



Academic Guide 2022-2023

FOUNTAIN ACADEMY *of the* S A C R E D H E A R T

One of the top independent schools in Atlantic Canada, Sacred Heart School of Halifax teaches the whole child - mind, body, spirit. Our iconic campus in the heart of Halifax offers co-ed education for JP-Grade 6 and single-gender education for Grades 7-12. With a global network of schools around the world, a rich and proud history, and a strong and unique set of core values, we offer not just an education but an experience that is unparalleled in this region. Our academic reputation is stellar, and our CAIS (Canadian Accredited Independent Schools) accreditation is a guarantee of excellence for both parents and students.

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 Guides open our program to you - step through and explore how we "Dare to be True".

Kind regards,

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



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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/Drama
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	English 11/English 11 (Adv)
Fine Arts 10 (Visual/Performing)	History 11/History 11 (AP)
French 10 (Adv.)/10	Mathematics 11 Advanced/Pre-Calculus 11 Mathematics 11
History 10	
Mathematics 10 (Adv.)/10	<u>Electives (3 electives required):</u> Biology 11 Chemistry 11/Chemistry 11 (Adv.) Economics 11 Physics 11 (Adv.) French 11 (Adv.) Spanish 11 Physical Education (PE) 11 Band 11 Experiential Learning Sophie Connect Online courses EAL 11
Science 10 (Adv.)/10	
Spanish 10	
Technology 10	
Physical Education 10	
Band 10 EAL 10	

IV Academic (Grade 12)
Religious Studies 12
University Preparation Course
AP English Lit / English 12



History 12/AP European History 12
Pre-Calculus 12 Math 12
Electives (3 electives required) *: Biology 12 Chemistry 12/Chemistry 12 (AP) Physics 12 (Adv.) French 12 (Adv.)* Spanish 12* Sociology 12* Calculus 12 (AP) Physical Education (PE) 12 Band 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.

Fountain Academy students are required to take at least one foreign language.

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 Sacred Heart Girls High School.

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



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, Fountain Academy 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 rigorous Advanced Placement (AP) Program 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 Program 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 AP Program 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 AP school. The AP Program 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: the program 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.

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 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's why we have partnered with local universities to offer opportunities for our most senior students to take credit courses. Students are invited to take courses from Mount St. Vincent University such as " Music and Culture", "The History of Rome", and "Understanding Movies" to name a few, We also have 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

Arts - Fine and Performing

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).

Grade 9 - Drama: This course will focus on various aspects of theatre and live performance, including (but not restricted to) improvisation, monologue work, scene work, movement, stage presence, and techniques.

SENIOR HIGH

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.

Grade 10 – Performing Arts Drama: This is a required course that completes the Arts credit for High School graduation. The aim of this course is to help students develop the skills necessary to become effective communicators in today's world. The performing arts curriculum will include creating, performing and responding activities that cover a variety of topics; including (but not limited to) theatre history, storytelling, character creation and development, memorization, creating scripts of various sizes and to meet various needs, role scoring, monologs, voice projection, body and posture, non-verbal communication, diction, scene work, improvisation, facial and vocal expression, and producing a play/finished work.

Grade 10 - Art: 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.

Students may also participate in the Performing Arts Club (PAC).



Band

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 Grade 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 two regular Band instruction classes per week along with one additional regularly-scheduled Sacred Heart performance class for a total of three performance classes each week. While students are encouraged to participate in private lessons or other All-City or community music ensembles outside of school, the additional performance class must be selected from the following list:

- SSSH Jazz Ensemble
- SSSH Senior Choir
- SSSH Liturgy Choir

The Grade 10-12 Band 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, and 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 and 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, and creative thinking skills. They will read and creatively interpret dramatic literature, and they will write essays, short stories, and poetry. Each grade level will read at least one Shakespearean and or classical period play. Film studies are incorporated to enhance reading experiences. Beyond the assigned curriculum, students will be expected to read independently from a teacher-approved,



grade-appropriate reading list. Students are encouraged to make independent reading selections and to read widely.

