

# **Bedford and Forsyth Education Centres Course Selection Booklet**

**2025 - 2026**



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### School Counsellors

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# Principal's Message

The BFEC Course Selection Booklet is an important resource for students and adult learners. This information will support students as they make their course selections for high school graduation and plan for post-secondary studies or to enter the workforce.

Please read through the requirements for high school graduation and look closely at program options and course descriptions before making final decisions. If you have any questions, please speak with one of the school counselors. Students should make course selections in consultation with their parents, teachers, and school counselors.

All courses are considered tentative. Whether a course is offered depends on the number of students who enroll and the credits that must be offered to support grade 12 students meeting graduation requirements. Our school staff is very small, so it is not possible to offer the wide range of courses that are available at other high schools.

BFEC is unique because we have two campuses, one in Bedford and one in Dartmouth. It is possible for a student to take courses at both campuses over the course of the school year. Some courses may be offered at one campus and not the other.

Please remember that regular attendance and course participation are the keys to your success in school. BFEC staff will support you, but you need to attend to benefit from that support. At BFEC we are building skills for life.

*Jarrett Feeney*

Jarrett Feeney  
Principal

## NOVA SCOTIA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

- 18 total credits are required for graduation
- 5 credits must at the Grade 12 level
- Only 7 Grade 10 credits will count

| Requirement                    | Courses that meet this requirement   |
|--------------------------------|--|
| Grade 10 English               | ENG 10   |
| Grade 11 English               | ECM 11, ENG 11   |
| Grade 12 English               | ECM 12, ENG 12   |
| Grade 10 Math                  | Math 10 Essentials, Math at Work 10, Math 10 (2 credits: 1 math and 1 grade 10 elective credit)  |
| Grade 11 Math                  | Math 11 Essentials, Math at Work 11, MATH Essentials 12, Math at Work 12, Mathematics 11, Mathematics 12, Pre-calculus 11, Pre-calculus 12, Calculus 12  |
| Grade 12 Math                  | <b>Only required for students entering high school in the 2017-2018 school year or later!</b> Math 12, Math at Work 12, Math Essentials 12   |
| Science credit 1               | Science 10, Biology 11, Chemistry 11, Physics 11   |
| Science credit 2               | Science 10, Biology 11, Chemistry 11, Physics 11, Oceans 11, Human Bio 11, Food Science 12, Biology 12, Chemistry 12, Physics 12, Geology 12, Netukulimk 12 <b>Please note that students cannot obtain credit for both Biology 11 and Human Biology 11.</b>                                      |
| Canadian studies credit        | Mi'kmaq Studies 11, Contemporary Canadian Studies 11, African Canadian Studies 11  |
| Global studies credit          | Global Geography 12, Global History 12, Global Politics 12, Global Sustainable Solutions 12  |
| Physical education credit      | Phys Ed 10, Physically Active Living 11, Phys Ed 11, Yoga 11, Phys Ed 12, Dance 11 (either as a physical education credit or arts credit, but cannot be used for both)   |
| Fine arts credit               | Visual Art 10, Visual Art 11, Visual Art 12, Drama 10, Music 10, Music 11, Music 12  |
| Math, tech or science credit 1 | Any of the science or math credits listed above or Exploring Technology 10, Business Technology 11, Design 11, Production Technology 11, Electrotechnology 11, Communications Technology 11, Communications Technology 12, Production Technology 12, Multimedia 12, Film and Video Production 12 |
| Math, tech or science credit 2 | Same courses as above (Math, tech or science credit 1)   |

**Note:** Only one credit will be given for a course in the **same subject at the same grade level**, although both will be shown on the student 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.

# NSSAL: Nova Scotia High School Diploma for Adults

The *Nova Scotia High School Diploma for Adults* is a diploma issued by the Department of Labour & Advanced Education. It recognizes the recipient as having completed a high school or secondary education.

## Who is eligible to apply for this diploma?

- 18 years of age or older and not currently be enrolled in school
- Currently reside in Nova Scotia and be a Canadian citizen or permanent resident or protected persons

## Nova Scotia Adult Diploma Graduation Requirements

- **12 credits** (6 compulsory and 6 elective) required for graduation
- **All credit must be at the grade 11 or grade 12 level**
- **5 credits must be at the Grade 12 level**
- **The following are the 6 compulsory credits required for graduation:**

| Subject   | Grade Level | Credits Needed |
|---|-------------|----------------|
| English/French Language Arts or Communications  | 11          | 1              |
| English/French Language Arts or Communications  | 12          | 1              |
| Mathematics   | 11 or 12    | 1              |
| Biology , Chemistry, Physics, Human Biology, Food Science, Oceans, Geology, Netukulimk 12 | 11 or 12    | 1              |
| Technology or Mathematics or Science or Social Studies                                    | 11 or 12    | 1              |
| Global History or Global Geography or Global Sustainable Solutions                        | 12          | 1              |

- **6 additional credits at the grade 11 or 12 level**

# 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.**

To assist you in course selections, consult with your School Counsellor and check the **Department of Education** website: <http://www.ednet.ns.ca>.

