology and technology upon society. The course has the following units of study:

Biodiversity: Students will learn about the diversity among living things and how to classify living things.

Matter and Energy for Life: Students will explore the necessary factors for living things; the types and parts of cells and their functions. The role of cell structures in matter exchange and energy flow will be investigated. Students will also learn about the relationship between processes of photosynthesis and cellular respiration.

Maintaining Dynamic Equilibrium: Students explore how all living things aim to maintain a dynamic balance (homeostasis). They will learn this fundamental concept by exploring body systems such as the digestive, circulatory, and respiratory systems.

Interactions Among Living Things: Students investigate similarities and diversity within the biosphere. They will learn about Canada's biomes, the interactions that occur among living things, and factors that affect population changes among organisms.

### BIOLOGY 12

**Academic 1.0 Credit Recommended Prerequisites: SCI10 and Biology 11**

Biology 12 has "continuity of life" as a central theme. Students explore the underlying concepts of the molecular basis of regulation and change. Students will learn about general reproductive patterns in the biological world, homeostasis, genetics, biotechnology, and evolution. The course has the following units of study:

Maintaining Dynamic Equilibrium: Students learn about the role of various body systems, such as the nervous system and the endocrine system, in the maintenance of homeostasis.

Reproduction and Development: Students learn about reproductive processes at the cellular level, including mitosis and meiosis. Human reproduction and the influence of reproductive technologies are also explored.

Genetic Continuity: Students investigate the structure and replication of DNA, its transcription to RNA, and translation into proteins. Students will also learn about the effects of mutations, genetic diseases, and genetic engineering. Students investigate genetic patterns through generations.

Evolution, Change, and Diversity: Students investigate the scientific evidence and evolutionary mechanisms that support the theory of evolution.

## **CHEMISTRY 11**

**Academic**                      **1.0 Credit**                      **Recommended Prerequisites:** MAT10 and SCI10

*This course is a strongly recommended prerequisite for BIO12 and is required for CHE 12.*

Chemistry 11 is designed to introduce students to the fundamental concepts in Chemistry. In the first unit, students will review the development of atomic theory, describe the configuration of electrons in atoms, and then use their knowledge of chemical bonding to predict properties of simple compounds. With the basics of modern Chemistry mastered, students will progress to understanding the mole and mole conversions, developing chemical formulas from experimental data, and predicting reaction yield. Finally, an in-depth discussion of Organic Chemistry will introduce the student to the different families of organic compounds, reactions that may occur with these compounds and naming rules.

## **ADVANCED CHEMISTRY 11**

**Advanced**                      **1.0 Credit**                      **Recommended Prerequisites:** Science 10 and Mathematics 10

**Recommended:** Completion or current enrolment in Math 11

This course, which is similar to Chemistry 11, is tailored toward students with a strong foundation in mathematics and science, particularly those planning for post-secondary studies in science or have a keen interest in chemistry. Building upon the foundational topics covered in Chemistry 11, this advanced course delves into these subjects at a more in-depth level. Moreover, students enrolled in this course will complete an independent study and engage in a comprehensive literature review. The curriculum is designed to challenge and inspire students with a strong academic background, providing them with an enriched understanding of chemistry while nurturing essential research and critical analysis skills.

## **CHEMISTRY 12**

**Academic**                      **1.0 Credit**                      **Recommended Prerequisites:** Chemistry 11

It is highly recommended that Academic Mathematics 11 be passed before this course is attempted.

Chemistry 12 serves as a seamless continuation of Chemistry 11. Components of this course require a solid understanding of foundational concepts from Chemistry 11, along with strong skills in mathematics. The course is structured around five units of study, including Thermochemistry, Solutions, Kinetics & Equilibrium, Acids & Bases, and Electrochemistry. As this course provides a comprehensive exploration of advanced chemical principles, enrolling in Chemistry 12 is recommended for students seeking to deepen their understanding of chemistry or for students who are pursuing academic paths in related fields.

## **ADVANCED CHEMISTRY 12**

**Advanced**                      **1.0 Credit**                      **Recommended Prerequisites:** Chemistry 11 or Adv Chemistry 11

**Recommended:** Completion of Pre-Cal 11

Advanced Chemistry 12 is designed for students who have excelled in Chemistry 11/11ADV and are planning a future in chemistry or a related field. This course mirrors the structure of Academic Chemistry 12, exploring the same five key areas of study. However, each unit in Advanced Chemistry 12 is more content-driven, encompassing a broader range of topics for in-depth understanding. Successful participation in this course requires a high level of comfort with independent work, self-motivation, and the ability to critically analyze and solve scientific problems. Students choosing this advanced course should be academically prepared to engage at an accelerated pace, which will require a greater individual effort. Additionally, the course includes a mandatory independent study component to enhance students' research and analytical skills.

## **NETUKULIMK AND THE ENVIRONMENT 12**

**Academic**                      **1.0 Credit**

Guided by Etuaptmumk (Two-Eyed Seeing), this environmental science course incorporates the strengths of Mi'kmaq and western science. Learners will develop a wholistic understanding of the interconnective systems that exist within Wskitqamu (Mother Earth). The four core values of Netukulimk (Responsibility, Reciprocity, Relationship, and Respect) guide an exploration of land, water, and global systems. The course includes a community-based action project that develops students' understanding of Mi'kmaw Sense of Place-Emergence-Participation.

## **Exercise Science 12**

**Academic**                      **1.0 Credit**

This science course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity, and the factors that influence the individual's participation in physical activity. The course prepares students for university programs in physical education, kinesiology, recreation, sports administration, and health sciences. This course is mainly completed in the classroom, with some physical activity incorporated. This course also meets Physical Education requirement.

