








Academic Guide 2022-2023

BARAT ACADEMY *of the* SACRED HEART

Sacred Heart School of Halifax is an independent Catholic school that educates students intellectually, spiritually, emotionally, and physically in a caring and trusting environment. Our heritage and Sacred Heart spirit inspire commitment to value-based education relevant to a pluralistic student body.

The goals of the school are to educate to:

-  A personal and active faith in God
-  A deep respect for intellectual values
-  A social awareness which impels to action
-  The building of community as a Christian value
-  Personal growth in an atmosphere of wise freedom

Dear Parents and Students,

Welcome to Sacred Heart School of Halifax, one of the top independent schools in the region. Here, we offer an unparalleled education - one that is tailored to our students by gender, by aptitude, by interest, and by dream. We also offer an experience no other school can match. As part of the worldwide network of Sacred Heart schools around the world, we offer meaningful traditions and global opportunities. We also believe in faith, hope, and love as guiding principles in the spiritual development of students. That solid moral grounding means we can inspire our students to be the best for the world - not just the best in the world.

Sacred Heart School of Halifax meets and exceeds all provincial Department of Education requirements and standards. We also know that education is inherently relational, so we invest in small classes with dedicated teachers and emotionally positive and academically motivated peer groups. To round out the academic experience, we offer a robust co-curricular program that includes educational travel, athletics, artistic development, and social action - all designed to prepare each student for his or her journey through life.

We are accredited by the Canadian Accredited Independent Schools (CAIS), one of only three Halifax schools to earn this distinction. It's your guarantee of excellence - it means we offer the best in education, leadership, management, and governance.

Our Academic Guide opens our program to you - step through and open yourself to what we mean when we say "Dare to be True."

Kind regards,

Dennis Phillips, Head of School
Jared Griffiths, Principal - Grades Jr. Primary - 6
Dr. Wallace MacAskill, Principal - Grades 7-12



Table of Contents

[Table of Contents](#)

[Our Program of Studies](#)

[Junior High School](#)

[Senior High School](#)

[Requirements for a Sacred Heart Graduation Diploma](#)

[Extending our Program of Studies](#)

[Experiential Learning](#)

[University Partnerships](#)

[Sophie Connect Online Consortium](#)

[Course Descriptions](#)

[Art](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[Band](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[English](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[English as an Additional Language](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[FRENCH](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[Human Development \(Core\)](#)

[JUNIOR HIGH](#)

[Mathematics](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[Music](#)

[JUNIOR HIGH](#)

[Physical Education](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)



[Religious Studies](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[Science](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[Social Studies](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[Spanish](#)

[SENIOR HIGH](#)

[Technology](#)

[JUNIOR HIGH](#)

[SENIOR HIGH](#)

[University Preparatory \(Grade 11/12\)](#)

[UNIVERSITY PREPARATORY COURSE: The purpose of this course is to assist students in their](#)

Our Program of Studies

Junior High School

VII Preparatory (Grade 7)	VIII Preparatory (Grade 8)
Religious Studies	Religious Studies
English	English
French	French
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies



Art	Art
Core (Human Development)	Core (Human Development)
Music	Music
Physical Education	Physical Education

I Academic (Grade 9)	
Religious Studies	Social Studies
English	Art
French	Music
Mathematics 9 (Adv)/9	Physical Education
Science	Core (Human Development)

Senior High School

II Academic (Grade 10)	III Academic (Grade 11)
Religious Studies 10	Religious Studies 11
English 10	AP English Lang./English 11
Technology 10	AP European History/History 11
French 10 (Adv.)/10	Mathematics 11 (Adv.)/11
History 10	Pre-Calculus 11
Mathematics 10 (Adv.)/10	<u>Electives (3 electives required):</u>
Science 10 (Adv.)/10	



Spanish 10	Chemistry 11 (Adv.) / 11 Biology 11 Economics 11 Physics 11 (Adv.) French 11 (Adv.) / 11 Spanish 11 Physical Education (PE) 11/12 Experiential Learning Sophie Connect Online courses EAL 11
Fine Arts 10 (Visual/Performing)	
Physical Education 10 EAL 10	

IV Academic (Grade 12)
Religious Studies 12
University Preparation Course
AP English Lit. / English 12
AP History 12 /Global History 12
Pre-Calculus 12/ Math 12
Electives (3 electives required) *: <ul style="list-style-type: none"> Biology 12 Chemistry 12 (AP)/12 Physics 12 (Adv) French 12 Advanced/12 Spanish 12 * Sociology 12* Calculus 12 (AP) Physical Education (PE) 11/12 EAL 12 (non-credit support only) Experiential Learning Sophie Connect Online Courses



For promotion to the next grade/graduation, an overall average of 60% with no mark below 50% is required in all academic subjects.

To receive a Sacred Heart High School diploma, a student must complete at least 6 credits at the Grade 12 level.

* Course offered in conjunction with Fountain Academy.

Requirements for a Sacred Heart Graduation Diploma

Compulsory Credits:

3 English

3 Math

3 History (one Global, one Canadian)

3 Science

1 Fine Arts

3 Religious Studies

2 Languages

1 Physical Education

And at least 6 academic credits at the Grade 12 level (at Sacred Heart).

An overall average of 60% with no mark below 50%.

Students who complete our full three year senior program will typically graduate with 22-24 credits.

Extending our Program of Studies

Sacred Heart School of Halifax meets and exceeds all provincial high school academic standards. We also embed opportunities for students to extend and enrich their studies as part of our advanced program of study.

Advanced Placement (AP)

Like many top quality independent schools, Sacred Heart School of Halifax has developed a vigorous AP Programme for university bound students. The AP experience is designed to help high school students make a successful transition to higher education.



The College Board, which has run the AP Programme since 1955, has developed a wide range of college level courses that complement and extend the boundaries of regular high school curricula in the arts, sciences, mathematics and languages. The Advanced Placement Programme offers college level courses to highly motivated high school students across Canada, the United States and abroad. Each participating school selects the course offerings that are best suited to its particular student population and teaching resources. AP courses are challenging and stimulating and require a greater commitment of time and effort from students. In return, the AP courses offer greater opportunity for intellectual challenge, individual progress and accomplishment. Students who do well on the examinations may earn a university credit or an advanced standing at numerous universities and colleges across Canada and the United States.

Sacred Heart School of Halifax is registered with the College Board as an Advanced Placement school. The Advanced Placement Programme gives students an opportunity to take college-level courses and exams while they are still in high school. They may earn credit, advanced placement or both for university. There are many benefits for students who participate in the Advanced Placement Programme. It is challenging, it permits students to move more quickly into advanced classes in university, it can improve self-esteem, and it can increase a student's options at university. Students in grades 11 and 12 are selected to participate in AP courses on the basis of their preparation for such a course, their willingness and ability to meet its academic challenges, and the level of support they have from family.

Advanced Placement International Diploma (APID) The Advanced Placement International Diploma (APID) is a globally recognized certificate for students with an international outlook. The APID challenges a student to display exceptional achievement on AP Exams across several disciplines. To earn an APID, students must earn grades of three or higher on at least five AP Exams in specific content areas. Universities worldwide utilize the APID in admissions. Students may search the College Board website at <http://www.collegeboard.com/student/testing/ap/about.html> for more information and for a list of the large number of Canadian and international universities that acknowledge AP achievement.