## 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. Final exams are worth 20%.

## ATTENDANCE

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

## 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 School Counsellor for further information on this process.

## PERSONAL DEVELOPMENT CREDITS

Beginning in September 2012, all high school students in Nova Scotia will be able to earn personal development credits and have these 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 high school credit, achievements and credentials earned in the community. Check with your School Counsellor for further information on this process.

## RESOURCE SUPPORT

Resource provides services for students who have been identified as requiring additional planning and support to meet their learning style.

The subject teacher, along with the Resource teacher, will work together to develop and implement any necessary adaptations to the program to assist these learners in meeting provincial outcomes. This may include teaching strategies, classroom organization, curricular content and alternative assessment and evaluation practices. 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.

## COURSE SELECTION ADVICE FOR STUDENTS

- 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.
- Students and parents are encouraged to use the services of School Counselors, 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.
- 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 to award scholarships. Students in Grade 11 may apply to Nova Scotia Community College but acceptance is conditional on graduating from High School.
- The course selection process will take place with a School Counsellor in February and March.

## TYPES OF HIGH SCHOOL CREDITS

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

**NOTE: Students applying to university usually need 5 academic grade 12 courses (including English 12)**

**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 School 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 School Counsellor.



## GRADE 10 COURSE SELECTIONS

**BFEC offers limited grade 10 credits. Not all grade 10 classes will be offered every year.**

Students entering Grade 10 should have the following courses:

- English 10
- Math 10 Essentials or Math 10 At Work or Math 10 (As recommended by their grade 9 teacher)
- Science 10 or Biology 11
- Physically Active Living 11, Yoga 11, PHE 10, PHE 11
- Visual Art 10

**NOTE: Students can have a MAXIMUM of seven (7) grade 10 credits.**

## GRADE 11 COURSE SELECTIONS

GRADE 11 STUDENTS SHOULD SELECT IN THE FOLLOWING ORDER:

**A. NECESSARY COURSES FROM GRADE 10 (IF ANY WERE FAILED OR NOT TAKEN) IF THEY ARE BEING OFFERED AT BFEC.**

**B. CORE COURSES (Grade 11 level unless indicated)**

- ✓ Required: English 11 or English Communications 11
- ✓ Required: Math Essentials 11, Math 11 at Work, Mathematics 11 Academic
- ✓ Required: African Canadian Studies 11, Mi'kmaw Studies 11 or Contemporary Canadian Studies 11
- ✓ Required: Science credit 2
- ✓ Required Physical Education and/or Fine Art credit(s) if needed

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

## GRADE 12 COURSE SELECTIONS

- **Students planning to apply to post-secondary institutions are responsible for checking the suitability of their program with those institutions directly; however, assistance may be obtained from the School Counselors**
- Students who are potential graduates are classified as grade 12 students.

GRADE 12 STUDENTS SHOULD SELECT IN THE FOLLOWING ORDER:

**A. NECESSARY COURSES FROM GRADE 10/11 (IF ANY WERE FAILED OR NOT TAKEN)**

**B. CORE COURSES (Grade 12 level unless indicated)**

- ✓ Required: English 12 or English Communications 12
- ✓ Required: Global Geography 12 or Global History 12 or Global Politics 12
- ✓ Required: Tech/Math/Science credit

**Note: A minimum of five (5) grade 12 credits are needed to meet graduation requirements.**

**C. ELECTIVE COURSES:** Students may choose from all available Grade 11 Courses and Grade 12 courses, if all necessary prerequisites are met.

# ACADEMIC AND CAREER PATHWAYS

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 up to date of any changes, so they are not disappointed.

Students are asked to contact the post-secondary institutions directly or contact their school counselor for assistance. Please note that during registration, counselors attempt to meet with every student to discuss post-secondary planning.

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 experimenting in different types of courses. Hopefully this will make future selection easier and more meaningful. Students are also reminded to make sure they fulfill their graduation requirements.

## Post-Secondary Options

Note: The following shares general information about minimum entrance requirements for most post-secondary programs. **Different post-secondary institutions have different prerequisites and should be carefully investigated.** In addition, most university programs have minimum grade average requirements. Also, many post-secondary programs do not have a Mathematics prerequisite and, therefore, graduation-level Mathematics credits will satisfy admissions requirements.

### Nova Scotia Community College

- <http://www.nsc.ca/>
- Although some programs (LPN, engineering programs, etc.) have specific course requirements, many programs require a High School Graduation Diploma or equivalent (GED).

