

Sacred Heart School of Halifax

ACADEMIC GUIDE

FOUNTAIN ACADEMY OF THE SACRED HEART
www.shsh.ca



Dear Parents and Students,

Welcome to our Sacred Heart community - this is a very special place to learn and grow. Schools are inherently relational, and you will find with us a talented team of educators who personally engage, challenge and support each student in age-appropriate ways.

The Sacred Heart School of Halifax is steeped in tradition, and an important dimension of this tradition is to be innovative and employ all manner of resources in our classrooms - you'll find the latest technology, creative group projects, hands-on learning, and socratic discussions. Gender-specific classrooms distinguish our programme for those in Grades 7-12, and students in the Primary and Elementary division have a coed programme that incorporates intensive French Language immersion and many enrichment options.



Sacred Heart education focuses on the development of the whole student. We express our comprehensive approach through the **Goals and Objectives**, a philosophical approach shared by Sacred Heart schools in 40 countries around the globe. In our Sacred Heart family, students come first. Students in our School are kind, values are true, academic and service programmes are meaningful, we trust our students who exercise wise use of freedom, and our curricular and co-curricular programmes are outstanding. We honour the developmental nature of children and young adults, and at our School - all students find and use their voices.

All of our graduates go on to university. Each year, approximately 70% of our graduates receive scholarships to the universities of their choice, and some of our young women and men go forward with university credit already gained through our Advanced Placement programme. In addition to academics, students have many extracurricular choices: world-class debating, athletic champions, multiple drama and musical productions, and all four of our school bands really make you move.

This *Academic Guide* offers an introduction. Please review our website (www.shsh.ca) and visit our campus. We are across from the Public Gardens - join us for a memorable experience. You can stop in or call for an appointment 902-422-4459. I look forward to meeting you.

With a warm welcome,



Anne Wachter, RSCJ
Headmistress

ADMISSIONS PROCEDURES

1. Complete and submit the online application form (online or hard copy)
2. When your application is received, you will be contacted by Ms. Robyn Erickson, Admissions Director, who will outline the next steps, including required supporting documents, scheduling a tour, student visiting day, and entrance testing.
 - Mrs. Sharon Bennet, Director of Early Childhood Education and Care
 - Mr. Stephen Tugwell, Junior Primary to Grade 6 (co-ed)
 - Miss Pauline Scott, Grades 7-12 , girls (Principal of the Sacred Heart High School)
 - Mr. Robert Marchand, Grades 7-12, boys (Principal of Fountain Academy of the Sacred Heart)
3. Submissions of school records/transcripts of grades are required from the applicant's present school as well as a letter from a teacher (template will be provided).
4. Upon acceptance, you are required to submit a \$1,000 enrollment deposit. English as a Second Language (E.S.L.) students are required to submit a \$2,000 enrollment deposit. International Students are required to submit a \$2,000 enrollment deposit.

ADMISSIONS POLICY

1. Applicants for Grade 1 to Grade 12 must submit the report card from the previous school year, their most recent term marks for their current year of study, a letter of recommendation, and successfully complete an academic assessment to determine that the school is able to meet the needs of the students. The school admits students with a range of abilities, but the school does not have the resources to meet the needs of all students. No academic assessment is required for entry into Junior Primary.
2. Students applying for admission to the Junior Primary programme are required to have attained their fourth birthday on or before December 31st of their Junior Primary year. The student's birth certificate is required at application time.
3. Students applying for admission to the Primary programme are required to have attained their fifth birthday in December of their Primary year. The student's birth certificate is required at application time.
4. Successful applicants may apply for financial assistance after enrolling. The school provides limited funds to students who would not otherwise be able to attend the school. Applicants for financial assistance must demonstrate both need and willingness to contribute positively to the school. Application for financial assistance is done through Apple Financial Services at www.applefinancialservices.ca. If financial assistance is not granted, enrollment deposits will be refunded upon request. There is no financial assistance available for Junior Primary.
5. Once accepted into the school a student is expected to observe the school's behavioural standards and meet the academic requirements at grade level.

Why a Boys' School?

A school like ours, that educates only boys, has some significant advantages over those schools that try to teach boys and girls in the same classroom. We are able to design our curriculum and choose our teaching staff with the education of boys as our only goal. We only exist to meet their needs in the classroom, on the athletic field, and throughout all aspects of their lives.