Experiential Learning

The goal of the Experiential Learning Program is to give students academic credit for learning which takes place beyond the classroom in a real-world environment. The internship can be in the areas of Business, Academic Research, Technology and Design or The Fine and Performing Arts and must take place for the length of the school year in which the credit is granted.

Students are eligible to claim one credit in either grade 11 or 12. Pre-approval must be sought from the Principal. Students engage in a minimum of 110 hours of experiential learning at their internship placement and reflect upon their experience. Students are responsible to identify a mentor to act as their guide throughout the internship and a teacher from within the school to act as a liaison and final evaluator. Please see the Experiential Learning Application Booklet for more information.



University Partnerships

Sacred Heart is always looking for ways to allow students to learn beyond our four walls. That is why we have partnered with local universities to offer opportunities for our most senior students to take credit courses. From Mount St. Vincent University students are invited to take courses such as " Music and Culture", "The History of Rome", and "Understanding Movies" to name a few, We have also developed relationships with Saint Mary's University, Dalhousie University, and the Nova Scotia College of Art and Design.

Sophie Connect Online Consortium

Sophie Connect is a consortium of Sacred Heart Network partner schools. Under the oversight of Karl Haeseler at the Sacred Heart School in Greenwich, Connecticut. Sacred Heart educators throughout the United States and Canada work with the consortium to deliver online courses with the aim of allowing fellow Sacred Heart schools to expand opportunities for educational offerings and experiences. Students at SHSH may take these courses to supplement our program. At the Grade 12 level, a student may substitute a Sophie Connect course for an elective at the discretion of the Principal. An additional tuition fee of \$600 is required to enroll in a Sophie connect course.

Please see the Sophie Connect booklet for a complete list of courses including:

- AP Art History
- AP Computer Science
- AP Microeconomics
- AP Macroeconomics
- AP Music Theory
- AP Psychology

Course Descriptions

Art

JUNIOR HIGH

Grade 7- Art The major emphasis of the grade 7 Art course is on the introduction of basic skills in drawing, painting, and the manipulation of various kinds of art materials with a focus on texture, shape, and design. The students will develop artistic skills, creative thinking, and problem solving through the creation and production of their original studio work. The Visual Art unit plans run in a four-week cycle and are focused on specific art styles, artistic periods and individual artists (past and present).



Grade 8 - Art: The emphasis of the Grade 8 art programme is on further developing the basic skills in drawing, painting and the manipulation of art materials with a focus on a more individual, subjective interpretation. The students will develop artistic skills, creative thinking, and problem solving through the creation and production of their original studio work. The Visual Art unit plans run in a four-week cycle and are focused on specific art styles, artistic periods and individual artists (past and present).

Grade 9 - Art: The emphasis of the Grade 9 art programme is on a further exploration of techniques and materials previously introduced with developing confidence and skill in their studio pieces. The Visual Art unit plans run in a four-week cycle and are focused on specific art styles, artistic periods and individual artists (past and present).

SENIOR HIGH

Grade 10 - Fine and Performing Arts

This is a required course that completes the Arts credit for High School graduation; students will choose between the Performing Arts and the Visual Arts.

Visual Arts - This is a required course for completion of a high school diploma. The visual arts curriculum will include drawing and painting with subject matter based on specific art styles, artistic periods and individual artists (past and present). This will give the students interested in Fine Arts a chance to explore and develop their individual style. This is achieved through a series of independent studio projects, based around a specific theme, and is documented, critiqued and explored. The students spend time studying Art History alongside researching artists that coincided with the topic we are exploring.

Performing Arts (Drama) - This is a required course that completes the Arts credit for High School graduation. The Performing Arts curriculum focuses on various aspects of theatre and live performance, including (but not restricted to) improvisation, character work, scene work, movement, stage presence and techniques, trips to shows and guest speakers on a variety of theatrical topics and pursuits.

Band

JUNIOR HIGH

BAND at Sacred Heart School of Halifax may be taken as an optional credit course for students in Grades 10 – 12 who meet the following prerequisites: completion of Gr. 6 – 9 Band at Sacred Heart School or the equivalent at another school, or through private instruction. Students must be enrolled in the Senior Band program of 2 regular Band instruction classes per week along with 1 additional regularly scheduled Sacred Heart performance class for a total of 3 performance classes each week. While students are encouraged to participate in private lessons or other All-City and community music ensembles outside of school, the additional performance class must be selected from the following list:

- SHSH Jazz Ensemble
- SHSH Senior Choir
- SHSH Liturgy Choir

SENIOR HIGH

The Gr. 10 - 12 BAND music performance course is based on active participation, effort and applied skill development which ultimately culminates in concert performances. Students are introduced to a diverse assortment of musical material including exercises, studies, popular music and some of the world's finest music literature. Band members gain an appreciation for a wide variety of musical styles while improving their individual instrument and ensemble skills.

BAND 10:

Students review previously known Major and Minor Scales (Rudiments for Percussion). New scales with arpeggios are introduced along with melodic and rhythmic exercises. Full Band arrangements are introduced and assigned as repertoire work. It is expected that students will practice assigned material on their own for homework. At the end of each term, students must sign up for a private 15 minute applied skills practical exam. Students are tested on selected scales, exercises and excerpts from repertoire covered in class.

BAND 11:

Students are introduced to new Major and types of Minor Scales: natural, harmonic & melodic etc. (Rudiments for Percussion). More complex melodic and rhythmic exercises and studies are introduced along with new musical terms and signs. In addition to new Full Band arrangements, instrument specific solos, duets & trios etc. may also be assigned. It is expected that students will be able to identify, understand and perform this material during the applied skills practical exam and in concert performances. Students will have some individual choice regarding selected test material.

BAND 12:

Students are introduced to new types of scales: chromatic, whole tone & modes etc. as well as increasingly complex melodic, rhythmic and articulation studies. New Full Band and instrument specific or small group ensembles are introduced as repertoire. Additional activities for enrichment may include research into background information, music history and theory studies. Test material may include sight reading of new music, exercises or studies.

English

Students in grades 7 through 12 will develop their reading, writing, listening, speaking, researching, creative, and thinking skills. At all grade levels, students will read, discuss, interpret and respond to a variety of literary genres: short stories; poetry; novels, including independent novels; and plays, including a Shakespeare play at many grade levels.

The writing component of the English programme includes an emphasis on usage and offers students a variety of ways of expressing: vocabulary, grammar skills, spelling, essay writing, creative writing (short story and poetry writing), oral presentations, and creative expression.

Senior High also focuses on the following: research preparation, literary analysis, AP English Language & Composition, AP English Literature & Composition.



The English Programme provides opportunities for students to explore and to use available technological resources and a variety of media.

Evaluation and assessment are ongoing and include oral, visual, and creative components.

JUNIOR HIGH

Grade 7: In the grade 7 English course, students will study and respond to a variety of texts. There is an introduction to Shakespeare. The focus of the Grade 7 writing programme is to develop sentence structure and paragraph writing. There is an introduction to essay writing, exam preparation and exam writing.

Grade 8: In grade 8 English, students will read a variety of texts as they begin to develop a distinction between a personal and a critical response to literature. Students will continue to challenge their thinking skills with the addition of historical and social contexts. The Grade 8 writing programme further develops sentence and paragraph structure with a focus on punctuation. Different styles of writing are introduced.