### Private/ Career College Programs

- Generally require a High School Graduation Diploma or equivalent (GED).
- <http://www.maritimebusinesscollege.ca/>
- <http://www.hairdesigncentre.com/>
- <https://www.nsapprenticeship.ca/get-started/trades>
- <http://www.successcollege.ca/>
- <http://collegeofmassage.com/halifax/>
- <http://eastcollege.ca/halifax>

### University Programs

Bachelor of Arts: English 12 + 4 other academic courses

Bachelor of Science: English 12, Pre-Calculus Math, 2 Sciences + 1 other academic course

Bachelor of Nursing: English 12, Math 12, Chemistry, Biology + 1 other academic course

Bachelor of Commerce: English 12, Math 12 (in some cases Pre-Calculus) + 3 other academic courses

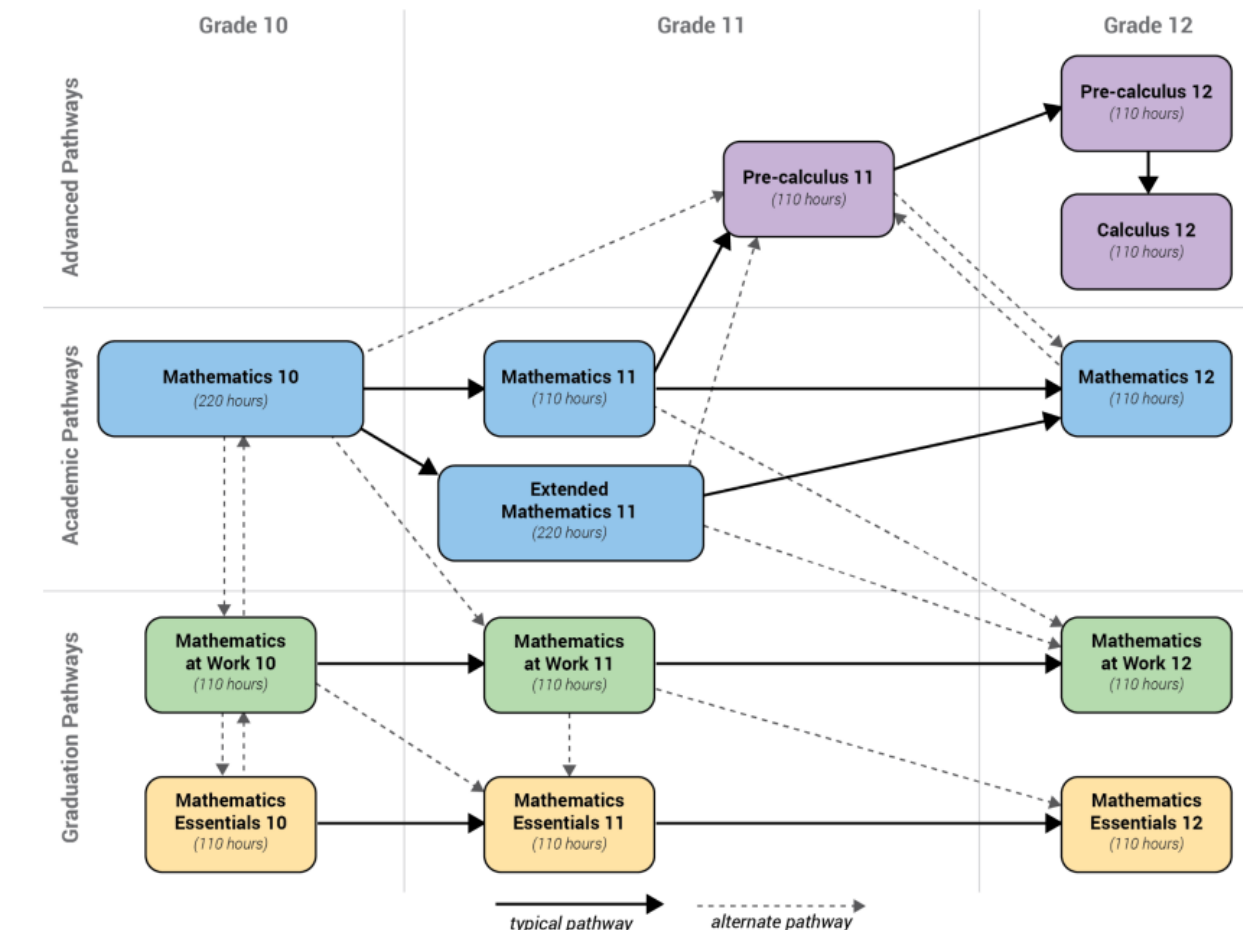
**Nova Scotia universities and the Nova Scotia Community College have recently launched a website that allows students to get information on any of these Nova Scotia schools. Check out <http://mynsfuture.ca/> for more information.**

# HIGH SCHOOL MATHEMATICS STREAMS:

Mathematics is a subject which is specifically required for many post-secondary programs. Although **only two Mathematics credits of any type are needed for High School graduation**, many institutions require a certain type of Mathematics program and a minimum mark in specified courses; therefore, students should check with their School Counselors and admissions personnel at the various institutions

- **Mathematics Essentials** is designed for students who do not intend to pursue post-secondary study or who plan to enter programs which do not have any Mathematics pre-requisite. Typically, students who enroll in Mathematics Essentials will have a history of difficulty in achieving the outcomes of the Junior High Mathematics program.
- **Mathematics at Work** is designed for students who want to maintain a high standard of Mathematics but who do not intend to enter post-secondary programs that require Academic Mathematics as a pre-requisite. Please check with the institution to obtain accurate information on entrance requirements.
- **Academic Mathematics** is designed for those who plan to enter into fields requiring further post-secondary study of Mathematics. Examples include, but are not limited to, the Sciences, engineering, and business administration at university, college, or private institutions.