In the 1980's and 1990's it was widely recognized that girls were falling behind boys in several areas, most notably math and science. A concerted, and successful, effort was undertaken to reverse this trend with great successes for girls in our school. But in that process of making school a more welcoming place for girls we have in some ways inadvertently made school a less welcoming place for boys. The result is that we have seen an unmistakable drop in the scores of boys in virtually every academic area. Since the early 1990's, more girls than boys are taking higher level math course, more girls than boys are taking Advanced Placement courses, more girls than boys are taking leadership roles in debating and student government, and more women than men are enrolled in university.

Recent research into the functioning of the brain and learning styles has shown us that the answer lies not in allowing the pendulum to swing once again, disadvantaging our girls in the process, but rather in allowing girls to learn in an environment that suits them best and in allowing our boys to do the same. As a result there has been resurgence in interest in single sex education, and Fountain Academy of the Sacred Heart is evidence of this awareness.

What is it that we provide that makes such a difference?

- Our boys are taught and mentored by teachers, many of whom are male, who are chosen precisely because they appreciate the joys of working with boys.
- We select books and other learning materials that appeal to the boys' interests.
- We offer the boys physical activity every single day.
- The boys are given the opportunity to approach learning from a hands-on perspective, learning as much outside of the classroom as inside.
- Everyone is encouraged to participate in all aspects of the athletic and artistic programme.
- The boys are given the room to gain confidence in themselves without being compared to their peers who are girls.
- The boys can be themselves for as long as they need to be without the pressure to become involved with girls before they feel ready.
- We create a safe atmosphere in which sensitive gender and sex-related issues can be openly discussed.
- We provide an environment that recognizes that there are many paths to manhood.
- We challenge boys to strive for the highest ideals of honour, compassion, integrity, loyalty and social justice.
- We develop the sort of esprit de corps that only a boys' school can offer.

Why Choose Sacred Heart School

First and foremost, Sacred Heart is a school for the “whole child”.

Sacred Heart School of Halifax provides every student with a values based education that embraces the whole student: academically, spiritually, physically and emotionally.

Sacred Heart maintains the highest academic standards providing committed, qualified faculty dedicated to student success. Enrichment and support programmes at Sacred Heart are unparalleled.

Sacred Heart is keenly aware that girls and boys learn differently and addresses their needs accordingly. Sacred Heart offers a “family campus” providing a co-ed elementary education from junior primary through grade six, and single sex learning environments from grades 7 – 12 at Sacred Heart High School for girls, and Fountain Academy of the Sacred Heart for boys.

Sacred Heart welcomes students of all faiths, creeds and cultures and provides them with the education they need to become tomorrow’s leaders.

Sacred Heart offers Advanced Placement (AP) courses in high school. This internationally renowned university preparatory programme offers students intellectual challenge, individual progress and accomplishment. Students may earn university credits for their work in a particular subject.

Rich in tradition, the school may be old but the approach is modern. Technology is embraced and utilized for the benefit of all.

The Sacred Heart “Family Campus” addresses the needs of busy families providing the convenience of one school.

Mission Statement and Goals

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.*

Frequently Asked Questions

We aren't Roman Catholic. Will we feel comfortable at Sacred Heart?

Sacred Heart School of Halifax is an independent Catholic school. More than half of our students are Catholic and while many of the remaining students belong to other religious denominations, some claim no religious affiliation. Many of our families who do not have a Catholic or religious background choose Sacred Heart because they like the personal, moral and spiritual dimension of the school. Our culturally diverse student body tells us the religion curriculum stresses values that are addressed in an inclusive way and they like being encouraged to discuss these issues and share their personal opinions both in and out of the classroom. The school welcomes students from all ethnic, racial and religious backgrounds. Applicants to the school are made aware that the religious education reflects the teachings of the Roman Catholic Church and that all students are required to take part in religious education. Religious Education encourages awareness, understanding and tolerance of other faiths and religions.

What are the benefits of single sex education in high school?

Research has shown and our experience has told us very clearly that both girls and boys thrive in a single sex academic setting. There are significant differences between boys and girls in learning styles and a single sex classroom means we are able to tailor our teaching in the way they learn best. Both boys and girls are given the room to gain confidence in themselves without the distraction of or comparison to the opposite sex. There are opportunities to interact outside of the classroom during extracurricular activities such as band, choir and our theatrical productions as well as at sports events.

Tell me about the French programme at Sacred Heart.

