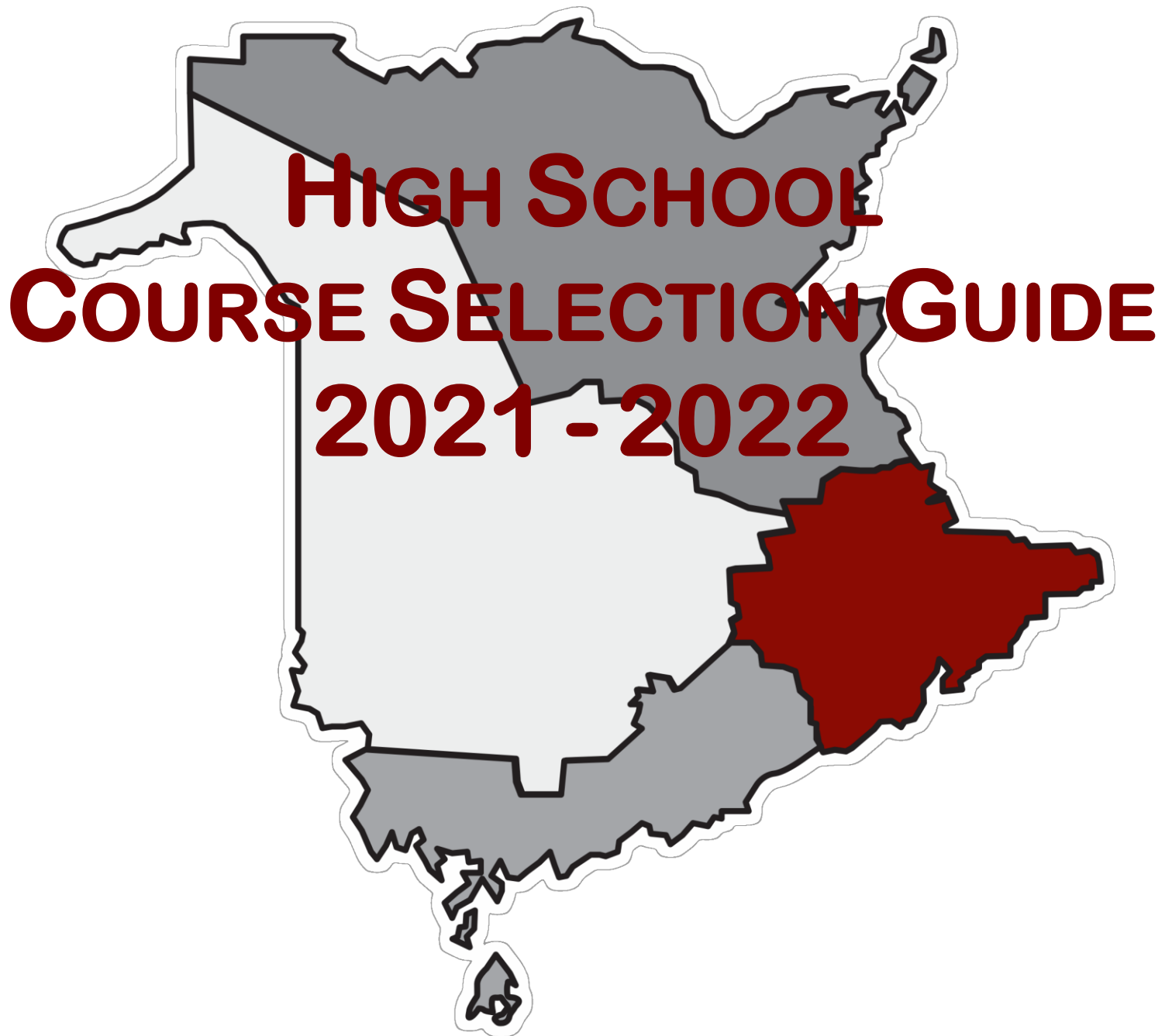




**Anglophone East School District**  
A Better Future ... Through Quality Education





## Introduction

Anglophone East School District (ASD-E) serves approximately 16000 students in 38 schools. We are proud of the strong academic and extra-curricular programs offered at all our eight high schools. Students in Anglophone East School District have the opportunity to choose from a wide variety of courses and programs of study that incorporate the six Global Competencies --creativity, critical thinking, communication, character, citizenship, and collaboration, that define what it means to be a deep learner.

Wondering about what courses to choose? This guidebook is intended to assist parents and students make an informed decision regarding high school course selection. It includes graduation requirements, second language proficiency levels, course listings and descriptions, as well as a variety of credit options for students.