## **OCEANS 11**

**Academic**                      **1.0 Credit**

Oceanography concerns itself with the study of the waters of the ocean, the life within these waters and the solid earth beneath. The course involves the use of many scientific skills such as: observing, recording data, graphing, analyzing and making conclusions. Units of study include ocean structure and motion, the marine biome, fisheries and aquaculture, and coastal zones. An interdisciplinary approach is taken. Although this course is academic, students planning to enter university Science programs will also need to complete Chemistry, Biology and/or Physics courses as required by their specific program.

## **PHYSICS 11**

**Academic**                      **1.0 Credit**                      **Recommended Prerequisite:** SCI10 and MAT10

This course develops students' understanding of the basic concepts of physics. Students will study kinematics and dynamics (i.e. how and why objects move under different forces) and how energy is transmitted and transformed when objects interact. Lastly, students will study the physics of wave behavior for light and sound. Throughout the course, students will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from laboratory investigations. Students will also analyse the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.

## **ADVANCED PHYSICS 11**

**Advanced**                      **1.0 Credit**                      **Recommended Prerequisite:** SCI10 and MAT10

Advanced Physics 11 is an enriched version of PHYSICS 11 for students with above-average ability and with a particular interest in science. This advanced course will provide an excellent background for further work in science at the university level. The topics are the same as the academic courses, but students are expected to make use of more advanced problem solving skills, to take a more mathematical approach to problems, and to work more independently. In addition to the standard topics, there will be opportunity to explore other timely or interesting topics. This course has a mandatory research/experimental project.

## **PHYSICS 12**

**Academic**                      **1.0 Credit**                      **Recommended Prerequisite:** PHY11/PHY11A, MAT11

Physics 12 completes the Physics curriculum. Topics that will be investigated include: wave/particle nature of light & particles (i.e. quantum mechanics), nuclear physics, electrostatics (forces & fields), electric circuits, magnetism & electromagnetism, simple harmonic motion, statics, uniform circular motion & gravity. Physics may be required for entry into medicine, some sciences, forestry, engineering, some community college courses and other post-secondary institutes.

## **ADVANCED PHYSICS 12**

**Advanced**                      **1.0 Credit**                      **Recommended Prerequisite:** PHY11/PHY11A, Pre-Cal 11

Advanced Physics 12 is an enriched version of PHYSICS 12 for students with above-average ability and with a particular interest in science. This advanced course will provide an excellent background for further work in science at the university level. The topics are the same as the academic courses but students are expected to make use of more advanced problem solving skills, to take a more mathematical approach to problems, and to work more independently. In addition to the standard topics, there will be opportunity to explore other timely or interesting topics. This course has a mandatory research/experimental project.

## SOCIAL STUDIES

### AFRICAN CANADIAN STUDIES 11

**Academic 1.0 Credit**

This course will take students on an exciting journey all the way from ancient Africa and the beginning of civilization to present day. Students will learn to view history from a different perspective and in many cases, be exposed to ideas and concepts not previously considered. This course examines the tragedies and triumphs that particularly involve or affect people of African descent. Students will explore how people of African ancestry came to Canada and contributed to its development as a nation. This is history as most students have never experienced it before. The major themes of the course are: Evolution and Change, Elements of the African Diaspora, Impact of Colonial Expansion, the Struggle for Identity, Independent Study, Pursuit of Justice and the Journey Toward Empowerment. This course meets the requirement for a credit in Canadian History. Students will learn how the culture and contributions of people of African descent are important components of Nova Scotian and Canadian history. **This course fulfills the provincial Canadian History graduation requirement.**

### CONTEMPORARY CANADIAN STUDIES 11/LE COURS D'ETUDES CANADIENNES CONTEMPORAINES 11 (FI)

**Academic 1.0 Credit**

Contemporary Canadian Studies 11 is a full-credit contemporary history course that meets the requirements of Canadian Studies 11. Contemporary Canadian Studies 11 offers an in-depth examination of Canada's complex social, governance, and environmental issues. Examining 1945-present, the course provides students with opportunities to explore our country's cultural, political, and historical landscapes. By fostering competencies in critical thinking, communication, and citizenship, this course prepares students to actively engage with and critically assess contemporary Canadian and global issues, encouraging a deeper understanding of the complexities within Canadian society and its place in the wider world. Throughout the course, learners will develop skills that will allow them to explore an independent study, using the research and writing processes, in an area of Canadian history of their choosing. **This course fulfills the provincial Canadian History graduation requirement.**

### GEOGRAPHY 10

**Academic 1.0 Credit**

The aim of this course is to develop awareness of the processes that have contributed and continue to contribute to the shaping of our physical environment, both at the local level and across the globe. It also serves to illustrate the close relationship between people and their environment and emphasizes the significance of the effects of human activities. Although theoretical explanations of physical processes will be stressed, laboratory work in the form of map usage, plotting, graphing, aerial, and ground photo studies should be an essential part of this course. Field trips are also considered to be very important in giving students first-hand knowledge of key geographical features and the relation of people to them.

### GLOBAL GEOGRAPHY 12

**Academic 1.0 Credit**

There is no requirement to have taken a prior course in Geography.