## Senior High Mathematics Course Pathways (Effective 2021)



| <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 prerequisite.</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 prerequisite.</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 prerequisite 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 prerequisite 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<br>Mathematics 11 Pre-Calculus (1 Credit / 2 <sup>nd</sup> Semester) | Mathematics 12 (Pre-Calculus) (1 Credit / 1st Semester)<br>Calculus (Optional) (1 Credit / 2nd Semester) |
| <b>Please feel free to ask a School Counsellor for clarification and/or help when selecting your courses</b>  |  |  |

# COURSE DESCRIPTIONS

## 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 interrelated, 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 an 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.

### ENGLISH COMMUNICATIONS 11

**Graduation**                      **1.0 Credit Prerequisite: ENG 10**

The focus of experiences will be based on personal response to engaging and stimulating texts. 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 are highly emphasized, especially interviews.

### ENGLISH 11

**Academic**                      **1.0 Credit Prerequisite: ENG 10**

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. The Integrative Concepts include the individual and society; career choices/opportunities with their language requirements; and the importance of work for individuals and society.

### ENGLISH COMMUNICATIONS 12

**Graduation**                      **1.0 Credit Prerequisite: ECM11**

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.

### ENGLISH 12: African Heritage

**Academic**                      **1.0 Credit Prerequisite: ENG 11**

Students will engage in experiencing and examining various literary texts with a major focus on African Heritage, including short fiction, the novel, poetry, spoken word and various elements of African oral traditions. This course provides a particular focus on writers and artists of African descent and their contributions. The writers and artists and their works, the history and culture depicted in and reflected by their works, and the ideas and values inherent therein can all contribute to the intellectual growth of our students and to their appreciation of African Heritage

## ENGLISH 12

### Academic

**1.0 Credit Prerequisite: ENG 11**

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 those 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 Integrative Concepts include the individual in a global community and the human predicament.

## MATHEMATICS

Students need to complete a **minimum** of 2 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.

### MATHEMATICS ESSENTIALS 10

#### Graduation

**1.0 credit**

Mathematics Essentials 10 is an introductory high school mathematics course designed for students who do not intend to pursue post-secondary study or who plan to enter programs that do not have any mathematics prerequisites. Mathematics Essentials courses are designed to provide students with the development of the skills and understandings required in the workplace, as well as those required for everyday life at home and in the community. Students will become better equipped to deal with mathematics in the real world and will become more confident in their mathematical abilities. Students in Mathematics Essentials 10 will explore the following topics: mental math, working and earning, deductions and expenses, paying taxes, making purchases, buying decisions, probability, measuring and estimating, transformation and design, and buying a car.

### MATHEMATICS AT WORK 10

#### Graduation

**1.0 credit**

Mathematics at Work 10 is an introductory high school mathematics course which demonstrates the application and importance of key math skills. The new Mathematics at Work courses are designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the workforce or for entry into programs of study that do not require academic mathematics. Students in Mathematics at Work 10 will explore the following topics: measurement, area, Pythagorean theorem, trigonometry, geometry, unit pricing and currency exchange, income, and basic algebra.

### MATHEMATICS 10

#### Academic

**2.0 credits**

This will mean that students will have mathematics class every day for their grade 10 year. Mathematics 10 is an academic high school mathematics course which is a prerequisite for all other academic and advanced mathematics courses. Students who select Mathematics 10 should have a solid understanding of mathematics from their junior high years. This means that students would have demonstrated satisfactory achievement of learning outcomes in Grade 9 mathematics. Students in Mathematics 10 will explore the following topics: measurement systems, surface area and volume, right triangle trigonometry, exponents and radicals, polynomials, linear relations and functions, linear equations and graphs, solving systems of equations, and financial mathematics.

### MATHEMATICS ESSENTIALS 11

#### Graduation

**1.0 credit**

**Prerequisite:** Mathematics Essentials 10 or Mathematics at Work 10.

Students in Mathematics Essentials 11 will explore the following topics: mental mathematics; collecting, organizing and graphing data; borrowing money; renting or buying; household budgets; investing money; measuring; and 2-D and 3-D design, mathematics in content areas such as science and social studies.