Grade 9: Oral presentations and written activities are designed to elicit students' responses to what they have read, heard or experienced. Critical thinking skills continue to develop the confidence of each student as they are challenged with the dynamics of group work, open-ended questions, and thought-provoking discussions.

SENIOR HIGH

English 10: Oral presentations and written activities are designed to elicit students' responses to what they have read, heard or experienced. Critical thinking skills continue to develop the confidence of each student as they are challenged with the dynamics of group work, open-ended questions, and thought-provoking discussions.

AP English Language & Composition 11: The aim of this course is to widen and deepen the students' critical thinking by developing analytical skills at an advanced level. Students will also strengthen their own writing skills as they study, understand, and appreciate how authors create a distinct voice. Students will prepare for the AP English Language and Composition exam. Prerequisite: English 10 with an average of 85%.

English 11: In the Grade 11 Academic English course, students will read and appreciate a selection of literature. Students will further develop their written expression through story, essay and other writing assignments and exercises. Students are offered opportunities to improve their literary analysis writing through the use of more specific references and increased clarity.

AP English Literature 12: In the grade 12 English course, students will engage in an in-depth study and appreciation of literature. They become familiar with some of the world's classics and study some contemporary fiction. Students are encouraged to think critically about the various texts presented. Students participate in formal written assignments such as essays, as well as creative and dramatic interpretations of texts. There is opportunity for informal and formal oral presentations. Usage and vocabulary are studied on a regular basis. Students will prepare for AP English Literature. Prerequisite: English 11 (Academic or Advanced) with an average of 85%.



English 12: In the grade 12 English course, students will engage in the study and appreciation of literature. They become familiar with some of the world's classics and study some contemporary fiction. Students are encouraged to think critically about the various texts presented. Students participate in formal written assignments such as essays, as well as creative and dramatic interpretations of texts. There is opportunity for informal and formal oral presentations. Usage and vocabulary are studied on a regular basis.

English As An Additional Language

The EAL Program is for students from primary to grade 12 who are learning English as a second or additional language. The EAL Program allows students to focus on curriculum content, language skills, and learning strategies. Following a language assessment, students work closely with a TEAL qualified teacher and are given the EAL support they require to work toward academic success. Students will attend small group EAL classes. The main goal of the EAL Program is to help students develop their English language and academic skills and to feel comfortable in the Sacred Heart School learning environment.

Admission to EAL classes requires a language assessment.

Junior High

EAL 7-9: In EAL 7-9, students develop their listening, speaking, reading and writing skills through course content, as well as through EAL materials. Students are introduced to a variety of language learning strategies to improve their reading and listening comprehension, writing, vocabulary acquisition, and grammatical accuracy. Students practice and receive support with a variety of academic tasks; for example, doing research, writing essays, stories and poems, creating and delivering presentations, and preparing for tests and exams. An important element of EAL classes is addressing the specific needs of individual students.

Senior High

EAL 10-11: EAL 10 and 11 are credit classes. In EAL 10 and 11 students develop their listening, speaking, reading and writing skills through course content as well as through EAL materials. Students are introduced to a variety of language learning strategies to improve their reading and listening comprehension, writing, vocabulary acquisition, and grammatical accuracy. Students practice and receive support with a variety of academic tasks; for example, doing research, writing essays, stories and poems, creating and delivering presentations, and preparing for tests and exams. An important element of EAL classes is addressing the specific needs of individual students. In EAL 11, students routinely are given support preparing for the IELTS test. An important element of all EAL classes is addressing the specific needs of individual students.



EAL 12:

EAL 12 is a non credit class. In EAL 12, students develop their listening, speaking, reading and writing skills through course content as well as through EAL materials. Students are introduced to a variety of language learning strategies to improve their reading and listening comprehension, writing, vocabulary acquisition, and grammatical accuracy. Students practice and receive support with a variety of academic tasks; for example, doing research, writing essays, stories and poems, creating and delivering presentations, and preparing for tests and exams. If needed, EAL 12 students are given support preparing for the IELTS test. All EAL 12 students receive support with their university applications. An important element of EAL classes is addressing the specific needs of individual students. t element of all EAL classes is addressing the specific needs of individual students.

FRENCH

The aim of these courses is to provide a balanced programme embracing the four skills of listening, speaking, reading and writing as well as being introduced to the culture of the French diaspora. At each level, new structures and vocabulary are introduced, while those previously learned are reviewed and consolidated. As new structures and vocabulary are learned, students are encouraged to use them in a variety of ways: dialogues and oral presentations, compositions and projects. Readers are used to increase and reinforce vocabulary, encourage sight-reading skills and provide inspiration for improvisation.

Information technology is used on many levels throughout the French Programme. Multimedia, digital photography, and digital video editing are used as a vehicle for the language, combining the excitement of new technologies with the strength of the existing French curriculum.

JUNIOR HIGH

French 7: Students will build confidence, cultivate an appreciation of French language and culture, and develop their linguistics competencies while reinforcing and building upon existing grammatical structures. We read a variety of level-appropriate novels, short stories and articles. The course is intended to build foundational competency in French, allowing them to progress through the year and in future French classes. Grammar studied includes affirmative and negative sentence structure, and verbal construction across both oral and written competencies, utilizing the present, the imperative, and the compound past. Students will develop the ability to express/communicate their preferences, and likes/dislikes, suggest, propose, advise, inform, and give instructions, utilize expressions, and formulate questions. Students will be provided with opportunities to analyze and comprehend a variety of texts and media. Various audio-visual programs provide contextualized practice in listening and speaking skills.

French 7 (advanced): This course is designed for students who have previously studied French in intensive or immersion programmes. Students will develop their linguistic skills while building upon existing grammatical structures and vocabulary. Students are expected to speak French exclusively in class, read short stories, novels and articles at their reading level. Grammar studies include various



verbal tenses, proper use of adjectives and adverbs, and being able to express and communicate clearly and fluidly in the present, past and future tenses. Students are expected to develop the abilities to elaborate on expressing their preferences, suggestions, propositions, advice, informing, and asking questions. Students will be provided with opportunities to analyze and comprehend a variety of texts and media. Various audio-visual programs provide contextualized practice in listening and speaking skills. The course uses the textbook À Plus 2.

French 8: This course is a continuation of French 7. There is constant review of previously learned structures. Students are expected to use new vocabulary and structures in class discussions, short assignments, written compositions, oral activities and formal presentations. Reading skills are broadened through a variety of texts such as short stories, poems and short novels. Students learn through a variety of activities and experiences in the classroom, as we try to bring together the interest of learning a foreign language and its culture while instilling an interest in learning. The course uses the À la Une 2 method.