**Connect with your schools' guidance counselor to determine course selection process, graduation and career planning support, as well as post-secondary university, college program options and admission requirements.**



# New Brunswick High School Graduation Requirements

For Students who started GRADE TEN **before**  
SEPTEMBER 2020

- **Minimum 17 credits which include the following 7 compulsory courses:**
  - ✓ English grade 11 (**2 credits**)
  - ✓ English grade 12 (**1 credit**)
  - ✓ Financial and Workplace Mathematics 11 **or** Foundations of Mathematics 11 (**1 credit**)
  - ✓ Modern History grade 11 (**1 credit**)
  - ✓ Science (**1 credit**) from
    - Biology 111/112
    - Chemistry 111/112
    - Human Physiology 110
    - Introduction to Environmental Science 120
    - Physics 111/112
    - Physical Geography 110
    - Robotics and Automated Technology 120
    - Introduction to Electronics 110
    - Micro Electronics 120
    - Automotive Electrical Systems 120
  - ✓ Fine Arts/Life Role Development (**1 credit**) from (updated to include Applied Technology/Skilled Trades Course 110 or 120)
    - Automotive Electrical Systems 120 (note: if used as a science credit, it is **not** permitted in the Fine Arts/Life Role)
    - Career Explorations 110
    - Cooperative Education 120
    - Creative (Fine) Arts 110
    - Culinary Technology 110/120
    - Electrical Wiring 110
    - Dramatic (Theatre) Arts 110/120
    - Entrepreneurship 110
    - Fashion Design 120
    - Fashion Technology 110
    - Framing and Sheathing 110
    - Goals, Growth, and Grit 120 (Replaced Learning Strategies)
    - Graphic Art & Design 110
    - Health Care 110
    - Housing and Interior Design 120
    - Individual and Family Dynamics 120
    - Internal Combustion Engines 110
    - Introduction to Applied Technology 110
    - Metals Fabrication 110
    - Metals Processing 120
    - Mill and Cabinet Work 120

Music 112/112/122/120  
Nutrition for Healthy Living 120  
Outdoor Education 110  
Physical Education Leadership 120  
Power Train and Chassis 110  
Reading Tutor 120  
Residential Finish 120  
Tune-up and Emissions 120  
Visual Arts 110/120  
Wellness through Physical Education 110

- ❑ **Students must have an English 12 and a minimum of four other credits at the grade 12 level.**
- ❑ **Students must meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the *Grades 9/10 Companion Document* (completing Information Technology outcomes satisfies the Computer Literacy requirement).**
- ❑ **Success on the English Language Proficiency Assessment (ELPA) is required.**  
Students must acquire a literacy credential by achieving acceptable or better on the ELPA in grade 9. Students who are unsuccessful have the opportunity to rewrite in their grade 11 and 12 year. Candidates are provided further support in grade 10.
- ❑ **Students must successfully complete either the Post Intensive French (PIF) or French Immersion Language Arts (FILA) course at the grade 10 level.**
- ❑ **Students must complete the two grade 10 Mathematics courses.**
- ❑ **Students may take up to 2 Challenge for Credit Courses and 1 Independent Study for graduation purposes. Only 2 Locally Developed Courses are eligible to be considered in the 17 required to graduate, but these courses may not replace a compulsory course.**

## For Students who started GRADE TEN **in or after** SEPTEMBER 2020

- ❑ **Minimum 18 credits which include the following 8 compulsory courses:**
  - ✓ English grade 11 (**2 credits**)
  - ✓ English grade 12 (**1 credit**)
  - ✓ Complete 2 of the following: Numbers, Relations, and Functions 10 AND one of Foundations of Mathematics 11 OR Financial and Workplace Mathematics 11 **OR** Financial and Workplace Mathematics 11 AND Financial and Workplace Mathematics 12 (**2 credits**)
  - ✓ Modern History grade 11 (**1 credit**)
  - ✓ Science (**1 credit**)
  - ✓ Fine Arts/Life Role Development (**1 credit**)
  
- ❑ **Students must have an English 12 and a minimum of four other credits at the grade 12 level.**
  
- ❑ **Students must meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the *Grades 9/10 Companion Document* (completing Information Technology outcomes satisfies the Computer Literacy requirement).**
  
- ❑ **Success on the English Language Proficiency Assessment (ELPA) is required.**

Students must acquire a literacy credential by achieving acceptable or better on the ELPA in grade 9. Students who are unsuccessful have the opportunity to rewrite in their grade 11 and 12 year. Candidates are provided further support in grade 10.
  