The English Program provides opportunities for students to explore and to use available technological resources and a variety of media. When possible, students will have the opportunity to experience professional or community theatre by attending local productions. Guest speakers/writers will be invited to read/share their knowledge, experience, or work. When possible, writing workshops given by authors/writers are made available to interested senior students.

Evaluation and assessment are on-going and include traditional evaluative methods as well as 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 including poetry, novels, short stories, and plays. Students will begin to think about interpreting and analyzing what they read. They will be encouraged to examine how themes in literature might relate to real life. Students study grammar and vocabulary to enhance their written and oral expression. Students will work on how to develop ideas in paragraphs and essays, and they will have a chance to develop their imaginations through a number of creative writing activities.

Grade 8: In grade 8 English, students will continue to develop their skills in listening, reading, writing, research, and study. Students will be encouraged to communicate effectively in both oral and written work and will have opportunities to work independently as well as within group settings. Students will be given many avenues for their expression and will write in a variety of styles. They will read and interpret stories, novels, poetry, and plays. They will study grammar and vocabulary to enhance their oral and written expression.

Grade 9: Grade 9 English students will study classic literature, including several novels and a Shakespeare play. They will learn to read closely and move beyond a literal interpretation to see how an author uses symbols and metaphors to express important ideas. Students study grammar and vocabulary to enhance their written and oral expression. Students will be encouraged to place themselves into the minds of their characters when reading out loud in class or doing dramatic presentations based on literature. Students will continue to work on developing their essay-writing skills, with a focus on finding specific evidence from the text to support a thesis.

SENIOR HIGH

English 10: The aim of the grade 10 English course is to enrich the students' ability to think critically about literature and teach how texts enrich our understanding of the world. Students examine structures and features of certain genres, including graphic novels, drama, novels, and speeches. They are also given a foundation in some of the most influential movements in literature such as Romanticism and Gothicism. Students are encouraged to think, speak, and write confidently; grammar is a daily component of the course. In addition, one unit of study focuses on public speaking skills and students develop their ability to express their personal responses and feelings with an audience in mind.



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.

English 11 (Advanced): The aim of this course is to widen and deepen the students' critical thinking by developing analytical skills. Students are encouraged to draw upon experiential learning as they study, understand, and appreciate literature through novels, drama, poetry, and individual reading assignments. Through the study of language in its various forms and styles, students will increase their comprehension, literacy, writing, research, and oral skills. Usage and vocabulary are studied on a regular basis. Prerequisite: English 10 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.

AP English Literature 12: This course is designed to build on the work students did in English 11 (Advanced). Students will engage in an in-depth study and appreciation of poetry, novels, short stories, plays, and individual reading assignments. The students will become familiar with some of the very best of world literature and learn to appreciate not only the aesthetic qualities of the work, but the craft of writing that they illuminate. Students are expected to think critically about the various texts presented and to participate in class discussions. 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. Students will prepare for AP English Literature. Prerequisite: English 11 (Academic or Advanced) with an average of 85%.

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. An important element of all EAL classes is addressing the specific needs of individual students.

French

JUNIOR HIGH

The French Program is designed to provide a balanced Program embracing the five skills of listening, speaking, interacting, reading, and writing while being introduced to francophone culture. 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, such as oral presentations, compositions, skits, and projects. Authentic French sources, such as websites, songs, magazines, videos, and movies are used throughout the Program as further enrichment. Activities and themes are chosen to match the interests of boys.

All classes are conducted entirely in French, and students are expected to participate to the best of their ability and to speak only in French in class.