French 8 (advanced): This course is a continuation of French 7 advanced. The main grammar text is À la Une 3, from the Espace virtuel digital platform. Many supplementary resource texts from Espace virtuel are also used. Students will read French texts such as Anh Binh se rebelle, Tout au bout des rêves, graphic novel Le petit astronaute and Crinière au Vent poetry collection. A general review will be done in the fall of the present, past and future of all verb groups. Concepts (new and reviewed) to be covered include pronouns, the imperative, the passé composé, the imparfait, the future simple, and reflexive verbs (with all these tenses) as well as new vocabulary, idiomatic expressions, and new verbs. We will also explore French culture through French cinema and current francophone music. Information technology will be used creatively through multimedia presentations and film making to enhance the students' experience of the 4 aspects of language learning (reading, writing, speaking, listening comprehension

French 9: French 9 is a programme designed to build on what has been covered in our French 7 and 8 programmes. Our students continue building confidence through the development of French language competencies (oral/written expression and comprehension). We work on acquiring new vocabulary and new grammatical structures and being able to integrate them into our use of the language. These include explaining and describing events in the present, past and future; speaking in the hypothetical and making polite requests using the conditional; identifying and understanding the literary past; and using pronouns. We also examine many facets of the language and the culture from various francophone regions around the world. The main grammar text is À la Une 3. In addition to individual reading according to their ability, students will read a selection of abridged novels, articles and short stories.

French 9 (advanced): The objectives of the Grade 9 Advanced French programme are to continue to build grammatically on what they have learned in Grades 7 & 8. The main grammar text is À la Une 3 and À la Une 4, from the Espace virtuel digital platform. Many supplementary resource texts from Espace virtuel are also used. Students will read French texts such as La tulipe noire, Les 3 Mousquetaires, Arrête ton cinéma, Tarek, Histoire de galet, La chambre noire du bonheur and Crinière au Vent poetry collection. A general review will be done in the fall of the present, past and future of all verb groups. A wealth of new vocabulary and structures are introduced and activities such as oral presentations, discussions and projects are used to stimulate students to use their skills in as natural a way as possible. Concepts (new and reviewed) to be covered include pronouns, the imperative, the



passé composé, the imparfait, the future simple, passé simple, subjonctif, conditionnel and reflexive verbs (with all these tenses) as well as new vocabulary, idiomatic expressions, and new verbs. We will also explore French culture through French cinema and current francophone music. Information technology will be used creatively through multimedia presentations and film making to enhance the students' experience of the 4 aspects of language learning (reading, writing, speaking, listening comprehension).

SENIOR HIGH

FRENCH 10: The Grade 10 Academic French class begins with a general review of grammar learned in the Junior High Programme and then some new structures are gradually introduced. Students read a variety of texts that focus on different areas of francophone culture, with a special emphasis on Québec culture. These texts provide students with a variety of material for oral presentations and written reflection. Group and individual oral activities, presentations and films plus a reinforcement of basic grammar and structures are important components of this course. Preparation continues at this level for the DELF exam based on the European Framework of Languages to ensure that students are well prepared for the DELF French Language Proficiency Exam in Grade 12.

FRENCH 10 (Advanced): This course includes a systematic review of main tense forms and structures, with the introduction of many new structures and new vocabulary. Students are expected to integrate these new structures and vocabulary in both written and oral form. Students are introduced to classic French literature through short novels, including Le tour du monde en 80 jours. We also study a few short stories, notably myths and legends from Quebec.

Students are introduced to classic French literature by reading texts by Victor Hugo that include Notre Dame de Paris and Les Misérables, as well as short stories by Guy de Maupassant and various francophone authors. Preparation for the DELF exam based on the European Framework of Languages takes place at this level to ensure that students are well prepared for the DELF French Language Proficiency Exam in Grade 12.

FRENCH 11: Grammar studied this year covers many of the same structures and tenses introduced in the advanced course, but at a measured pace. The main French grammar texts will be Défi 3, A plus 4 and Nouveau Rond-Point 2 and are located on the Espace virtuel digital platform. Students read L'homme qui plantait des arbres by Jean Giono, Le Petit Prince by Saint-Exupéry, Le comte de Monte Cristo by Alexandre Dumas as well as Histoire de Galet and various articles, websites and podcasts. Students will be expected to give short oral presentations and written assignments based on different aspects of French and Quebec culture. Preparation continues at this level for the DELF B1 exam based on the European Framework of Languages to ensure that students are well prepared for the DELF French Language Proficiency Exam in Grade 12.

FRENCH 11 (Advanced): Grammar studied includes all common tense forms and basic grammatical structures. The subjonctif, as well as several new tenses including the plus-que-parfait, the conditionnel passé, the futur antérieur and the passé littéraire will be studied. Each student is encouraged to listen to French radio on her own. Literature studied will include Le Petit Prince by Saint-Exupéry, Jeanne Fille du Roy by Suzanne Martel and Mon ami Frédéric by Hans Peter Richter, as well as selected poetry and songs. The class also has the opportunity to write and perform short plays that will be presented to fellow french students. Students will broaden their knowledge of Francophone culture, poets and musicians through formal oral presentations, essays, individual



readings and class discussions. Preparation continues at this level for the DELF exam based on the European Framework of Languages to ensure that students are well prepared for the DELF French Language Proficiency Exam in Grade 12.

FRENCH 12: The texts used in this course are Reprise and Delf Scolaire & Junior B1. There will be a general revision of grammar and vocabulary. Several tenses including the plus-que-parfait, the futur antérieur, the passé littéraire, the subjonctif and the conditionnel passé will be studied and reinforced. The class also has the opportunity to learn practical, new vocabulary through TV5 Monde presentations. Jeanne D'Arc, Carmen by Prosper Mérimée and Le Fantôme de L'Opéra by Gaston Leroux will be our main literary focus. The course will consist of written exercises, oral presentations, role plays, short essays and regular oral discussion based on the readings and material presented in class. Weekly exercises in preparation for the DELF proficiency exam constitute an important component of this class.

Both Gr 12 Advanced and Academic streams are well prepared for the DELF French Language Proficiency Exam and have the opportunity to write the exam in April at their preferred level of difficulty, usually the intermediate level B1 or advanced level B2.

AP FRENCH 12 (Advanced): A general revision of grammar is undertaken and oral presentations and essays continue to form an important part of the course. Students will study a selection of works by well-known writers from the Middle Ages to the 20th century, including two complete novels and a play, such as: L'Etranger by Camus and Candide by Voltaire, and one play by Molière Les Femmes Savantes. Each student is required to read one novel on their own. The class also has the opportunity to see several classic French films. Students are responsible for several formal presentations on topics that impact Francophone culture. Students in this course also prepare for the DELF B2 Exam as well as the Advanced Placement French Language and Culture exam through weekly exercises in reading, writing, vocabulary building, and oral proficiency.

Human Development (Core)

JUNIOR HIGH

Grades 7 & 8: The course helps students in Grades 7 and 8 develop a deeper awareness of themselves as physical, social, emotional and moral individuals. Personal relationships, respect for self and others, digital citizenship, drug and alcohol damage, puberty, early dating, teenage pregnancy, communication skills, and moral standards are some of the topics discussed in class through films, questions, instruction and dialogue, and guest speakers. The development of skills used in dealing with disappointment and calming oneself down is a central focus of the course.

Grade 9: In Grade 9, students continue to participate in discussions and awareness raising activities about their own development. In addition, the Grade 9 programme engages students in a discovery of interests and a career information process.

Mathematics

The aim of the programme is to make mathematics enjoyable and challenging, and to prepare students to be successful in further studies which require an understanding of mathematics. The



mathematics courses fulfill the requirements of the Programme of Studies of the Nova Scotia Department of Education, with some additions. For example, students may take a full credit course in calculus in grade 12 to prepare them for university.