The world can be viewed as a global village in which the world's people and their environment interact. This course will examine current issues and events based on the reality of the world we live in today. Students learn to view global issues from a geographical perspective and will aim to understand how the world arrived at its current state at the close of the 20th century. The course is based on five units of study: Skills of Geography, Planet Earth, Population, Resources and Commodities and Urbanization. **This course meets the grade twelve global studies requirement.**

### GLOBAL HISTORY 12 / HISTOIRE PLANETAIRE 12 (FI)

**Academic 1.0 Credit**

This course examines major themes in the history of the 20th century, post-World War II. By examining these themes, students will aim to understand how the world arrived at its current state at the end of the 20th century. This course is based on five units of study: The Global Historian (learning the skills and methods appropriate to the discipline of history), the Dynamics of Geo-Political Power, the Challenge of Economic Disparity, the Pursuit of Justice and Societal Change. **This course meets the grade twelve global studies requirement.**

## **GLOBAL POLITICS 12**

**Academic 1.0 Credit**

Global Politics 12 explores a cross-section of global political issues through a critical inquiry process and is organized into five units: The Global Citizen introduces students to a range of issues associated with global politics and establishes important year-long expectations related to critical inquiry and research skills, including the importance of engaging in active citizenship; Political Systems provides an opportunity for students to examine a range of global political ideologies, political organizations, and political systems; The Canadian Political System examines the historical roots of the Canadian political system; the structures of Canadian federal, provincial, territorial, First Nations, and municipal governments; and the division of power among federal, provincial, territorial, First Nations, and municipal governments; Comparative Politics explores various contemporary global governing systems and compares and contrasts Canadian and United States governing systems and electoral systems; and, International Relations looks at the issues related to global interconnectedness, organizations that govern relations among nations, the influences of cultural beliefs on global policies, and the role of media/technology on global politics. **This course meets the grade twelve global studies requirement.**

## **GLOBAL SUSTAINABLE SOLUTIONS 12**

**Academic 1.0 Credit**

Global Sustainable Solutions 12 provides opportunities for learners to engage in contemporary, real-world issues through the lens of geography. This course supports learners in considering sustainable solutions for people and the planet, now and into the future. Learners will engage in inquiry-based learning through exploration of four themes:

- . Sense of Place
- . Security and Sustainability
- . Sustainable Populations
- . Sustainable Communities

Learners will examine how actions aimed at addressing national and global inequities to protect human rights must be supported by strategies that improve health and education, reduce inequality, and encourage sustainable economic development. Learners will consider the perspectives and experiences of those most affected, including local and global Indigenous and Black communities, women and girls, people living in poverty, and those impacted by disasters. Learners will understand that strategies to mitigate and adapt to climate change and to preserve Earth's natural resources are vital in protecting our planet and collective well-being. By taking a local-to-global approach, learners appreciate how the opportunities and challenges present in their own communities compare with experiences across the globe and the roles spatial technologies play in providing solutions. **This course meets the grade twelve global studies requirement.**

## **HISTORY 10**

**Academic 1.0 Credit**

This course traces the development of people from our prehistoric beginnings to the time of the Roman Empire. The development of early civilizations is stressed with in-depth studies of Mesopotamia, Egypt, Greece, and Rome. Interesting figures, both male and female, will be addressed throughout the course. The skills of the historian and the development of critical thinking processes are constant concerns in this program. It is hoped that through this course students will gain an appreciation of other cultures and civilizations.

## **LAW 12**

**Academic 1.0 Credit**

The law course is designed to provide students with knowledge of law and its function in society. Students will attain the skills and attitudes that will enable students to understand the process of law. Topics include: The Canadian Charter of Rights, the Canadian legal system, crimes and crime control, Civil law (may include: injuries and wrongs, human rights, property rights, promises and agreements, business relations, and family relations), courts and trials.

## **MI'KMAQ STUDIES 11**

**Academic 1.0 Credit**

Mi'kmaw Studies 11 is a course that serves not only to highlight the Mi'kmaw experience, but also to provide opportunities for learners to gain an understanding how they are connected to the history and culture of the First Peoples of the Maritimes. The course incorporates an inquiry-based approach and examines broad concepts such as governance, culture, justice, spirituality, and education. Students will analyse historical and contemporary Mi'kmaw issues, which enables them to achieve a greater understanding of, and respect for, both Mi'kmaw society and Mi'kmaw contributions to Canadian society. **This course fulfills the provincial Canadian History graduation requirement.**

## **PSYCHOLOGY 12**

### **Academic 1.0 Credit**

Psychology 12 will provide students with a systematic and scientific approach to the study of human behavior and mental processes. Students will explore various aspects of human behavior including biological bases of behavior, theories of personality, and aspects of thought processes, states of consciousness, motivation and emotion, and the basic areas of mental illness. This course is intended to introduce students to basic psychological concepts and help them prepare for future studies in psychology at the post-secondary level.

## **SOCIOLOGY 12**

### **Academic 1.0 Credit**

We can only grow as individuals if we understand more about ourselves. This course will allow us to understand the motives and reasons for approaching life as we do, in this society and in others. This course is designed to give an understanding of the basic aspects of sociology, to allow for in-depth studies in Canadian sociological issues, and to allow for active participation of the students in a local community-sociological project. Canadian sociological issues which might be considered are the family, students and schools, poverty, minority groups, women in society, labour and management, conflict, crime in Canada, punishment and rehabilitation, and the future.

## FRENCH

**IMMERSION FRENCH** *For details on the Immersion certificate requirements see "Special Programs"*

**FRANÇAIS 10 ACADÉMIQUE** *This course is compulsory for the French Immersion Certificate and is taught entirely in French.*  
**Academic** **1.0 Credit**

It may also be taken by students who have left the French Immersion program but feel capable of remaining in French Language Arts at this level or are Francophone.

Les objectifs des cours offerts en langue française aux élèves d'immersion au niveau secondaire ne sont pas seulement d'améliorer l'habileté des élèves à réfléchir et à communiquer efficacement en français mais aussi d'apprécier et de prendre plaisir à la langue française et à la culture. On soulignera l'importance de la compréhension, de l'expression et de la production orale et écrite à tous les niveaux d'études. Les élèves liront et analyseront des romans, des narrations, des articles, de la poésie, des pièces de théâtre et d'autres proses. Un minimum de deux romans seront étudiés en profondeur. Les élèves exprimeront par écrit leurs réactions personnelles (leurs sentiments et leurs émotions) sur certains événements et certaines situations. Les élèves apprendront les conventions de la langue écrite et ils pratiqueront les principes de l'écriture efficace en styles variés pour des raisons variées. La rédaction en groupe et la correction sur épreuves feront une partie intégrante des cours à tous les niveaux, une variété de méthodes d'évaluation dans le domaine oral et écrit, sera utilisée par l'enseignant et les élèves. Les élèves écouteront et feront des présentations orales sur des faits divers en soulignant surtout ceux qui décrivent des sentiments et des émotions.