French 7: In Grade 7, instruction and interactions take place entirely in French. The goal of the class is to continue developing language abilities (reading, writing, listening, speaking, and interacting) with a particular focus on developing oral communication skills while also creating a strong foundation in the language. Topics are chosen based on the interests of students, such as: video games, sports, monsters, and the francophone world. Students read and watch a variety of authentic French sources which serve as a base for in-class discussions and other activities. 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.. 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. They are typically placed after consultations with previous teachers, conversations with the student as well as taking into consideration the level of French they studied in elementary school. 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. Topics and readings are chosen according to the interests of the class and to help them explore different facets of Francophonie. Students are expected to develop the abilities to elaborate on expressing the 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 and articles, as well as many authentic sources such as magazines, websites, and music. 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* textbook.

French 8 advanced: The Grade 8 French course continues to build on the skills learned in Grade 7. Themes studied in Grade 8 are designed around the interests of students and include: food, crimes, cars, and technology. Authentic sources (francophone magazines, websites, music, movies, and books) are used as the base for all in-class activities. Students develop their French communication skills by participating in class discussions and activities, performing skits, and completing writing, reading, and listening activities. There is a continued focus in Grade 8 on developing oral communication skills, and class instruction and interactions are entirely in French. When enrollment allows, there is a possibility of offering a streamed course of advanced grade 8 French. This would offer challenges to students with strong French backgrounds.

Grade 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 Grade 9 French course builds on skills learned in previous years. 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. Students are introduced to a variety of authentic French materials such as French books, magazines, websites, radio programs, music and movies in order to contextualize their learning. Activities and projects are designed to be engaging and meaningful to students while encouraging them to push themselves and take risks with the language. Themes include: advertising, future technology, Astérix, and le Carnaval de Québec. Students will also read and perform scenes from *Les Trois Mousquetaires* by Alexandre Dumas.

SENIOR HIGH

FRENCH 10: The Grade 10 Academic French class begins with a general review of the Junior High Programme and then some new structures and topics are gradually introduced. Students read a variety of texts that focus on different areas of francophone 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 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 Grade 10 course is designed for students who have succeeded in junior high French and who are looking for further challenges. The main goal of this course is to help students improve and develop their French oral, listening, reading, and comprehension skills. Emphasis is placed on oral work through activities such as individual presentations, skits, role play, and in-depth classroom discussion. Students study relevant themes such as television, technology, and professions, and also read a Québécois graphic novel.

FRENCH 11: Grammar studied this year covers many of the same structures and tenses introduced in the advanced course, but at a measured pace. Students will be expected to give short oral presentations and written assignments based on different aspects of French and Quebec culture. 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. 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.

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)

Grades 7 & 8: The aim of this program is to build positive self-identity and help students develop effective communication and interpersonal skills that enable them to manage and enhance their health, relationships, and interactions with the world. Topics of study can include: 1) Organization, Study Skills, and Test Taking Strategies, 2) Media Literacy, Digital Citizenship, and Social Media, 3) Anti-Bullying and Community Building, 4) Positive Personal Development, 5) Relationships, 6) Communication, 7) Substances, 8) Decision Making, 9) Stress, 10) Sexual Health, and 11) Nutrition. Our study of each topic can include class discussion, worksheets, videos, and guest speakers. The order is flexible so that immediate issues can be addressed.

Grade 9: In Grade 9, students continue to participate in discussions and awareness-raising activities about their own development. In addition, the Grade 9 Program engages students in a discovery of interests and a career-information process. Topics for this course include: organization, social etiquette, dating, personal grooming, resume and interview processes, exam preparation, social



media and internet, financial management, drugs and alcohol, useful knots, and issues around mental health.

Mathematics

The aim of this Program 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 Program 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 number sense, decimals, fractions, percent, the metric system, measurement, patterns, geometry, statistics, integers, and algebra. Thinking, understanding, and problem-solving are stressed. Group learning, verbalizing, writing, and sharing are important aspects of this class. Special emphasis is placed on the development of mathematics as a language used in searching for patterns.