JUNIOR HIGH

Grade 7: This course provides a holistic view of mathematics, one that integrates the content of mathematics, the processes of mathematical thinking and the self-concept of the student. Content includes the study of patterns, number sense, decimals, fractions, percent, probability, statistics, and integers. Understanding and problem solving are stressed. Group learning, verbalizing, writing, and sharing are important aspects of this class. "Optional Challenges" are available for grade seven students who thrive on mathematical challenges. Regular reviews and extra help enable students to achieve success in the programme. Students will need a scientific calculator in this course.

Grade 8: In the grade 8 mathematics course, the emphasis is on problem solving and making connections to the world outside the classroom. Topics taught include squares, square roots, Pythagorean's Theorem, fraction operations, geometry, percent, ratio and rate, linear equations, graphing and measurement. Throughout the course there is an emphasis on patterning to discover general rules and the importance of developing mathematical skills to be used in other subject areas. Students will need a scientific calculator in this course. (A final average of 85% is needed in grade 8 math, as well as the recommendation of the grade 8 math teacher, to enroll in the grade 9 advanced math course.)

Grade 9 (Adv.): This course is an accelerated mathematics programme emphasizing the development of algebraic and geometric skills, mathematical reasoning and communication. Students are introduced to a variety of topics that will be further developed in the high school curriculum, including rational numbers, operations with polynomials, powers and roots, linear equations and inequalities and linear relations. Geometric skills are extended to include working with surface area and volume of a variety of solids. Students will use a scientific calculator in this course.. A final average of 85% is needed in Grade 8 Math, as well as the recommendation of the Grade 8 Math teacher, to enroll in this course.

Grade 9: The emphasis of this course is placed on developing a solid foundation in number sense and algebra. The course also furthers the study of integers and rationals, exponents, unit conversions, measurement, geometry, solving algebraic equations, graphing, polynomials and factoring. Problem solving is an integral part of each of the topics studied. Interactive websites are used where applicable. Students will need a scientific calculator for this course.

SENIOR HIGH

Mathematics 10 (Adv.): This course focuses on the development of mathematical concepts and skills that apply to problems from a variety of disciplines and in particular the sciences. Students will develop and further mathematical skills in algebra, linear relations, geometry, trigonometry and data management. The development of problem solving skills, mathematical modeling techniques and clear, accurate communication of solutions will be emphasized. The TI-84 Plus CE (or similar) graphing calculator will be used as a tool in most of the course with an emphasis on developing the students' ability to use its graphing functions. Spreadsheets, appropriate websites and software may be used where applicable either as a classroom tool or for supplementary learning or review.



Mathematics 10: The foundations of algebra are learned, emphasized, and understood throughout the course. There is an expectation that students will complete the grade ten academic math course with a solid understanding of algebraic manipulations. These algebra skills will be reinforced through our study of functions, linear equations, graphing, trigonometry, laws of exponents, polynomials, and systems of linear equations. Problem solving is emphasized in all topics. Students participate in group work throughout the course.

Pre-Calculus 11 This course is primarily intended for students who will choose to study the sciences or a related field at a post-secondary institution. Topics include: trigonometric functions and their related applications, polynomial functions, and rational functions. A transformational approach to graphing is emphasized as well as appropriate graphing skills using the TI-84 Plus CE (or similar) graphing calculator. Throughout the course, mathematical modeling techniques and problem solving skills continue to be developed. Effective communication using appropriate mathematical language is always emphasized.

Mathematics 11: Emphasis in this course is on consolidating and extending previously acquired concepts, by emphasizing problem-solving and applications in the study of each topic. Topics include: Geometry, Acute Triangle Trigonometry, Oblique Triangle Trigonometry, Statistics, Linear Inequalities and Programming, Quadratic Functions and Measurement. The use of a TI-84 (or similar) graphing calculator is required.

Mathematics 11 (Adv.): The intent of this course is to prepare students with the mathematical foundations required to study mathematics and related fields. There is a heavy focus on function analysis and mathematical modeling throughout the course. Topics include: functions and relations, quadratic functions, exponential functions, and logarithmic functions. TI-84 Plus CE (or similar) graphing calculators are used throughout the course.

Pre-Calculus 12: The intent of this course is to amalgamate and build upon the algebra and geometry previously studied in Advanced 10, 11 and Pre-Calculus 11. We will then expand on topics such as Irrational Functions, Exponential, Logarithmic and Absolute Value Functions, Composition of Functions, Trigonometry, Sequences and Series and Statistical Reasoning. TI-84 Plus CE (or similar) graphing calculators are used throughout the course.

Mathematics 12: This course is an extension of the Mathematics 11 course. The intent is to prepare students with the mathematical foundations required to achieve success in post-secondary studies. There is a heavy focus on applications of mathematics and the use of the TI -84 (or similar) graphing calculator to solve problems. Topics include: algebraic equations, financial mathematics, logic, probability, permutations and combinations, polynomial, exponential, logarithmic, and sinusoidal functions. Our small class enables students to engage in class discussions and to get individualized attention. Students participate in groups as they work through guided discovery activities.

AP Calculus AB: This course is offered as a full credit introductory course to University Calculus with a curriculum based upon the College Board Advanced Placement Calculus AB course. Students enrolled will have the opportunity to write the AP Calculus Examination in May for possible university credit or placement. In this course, students investigate the fundamentals of differential and integral calculus including limits, rates of change, derivatives of basic functions, definite and indefinite integrals. These skills are applied in the solution of a variety of types of problems including motion problems, optimization, related rate problems, differential equations, area and volume. Emphasis is



placed both on understanding and communicating mathematical concepts and making connections between verbal, numerical, algebraic and graphical representations of problems and ideas. The TI-84 Plus CE (or similar) graphing calculator will be used throughout the course with an emphasis on further extending the students' graphing skills including the ability to numerically calculate derivatives and integrals. The graphing calculator and other appropriate computer software will also be employed to help illustrate and investigate ideas and to help interpret results and verify conclusions. A final average of 80% is needed in Math 11 Advanced and PreCalculus 11 in order to enroll in this course.

Music

JUNIOR HIGH

Grade 7 - Music: Emphasis is placed on cultivating an understanding and enjoyment of music through music theory study, composition, music history, and music making in various forms. Theory study will include an introduction to music rudiments, terminology, and composition using several different online programs as well as by handwriting. The focus in Grade 7 Music theory is on how to read and compose using staff, ledger lines and several different clefs. Grade 7 Music history study pertains to popular music from the late 1800s through early rock and roll in the 1950s. Music making can include percussion activities, simple instruments, singing, and the like, and may include songs from many genres that typically tie in with the eras of history under discussion.

Grade 8 - Music: Emphasis is placed on cultivating a deeper understanding and enjoyment of music through music theory study, composition, music history, and music making in various forms. Theory study will delve further into music rudiments, terminology, and composition using the different online programs as well as by handwriting. The focus in Grade 8 theory is on how to read and compose music using the extensive range of rhythmic possibilities in music. Music history study pertains to popular music from the British Invasion through several varieties of style from the late 1970s including surf music and folk-rock. Music making can include percussion activities, simple instruments, singing, and the like, and may include songs from different genres that typically tie in with the eras of history under discussion.