**FRANÇAIS 11 ACADÉMIQUE** **Prerequisite: FRA10** *This course is compulsory for the French Immersion Certificate.*  
**Academic** **1.0 Credit**

On soulignera l'importance de la compréhension, de l'expression et de la production orale et écrite à tous les niveaux d'études. Les élèves liront et analyseront la lecture et la littérature à partir de publicités, articles de magazines et journaux, poèmes, contes et légendes. Un minimum de deux romans, dont un sera un conte, seront étudiés en profondeur. Les élèves auront à produire des rapports oraux de nature expressive et informative. Les activités écrites comprendront des lettres (d'affaires et personnelles), des exposés, des expressions d'opinions et la création d'un conte court.

**FRANÇAIS 12 ACADÉMIQUE** **Prerequisite: FRA11** *This course is compulsory for the French Immersion Certificate. (May not be taken in the Grade 11 year.)*  
**Academic** **1.0 Credit**

L'élève écouterait des poèmes, des messages publicitaires et des comptes rendus oraux. Le cours amènera l'élève à faire des exposés oraux à caractère informatif visant à expliquer un sujet d'actualité. La lecture pourrait inclure des nouvelles littéraires, des lettres d'opinion, des poèmes, des articles de journaux ou des pièces de théâtre. Au moins un roman ou une pièce de théâtre sera étudié à fond. L'élève pourrait rédiger des textes apparents à la nouvelle littéraire, des lettres d'opinion et/ou des textes à caractère informatif.

## FINE ARTS

### DANCE 11

**Academic**                      **1.0 Credit**

Dance 11 is designed for all students, with or without previous formal dance training, and builds on student's experiences in dance throughout the physical education curriculum, grade primary to nine. It emphasizes creative movement as a form of communication and self-expression, as a unique way of learning about oneself and others. Learning experiences in this course offer students opportunities to explore a range of dance styles with more focused work in a few genres; create and present dance sequences; respond critically to their own dance works and those of others; and make connections with dance in local and global contexts, both past and present. Students also have opportunities to examine the connections between dance and other arts disciplines. The course comprises four components: elements of movement, creation and composition, presentation and performance, and dance and society.

### DANCE 12

**Academic**                      **1.0 Credit**

This course is designed for students to build on their previous dance education. Dance 12 will provide students with increased opportunities for specialization in technique, choreography and performance. Students will increase their knowledge and develop skills in all aspects of dance preparation, stagecraft and production. Students will research dance historically, interpret others' choreography using dance annotation, and may use digital cameras and software to create individual portfolios. The student must take part in all class dance sequences for public performances. This is a practical approach to creating, making and refining dance individually and with others. Dance 12 will provide students with the knowledge and skills that will allow them to pursue further studies in dance. Successful applicants must have completed Dance 11 and/or be interviewed by the instructor. This course satisfies the Fine Arts or the Physical Education credit requirement for high school graduation.

### DRAMA 10 /ART DRAMATIQUE (FI)

**Academic**                      **1.0 Credit**

Are you shy? Are you outgoing? Are you somewhere in the middle? If so Drama 10 is for YOU! Drama 10 is designed as a developmental course in drama, so it does not matter where you begin! Through a series of interactive games, projects and presentations, students will build on their self-awareness and self-confidence. Students will progress through a series of units, from mime to scripted plays to writing their own pieces, and at the end of each unit do a group presentation in front of the class. (That's right, no written tests☺) They will be marked on preparation, performance and reflection, and will have a barrel of fun! By the end of the semester, students will be prepared to show off their stuff to an audience of fellow students! Emphasizing participation and team work skills, this course lays the foundation for Drama 11.

### DRAMA 11

**Academic**                      **1.0 Credit**                      **Recommended prerequisite:** DRA10/ ARTDRA10IM

Students will be presented with opportunities to discover principles of theatre through practical experience in acting and play production. Class study will include the nature of drama, the analysis, interpretation and appreciation of plays, the writing of scene and the evaluation of productions. Practical activities will include further work in developmental drama and improvisations as well as movement, voice production, the development of roles from scripts and the staging of short scripted scenes. A major focus will be the development of several original scripts for production that will be performed for "in school" audiences. Students must choose a performance style and develop a design which includes set, lighting, costumes and make-up.

### DRAMA 12 THEATRE ARTS

**Academic**                      **1.0 Credit**                      **Recommended prerequisites:** DRA10/ADR10 and DRA11

This program is modelled on the workings of a professional theatre company. As such, the goal is to produce a season of shows for a given community. This means that students will write, produce and act in theatre pieces that may be taken "on the road" to various locations in the local community. In Drama 12: Theatre Arts students experience the collaborative nature of theatre performance. Students will develop skills and attitudes necessary for working in performing groups such as teamwork, leadership, adaptability, and support.

### VISUAL ARTS 10

**Academic**                      **1.0 Credit**

This course concentrates on the development of basic art skills and a basic understanding of art history. The course does not simply provide an opportunity to draw as students are engaged in rigorous processes and are expected to experiment with techniques in creative and challenging ways. Evaluation is based on effort, skill development, and the understanding of visual concepts.