- ❑ **Students must successfully complete either the Post Intensive French (PIF) or French Immersion Language Arts (FILA) course at the grade 10 level.**
  
- ❑ **Geometry, Measurement and Finance 10 (GMF) is a requirement for graduation.**
  
- ❑ **Other credit options:** Students may take up to 2 Challenge for Credit Courses and 1 Independent Study for graduation purposes. Only 2 Locally Developed Courses are eligible to be considered in the 18 required to graduate, but these courses may not replace a compulsory course.



## Certificate of Second Language Proficiency

The Grade 12 French Oral Proficiency Interview is mandatory for all Grade 12 Post Intensive French students registered in at least one French course, as well as all Grade 12 French Immersion students registered in at least a total of 5 courses while in Grades 11 and 12. The assessment fee is waived for these students. Although it is mandatory for these students only, other Grade 12 Anglophone students registered in a French second language course may participate in the oral proficiency interview in order to obtain their French oral proficiency certificate. Students who are not in Grade 12, not enrolled in a French second language course or course offered in French, or francophone students, do not participate in the oral proficiency interviews. The fee is \$60 for other students who wish to be assessed. The certificate states that the student has achieved a level of proficiency as defined by the EECD. Students demonstrate mastery of spoken French in a face-to-face situation with a trained language interviewer.

The interview assesses pronunciation, grammatical accuracy, vocabulary, fluency, and listening comprehension. It produces a single, overall language proficiency score based on a scale from “Not Ratable” to “Superior”. Some levels may have a plus which indicates that proficiency is higher than the level shown, but not high enough to warrant the next level.

### New Brunswick Second Language Oral Proficiency Scale Performance Descriptions

|                                    |  |
|------------------------------------|--|
| <b>UNRATEABLE</b>                  | No functional ability in the language.   |
| <b>NOVICE</b><br>≈ A1.1            | Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility, or spontaneity. Can ask questions or make statements with reasonable accuracy but only with memorized phrases. Vocabulary is very limited.   |
| <b>BASIC</b><br>≈ A1/A2.1          | Able to create with the language by combining and recombining learned elements. Can satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers accustomed to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.  |
| <b>BASIC PLUS</b><br>≈ A2          | Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows some spontaneity in language production, but fluency is very uneven. There is emerging evidence of connected discourse, particularly for simple narration and/or description, but range and control of language structures are limited.   |
| <b>INTERMEDIATE</b><br>≈ B1.1      | Able to satisfy routine social demands and limited requirements in school/work settings. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in school and community; able to provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to converse simply, with some paraphrasing. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately but does not have a thorough or confident control of grammar. In certain situations, diction would probably distract a native speaker. |
| <b>INTERMEDIATE PLUS</b><br>≈ B1.2 | Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to special fields of competence as well as subjects of current public interest. Normally does not have to grope for words. Often shows a significant degree of fluency and ease in speaking, yet, under pressure, may experience language breakdown. May exhibit good control of language structures, but be limited in overall language production; or, conversely, may demonstrate ample speech production, but have uneven control of structures. Some misunderstandings will still occur.   |
| <b>ADVANCED</b><br>≈ B2.1          | Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations, on practical, social, and academic or work-related topics. Can describe in detail and narrate accurately. Can discuss abstract topics and ideas as well as events; can support opinions and hypothesize. Accent may be obvious but never interferes with understanding. Control of grammar is good, and speech is fluent. Sporadic errors still occur, but they would not distract a native speaker or interfere with communication.   |
| <b>ADVANCED PLUS</b><br>≈ B2.2/C1  | Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be noticeable, and the speaker occasionally exhibits hesitancy, which indicates some uncertainty in vocabulary or structure.  |
| <b>SUPERIOR</b><br>≈ C1            | Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, work-related). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.   |



## New Brunswick Virtual Learning Center (NBVLC)

A growing number of courses are being made available on-line to New Brunswick students.  
<https://nbed.sharepoint.com/sites/NBVLCBBC> Connect with your guidance counselor for further information. To see examples of on-line learning opportunities, check out the 2020-21 schedule:

| First Semester                                | Second Semester                               |
|---|---|
| Fine Arts 110/ Creative Arts 110              | Creative Arts 110                             |
| English 112A                                  | English 112A                                  |
| English112B                                   | English112B                                   |
| English 122                                   | English 122                                   |
| FSL Writing 110                               | EAL Connections A2.1 120                      |
| Media Studies 120                             | EAL Expressions B1.1 120                      |
| Post-Intensive French 110                     | EAL Expressions B1.2 120                      |
| Post-Intensive French 120                     | FSL Writing 110                               |
| Writing 110                                   | Media Studies 120                             |
| Intermediate Mi'kmaw 110                      | Post-Intensive French 110                     |
| Introductory Wolastoqey 110                   | Post-Intensive French 120                     |
| Intermediate Wolastoqey 110                   | Writing 110                                   |
| Spanish 110                                   | Intermediate Mi'kmaw 110                      |
| Financial and Workplace Mathematics 110       | Intermediate Wolastoqey 110                   |
| Foundations of Mathematics 110                | Introductory Wolastoqey Latuwewakon 110       |
| Foundations of Mathematics 120                | Spanish 110                                   |
| Pre-Calculus 110                              | Financial and Workplace Mathematics 110       |
| Pre-Calculus A 120                            | Foundations of Mathematics 110                |
| Pre-Calculus B 120                            | Foundations of Mathematics 120                |
| Biology 112                                   | Pre-Calculus 110                              |
| Biology 122                                   | Pre-Calculus A 120                            |
| Chemistry 112                                 | Pre-Calculus B 120                            |
| Chemistry 122                                 | Biology 112                                   |
| FSL Introduction to Environmental Science 120 | Biology 122                                   |
| Physical Geography 110                        | Chemistry 112                                 |
| Physics 112                                   | Chemistry 122                                 |
| Physics 122                                   | FSL Introduction to Environmental Science 120 |
| Buisness Organization and Management 120      | Physical Geography 110                        |
| Computer Science 110                          | Physics 112                                   |
| Computer Science 120                          | Physics 122                                   |
| Digital Productions 120                       | Buisness Organization and Management 120      |
| FSL Hospitality and Tourism 110               | Computer Science 110                          |
| FSL Cooperative Education 120                 | Computer Science 120                          |
| Hospitality and Tourism 110                   | Digital Productions 120                       |
| IDEA Centre                                   | FSL Hospitality and Tourism 110               |
| Information Technology 120                    | FSL Cooperative Education 120                 |
| Introduction to Accounting 120                | Hospitality and Tourism 110                   |
| Nutrition for Healthy Living 120              | IDEA Centre                                   |
| Canadian Geography 120                        | Information Technology 120                    |
| Law 120                                       | Introduction to Accounting 120                |
| Modern History 111                            | Nutrition for Healthy Living 120              |
| Modern History 112                            | Candian Geogrophy 120                         |
| World Issues 120                              | Law 120                                       |
|   | Modern History 111                            |
|   | Modern History 112                            |
|   | World Issues 120                              |



## **Experiential Learning Opportunities**

### **IDEA Center Moncton**

Housed at NBCC Moncton and staffed by an ASD-East teacher, the IDEA Center offers students an immersive experienced based opportunity to earn high school credits.

IDEA Centre students experience high levels of engagement as they work, independently and in teams, to research problems in their communities, develop social ventures and launch new initiatives. They explore the entrepreneurial ecosystem while contributing positively to their communities. Students develop skills required to work in a business; as an owner, operator, innovator, community organizer, information analyst, marketing consultant, electronic commerce specialist, and to be aware of the local and international economy. Students learn technical skills required to analyze market and community problems and opportunities, as well as to develop solutions that incorporate resources, community assets, and technology effectively.

Any eligible ASD-East high school student can take afternoon credit courses at the IDEA Center. Students can earn credits in Business Organization and Management, Coop, Economics, Entrepreneurship, Leadership, Marketing, Personal Interest, or Tourism. Students must be able to provide their own transportation to NBCC daily.

For more information connect with your guidance councilor or with Bryan Ouellette, Subject Coordinator ASD-E.