Grade 9 - Music: Emphasis is divided between a more intensive study of music theory, composition, popular music history, and music making in various forms. Using different online programs, a solid preparation for further music study will be established. Concepts covered both as reading and in composition include: music terms and symbols, intervals, scales, and transposition. Music history covers the latter part of popular music from 1960s Soul and Motown through disco, reggae, jazz, new wave, and more through to MTV. Music making can include percussion activities, simple instruments, singing, and the like, and typically ties in with the eras in history currently being studied. Time is spent covering what factors have allowed their particular music taste to evolve in the way it has, and students explore music that may be outside of their traditional music preferences.

SENIOR HIGH

Grade 10 Music (Vocal): This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical



activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Grade 10 Music (Instrumental): This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Physical Education

JUNIOR HIGH

Physical Education is an integral part of the education programme for students in Grades 7-9. The students will have two periods per week of instruction. This will enable them to acquire the knowledge, skills and attitudes they require to make appropriate choices and set personal goals to enhance their quality of life through active healthy living. Positive personal and social behaviours that emphasize "Fair Play" will be the basis of the programme.

Grade 7: Games, dance, educational gymnastics and individual pursuits make up the Grade 7 curriculum. Students are introduced to the common tactics of sports using the "Teaching Game for Understanding" approach and basic game skills are practiced by playing modified versions of organized sport. Students develop an understanding of the components of health-related physical fitness and develop SMART goals to address their own fitness level. Effective and collaborative skills which incorporate "fair play" are emphasized at all times.

Grade 8: Games, dance, educational gymnastics and individual pursuits make up the Grade 8 curriculum. Students apply more complex game skills and tactics by playing modified games. Students analyze and evaluate SMART goals for their own health-related fitness goals. They also set SMART goals related to learning-readiness to optimize their academic performances. Effective and collaborative skills which incorporate "fair play" are emphasized at all times.

Grade 9: Games, dance, educational gymnastics and individual pursuits make up the Grade 9 curriculum. Students evaluate their decision-making skills while applying learned skills and tactics in game-like situations. Students design an action plan to maintain and improve physical activity participation in and away from school. Emphasis is placed on transferring skills to physical activities that interest students away from school to ensure they develop a balanced and healthy lifestyle.

SENIOR HIGH

Physical Education 10: This full credit course is required for completion of a high school diploma. The major emphasis of this course is to provide students with a variety of active fitness and sports experiences, along with theory, to enhance their understanding of personal fitness and growth. The course is divided into four modules: Outdoor Pursuits, Exercise Science, Personal Fitness and Leadership. An integral component of this course will be for the students to take responsibility for their own active healthy living by completing a personal fitness journal.



Fitness Leadership (PE) 11/12: By participating in this course, students will be encouraged to engage in a variety of fitness experiences, broaden their understanding of human anatomy and exercise physiology, examine the benefits of active, healthy living, and apply the principles of conditioning to design and deliver safe fitness experiences. This course comprises five modules: Anatomy and Physiology, Principles of Conditioning, Active Healthy Living, Injury Prevention and Risk Management, and Components of Fitness.

Religious Studies

JUNIOR HIGH

Grade 7

The programme, Finding God: Following Jesus assists students in nurturing their relationship with God, in and through Christ, in the context of a spirit-filled community. The students will develop a familiarity with and an ability to tell key Biblical narratives that illustrate God's faithful relationship with all people, and the community's response to this relationship. The students will express connections between the relationships described in Biblical relationships and their own life experiences. Human dignity and its significance in Christian faith and practice will be defined. The students will develop a greater sense of the social dimensions of the Church and will feel a sense of belonging through the common beliefs that bind us together.

Grade 8

This course guides the students in exploring their faith relationship with God, Jesus and His teachings, and the Holy Spirit in the context of the Church through prayer, study and discussion. The programme continues with the Finding God series, with a special emphasis on the Liturgical Calendar. The students will reach out to others by involvement in organizations like Hope Cottage and the Seniors Ministry at St. Mary's Basilica. Personal prayer techniques and class prayer sessions are introduced.

Grade 9

The aim of this programme, Be My Disciples, is to help students understand both the demands and the joy in following the way of Christ and in living the faith as expressed in the Creed. Using the Beatitudes as a touchstone, students examine the attitudes and actions that characterize the Christian life. Students understand and nurture the virtues which will deepen their relationship with God in a spirit-filled community. Students have the opportunity to put these attitudes into action through various projects in our everyday lives. The Senior High Curriculum follows a unique programme that continues to reflect Sacred Heart goals.

SENIOR HIGH

Grade 10

Religions of the World: The aim of this course is to foster in students an appreciation for and understanding of several major religions. Through the use of case studies, guest speakers, documentaries, and presentations, students will learn the foundations, history, and modern impact of these religions as well as the similarities between various aspects of these religions and Christianity. The spirit of understanding is further enhanced through service work.

Grade 11:



Sacred Heart's third goal challenges students to gain a sense of social awareness that impels to action. In this course, students will look at our moral responsibility to the world we live in, concentrating on raising student awareness of issues of social justice and social inequality and the work done by community organizations to address these issues. They will take an active and regular part in volunteer service activity in the wider Halifax community. Students learn that they are needed, that their efforts make a difference, and that helping others is hard work and demands commitment.

Grade 12:

The grade 12 Religious Studies programme focuses on the role of faith in decision making, vocation and personal development with a goal of leading a balanced life. It is a time for the graduating class to learn about and discuss, within a religious framework, social awareness, justice, and responsibility, and human sexuality. Students will have opportunities to be mentors to the grade 7 students in Big Sisters/Little Sisters Programme. Our day of reflection will allow students time to enrich their classroom experience.

Science

The goals of the science programmes have been organized around four clusters:

- 1) Scientific attitudes - for the students to develop positive attitudes towards science; respect for the environment and a commitment to the wise use of resources; an understanding of the nature of science as a human endeavour, and an appreciation of the application of scientific knowledge and processes in a technological society.
- 2) Skills and processes - for the students to develop an understanding of and the ability to use the scientific process skills: observing, classifying, measuring, using numbers, communicating, inferring, predicting, identifying and controlling variables, interpreting data, skills which include questioning, working in groups and sharing and establishing effective study processes.
- 3) Thinking ability - for the students to develop a facility in problem-solving through science using creative, rational and critical thinking approaches and inquisitive thinking strategies using questioning skills.
- 4) Scientific knowledge - for the students to develop the basic knowledge required to understand the concepts needed in a scientific and technological world and to develop an awareness of the career possibilities in the fields of science and technology.

JUNIOR HIGH

Grade 7: The grade seven science programme provides a science inquiry emphasis, a technological problem solving emphasis and a societal decision making emphasis. Skill areas developed are: careful observation, questioning, proposing ideas, hypothesizing, making inferences, designing experiments; gathering, processing and interpreting data; evaluating, explaining and communicating



results. The emphases are suggested by the topics: Interactions within Ecosystems, Mixtures and Solutions, Heat and Temperature, and Rocks and The Earth's Crust.

Grade 8: Emphasis is placed on laboratory activities and the development and refinement of analytical skills. The Biology unit includes studies on cell structure, the organism as a set of interrelated systems, energy relations among organisms and the environment. In Physics, types of electromagnetic radiation, properties of light, factors affecting the viscosity of fluids and the relationship between mass and volume and force, area and pressure are examined. In a unit on the Environment, we look at interactions of ocean currents and other abiotic factors on species distribution in marine environments, and the impact of global warming.