## **VISUAL ARTS 11**

**Academic**

**1.0 Credit**

**Recommended prerequisite:** ART10 or equivalent proficiency

This course focuses on building technical skills and broadening knowledge of art process and art history. Students will strengthen their abilities in painting, mixed media, drawing, and be introduced to conceptual artwork and artists. It is strongly recommended that students complete Grade 10 Visual Arts prior to taking this course.

## **VISUAL ARTS 12**

**Academic**

**1.0 Credit**

**Recommended prerequisite:** ART11 or equivalent proficiency.

*May not be taken in the Grade 11 year.*

In this course, students will create a portfolio of work that will be of a standard expected by university entrance requirements. The emphasis at this level is on independent experimentation, technical competence, originality and conceptual awareness and development. Students will be introduced to the work of contemporary artists. Evaluation continues to be based on effort, skill development and the use and understanding of concepts covered in class. It is strongly recommended that students complete Grade 11 Visual Arts prior to taking this course.

# MUSIC

## MUSIC STRINGS 11 [MUSIC11S] (BEGINNER GUITAR)

### Academic 1.0 Credit

This course is designed for beginners who want to learn guitar with no or minimal previous experience. Emphasis will be on learning how to play chords, reading different notations, reading and playing a variety of strum patterns, and proper technique. Students will learn a variety of songs from many genres including rock, pop, folk, and classical. Students will also have the opportunity to complete an independent projects in which they will choose their own repertoire and work through it with the support of a teacher mentor. The course also looks at the social and cultural aspects of music, and how music connects to self.

Students will be provided with an instrument for the semester, but are welcome to bring one in.

## MUSIC INSTRUMENTAL BAND 10 [MUSIC10B]

### Academic 1.0 Credit

**Prerequisite:** Music Instrumental Band 9 or equivalent

This course is designed for students who play a concert band instrument, and typically have been since junior high (or have equivalent experience). In addition to studying music repertoire, students will also be guided through musical theory concepts that will assist them understand the music they are playing and creating. The course also looks at the social and cultural aspects of music, and how music connects to self.

## MUSIC INSTRUMENTAL BAND 11 [MUSIC11B]

### Academic 1.0 Credit

**Prerequisite:** Music Instrumental Band 10 or equivalent

The Music 11 course is designed to continue to develop and expand upon performance and interpretation skills, and further explore the function and role of music in society. Students perform in the Wind Ensemble and small ensembles. In addition to studying music repertoire, students will also be guided through musical theory concepts that will assist them understand the music they are playing and creating. The course also looks at the social and cultural aspects of music, and how music connects to self.

## MUSIC INSTRUMENTAL BAND 12 [MUSIC12B]

### Academic 1.0 Credit

**Prerequisite:** Music Instrumental Band 11 or equivalent

The Music 12 course is designed to continue to develop and expand upon performance and interpretation skills, and further explore the function and role of music in society. Students are also encouraged to take a leadership role within the performing ensemble. Students perform in the Concert Band and small ensembles. In addition to studying music repertoire, students will also be guided through musical theory concepts that will assist them understand the music they are playing and creating. The course also looks at the social and cultural aspects of music, and how music connects to self.

*All students, through participation in music are encouraged to develop concepts of teamwork, self-discipline and goal setting. Students experience the satisfaction of setting long and short term goals and seeing them through to excellent performances.*

## MUSIC PERFORMING ARTS Grades 10/11/12 [MUSIC10/11/12P]

### Academic 1.0 Credit

The **PERFORMING ARTS** course is designed for students who are already proficient at playing instruments such as electric/acoustic guitar, bass guitar, drum set, vocals, piano, and the occasional wind or string instrument. Students enrolled in this course typically have been playing their instrument for several years throughout junior high and possible private lessons.

Music Performing Arts is a performance-based course designed for the student who is interested in learning popular music styles such as Rock, Folk, Country, Jazz, Blues and Electronic through performance.

Other than vocalists all students must have their own instruments/cords, and sometimes amps (with the exception of the drum kit). It should be noted that certain skills and a level of ability in the performance area are relevant to participation in this course.

\*\*\*Prospective students may be asked for an interview/audition to demonstrate instrumental/vocal skill level.\*\*\*

## TECHNOLOGY AND BUSINESS

### ACCOUNTING 11

**Open** **1.0 Credit**

The aim of the course is (1) to develop an understanding of accounting principles and concepts encountered in business and personal activities; (2) to provide a sound foundation for additional study; (3) to become acquainted with the principles, applications, and importance of data processing in accounting procedures. The following topics are covered in the introductory course: the accounting equation, the analysis of business transactions, journalizing and posting, processing cash receipts and payments, financial statements, and the complete accounting cycle for merchandising firms. This course will be useful to anyone who plans to own or manage a business.

### BUSINESS 10

**Open** **1.0 Credit**

Students taking this course will explore foundational business concepts such as business ownership, entrepreneurship, accounting, marketing, and management. Students will use and apply technology for research, analysis activities and presentations. This course will help prepare students to make sound decisions as consumers, employees, and responsible citizens within the Canadian economy. Students will recognize the globalization of the marketplace and the positive aspect it has for Nova Scotian businesses. This course promises to equip students with a holistic understanding of business, instilling essential skills and knowledge to thrive in an ever-evolving business landscape.

### BUSINESS TECHNOLOGY 11

**Academic** **1.0 Credit**

Business Technology 11 introduces students to a range of business productivity software tools and their applications. The course consists of five modules. In Module 1, students will learn proper keyboarding technique and develop speed and accuracy in touch keyboarding. In Module 2, students will integrate their proficiency in touch keyboarding to design and apply document processing skills using Microsoft Word. In Module 3, students will learn to apply the principles and practices of spreadsheet software, including charting, using Excel. In Module 4, students will apply the principles and practices of desktop publishing, using Word and/or Publisher. Module 5, computers and technology, will be integrated throughout the course.