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 a review of basic computations, data analysis, exponents, roots, measurement, integers, rationals, rate and ratio, percents, graphing, algebra, three-dimensional geometry, and angle geometry. 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. (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 (Advanced): This course focuses on the application of mathematical concepts and skills. It is an accelerated grade nine math course, emphasizing problem solving. Topics include: rational numbers, measurement, exponents and roots, operations with polynomials and linear equations, linear relations, topics in geometry, system of linear equations, introduction to matrices, and probability. Students will need a scientific calculator for 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, inequalities, 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 (Advanced): This course focuses on the application of mathematical concepts and skills to science-related problems. Major topics include: linear functions, quadratic functions, data management, linear programming, trigonometry, analytic geometry, and manipulating rational expressions. Graphing skills are developed throughout these units. The TI-84 Plus CE (or similar) graphing calculator is used as a tool in some of the topics throughout the year.

Mathematics 10: In this course, the foundations of algebra are learned and understood through the study of graphing and transforming a variety of functions, evaluating equations and inequalities, factoring quadratics, trigonometry, analytic geometry, and solving systems of equations. Problem solving is emphasized in all topics, and scientific or graphing calculators are used throughout the year.

Mathematics 11 (Advanced): The major focus of this Mathematics course is the study of functions, with a guided discovery and transformational form approach. Topics include: analyzing functions, quadratic functions and relations, exponential and logarithmic functions, and trigonometric functions and identities. TI - 84 Plus CE (or similar) Graphing Calculators are used where applicable.

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. Throughout the course, mathematical modelling techniques and problem-solving skills continue to be developed. Effective communication using appropriate mathematical language is always emphasized. TI-84 Plus CE (or similar) Graphing Calculators are used where applicable.

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. It fulfills the requirements for admission to most university and post-secondary programs that do not involve a calculus course. Topics include: geometry, trigonometry, statistical reasoning, linear inequalities, quadratic functions and equations, and proportional reasoning. TI-84 (or similar) Graphing Calculators are used where applicable.

Precalculus 12: This Mathematics course amalgamates and builds on mathematic skills acquired in Grades 10 and 11 covering such topics as complex numbers, systems of equations and matrices, parametric equations, polar equations, vectors, sequences and series, statistics and probability. The course also includes an introduction to Calculus, with a focus on limits and derivatives. TI -84 Plus CE (or similar) Graphing Calculators are used throughout the course.

Mathematics 12 : This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information, solve problems involving probability and statistics, and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in the social sciences and the humanities will find this course of particular interest. TI-84 Plus CE (or similar) Graphing calculators are used throughout the course.



AP Calculus 12: 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: There are three main components of Grade 7 Music: theory, appreciation, and performance. Theory topics include rhythmic notation and the notes on the treble and bass clef. Music appreciation includes listening and history activities where students learn about a variety of classical, folk, and popular music. The performance aspect of the class focuses on developing our singing and bucket drumming skills focusing on the group aspect of performing together. We will explore the process of composing using a variety of platforms including SoundTrap, BandLab and Flat IO.

Grade 8 - Music: Guitar Skills are introduced this year and alongside singing provide the main focus for the performance aspect of music class. Theory study will go further into music rudiments and terminology using teacher led study,, handouts, and time in the computer lab with Breezin' thru theory. Concepts covered will include whole and half steps, accidentals, time signatures, intervals, and both rhythmic and melodic dictation; again in both written and aural forms. Composing this year will be related to the following topics we will study including Reggae, Video Game music and Song Parody.

Grade 9 - Music: In Grade 9 students continue to develop their guitar and singing skills with an increase in difficulty of repertoire and technique. Music Theory is further studied using the Breezin' Thru Theory program with concepts covered including music terms and symbols, scales, triads, arpeggios, chromaticism, improvisation, musical texture. Composing this year will be related to the following topics we will study including Minimalism, Film music and songwriting.

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

Grades 7, 8 and 9: The Program is divided into two Physical Education classes and three Athletics classes each week ensuring that students are physically active many times per week. While Physical Education classes are structured and focus on instruction, Athletic classes are less structured and foster the enjoyment of sport. The emphasis of the physical education Program in junior high is on developing a positive attitude towards physical activity and attaining high levels of personal fitness.