French at Sacred Heart begins right away in Junior Primary. Children in grades 1 and 2 are instructed in a bilingual programme with students taught in French for half a day and in English for the other half day. Math, physical education, music and religion are taught in English. Grade 3 to 6 students have a 40 minute French class daily and children are encouraged to speak only French in class.

As students move into high school, we continue to balance the skills of listening, speaking, reading and writing French along with introducing students to French and French Canadian culture. Our curriculum is supported by learning techniques that have proven results in helping students acquire real fluency – being able to converse freely and competently. In senior high, the French programme is divided into Academic and Advanced. Academic courses have been developed for students with less background but a keen interest in developing their skills among students at a similar skill level. Students graduating from the Advanced stream have a solid foundation in grammar, presentation and written skills, French literature and spoken fluency.

What is the Advanced Placement (AP) Programme and how does it compare to the International Baccalaureate (IB) Programme?

Sacred Heart offers the internationally recognized AP programme which offers students the opportunity to do university work while in high school. Students at SHSH select from a wide-range of Advanced Placement courses which expand upon our regular high school curriculum in arts, sciences, mathematics and languages. Those who do well on the AP exams earn university credits or advanced standing at many universities and colleges across Canada, the US and around the world. AP differs from IB in a variety of ways. Advanced Placement is the older programme and is more widely recognized by universities around the world. One of the most significant differences is that students can choose to take one, some, or all available AP courses whereas the IB programme in many schools requires that the student's entire course load be IB.

What is the uniform policy at Sacred Heart?

All students at Sacred Heart wear a uniform to school each day. In the high schools, two days a week are set aside for dress uniforms. Each school will occasionally have a "color" day when students do not have to wear their uniform. Often, these occasions are fundraisers for school trips or social causes.

What about sports and extra curricular activities at Sacred Heart?

Sacred Heart offers a wide range of sports and extra-curricular activities in elementary and in both high schools.

Physical Education in both elementary and high school is an important component of a Sacred Heart education. In addition to a comprehensive physical education programme, both high schools offer a wide range of team sports including hockey, field hockey, basketball, soccer, badminton and volleyball as well as cross-country and tennis. Our teams compete with other independent schools and with city league schools. A broad range of intramurals are also offered throughout the year.

Elementary students can choose from more than 20 clubs as diverse as Reading, Knitting, French, African Dance, Chess, Choir and Mandarin Chinese. In the high schools, students are involved in a variety of activities including Choir, Band, Kids Help Phone, Debating, Drama, the annual Musical, Playground Mentoring, CineClub, Robotics Club, Yearbook, Student Council, Duke of Edinburgh's Award Programme and much more.

What is the average class size?

This year average class size ranges from 13 – 16 in our three divisions. Class size is usually capped at 20. In Junior Primary the teacher/child ratio is 1 – 8.

Do you have an Early Childhood Education programme at Sacred Heart?

Yes, we offer Junior Primary for four-year-olds. Our philosophy is to help children learn through play and structured activities with a focus on social development, independence and caring for others. The day begins at 9:00 a.m.

What technology does Sacred Heart offer in the classroom?

Each of our three school divisions has a computer lab which is used for instruction and independent research. All Sacred Heart classrooms are equipped with interactive white boards (Smartboards) – large touch-sensitive displays that connect to a computer and projector and allow a user to control a computer from the board. Computers are available in every room and students have access to the school's wireless network. Senior students may use laptops in and outside of class. The school also offers a file sharing programme which permits students to have access to class notes and collaboration with teachers and fellow students from anywhere in the world.



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

Engage Your World

JUNIOR HIGH COURSES

<i>VII Preparatory (Grade 7)</i>	<i>VII Preparatory (Grade 7)</i>
Religious Studies	Religious Studies
English	English
French	French
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Art	Art
Music	Music
Core (Human Development)	Core (Human Development)
Physical Education	Physical Education

<i>I Academic (Grade 9)</i>
Religious Studies
English
French
Mathematics
Science
Social Studies
Art
Music
The Manly Arts (Personal Development)
Physical Education
Drama