### COMMUNICATIONS TECHNOLOGY 11

**Academic** **1.0 Credit**

Communications 11 is an academic credit that involves using a hands-on, minds-on approach to electronic, print and web communication. Students will be provided with hands on activities at the beginner and intermediate level in a broad range of technological concepts in areas such as digital photography, web publishing and technical design. By the end of the course, students are able to demonstrate a number of skills, such as the ability to use a range of technological tools, abilities in applying technological skills to other areas, and experience in solving technological problems. This course is accessible for students at all levels of computer competence.

### COMMUNICATIONS TECHNOLOGY 12

**Academic** **1.0 Credit**

*May be taken in Grade 11 or 12, Recommended Prerequisite: CMT11*

Communications 12 is an academic credit that involves using a hands-on, minds-on approach to electronic, print and web communication. Students will be provided with hands on activities at the intermediate and advanced level in a broad range of technological concepts in areas such as digital photography, web publishing and technical design. By the end of the course, students are able to demonstrate a number of skills, such as the ability to use a range of technological tools, abilities in applying technological skills to other areas, and experience in solving technological problems. Although not necessary, it is highly recommended that students have successfully completed CMT 11 prior to taking CMT 12.

### COMPUTER PROGRAMMING 12

**Academic** **1.0 Credit**

*Recommended Prerequisite Math 10 / May be taken in Grade 11 or 12.*

Computer Programming 12 provides learning opportunities for students interested in extending their skills and understanding of computers and computer systems. Students work independently and collaboratively to formulate and solve real-world problems using structured problem-solving approaches similar to those found in the workplace. Students implement solutions by creating programs using a structure programming language. Modules include: Problem Solving in Computer Programming, Fundamentals of Programming, Applied Program Solving and Project Development.

### CONSTRUCTION TECHNOLOGY 10

**Open** **1.0 Credit**

Construction Technology is designed to develop an understanding of the Construction Trade. This will be accomplished by exploring construction development, planning, tools, light construction, future developments, and careers in a problem-solving fashion. Activities will include Blueprint reading, surveying, foundations, guidelines to building construction, finish carpentry and design. In addition, students will have the opportunity to learn about and use various types of hand/power tools, as well as several production machines used in the industry.

## **CONSTRUCTION TECHNOLOGY 12**

### **Open 1.0 Credit**

Construction Technology 12 is designed to develop a knowledge and understanding of basic construction trades associated with building a residential home (ie. plumbing, electrical, framing). Students will look at many aspects of the construction process from planning up to construction. There will also be a focus on careers in both construction and other trades.

## **DESIGN 11**

### **Academic 1.0 Credit**

Design 11 involves students in using communications and information technologies to develop solutions to design problems and to conduct inquiries into design issues. Students work independently and as part of design teams to explore design in a range of practical contexts. Modules for this course include the following: Design Fundamentals; communication Design; The Built Environment; Product Design; and Design Team or Independent Project

## **ECONOMICS 12**

### **Academic 1.0 Credit**

Uncover the fascinating world of economics as we delve into topics that directly impact your life and the world around you. Ever wondered how your favorite products make it to the shelves or why prices fluctuate? Dive deep into the captivating world of *microeconomics*! From understanding the balance of demand and supply to exploring the secrets of product differentiation, production processes, and the pulse of various markets, Economics 12 will empower you with the knowledge to navigate the business landscape. We then look at *macroeconomics* in Economics 12: this is your passport to understanding the national economy. Decode economic indicators and government policies that shape the financial landscape. Venture into the realms of money, banking, and finance, and explore the keys to unlocking economic growth. It's not just about numbers; it is about equipping yourself with the tools to comprehend the forces that drive our society.

## **ENTREPRENEURSHIP 12**

### **Academic 1.0 Credit**

Entrepreneurship 12 is designed to support learners in developing the attitudes, skills, knowledge, and mindset necessary to meet the many opportunities and challenges of entrepreneurship. This course supports learners through active, experiential learning, offering a hands-on perspective as learners engage in entrepreneurial ventures. Entrepreneurship 12 is designed to offer learners opportunities to engage in real-life decision making and take responsible risks to bring their ideas to fruition. The onus is on the learner to decide on the focus of the learning and on the teacher to provide the environment and support to facilitate this process. The course incorporates a balance of theoretical and practical aspects of entrepreneurship, while providing learners with contexts for learning. In assuming control of their learning, learners develop financial and economic responsibility and an awareness of the impact of creativity and innovation as a driver of today's economy.

## **FILM AND VIDEO PRODUCTION 12**

### **Academic 1.0 Credit**

This course involves students in the production of a film or video. Students work independently and as part of a production team to explore roles in the film industry, develop skills required in production roles, develop a critical awareness of historical and cultural aspects of film, and work through the process of producing a film or video from script development to final edit. Modules for this course include Fundamentals, Production Team Skills, Film Industry Disciplines and Careers, and Film Development and Production.

## **PRODUCTION TECHNOLOGY 11/12**

### **Open 1.0 Credit**

Production Technology 11 and 12 are an introduction to the production process based on custom production. Students will solve real world problems in both the production and computer labs, paralleling today's commercial production. This will give students the opportunity to take part in product planning, product design, product fabrication, product testing, and product analysis. Impact of production on society, individuals, and the environment will also be discussed. By the end of the course students will have had the opportunity to learn about and use various types of hand and power tools, as well as several production machines used in industry today. Students will also be given time to further develop any specialty skills that interest them.

## **CO-OPERATIVE EDUCATION 11/12**

### **Academic**

**1.0 Credit**

**Prerequisite:** Application form, student interview

Cooperative Education is a credit course designed to meet the needs of the students in this ever-changing world. The two central purposes of Cooperative Education are to assist students bound for post-secondary education and / or the workplace to make informed decisions and to acquire relevant knowledge and skills. In this way, transitions from school to work and / or further education are made more successfully.