SENIOR HIGH

Physical Education 10: This full credit course is required for completion of a high school diploma. The 4 main modules for this course are: Outdoor Pursuits, Exercise Science, Personal Fitness, and Leadership. The aim of this course is to promote personal fitness, nutrition, and lifelong athletic pursuits. Students will also have the opportunity to be involved with game-oriented play in both individual and team sport.

Fitness Leadership (PE) 11/12: 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

The Religious Studies Program endeavours to educate to a faith that is relevant in today's world. It provides a curriculum based on sound knowledge of the life and values of Jesus, that will develop attitudes and behavior which gradually will be motivated by and flow out of the interior faith of the individual student. Preparation of and participation in liturgical celebrations is included at all grade levels. This Program is intended to augment and enhance, not be a substitute for, the parish Religious Education classes. Roman Catholic students are encouraged to prepare for the sacrament of confirmation in their own parish.



JUNIOR HIGH

Grade 7: *Finding God: Following Jesus* provides an invitation into a way of living in relationship with God, family, school, and neighbour with a focus on adolescents and their need for trust, respect, independence, and a sense of personal worth. This Program examines the life of Jesus and his teachings. Through a series of articles, scriptures, stories, guided reflections, and diverse opportunities for prayer, the student is presented with lessons that become part of a lifelong practice.

Grade 8: This course looks at the history of the Bible and the Catholic Church. Students will become familiar with a number of Old and New Testament stories, and how Christianity developed over the last two millennia. They will also look at some of the tension between religion and science and understand the difference between literal and contextual interpretations of the Bible.

Grade 9: The purpose of this course is to give students from diverse religious backgrounds an understanding of the basics of the Catholic faith, with a common vocabulary and unified vision of the whole of the Catholic heritage. As well, this course will enable students to explore and appreciate the meaning of Catholic faith at a personal and affective level.

SENIOR HIGH

Grade 10: Religions of the World Part I: Part one of a two-part course that will foster an appreciation for and understanding of major world religions. Through the use of case studies, guest speakers, outside visits, and presentations, students will learn the foundations, history, and modern impact of the major religions of the world as well as the similarities between various aspects of these religions and Christianity.

Grade 11: Religions of the World Part II: An examination of the more prominent of the world's religions, this course completes the program of study of the major religions of the world which was started in grade 10. Through the use of case studies, guest speakers, outside visits, and presentations, students will learn the foundations, history, and modern impact of the major religions of the world as well as the similarities between various aspects of these religions and Christianity.

Grade 12: Social Justice in Action: this course encourages students to develop a personal relationship with God by serving others. Students will learn about social justice as one of the pillars of Christian spirituality as well as a responsibility to the world we live in. Concentrating on raising the students' awareness of how to live out their understanding of social justice in everyday life, this course provides the opportunity for the students to take an active and regular part in volunteer service in the wider Halifax community. At Sacred Heart, the gospel challenge to "act justly, love tenderly and walk humbly with our God" is an important part of our curriculum. Students learn that their efforts make a difference, and that helping others is hard work and demands commitment, as they put into action the Christian principles they learn in the classroom.

Science

The goals of the junior and senior high Programs have been organized around four clusters:

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 scientific knowledge and processes in a technological society.



Skills and processes - for the students to develop an understanding of and the ability to use the scientific process skills of observing, classifying, measuring, using numbers, communicating, inferring, predicting, identifying and controlling variables, and interpreting data; skills which include questioning, working in groups, and sharing and establishing effective study processes.

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.

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 7 Science course provides a science inquiry and a technological problem-solving 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, structures and stability, pure substances and mixtures, heat, and oceans.