SENIOR HIGH COURSES

<i>II Academic (Grade 10)</i>	<i>III Academic (Grade 11)</i>
English 10 (Acad.)	English 11 (Adv.)
History 10 (Acad.)	History 11 (Adv.)
Mathematics 10 (Adv.)/10(Acad.)	Mathematics 11 (Adv.)/11 (Acad.)
Physical Science 10 (Adv.)	Religious Studies 11(½ credit)
Drama 10 (½ credit)	<i>Electives:</i> Biology 11(Acad.) Chemistry 11 (Adv.) Physics 11 (Adv.) French 11 (Adv.) Spanish 11 (Acad.) Business Management 12 (Adv.) Philosophy 12 (Acad.)
Religious Studies 10 (½ credit)	
Physical Education 10	
<i>Electives:</i> French 10 (Adv.) Spanish 10 (Acad.) Fine Arts 10 (½ credit) Technology 10 (½ credit)	

<i>IV Academic (Grade 12)</i>
English 12 (Adv.)
History 12 (Adv.)
Mathematics 12 (Acad)/ Pre-Calc. 12(Adv)
Religious Studies 12
<i>Electives:</i> Biology 12 (Acad.) Chemistry 12 (Adv.) Physics 12 (Adv.) French 12 (Adv.) Spanish 12 (Acad.) Economics 12 (Adv.) Philosophy 12 (Acad.) Calculus 12 (Adv.)

For promotion, an overall average of 60% with no mark below 50% is required in all academic subjects.

In order to receive a high school diploma, a student must have a minimum of 18 credits with at least 5 credits at the grade 12 level.

ADVANCED PLACEMENT

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.



RELIGIOUS STUDIES

The Religious Studies programme 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 behaviour 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 programme 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

The Junior High Curriculum follows the programme of the Canadian Conference of Catholic Bishops.

Grade 7: The Grade 7 programme, Believe in Me, emphasizes the Apostles Creed through an examination of the life experiences of young people. As well, the Bible becomes an important focus for reflection and prayer as it gives form to the Christian community. Through Scripture stories, prayer and class discussions the students will learn about the healing power of God's love and develop a better awareness of the continued presence of God in their lives. Human dignity and its significance in Christian faith and practice will be defined.

Grade 8: This course guides the students in exploring their faith and the dimensions of their relationship with God, Jesus and His teachings, and the Holy Spirit. Through an introduction to the Scriptures of the Old and New Testaments using informational and interactive teaching components, the students are encouraged to develop a clearer understanding of God's word and an openness to the gift of faith.

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

The Senior High Curriculum follows a unique programme which continues to reflect Sacred Heart goals.

Grade 10: Religions of the World Part I: Part one of a two part course that will foster in students an appreciation for and understanding of the 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. The spirit of understanding is further enhanced through service work.

Grade 11: Religions of the World 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 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 and thus 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. Time is provided for personal reflection

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 Programme 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. This experience with literature will enable students to develop their competency in spelling, reading, writing, listening and speaking skills. Students study grammar and vocabulary to enhance further their written and oral expression. There is opportunity for informal and formal oral presentations, as well as dramatic and creative expression. Students will develop study skills and exam preparation skills.

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: The aim of the grade 9 English course is to further each student's capacity to communicate effectively in both oral and written work. Students will study and respond to short stories, novels, poetry, plays, and individual reading assignments. Students study grammar and vocabulary to enhance further their written and oral expression. Oral participation and presentations are encouraged. Written activities are designed to elicit students' responses to what they have read, heard or experienced.

SENIOR HIGH

English 10 (Academic): The aim of the grade 10 English course is to enrich the students' understanding of life's experiences through the study of the short story, novel, poetry, individual reading assignments, and drama. Students are encouraged to think, speak and write independently and confidently. Written activities are varied; both formal and informal writing are encouraged. Students have the opportunity to develop their public speaking and critical thinking skills as well as to express their personal responses and feelings. Students study vocabulary and grammar to enhance their oral and written expression.

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.

English 12 (Advanced): In the grade 12 English course, 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.

FRENCH

JUNIOR HIGH

The French program is designed to provide a balanced programme embracing the four skills of listening, speaking, reading and writing as well as 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 programme, 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.

Grade 7: In Grade 7, instruction and interactions take place entirely in French. The goal of the class is to continue developing the four language abilities (reading, writing, listening and speaking) with a particular focus on developing oral communication skills. 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.

Grade 8: The Grade 8 French programme continues to build on the skills learned in Grade 7. Themes studied in Grade 8 are designed around the interests of students and include: insects, 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, 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.

Grade 9: The Grade 9 French programme builds on skills learned in previous years. Students are encouraged to use new vocabulary and grammar structures in oral activities such as class discussions, debates, and oral presentations. Activities and projects are designed to be engaging and meaningful to students. Themes include: advertising, futur technology, Astérix and le Carnaval de Quebec. Students will also read and perform scenes from *Les trois mousquetaires* by Alexandre Dumas.