Grade 9: This programme focuses on various topics in the life and physical sciences. The life science unit deals with reproduction in terms of cell division, asexual and sexual reproduction, genetics and human development. The physical science topics include: matter, atoms and the periodic table; electricity and conversion of energy; and the solar system and components of the universe. Students continue to apply their knowledge and skills in science through various laboratory activities and participation in the school science fair. (A final average of 85% is needed in Grade 9 science, as well as the recommendation of the Grade 9 science teacher, to enroll in the Grade 10 advanced science course.

SENIOR HIGH

SCIENCE 10 (Advanced): This course emphasizes critical thinking, creative problem solving, ability to apply science concepts and evaluate and understand the role science and technology play in society. Major units taught: Chemistry in Action, Physics of Motion and Sustainability.

Topics in the Chemistry unit include: Patterns and Compounds, Reactions, Acids and Bases, and Chemistry and the Environment. The Physics unit includes an introduction to uniform motion, accelerated motion and the force of gravity. The Sustainability unit includes Diversity of Ecosystems and Change and Stability in Ecosystems. Students considering a career in science or mathematics are encouraged to take this course. Prerequisites: A mark of 85% in grade 9 science. Students taking this course must also take Math 10 (Advanced).

SCIENCE 10: The students will appreciate science as a human endeavour and develop a better understanding of the connections between science and technology and society. The four units for study will be: Physics of Motion, Chemical Reactions, Sustainability of Ecosystems, and Weather Dynamics. The students will practice science skills and conventions; become more familiar with various data collection methods; will determine the relevance, reliability and adequacy of data; will understand sources of error, and will interpret patterns or trends in data.

BIOLOGY 11: The main focus of this course is to help students develop some basic knowledge of ideas and principles in Biology. The main units of study are: (a) Cell Biology and the chemical and structural basis for life, the cell and its environment; photosynthesis; respiration and cell energy; (b) the Circulatory, Respiratory and Immune Systems (c) Biodiversity and (d) Ecology. There is a strong emphasis placed on sustainability and environmental stewardship.

BIOLOGY 12: In Biology 12 emphasis is placed heavily on Biochemistry and Genetics, including Biotechnology and Bioethics. Other units of study include the Nervous, Endocrine and Reproductive systems, as well as Evolution.



COMPUTER SCIENCE 11: This course will comprise three main avenues of inquiry. We will begin by studying computational systems, including software, hardware and data structures. We will then look at the various ways in which computation can augment traditional studies in biology, chemistry, physics and math. And finally, we will think in terms of design, utilizing the school's innovation lab to prototype and implement solutions to real-world problems.

CHEMISTRY 11 (Advanced): This course is based on an investigative approach to studying chemistry. It emphasizes chemical principles rather than descriptive chemistry and the relationship between experiment and theory. This programme is an excellent introduction to chemistry for those students who have an above average interest and ability in science and who may plan to write the AP examination in Grade 12. Topics include: gas laws, atomic theory, periodic law, chemical bonding, liquid and solid phases, naming compounds and writing formulae, mole calculations and chemical equations. Special emphasis is placed on integrating chemistry and computer technology. **Prerequisites:** A mark of 80% or above in Math 10 (Advanced) and Science 10 (Advanced), or a mark of 90% or above in Science 10. Students taking this course must also take Math 11 (Advanced).

CHEMISTRY 11: This course is suited for the students who need a Science requirement credit for university entrance as well as for those who intend to go into further study of Chemistry. This is an academic study of the important principles of Chemistry and the facts on which they are based. It includes theoretical study along with laboratory activities and problem solving, formulating hypotheses necessary for interpreting chemical data by means of data tables and graphs, identification and observation of chemical reactions in the laboratory and writing experimental reports of the work done. Science technology and society issues are also part of the programme. Topics include: Scientific Measurements, Structure and Properties of Elements, Formula Writing, The Periodic Table, Chemical Bonding, Chemical Quantities and Reactions, and Behavior of Gases. Projects and term papers are linked to the various topics.

CHEMISTRY 12 (AP): This course is a continuation of Chemistry 11 (Advanced). Topics include: molecular structure, thermochemistry, chemical kinetics, chemical equilibrium, acids and bases, oxidation and reduction, bonding in the solid state, and an introduction to organic chemistry. Special emphasis is placed on integrating chemistry and computer technology. Students in this course may elect to write the AP Chemistry exam in May. **Prerequisites:** Chemistry 11 (Advanced) and Math 11 (Advanced). Students taking this course must also take Pre-Calculus 12.

CHEMISTRY 12: The programme is for students of Grade 12 especially those who need to complete the credits started with Chemistry 11 (Academic) and fulfill the Science credit requirement for university entrance. The programme includes a review of Chemistry 11 and concentrates on new topics such as: solutions and stoichiometry, acids and bases, water and aqueous systems with a case study, and Organic Chemistry. Calculations of numerical problems, application of principles relevant to each topic, and writing formal laboratory experiments are goals to be met for this course. Science-Technology-Society issues such as Atmosphere and Water Pollution are also included in this course.

PHYSICS 11 (Advanced): An introductory course in Physics is offered for students with a particular interest in science and proven ability in mathematics. The topics include: linear kinematics, vectors, dynamics, Newton's Laws of Motion, momentum and energy, and Waves.



Prerequisites: A mark of 80% or above in Math 10 (Advanced) and Science 10 (Advanced), or a mark of 90% or above in Science 10. Students taking this course must also take Math 11 (Advanced).

PHYSICS 12 (Advanced): This course is a continuation of Physics 11 (Advanced). The topics include: motion, forces, and the conservation of momentum in 2 dimensions; electromagnetic and gravitational forces and fields; circuits (optional); the structure of the atom and the nucleus, radioactivity, and an introduction to quantum physics. We will develop skills in analysis of data and graphs. Prerequisites: Physics 11 (Advanced) and Math 11 (Advanced). Students taking this course must also take Pre-Calculus 12.

Social Studies

The Social Studies programme throughout junior and senior high is global in nature and educates to a sense of social justice. Its aim is to make students aware of their world: its geography, history, economic and sociological structures. Students are helped to locate and organize information, communicate orally and in writing, and develop critical thinking and discussion skills.

JUNIOR HIGH

GRADE 7 SOCIAL STUDIES:

Geography: The purpose of this course is to help students better understand their physical surroundings. Within the framework of the five themes of geography, students learn about physical patterns, environment, and resources. Geography skill-building is emphasized with a particular focus on mapping skills.

History: The history of Canada is studied from Contact through to the Rebellions of 1837 and their aftermath. Particular emphasis is placed on the development of Canada politically, and on the changes that have occurred in the lives of Canadians during this time. Special attention is paid to the study of events that affected Nova Scotia and the rest of the Atlantic region. This course is designed to give students an appreciation of their heritage and an enthusiasm for learning about their country and its multicultural and multiethnic composition.

GRADE 8 SOCIAL STUDIES:

Geography: This course aims to introduce students to elements of Human Geography. Major themes include population patterns, urban development, migration, and culture. The relationship between Human Geography and our History themes are emphasized, along with the examination of contemporary case studies. Geography skills continue to be built upon and students become more familiar with the world map.