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, and energy relations among organisms and the environment. In Physics, types of electromagnetic radiation, properties of light, optics and eye structure, viscosity of fluids, and the relationships between mass, volume and displacement are examined. In a unit focusing on the environment, we look at ocean currents, methods of mapping the ocean floor, various marine species, and the impact of global warming.

Grade 9: This course focuses on various topics in the life and physical sciences. The life science unit deals with reproduction in terms of cell division, reproduction, genetics, and human development. The physical science topics include: matter, atoms, and the periodic table, and electricity and conversion of energy. Students continue to apply their knowledge and skills in science through various laboratory activities.

SENIOR HIGH

Science 10: This course ensures that students understand essential concepts in physics, chemistry, and life sciences. Through it they develop an understanding of the processes of scientific inquiry and learn to relate the pursuit of scientific knowledge to today's society, environment, and technology. Students will pursue inquiries related to atomic and molecular structures and properties of elements, compounds, and mixtures. They will also explore genetics and evolution and investigate Newton's laws. This Program provides the foundation for successive science courses in the Senior High.

Science 10 (Advanced): This honours course emphasizes critical thinking, creative problem solving and the ability to apply scientific concepts, all within the context of modern society and technology. Students will pursue inquiries related to atomic theory, molecular structures and properties, and chemical bonding. They will also explore genetics and evolution and investigate Newton's laws. This program provides a solid foundation for successive advanced science courses in the Senior High. 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).



Biology 11: Grade 11 Biology is the first year of a two-year course that will give the student a strong foundation for university courses in biology. We start the year by studying ecology. This includes behavioural, population, and community ecology as well as a study of biomes and conservation biology. We continue the year with the study of cells. The various structures and functions of the organelles within the cells are explored as well as those of the macromolecules used by the organelles. We end the year with the study and history of genetics, from Mendel's first discoveries to the sequencing of the human genome and the ever-changing field of biotechnology.

Biology 12: Grade 12 Biology is a continuation of the two-year course started in Grade 11. Our main focus this year is the study of animal and plant form and function. We begin the year by looking at the classification of cells, fungi and plants, and the animal kingdom. We then embark on the study of digestion, circulation, the immune system, osmoregulation and excretion, hormones and the endocrine system, the nervous systems, and sensory and motor mechanisms. We end the year with the study of plant growth, transport in vascular plants, plant responses to internal and external signals, and plant reproduction and biotechnology.

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: 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 11 (Advanced): This is an honours course and 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 Program is an excellent introduction to chemistry for those students who have an above-average interest and ability in science. Topics include: atomic theory, chemical bonding, compound nomenclature, solutions, chemical reactions and stoichiometry, and the gas laws.

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 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.

Chemistry 12 (AP): This course is designed to build on the work done in Chemistry 11 (Advanced) and to enable students to enter a university chemistry course with a solid knowledge of both theoretical and experimental aspects of Chemistry. Topics include: organic chemistry, thermodynamics and thermochemistry, chemical kinetics, chemical equilibrium, acid-base equilibria, electrochemistry and nuclear chemistry. Writing the AP Chemistry exam is an option for those students who are interested.

Prerequisites: Chemistry 11 (Advanced) and Math 11 (Advanced). Students taking this course must also take Pre-Calculus 12.

Physics 11 (Advanced): An introductory course in physics for students with a particular interest in science and proven ability in mathematics. The topics include: kinematics, vectors, dynamics, Newton's Laws of Motion, momentum, waves and light, interference, work, power, and energy.

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: circular and gravitational motion, rotational motion, electricity and magnetism, and modern physics.

Prerequisites: Physics 11 (Advanced) and Math 11 (Advanced). Students taking this course must also take Pre-Calculus 12.

Social Studies

The Social Studies Program 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 to develop critical thinking and discussion skills.

JUNIOR HIGH

Grade 7 Social Studies:

History: Grade 7 explores the concept of "Big History", that our world today is the result of 13.7 billion years of connected events. Students learn about the eight key "threshold moments", when the development of the universe took an unexpected but crucial turn in getting us to where we are today. Aside from the evolution of the universe, special attention will be paid to the development of life on Earth and early humans. Students will use a wide range of sources in their investigations, and thus will develop research and evidence-gathering skills.