Cooperative Education is a method of learning which involves the school, the student and a community placement supervisor in a relationship where each shares responsibility for the student's learning experience. Students earn a High School credit by combining an in school academic component and an 80 hour community placement. Cooperative Education consists of three components:

- Pre-placement and orientation
- Community placement
- Reflective learning experience

The student indicates an occupational interest and the community are then carefully designed for that student through cooperation between the student, school, parent / guardian and placement supervisor. The placements include but are not limited to Tourism Industry, Physiotherapy Clinics, Red Seal trades, Armed Forces, Hospitals, Animal Care, RCMP, HRPD, DNR, Elementary Schools, Continuing Care Facilities, Culinary Trades, and Law School.

Placements occur at various times throughout the year. The community placement is monitored on a regular basis and carefully evaluated making use of the student's education learning plan. Reflective sessions are held on a regular basis providing the students an opportunity to make specific connections between their community placement and their school courses. Students are required to complete a log book, learning plan A and B, reflective assignment and a portfolio. Each student and his or her parent / guardian must sign a commitment agreement before the placement begins.

Units of work include: community connections / learning through work experience; planning your future career; your career skills; quality of work life and the community placement. Students will be given a detailed course of outline, which outlines the specific learning outcomes, units of study, assessment and evaluation, the school expectations and the structure of the program. Parents are to sign this.

Students register for the course on the course selection form. The students are then contacted and given an application form to complete and return to the school. Upon receipt of the application, an interview is conducted with the student. This process must be followed for a student to be accepted into the program. Those students not accepted into the course will be notified. Students may obtain more than one credit in Co-operative Education. Co-operative Education is open to all students whether they are proceeding to University, Community College or work. Students who have a specific occupational interest and who are considering Community College, apprenticeship, or university (some universities recognize Co-op 12 for admission requirements) for post-secondary education will benefit greatly from the experience. By combining Co-operative Education with occupational related courses, the student can better prepare for work and / or enrollment in Community College or Apprenticeship Training.

## PERSONAL DEVELOPMENT / FAMILY STUDIES

The **LEARNING STRATEGIES** curriculum emphasizes the principles of Universal Design for Instruction (UDI) and is designed to enhance and develop the students' skills in the following areas: Self-awareness / Organization / Transitioning / Literacy / Numeracy  
**Students interested in finding out more about the Learning Strategies courses should check with their guidance counselor or resource teacher.**

### CHILD STUDIES 11

**Open 1.0 Credit**

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

- Decisions about Parenthood (the decision to become a parent, parenthood alternatives).
- The Beginning of Parenthood (human reproduction, pregnancy, childbirth, the newborn).
- Early Childhood Development (the infant, the toddler, the preschooler, the school-age child).
- Special Concerns in Child Development (day care, children with special needs, children in crisis, support services, occupational opportunities with children).
- Practical Experiences with Children (an in-school or out-of-school practicum).

### HEALTH AND HUMAN SERVICES 12

**Open/Academic 1.0 Credit**

This is an introductory course of interest to those who are considering post-secondary education or employment in health services or human services including psychology, social work, continuing care, nursing, addictions counselling, youth worker, corrections, law enforcement, educational support, and gerontology, recreation, and leisure studies. This course provides students with skills and knowledge in human development, ethics, the helping process, interpersonal and personal development, wellness, written and verbal communications, and computer applications. Students will explore skills and knowledge specific to defined occupations.

Group work, case studies, community projects and agency interaction are some of the learning strategies used to ensure practical application of the theory studied. Community –based education is encouraged in order to enhance the knowledge and skills developed in the classroom.

### LEADERSHIP 12/ LEADERSHIP 12 IMMERSION

**Academic 1.0 Credit**

A goal of Millwood High is to produce graduates who have acquired the skills and knowledge necessary to become responsible, productive citizens prepared to meet the challenges of the 21st century. A leadership class will administer these opportunities to students who take the course. Good leaders are found in all aspects of life and serve as models for their achievements, accomplishments and triumphs. LDP 12 students will learn to develop and discover leadership attitudes, values and skills. Students will develop personal skills and build positive, realistic attitudes toward both self and society. **Students must be prepared to participate in events and activities that extend the hours of the regular school day (i.e. community and school service hours, school events organized by the class, etc.).** Modules include the following: communication skills, goal setting, project planning, meeting skills, leadership development, service to others, and organizational techniques. The course highlight is the creation of a large-scale event that benefits the school and community (i.e. a fundraising event, a Junior High leadership conference, or a cross-curricular project).

### LEARNING STRATEGIES 11/12

**Open 1.0 Credit**

This course is for students who prioritize strategies and approaches to understanding one's own learning. Students may have been identified through the program planning process. An examination of post-secondary goals is a major component of this course as is the building of skills necessary for the successful transition to work or studies beyond high school. Assistive technology will be a key component of support for students.

### Life 11

**Academic 1.0 Credit**

In this course, learners engage in experiences that help them build critical life, career and health skills that will guide them in their emerging relationship with self, family, community, and environment. This course is designed to provide learners with opportunities to reflect on healthy ways to navigate change and transitions in their personal and work lives presently and in the future. An important component of this course, the service module, allows learners to engage in advocacy work on issues of interest which will positively impact their community.

## PHYSICAL EDUCATION

### PHYSICALLY ACTIVE LIVING 11

**Open** **1.0 Credit**

This course is designed to engage students in a wide range of physically active experiences, with an overall theme of exploring options and opportunities for being active for life, both in school and in their community. PAL11 encompasses both an activity component and a theory component, with an emphasis on engagement in physical activity. The activity component of the course is designed to provide opportunities for students in active experiences that engage youth in traditional and non-traditional forms of physical activity. The theory component of the course will enhance student understanding of healthy eating, injury prevention, mental and emotional health, and addiction prevention highlighting the connection between healthy living and being physically active.