### MATHEMATICS ESSENTIALS 12

#### Graduation

**1.0 credit**

**Prerequisite:** Mathematics Essentials 11 or Mathematics at Work 11.

The Mathematics Essentials pathway is designed to provide students with the development of the skills and understanding required in the workplace, as well as some skills required for trades. Students will demonstrate an understanding of the mathematical skills for chosen careers as well as develop their skills in measurement and numeracy.

## **MATHEMATICS AT WORK 11**

**Graduation**                      **1.0 credit**

**Prerequisite:** Mathematics at Work 10 or Mathematics 10.

Students in Mathematics at Work 11 will explore the following topics: measurement systems volume, 2-D and 3-D geometry, scale, exploded diagrams, numerical reasoning, personal budgets, compound interest, financial institution services, and formula manipulation for various contexts.

## **MATHEMATICS 11**

**Academic**                      **1.0 credits**                      **Prerequisite:** Math 10

Students in Mathematics 11 will explore the following topics: applications of rates, 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.

## **MATHEMATICS AT WORK 12**

**Graduation**                      **1.0 credit**

**Prerequisite:** Mathematics at Work 11 or Mathematics 11.

The Mathematics at Work pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for direct entry into the workforce or for entry into programs of study that do not require academic mathematics. Students in Mathematics at Work 12 will study the following topics: measurement and probability, measures of central tendency, scatterplots, linear relationships, owning and operating a vehicle, properties of polygons, transformations and trigonometry

## **MATHEMATICS 12**

**Academic**                      **1.0 credit**

**Prerequisite:** Successful completion of Mathematics 11.

Students in Mathematics 12 will study the following topics: borrowing money, investing money, set theory, logical reasoning, counting methods, probability, polynomial functions, exponential and logarithmic functions and sinusoidal functions.\

# **SCIENCES**

## **SCIENCE 10**

**Academic**                      **1.0 Credit**

**This course qualifies as a “first science” credit.**

In Science 10, students are given an opportunity to explore foundation topics in four disciplines of science - biology, chemistry, meteorology and physics - in four separate units of study. An exploration of the relationship among science, technology, society, and the environment provide a unifying theme across the four areas of science. Broad topical areas include sustainability of ecosystems; chemical reactions; weather dynamics; and linear motion. This course serves as a foundation for further studies in science, particularly in biology, chemistry and physics.

## **HUMAN BIOLOGY 11**

**Graduation**                      **1.0 Credit**

***Credit will not be given for both Human Biology 11 and Biology 11 Academic. This course does NOT qualify as a “first science” credit.***

Human Biology is a general interest course that counts as the second Science credit for graduation purposes. It is not normally 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**

**Academic**                      **1.0 Credit**

**This course qualifies as a “first science” credit.**

The objective of Biology 11 is to introduce students to the diversity of life and to better understand the intricate balance that exists between the biotic (animals, plants and microorganisms) and abiotic (water, air and soil) components of the Earth's Biomes. The course is designed to explore the world on a microscopic level and to experience a variety of labs and activities that reinforce the topics of diversity, microscopy, ecology, human organ systems, photosynthesis and respiration. Students will develop lab skills to effectively use microscopes, use and prepare slides, study microbiology, and explore the diversity of animal structure and function through dissections.

## **BIOLOGY 12**

**Academic 1.0 Credit**

**Suggested Prerequisite: BIO 11**

The Biology 12 program is based on four units of study. The principle emphasis is on macromolecular biochemistry, change, diversity, homeostasis, evolution and systems. The course consists of the following units of study: homeostasis, reproduction and development, genetics and evolution.

## **CHEMISTRY 11**

**Academic 1.0 Credit**

**This course qualifies as a “first science” credit.**

Chemistry 11 is designed to introduce students to the fundamental concepts in Chemistry, including atoms and molecules, chemical reactions and organic compounds. Students will begin with a review of the development of atomic theory, become fluent with the use of the periodic table and be able to describe the different types of bonding. With the basics of modern Chemistry mastered, they will progress to specific chemical reactions, developing chemical formulas, balancing reactions and predicting reaction yield. Finally, an in-depth discussion on organic Chemistry will introduce the student to the different families of organic compounds, reactions that may occur with these compounds and naming rules. [COB]

## **CHEMISTRY 12**

**Academic 1.0 Credit Prerequisites: Chemistry 11**

Chemistry 12 is a course that continues to introduce the fundamentals of Chemistry, including its relevance to technology and society. Certain components of this course requires that the student possess a good foundation of knowledge from Chemistry 11 as well as strong Mathematics skills. Topics include: Thermochemistry, Solutions, Kinetics, Equilibrium, Acids and Bases, and Electrochemistry.

## **OCEANS 11**

**Academic 1.0 Credit**

Oceans 11 offers students the opportunity to explore aspects of local and global oceanography and current ocean-related issues. The course is designed to be flexible and meet the needs and interests of Nova Scotian students by connecting the study of oceanography with local economic and community interests. Topics include: structure and motion, marine biome, coastal zones, aquaculture, and fisheries.