History: This course gives an overview of the development of human civilization from prehistoric times to the fall of the Western Roman Empire and the foundation of Christianity. Students examine a wide range of cultures, including Early Peoples, the Ancient Middle East, Ancient Greece, and Ancient Rome. The role of geography in the shaping of the culture of these areas is emphasized.

Grade 9: Social Studies: This course continues chronologically from the history studied in Grade 8. The focus in Grade 9 Social Studies is on world changes through the Medieval and Early Modern periods and also includes the Geography and History of Europe, Africa, Asia and South America during these times. This course features an ongoing comparison of the development of nations and societies around the world with special emphasis on physical and human geography as they relate to historic events.



SENIOR HIGH

HISTORY 10: This course applies a chronological approach to the study of Canadian history, beginning with pre-contact societies and leading to the present day. Primary documents, internet sources, literature, and film documentaries are used as well as textbook materials. Project work includes visual representations, oral presentations, formal essays and position papers. Students are expected to stay abreast of current events, as many connections are made to link the past and the present through bi-weekly discussions. Students are introduced to historical thinking skills, and a strong emphasis on critical thinking is applied throughout.

MI'KMAW STUDIES 10: This course explores Mi'kmaw issues past, present, and future. Students will consider broad concepts such as governance, culture, education, spirituality, and social justice. Students will analyze historical and Mi'kmaw issues, which will enable them to achieve a greater understanding of, and respect for, both Mi'kmaw society and Mi'kmaw contributions to Canadian society.

EUROPEAN HISTORY 11 (Adv.): This course is an in-depth study of the development of European nations and important ideas from the sixteenth century to the beginning of the twentieth century. Special emphasis will be focused on the Renaissance, the French Revolution, Napoleon, The Industrial Revolution, "Isms" and Nation-building at the end of the nineteenth century. The aim of this course is to help students better understand our complex modern world and many of its current challenges. Students are encouraged to work on their critical and higher-level thinking skills. Students will prepare for the AP European History exam. Prerequisites: History 10 with an average of 80%

HISTORY 11: This course is a general survey of the development of European nations and important ideas from the sixteenth century to the beginning of the twentieth century. Special emphasis will focus on the Renaissance, the French Revolution, Napoleon, The Industrial Revolution, and Nation-building at the end of the nineteenth century. The aim of this course is to help students better understand our complex modern world and many of its current challenges.

ECONOMICS 11: This course explores the choices that individuals and societies make about the use of resources in a competitive global economy. Students will use economic concepts and models, as well as methods of economic inquiry, to analyze current economic issues and make informed economic choices based on their analysis. Study will take place at the microeconomic and macroeconomic level, as well as the personal finance level.

AP EUROPEAN HISTORY 12 (Adv.): The World in the Twentieth Century. This course gives a broad overview of twentieth-century history and an in-depth study of European History. Major political, economic, and social trends of this century are examined and discussed. The intention is to help students understand the complexities of the great events of the twentieth century. Students are encouraged to become critical thinkers and are required to write a research term paper. Writing the AP European History exam is an option for those students who are interested. Prerequisites: History 11 Advanced

GLOBAL HISTORY 12: The World in the Twentieth Century. This course gives a broad overview of twentieth-century history. Major political, economic, and social trends of this century are examined



and discussed. The approach is interpretative, aiming at helping students understand how their world has been shaped. Students are encouraged to become critical thinkers and are required to write analytical term papers.

SOCIOLOGY 12: This course is a comprehensive introduction to the study of Sociology. Students examine the organization and interaction of humans in societies, as well as the theories found in historical and current social thinking. Students study components common to every society, such as culture, education, and socialization, and investigate the forces responsible for social trends, group behaviour and development of self. Using discussion, research and personal reflection, students also examine the structures and principles lying hidden beneath their own position in society.

Spanish

At Sacred Heart, our approach to Spanish is based on the four language skills: listening, speaking, reading, and writing, as well as introducing an important cultural context. This cultural connection enables students to learn about Spanish speaking countries in the world, making them better global citizens and 21st-century learners.

Information technology is used on many levels throughout the Spanish Programme. Digital photography, digital video editing, SMART Board, PowerPoint, and online tutorials are used to enhance language acquisition throughout the programme. All Spanish students have the opportunity to take part in our annual Fiesta in February, spending a day in another culture, and showcasing their skills in another language.

SENIOR HIGH

SPANISH 10: The goals of this course are to provide the students with an introduction to Spanish language and culture. A study of basic phrases and pronunciation will be followed by an introduction to verb groups in the present tense. Emphasis will be put on the acquisition of new phrases and vocabulary, followed by an introduction to the past and future tenses. The language of instruction in the classroom is primarily English in the first term, until the students advance in the second term enabling the class discussion to take place in Spanish. Students will complete three projects based on Latin American and Spanish cultural topics over the school year. The grammar texts and readers are Aula America 1, Bitacora 1 (v tex + online workbook) on Difusión Campus (online Spanish language content platform) easy Spanish Reader, Spanish language magazines, websites, podcasts and videos. Students will want access to a device for this class.

SPANISH 11: The goals of this course are to continue building on the introductory information taught in Spanish 10. A detailed review of structures from Spanish 10 will be followed by the study of new vocabulary, verb forms and tenses. A greater emphasis will be placed on the speaking of Spanish within the classroom setting through creative dialogue, role playing and other activities. An increased concentration will also be placed on the students' reading and writing skills in Spanish. Selected topics on Spanish and Latin American cultures will be explored through projects, presentations and readings during the year. The grammar texts and readers are Aula America 2, Bitacora 1 (v tex + online workbook) on Difusión Campus (online Spanish language content platform) easy Spanish



Reader, Spanish language magazines, websites, podcasts and videos. Students will want access to a device for this class.

SPANISH 12: In this course, emphasis will be placed on all linguistic aspects of a second language; reading, writing, comprehension and speaking. Grammar structures learned in previous course levels will be constantly reviewed; consolidated and more advanced grammar structures will be presented and practiced throughout the year. Selected topics on Spanish and Latin American culture and history will be explored through presentations, readings and films. Students will present various projects throughout the year. The grammar text, **AVENTURAS** is an online v-text with numerous online activities. Students will want access to a device for this class. Students interested in preparing for the DELE Spanish Language Proficiency Exam may discuss the possibility of writing the exam in May with their teacher.

Technology

JUNIOR HIGH

Technology 9: The aim of the course is to introduce the digital world and digital tools to our students, and allow them to learn and be introduced to a variety of digital tools, including coding, podcasting, and Scratch.

SENIOR HIGH

Technology 10: The aim of this course is to explore technology in a global context. Students will build their technological literacy through activity and creation by problem solving and troubleshooting in a variety of contexts. Areas of study include: Technological Literacy, Research Skills, Keyboarding, G Suite Applications, History, Evolution, and Future Trends of Technology, Technological Systems and Problem Solving, Technological Responsibility, and Technology and Careers. Students will benefit from connecting with local organizations and engaging with professionals working in the field.

University Preparatory (Grade 11/12)

UNIVERSITY PREPARATORY COURSE: The purpose of this course is to assist students in their planning of their post-secondary education. Areas covered will include: career planning, transition from high school to university, the university application process, form filling, resume writing, budgeting, etc. This course time is one period a week and all Grade 12 students are required to take it.