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. Historical and contemporary case studies, Canadian-based whenever possible, are key elements of this course. Geography-skill-building is emphasized with a particular focus on mapping skills.

Grade 8 Social Studies:



History: This course gives an overview of the development of human civilization from the evolution of Homo Sapiens to the fall of the Western Roman Empire. Students examine the civilizations of the ancient Egyptians, Mesopotamians, Israelites, Greeks, and Romans. The role of geography in the shaping of the culture of these areas is emphasized. Students come to a greater understanding of the past and its relevance to today's world.

Geography: This course aims to introduce students to elements of Human Geography. Major themes include population patterns, urban development, economics, migration, and culture. The relationship between Human Geography and our World History is stressed. Contemporary case studies are also examined. Geography skills are built and students become more familiar with the world map.

Grade 9 Social Studies: This course gives an overview of the development of human civilization from Early American Civilization to the Renaissance. Students examine the civilizations of pre-colonial Central and South America and Africa, with a focus on understanding how exploration in the 1500's impacted various cultures and led to what we see in the modern world. The history of Japan and Europe are also in focus as good examples of enduring patterns in socio-cultural development. The role of geography in shaping human history and the culture of these areas is emphasized. Students come to a greater understanding of the past and its contribution to their lives today. Current events are discussed for their immediate relevance and historical links so that students can understand the changes that are taking place in our world today.

SENIOR HIGH

History 10: This course uses a chronological approach towards the study of Canadian and American history, beginning with the first explorers that mapped and settled the continent and continuing to the present day. Primary documents, internet sources, literature, and film documentaries are used along with 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 discussion.

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.

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.

History 11 (Advanced): This course is a general survey of the development of European nations and important ideas from the sixteenth century to the dawn of the twentieth century. Special emphasis will be focused on the Renaissance, the Reformation, the Enlightenment, the French Revolution, Napoleon and the Industrial Revolution and the rise of nationalism. The aim of this course is to help students better understand our complex modern world and its many intricacies, as well as to introduce students to formal essay writing and primary source analysis. Current events will be



examined by drawing connections to the topics covered in class. Prerequisite: A mark of 80% or higher in History 10.

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.

AP European History 12 (AP): This course will explore the history of the world from the mid-nineteenth century to the present, with a special emphasis placed on Europe and the West. Topics to be covered include imperial rivalries and the alliance system, the Great War and the interwar period, World War II, the Cold War, and the New Europe. The aim of this course is to provide students with a solid understanding of the interconnectedness of social, political, and cultural events throughout this time period, as well as an appreciation for the importance of memory and narrative in the transmission of history. Students are encouraged to become critical thinkers and are required to write analytical term papers. Writing the AP European History Exam is an option for those students who are interested. Prerequisite: History 11 ADV.

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. Students will also learn entrepreneurship skills through the operation of a small business.

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.

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: During this course, emphasis will be placed on all linguistic aspects of a second language: reading, writing, listening, and speaking. Language learned in previous levels will be constantly reviewed and consolidated, and more advanced language structures will be added through themed units such as human relations, living, and employment. Selected topics in Spanish and Latin American culture and history will be explored. Students will use authentic video materials as a basis for vocabulary and grammar practice in the form of discussions and writing assignments. Students will read a mini novel which is then used as a springboard for vocabulary building, use of verb tenses, discussions, and essay writing.

Technology

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.

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 (Grades 11 and 12)

University Preparatory Course: The purpose of this course is to assist students in their planning for their post-secondary education. Areas covered will include: career planning, transition from high school to university, the university application process, form-filling, resume-writing, and budgeting. The second term will focus on health and well-being while at university and during times of transition. This course is one period per week and it is a required course for all Grade 12 students.