## **FOOD SCIENCE 12**

**Academic 1.0 Credit**

Discover how scientists develop new foods, test for food safety, nutrient values of food, food borne illnesses, and careers in food science, The following topics will be discussed in this class: The Food Scientist, Development of New Foods; Food, Science and Society; Chemistry of Food Science; Microbiology of Foods; and Food Processing. This course includes practical lab activities in the kitchen.

## **NETUKULIMK 12**

**Academic 1.0 Credit**

Netukulimk 12 explores environmental science concepts through the guiding principle of Etuaptmumk (Two-Eyed Seeing). Etuaptmumk refers to learning with the strengths of both the Mi'kmaw and western knowledge systems for the benefit of all. Through Wskitqamu guided learning, learners will gain an appreciation of interconnectedness as they question the world around them, make observations, gather information, and reflect on decisions and actions.

## **SOCIAL STUDIES**

### **AFRICAN CANADIAN STUDIES 11**

**Academic 1.0 Credit**

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. Students will learn how the culture and contributions of people of African descent are important components of Nova Scotian and Canadian history.



## **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 of 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.

## **CONTEMPORARY CANADIAN STUDIES 11**

**Academic 1.0 Credit**

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.

## **GLOBAL GEOGRAPHY 12**

**Academic 1.0 Credit**

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**

**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**

This course examines national and international political issues from a variety of perspectives. Students will learn about the rights and responsibilities of individuals, groups, and countries within the international community; analyze the different ways in which Canada tries to settle its conflicts with other nations; and evaluate the role of nationalist and internationalist ideologies in shaping relations among countries. Topics covered include: The Nature of Politics, Canadian System, Comparative Politics, Decision Making and Participation, The Politics of Internationalism, The Global Community.

## **GLOBAL SUSTAINABLE SOLUTIONS**

**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.

## **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, injuries and wrongs, human rights, property rights, promises and agreements, business relations, family relations, courts and trials.

## **SOCIOLOGY 12**

**Academic/Open 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, labor and management, conflict, crime in Canada, punishment and rehabilitation, and the future.

## FINE ARTS

### DRAMA 11

**Academic**                      **1.0 Credit**

This course focuses on the students' personal development. Beginning with foundation experiences to develop student confidence and capability, the course allows students to explore movement and speech and to combine these in a greater range of dramatic forms. Selected dramatic forms are explored in depth for presentation.

### DRAMA 12 THEATRE ARTS

**Academic**                      **1.0 Credit**

**Recommended prerequisite: DRAMA11 or equivalent proficiency**

Drama 12 builds on the learning experiences provided in Drama 11 and focuses on script and play production. Students will have opportunities to explore script in greater depth and from varied perspectives – that of the actor, the director, the stage manager and the designer of set, lights and sound.

### 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: VISART10 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: VISART11 or equivalent proficiency**

The core components will include drawing and painting (acrylic and watercolor), printmaking, sculpture and mixed media. Art history will be integrated throughout the projects. This course is an extension of materials covered in Art 11. Students will be expected to assemble a portfolio of work and to select one area of interest (from the core components) for an in-depth study. This course will be of benefit to students who plan to attend an Art College or who plan to study Fine Arts at a University level.

## TECHNOLOGY AND BUSINESS

### ACCOUNTING 11

**Open**                              **1.0 Credit**

**Note: Meets Elective requirement**

Topics covered in the introductory course: the accounting equation, business transactions, journalizing and posting, the processing of cash receipts and payments, financial statements, and the complete accounting cycle for merchandising firms. Aims of the courses are; develop in students an understanding of accounting principles and concepts encountered in business and personal activities; provide a sound foundation for additional study; help students become acquainted with the principles, applications, and importance of data processing in accounting procedures.

### BUSINESS MANAGEMENT 12

**Academic**                      **1.0 Credit**

**Note: Elective requirement**

This course focuses on the business environment from a management perspective. Students benefit from understanding the manager's many roles and responsibilities, by studying the manager's role in different companies and business issues. Students develop both business skills and numerous transferable skills such as flexibility, positive attitudes, strong communication, problem-solving, and decision-making. Students also have an opportunity to apply skills and knowledge to personal, educational, and career aspects of their lives. This course allows students to take ownership of their learning through appreciation of the value of management skills and characteristics as determinants of success in all careers.

## **COMMUNICATIONS TECHNOLOGY 11**

**Academic**

**1.0 Credit**

**Note: Meets Technology or Elective requirement**

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**

**Note: Meets Technology or Elective requirement**

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 recommended that students have successfully completed CMT 11 prior to taking CMT 12.

## **CONSTRUCTION TECHNOLOGY 12**

**Academic**

**1.0 Credit**

**Note: Meets Technology or Elective requirement**

The construction technology course helps develop in students an understanding of construction technology, its applications related to the residential construction industry, the organization of construction, and of construction's impacts on society and the environment. The course offers a broad range of opportunities for students to experience hands-on learning activities including safety training, residential framing, site preparation, electrical systems, plumbing, energy efficiency and career pathway exploration.