SENIOR HIGH

French 10 (Advanced): The Grade 10 Advanced Course is designed for students who have succeeded in junior high French and who are looking for further challenge. 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 plays and in-depth classroom discussion. Students study relevant themes such as television, technology, professions and also read a Quebecois graphic novel.

French 11 (Advanced): The Grade 11 Advanced French Course continues to focus on improving students' oral, listening, reading and comprehension skills. This course builds on the grammar concepts learned in previous years and introduces many new concepts such as: le subjonctif, le passé simple, le plus-que-parfait and the conditionnel and futur antérieur. Students study relevant themes such as technology, the environment, francophone music as well as the graphic novel and film *Persepolis* by Marjane Satrapi. Emphasis is placed on oral communication through individual presentations, skits, debates and in-depth classroom discussion.

French 12 (Advanced): In this discussion based course, students read a variety of works by wellknown writers from the Middle Ages to the 20th century, including two complete novels: *L'Etranger* by Camus and *Candide* by Voltaire, and one play by Molière. Students also complete a French film project and discuss current events. Grammar is reviewed depending on students' needs and building vocabulary continues to be a main focus of the class. Students in this course prepare for the DELF Language exam through weekly exercises in reading, writing, vocabulary building, and oral proficiency.

SPANISH

Spanish 10 (Academic): The goals of this course are to provide the students with an introduction to Spanish language and culture with a special emphasis in communicating in Spanish. Students will study basic vocabulary and grammar used in every day living. The language of instruction and work in the classroom is primarily in Spanish.

Spanish 11 (Academic): The goals of this course are to continue building on the language learned in Spanish 10. Students will continue learning vocabulary and grammar. The language of instruction and work in the classroom is entirely in Spanish. An increased concentration will also be placed on the students' skills in comprehending 'natural' Spanish. Students will read a mini novel which is then used as a springboard for vocabulary building, use of verb tenses, discussions and essay writing.

Spanish 12 (Academic): 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 business. Selected topics in Spanish and Latin American culture and history will be explored. Students will present one formal presentations throughout the year

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 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 as mathematics as a language used in searching for pattern.

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. Computer programmes are used in various sections of the course.

Grade 9: 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 TI-83 graphing 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-83 calculator is used as a tool in most of the topics throughout the year.

Mathematics 10 (Academic): 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 computers and graphic calculators are used when applicable.

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. Graphic calculators are used where applicable.

Mathematics 11 (Academic): Emphasis in this course is on consolidating and extending previously acquired algebraic concepts, by emphasizing problem-solving and applications in the study of each topic. Topics include: basic functions, rational equations, absolute value functions, exponential and logarithmic functions, polynomials, circle geometry and angle theorems, trigonometry and applications of trigonometry. Graphing calculators are used throughout the course.

Pre-Calculus Math 12 (Advanced): This mathematics course is a survey-type course, amalgamating and building on the algebra and geometry of grades 10 and 11, plus expanding on such topics as trigonometry, polynomial and rational functions, complex numbers, matrices, conics, vectors, absolute value functions, sequences and series, and probability. At the end of the course, there is an introduction to Calculus, with a focus on the discussion of limits. Graphic calculators are used throughout the course as are computers, if programs compatible with the topics are available.

Mathematics 12 (Academic): 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 programmes in the social sciences and the humanities will find this course of particular interest.

Calculus 12 (Advanced): The Calculus curriculum is based on the Advanced Placement Calculus (AB) program and students enrolled in this course may elect to write the AP Calculus (AB) examination in May. Topics will include limits; rates of change; derivatives; applications of derivatives to graphing, optimization and related rates; an introduction to differential equations; definite and indefinite integrals; and applications of integration including area and volume. Graphic calculators are used extensively throughout the course.

SCIENCE

The goals of the junior and senior high 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, structures and stability, pure substances and mixtures, heat, 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, optics and eye structure, viscosity of fluids, 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 programme 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; 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.

SENIOR HIGH

Physical Science 10 (Academic): 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 course provides the foundation for successive science courses in the Senior High.

Biology 11 (Academic): 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 behavioral, 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 (Academic): Grade 12 Biology is a continuation of the two year programme 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, 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.

Chemistry 11 (Advanced): Chemistry 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 programme 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, the gas laws and organic chemistry.