### PHYSICAL EDUCATION 11

**Open** **1.0 Credit**

The main objective of the grade eleven Physical Education course is to develop skill acquisition and advanced techniques in a wide variety of sports and activities. This course will focus on students who are and will continue to be active as participants and leaders in a wide variety of physical activities. The theory components are an important aspect of the program where the students can learn and discuss the concepts dealt with on the playing field and in the gymnasium.

### PHYSICAL EDUCATION 11 MARTIAL ARTS (Boxing)

**Open** **1.0 Credit**

Discover the art of discipline, focus, and fitness with our grade 11 boxing class! Designed for students of all skill levels, this class combines basic boxing techniques, cardio workouts, and strength training in a fun and supportive environment. Learn about the history of boxing, as well as the fundamentals of jabs, hooks, and footwork while building confidence and improving overall physical health. Join us and unleash your inner champion! This course meets the requirements for a physical education credit.

### YOGA 11

**Open** **1.0 Credit**

Yoga 11 introduces students to the various styles and characteristics of yoga. It is an expectation that students will develop a lifelong personal practice of yoga for personal fitness, growth, and recreation. Students participate in a variety of yoga related activities which include both physical practice and classroom theory. The physical practice of yoga includes learning, developing, and practicing skills that involve strength, flexibility, endurance, balance, poise, regulation of energy, and mental focus. The classroom theory sessions educate the students on the history and philosophy of yoga, the relationship between nutrition and fitness, anatomy, and the values of non-violence, ethics, honesty and respect in the context of challenging physical activity.

This course is a specialized variant of Physical Education 11 and is open to all students from all grade levels. It meets the requirements for a physical education credit. If the number of classes offered must be restricted, Grade 10 students will have priority for enrollment. This course has no pre-requisite.

## Online Course Options

**Note, courses are taken fully online but taken as one of students scheduled courses on site at school – scheduled as a course in a scheduled course block.**

Below is a DRAFT list of courses that may or may not be offered during the 2026-2027 school year. Full information will also be posted on the Nova Scotia Virtual School website at <http://nsvs.ednet.ns.ca>

### Draft Course Offerings for 2025-2026

Semester 1	Semester 2
<b>Course Name</b>	<b>Course Name</b>
Advanced English 11	Accounting 12
Advanced English 12	African Canadian Studies 11
African Canadian Studies 11	Biologie 11/Biologie 11 ADV
Arts Entrepreneurship 12	Biologie 12/Biologie 12 ADV
Biologie 11/Biologie 11 ADV	Biology 12/ADV Biology 12
Biologie 12/Biologie 12 ADV	Business Technology 11
Biology 11/ADV Biology 11	Calculus 12
Biology 12/ADV Biology 12	Canadian Families 12
Business Technology 11	Canadian History 11
Canadian Families 12	Chemistry 11/ ADV Chemistry 11
Chemistry 11/ ADV Chemistry 11	Chemistry 12/ ADV Chemistry 12
Entrepreneurship 12	Computer Programming 12
Film and Video Production 12	Core French 10
Fitness Leadership 12	Entrepreneurship 12
Geographie Planetaire 12	Film and Video Production 12
Geology 12	Geographie Planetaire 12
Global Geography 12/ADV Global Geography 12	Global Geography 12/ADV Global Geography 12
Global Politics 12	Global Politics 12
Law 12	Introduction à la littérature 12
Mathematics 11	Mathematics 11
Mathematics 12	Mathematics 12
Mathematics at Work 12	Mathematics at Work 12
Oceans 11	Multimedia 12
Physics 11/ ADV Physics 11	Oceans 11 Immersion
Physics 12/ADV Physics 12	Physics 11/ ADV Physics 11
PreCalculus 11	Physics 12/ADV Physics 12
Precalculus 12	Precalculus 11
Sociology 12	Precalculus 12
Tourism 11	Science 10
Visual Art 10	Sociology 12
	Visual Art 11/ADV Visual art 11

**If you are interested in taking an online learning course, please advise your Guidance counsellor of which one you are interested in, and which semester it is scheduled in. We enrol you through a different procedure than our regular course selection.**

# -----Millwood High-----

## Registration

2026-2027

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

Grade: \_\_\_\_\_

### STEP 1

### Graduation Requirements

(Please check if you are in or have completed the course. Your guidance counsellor can assist you with any questions you might have.)

Eng10       Eng 11       Eng 12

Math10       Math11       Math 12

Science       Science

Canadian Studies       Global Studies 12

Physical Education

Fine Arts

Other (Sci/Math/Tech)

5 Electives

### Career Plans

### STEP 2

When selecting your courses, please consider requirements for any post-secondary institution you plan to attend. For more information on post-secondary programs in Canada, **visit MyBlueprint.ca, which is available through your GNSPES account.** If you require support, please visit your guidance counsellor.

### STEP 3

### 3 Year Planner (\*Minimum of 5 Grade 12 courses)

1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	_____
8. _____	_____	_____

### STEP 4

### Course Selections

**Important** – You are selecting your courses for the entire year, not the semester. Students do not determine the semester in which they take courses.

**Grade 10 students must choose 8 courses**

**Grade 11 students must choose minimum 7 courses.**

Please note that English, Math, Canadian Studies, and a second Science at the grade 11 level must be included.

**Grade 12 students must choose minimum 6 courses**

Please note that English, Math, and a Global Studies must be selected at the grade 12 level.

**Grade 11 or 12 students may take additional courses beyond those required.**

	Subject Name
1	
2	
3	
4	
5	
6	
7	
8	

### Alternates (Choose 2)

1
2

### STEP 5

**Parent Signature:**

**Student Signature :**