## **DESIGN 11**

**Academic**

**1.0 Credit**

**Note: Meets Technology or Elective requirement**

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

## **ELECTROTECHNOLOGIES 11**

**Academic**

**1.0 Credit**

**Note: Meets Technology or Elective requirement**

Electrotechnologies 11 enables students to gain an understanding of electrical and electronic systems and subsystems. Students will explore a broad range of technology applications, in a hands-on setting, for example, electric motors, appliances, audio and video devices, sensors, control devices, security systems and control systems. Modules for this course include: electro-assembly, power distribution and conversion, control systems, digital technology and design team or independent project.

## **FILM AND VIDEO PRODUCTION 12**

**Academic**

**1.0 Credit**

**Note: Meets Technology or Elective requirement**

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 the 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.

## **MULTIMEDIA 12**

**Academic**

**1.0 Credit**

**Note: Meets Technology or Elective requirement**

Students use a range of information and communications technology, as well as traditional image making materials in a series of individual and collaborative projects. Students acquire an understanding of aesthetic/artistic implications of multimedia products, become aware of and respect ethical/social and legal implications of multimedia products, and apply the elements and principles of art and design to construct multimedia products which efficiently and effectively communicate ideas and concepts. Modules focus on image creation and manipulation, time based images, sound and multimedia authoring. Programs used in this course include Photoshop, Fireworks and Flash.

## **PRODUCTION TECHNOLOGY 11**

**Open**                    **1.0 Credit** **Note: Meets Technology or Elective requirement**

This course is designed to develop a knowledge and understanding of production technology at an introductory level. Utilizing custom and mass production methods students will learn basic procedures associated with the manufacturing industry, i.e. material handling; composite materials; finishing technology; the plastics industry; ergonomics; time management; elements of good design; problem solving; CADD computer aided design and drafting; manufacturing safety.

## **PRODUCTION TECHNOLOGY 12**

**Open**                    **1.0 Credit**                    **Note: Meets Technology or Elective requirement**

This course is designed to develop a knowledge and understanding of production technology by studying such units as production and humans, resources for production, manufacturing, product analysis, construction production, computers and manufacturing, and future production and careers. Students will be involved in a variety of learning activities including problem solving, papers, presentations and field trips. The main focus of the course will be the establishment of a mock co-operative enterprise where students will design, produce, and sell the product(s).

## **PERSONAL DEVELOPMENT / FAMILY STUDIES**

### **CANADIAN FAMILIES 12**

**Open**                    **1.0 Credit**

Canadian Families 12 is designed to develop an understanding of the nature of families in historical, social, and cultural contexts; to promote awareness of the role played by economics, work, and shelter in maintaining successful families; and to examine the physical, social, and emotional dimensions of family health in adopting a preventive approach to family well-being. This course is developed around three modules:

- Images of Families (historical perspective, families today, family law, families of the future)
- Family Development (relationships, family arrangements, parenting, families in later life, death as a process)
- Family Well-Being (family health, family economics, family and work, family shelter)

### **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 school 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).

### **CO-OPERATIVE EDUCATION 12**

**Open**                    **1.0 Credit**

Cooperative Education 12 is a career-orientated instructional course designed to integrate classroom theory with practical experiences in the workplace. It is a mode of experiential learning that combines the coordinated resources of the school and the community. Partnerships with the community are established so that the student may participate in a work placement related to their career interest. Co-op enables the student to explore a career area, gain valuable experience and earn credit.

### **FOOD STUDIES AND HOSPITALITY 12**

**Open**                    **1.0 Credit**

This introductory curriculum is designed to explore food studies through a hospitality perspective. Students will have the opportunity to learn about basic food preparation skills both for personal development and for entry-level employment possibilities. Professional food presentation and services are also explored. Students will have the opportunity to research careers in the culinary fields. There is a laboratory component to this course. Topics studied include: food/kitchen safety, kitchen literacy/numeracy, professional kitchen organization, food and beverage service skills, fundamentals of cooking and menu planning

## **HEALTH AND HUMAN SERVICES 12**

**Academic/Open            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 counseling, 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.

## **HOUSING AND DESIGN 12**

**Academic                    1.0 Credit Note: Meets Technology or Elective requirement**

Housing and Design 12 will be taught through project-based learning and community connections. This course is designed to be practical and interactive. Assessment will include project work through which students will demonstrate their use of technology to problem solve and create a housing project. Throughout the curriculum, students will be expected to develop their knowledge of related career opportunities and artistic expression through housing applications. Topics studies include: housing and design skills portfolio, related careers, living spaces, innovations in housing ecosystems, components of housing design and layout and interior design.