Prerequisites: Math 10 (Adv.) is recommended with marks of 80% or above, or permission of the teacher. Students should enroll in Math 11 (Advanced).

Chemistry 12 (Advanced): 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: thermodynamics and thermochemistry, chemical kinetics, chemical equilibrium, acid-base equilibria and electrochemistry. Writing the AP Chemistry exam is an option for those students who are interested.

Prerequisites: Chemistry 11 (Advanced) and Math 11 (Advanced).

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, introduction to waves, waves and light, interference, work and energy.

Prerequisites: Math 10 (Advanced) is recommended with marks of 80% or above. Students should enroll in 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).

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 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 of the evolution of the universe, special attention will be paid to the development of early humans and early human societies (Mesopotamia in particular). 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 prehistoric times to the fall of the Western Roman Empire and the foundation of Christianity. Students examine the civilizations of the ancient Egyptians, Babylonians, Greeks and Romans as well as those of ancient China and India. 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 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.

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 themes 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:

History: This course gives an overview of the development of human civilization from Early American Civilization to the Renaissance. Students examine the civilizations of the ancient Aztecs, Mayans, Incas, Native North Americans, Byzantines, as well as ancient Middle Eastern, African and Asian societies. The role of geography in the shaping of 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 (Academic): This course uses a chronological approach towards the study of Canadian and America history, beginning with the first explorers that mapped and settled the continent and continuing to 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 discussion.

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. The aim of this course is to help students better understand our complex modern world and many of its current problems. Current events will be studied as they impact the continuing history of our world.

History 12 (Advanced): 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: the rise of nationalism, imperial rivalries and the alliance system, the Great War and the Inter-War 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.

Business Management 12 (Academic): The course is an introduction to business administration. For students who plan to study business, it will serve as a good introduction to the degree they may pursue. For those who don't, it will provide a basic understanding of how businesses operate, which will be useful information for almost any field they may pursue. Topics Include: Microeconomics review, Introduction to Business, Types of Business Ownership, Small Business and Entrepreneurship, Organizational Structure, Management, Operations Management, Motivation Theories, Human Resource Management, Marketing and Public Relations, Marketing Strategy, Financial Statements, Financial Management, Accounting, Business Ethics and Social Responsibility.

Philosophy 12 (Academic): An introduction to classical philosophical works concerning central philosophical issues such as the nature and possibility of knowledge, the existence of God, the nature of morality and justice, and the mind/body relationship. The course then moves on to issues in epistemology such as the study of the definition, foundation, and justification of knowledge claims. The main focus here will be central works of the modern Rationalists and British Empiricists. We will then discuss introduce the basics of informal logic, and finally the course will explores significant philosophical topics such as, What is the self? How should we live? Do we have free will? Does our existence have meaning? What makes a society just?

Grades 7 and 8 Core/Grade 9 Manly Arts

Core: The course helps students in Grades 7 and 8 develop a deeper awareness of themselves as physical, social, emotional and moral individuals. Personal relationships, human physiology, puberty, self-respect, drug and alcohol damage, communicable diseases, early dating, single parenthood, teen-age pregnancy, communication skills, and moral standards are some of the topics discussed in class through films, questions, instruction and dialogue, and guest speakers.

The Manly Arts: 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. Topics for this course include: Organization,

Manners, Useful knots, Personal Grooming, Polite Dining, Exam Preparation, Social Media and Internet, Financial Management, Latin, Drugs and Alcohol, and issues around Mental Health.

FINE, PERFORMING, AND TECHNICAL ARTS

JUNIOR HIGH

Grade 7 - Music: Emphasis is placed on cultivating an understanding and enjoyment of music through singing, music theory study, and creating a listening log each month. Singing will encompass songs from many genres, which may include folk, popular, sacred, and secular songs; in unison and/or part harmony. Theory study will include an introduction to music rudiments and terminology using the prescribed theory book, handouts, and classes spent in the computer lab starting the Music Ace Program. Concepts covered will include counting and rhythm, treble and bass clefs and staves, note naming, and a start on scales, both in written and aural forms. Students will develop critical listening skills by focusing on a different style, artist, or composer in a monthly Listening Log.