## **LEARNING STRATEGIES 11**

**Open                            1.0 Credit**

Learning Strategies 11 is a grade 11 open credit and continues to build on the learning outcomes attained through Learning Strategies 10. This course is for students who have successfully completed Learning Strategies 10 and who have been identified through the program planning process. An examination of post-secondary goals is a major component of this course and the lessons will build on the skills identified in Learning Strategies 10 as those necessary for the successful transition to work or studies beyond high school. As in Learning Strategies 10, assistive technology will be a key component of support for students.

## **LEARNING STRATEGIES 12**

**Open                            1.0 Credit**

Learning Strategies 12 is a grade 12 open credit course and is designed for those students who have successfully completed Learning strategies 10 and 11 who have been identified through the program planning process. While Learning Strategies 12 will build on the grade 10 and 11 curriculum, it will have as its primary focus transition from high school. The student will be expected to demonstrate that they are a successful independent learner.

## **LIFE 11**

**Open                            1.0 Credit**

This course explores the evolving process of identity formation during adolescence, focusing on personal interests, strengths, values, and the influences of family, community, and culture. Learners will reflect on how their identity shapes career interests and decisions, while analyzing the role of personal strengths in professional pathways. The course also addresses how life transitions and uncertainties can impact mental health, encouraging students to build resilience through supportive relationships and community resources. Through critical thinking and reflection, students will develop strategies to navigate change effectively. By the end, learners will gain a deeper understanding of their identity and practical tools to manage life's challenges.

## **TOURISM 12**

**Academic                    1.0 Credit    Note: Meets Elective requirement**

Tourism 12 is designed for students who are interested in the Hospitality/Tourism Sector. Emphasis will be placed on developing skills in communication, problem solving, decision making, information processing, and organization, working both independently and as a team player.

## **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, 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 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**

This course will offer an emphasis on skill acquisition and advanced techniques for participating in the following activities: tennis, outdoor education, volleyball, squash, low-organized games, badminton, fitness, downhill and cross-country skiing, track and field, racquetball and rugby. The theory aspects of the course will be evaluated by tests, and assignments. Skill acquisition and class participation will account for the remainder of the evaluation.

## **PHYSICAL EDUCATION 12**

**Open**                      **1.0 Credit**

This course is designed for students who show an interest in coaching, refereeing, teaching or becoming involved in community recreation. Emphasis will be placed on developing students' leadership qualities and capabilities. There may be a major theory component of this course and therefore students must expect to spend considerable time in the classroom as well as the gymnasium. The course will focus on outdoor and indoor individual, dual, and team recreational activities.

## **YOGA 11**

**Open**                      **1.0 Credit**

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

## **Online Course Options – Nova Scotia Virtual School**

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

Full information will also be posted on the Nova Scotia Virtual School website at <http://nsvs.ednet.ns.ca> when it becomes available for the 2018-2019 school year.

**If you are interested in taking an online learning course, please advise your school counselor of which one you are interested in and we will make a note to speak to you in May when the NSVS schedule is finalized.**

# BFEC Tentative Courses 2025/2026

Note: Not all courses are available at both sites each year and are subject to change.

| SUBJECT AREA   | GRADE 10                              | GRADE 11  | GRADE 12   |
|--|---------------------------------------|---|--|
| <b>ENGLISH</b>   | English 10                            | English Communications 11<br>English 11   | English Communications 12<br>English 12<br>English 12: African Heritage  |
| <b>MATHEMATICS</b>   | Math Essentials 10<br>Math At Work 10 | Math Essentials 11<br>Math At Work 11<br>Mathematics 11                                       | Math at Work 12<br>Mathematics 12  |
| <b>SCIENCE</b>   | Science 10                            | Human Biology 11<br>Biology 11<br>Chemistry 11<br>Oceans 11                                   | Biology 12<br>Chemistry 12<br>Food Science 12  |
| <b>SOCIAL STUDIES</b>                                      |                                       | African Canadian Studies 11<br>Contemporary Canadian Studies 11<br>Mi'kmaq Studies 11         | Global Geography 12<br>Global History 12<br>Global Politics 12<br>Law 12<br>Sociology 12   |
| <b>FINE ARTS</b>   | Visual Art 10                         | Visual Art 11   | Visual Art 12  |
| <b>FAMILY STUDIES, BUSINESS &amp; PERSONAL DEVELOPMENT</b> |                                       | Learning Strategies 11<br>Child Studies 11<br>Life 11<br>Drama 11                             | Canadian Families 12<br>Food Studies and Hospitality 12<br>Health & Human Services 12<br>Learning Strategies 12<br>Housing and Design 12<br>Business Management 12<br>Drama 12<br>CO-OP 12 |
| <b>PHYSICAL EDUCATION</b>                                  |                                       | Physical Education 11<br>Physically Active Living 11<br>Yoga 11                               | Physical Education 12  |
| <b>TECHNOLOGY EDUCATION</b>                                |                                       | Design 11<br>Communications Technology 11<br>Production Technology 11<br>Electrotechnology 11 | Communications Technology 12<br>Production Technology 12<br>Film & Video Production 12<br>Multimedia 12  |