Grade 8 - Music: Emphasis is placed on cultivating a deeper understanding and enjoyment of music through singing, music theory study and keeping a monthly listening log. Singing will encompass songs from many genres, which may include folk, popular, sacred, secular, and others, in unison and/or part harmony. Theory study will go further into music rudiments and terminology using the prescribed theory book, handouts, and time in the computer lab using the Music Ace and Music Ace 2 Programs. 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. Students will further hone critical listening skills and explore their personal taste through the completion of the monthly Listening Log, focusing on a different style, artist, or composer each month.

Grade 9 - Music: Emphasis is divided between a more intensive study of music theory, and further study in singing, song styles, and music history. Using the prescribed theory book, handouts, and time in the computer lab finishing the Music Ace program, a solid preparation for further music study will be established. Concepts covered will include music terms and symbols, scales, triads, arpeggios, chromaticism, improvisation, musical texture, the Baroque Period, and dictations in both written and aural forms. Students will sing music from various eras and styles in music in unison and/or part harmony, and delve further into the lives of composers, performers, and styles of music through the monthly Listening Log. They will develop the skills to form opinions as to why their particular music taste has evolved in the way it has, and will be required to widen their horizons by exploring music that may be outside their traditional listening habits.

Grade 7 - Art: The major emphasis of the grade 7 art programme is on the introduction of basic skills in drawing, painting and the manipulation of art materials with a focus on texture, shape and design. The student will learn basic colour theory and application. Mediums such as pencil, charcoal, pastel, paint, printmaking, collage, and a modeling material will be explored. The second term will be geared towards the art created in various cultures.

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 student will explore the face as a subject in several mediums and the use of colour in emotional expression. The year will focus on art created in various time periods.

Grade 9 - Art: The emphasis of the grade 9 art programme is on a further exploration of techniques and materials previously explored. We will continue to look at the figure, three dimensional mediums, sculpture and print making. Some elements of art history and cultural art will be discussed. The students will participate in several group projects, as well as individual ones.

Grade 9 - Drama: The course will focus 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 will have guest speakers on a variety of theatrical topics and pursuits.

SENIOR HIGH

Grade 10 – Drama

This is a required course for completion of a high school diploma. Students complete modules in both the performing arts and the visual arts. The performing arts section will focus on various aspects of theatre and live performance, including (but not restricted to) improvisation, character work, scene work, movement, stage presence and techniques, and trips to shows.

Grade 10- Fine Arts

In the visual arts, students will explore painting using several types of paint such as watercolour and acrylic, explore some aspects of sculpture, as well as make visits to galleries and/or have visiting artists to add another dimension to the programme.

Grade 10- Technology

In this course, students will explore some basic technology that they will be using in the years ahead. Topics covered will include: Typing for Speed and Accuracy, Microsoft Word, Microsoft Power Point, Microsoft Excel, and Adobe InDesign. As well, this course will provide the core editorial group for the school's yearbook.

PHYSICAL EDUCATION

Grades 7, 8 and 9: The programme is divided into two Physical Education classes and three Athletics classes each week ensuring that students are physically active each day. While Physical Education classes are structured and focus on instruction, Athletic classes are less structured and foster the enjoyment of sport for its own sake. The major emphasis of the physical education programme 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. As with the Junior High programme, the course is divided into two Physical Education classes and three Athletics classes each week ensuring that students are physically active each day. Activities will focus on personal fitness, nutrition and lifelong athletic pursuits. An integral component of this course will be to record a personal fitness log.

Athletics 11: This noncredit course is an opportunity for weekly recreation. Classes meet twice a week for various sports such as soccer, basketball, and volleyball.

English as a Second Language Programme

The ESL Programme is for students from primary to grade 12 who are learning English as a second or other language. The ESL Programme allows students to focus on curriculum content, language skills, and learning strategies. Students will work on reading, writing, listening, speaking, critical thinking, spelling, grammar, pronunciation, and vocabulary within the context of their grade level material. Students will attend small group ESL classes, three to five times a week. Following a language assessment, students will be given the ESL support they require in order to enable them to understand and interact with their grade level classes and reach their maximum potential. The ESL classes involve content-based learning of grade level curriculum topics. Students will be taught how to prepare academic presentations, research papers, essays, compositions, grammar and vocabulary exercises, as well as test preparation. Students will complete daily homework and assignments each term. They will receive a textbook for grammar, writing and vocabulary work.

For ESL high school students, their ESL grade will contribute 20% to their total English grade for English 7-11.

The main goal of the ESL Programme is to help students become successful in English and in their school career. We are proud to be a multicultural school and welcome the cultures of all of our students and their families.