# Opportunities for Credit

| <b>Challenge for Credit</b>  | <b>Dual Credit</b>  | <b>Independent Post-Secondary Study</b>  | <b>Personal Interest Course 1 and 2</b>  |
|--|---|--|--|
| <p>Recognizes self-motivated prior learning that students often engage in beyond regular school courses.</p> <p><b>Who can do this?</b><br/>Any student currently enrolled in a New Brunswick high school.</p> <p><b>Why challenge for credit?</b><br/>To allow students to receive recognition for the skills and competencies they have learned from activities, courses and interests that occur beyond school.</p> <p><b>What do I need to do?</b><br/>1. Meet with the student and ensure they complete and submit the <a href="#">Challenge for Credit Notice of Intent and Letter of Agreement forms</a> within two weeks of the start of the semester.<br/>2. School personnel will then need to engage a subject matter expert to arrange for evidence of requisite learning to be reviewed and approved.</p> <p>Note: <b>Fast-track</b> options automatically receive the credit approval if the student has proof or documentation of program completion.</p> <p>These credit courses are assessed as pass/fail.</p> <p>*Any number of courses may be challenged, but only two will be accepted as credit for graduation.</p> | <p>Allows students to earn both a high school credit, and a credit or recognition toward a post-secondary certificate, diploma, or degree.</p> <p><b>Who can do this?</b><br/>Any student currently enrolled in a New Brunswick high school.</p> <p><b>Why dual credit?</b><br/>To increase student engagement and success in current and future opportunities and link their skills, talents, abilities, and personal passions to potential future educational and career pathways.</p> <p><b>What do I need to do?</b><br/>1. Work with the student to determine the dual credit option(s) that will best meet their needs and have them complete the <a href="#">Dual Credit application</a>.<br/>2. Support the student in completing the course requirements.</p> <p>Dual credit courses may be assessed as pass/fail or assigned a numerical grade.</p> <p>*Any number of dual credit courses may be taken, but only two will be accepted as credit for graduation.</p> | <p>Allows students to receive credit for a post-secondary course or program.</p> <p><b>Who can do this?</b><br/>Any student currently enrolled in a New Brunswick high school who is on track to graduate (complete 17 credits including all required credits).</p> <p><b>Why independent study?</b><br/>This allows students to extend learning through a post-secondary institution by studying a topic or theme that is specialized and not available in the high school curriculum.</p> <p><b>What do I need to do?</b><br/>1. Work with the student to complete the <a href="#">Independent Post-Secondary Study application</a>.<br/>2. Ensure there is signed approval from the: <ul style="list-style-type: none"> <li>• teacher or advisor</li> <li>• and school principal</li> <li>• and district DCI</li> </ul> 3. Support the student in completing course requirements.</p> <p>Independent post-secondary studies may be assessed as pass/fail or assigned a numerical grade.</p> <p>*One independent post-secondary study will be accepted as credit for graduation.</p> | <p>Allows students to receive credit for learning that is personally meaningful and outside the scope of traditional high school courses.</p> <p><b>Who can do this?</b><br/>Any student currently enrolled in a New Brunswick high school.</p> <p><b>Why Personal Interest Course?</b><br/>This provides students the time, opportunity, support, and resources to develop and pursue learning connected to their personal interests.</p> <p><b>What do I need to do?</b><br/>1. Work with the student to complete the <a href="#">Personal Interest Course application</a>.<br/>2. Assess the evidence of learning related to the agreed upon outcomes and competencies.</p> <p>Personal Interest courses may be assessed as pass/fail or assigned a numerical grade.</p> <p>*Two Personal Interest Courses (1 and 2) will be accepted as credit for graduation.</p> <p>Course Codes:<br/>DFMLB1100 N/A FI/FSL Personal Interest Course 1 110<br/>DEMLB1100 N/A Personal Interest Course 1<br/>DEMMLC1200 N/A Personal Interest Course 2<br/>DEMMLC120D N/A Personal Interest Course 2</p> |
| <p><b>Note: School-based student enrollment will be maintained for students engaged in the options below. These options for credit cannot be used as compulsory courses for graduation.</b></p>  |   |  |  |
| <p>More Information is available on the <a href="#">Opportunities for Credit site</a>.</p>   |   |  |  |



## Essential Skills Achievement Pathway

### **RATIONALE**

The Essential Skills Achievement Pathway (ESAP) Program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the 9 federally identified Essential Skills.

Proficiency in these skills are demonstrated and evaluated through problem and project based learning in the essential skills classroom, content specific courses, community experiential learning and work place opportunities. The ESAP program prepares students for the current skills based economy as well as future work, learning and life. More information can be found at the following GNB website:

<https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/esap.html>

### **PATHWAY OPTIONS**

#### **POST-SECONDARY EDUCATION:**

Repositions students within the learning process and recognizes shared ownership for learning where students are actively involved in setting learning targets and timeframes, planning learning paths and tracking progress, and determining how learning will be demonstrated. Students will attain mastery level in the Essential Skill Foundational Learning Block, achieve mastery level in one of the designated Post-Secondary Education Achievement Pathway Blocks and demonstrate a minimum level two complexity capstone project in their field of study.

#### **WORKPLACE ENTRY PROGRAM:**

Repositions students within the learning process and recognizes shared ownership for learning where students are actively involved in setting learning targets and timeframes, planning learning paths and tracking progress, and determining how learning will be demonstrated. Students will also engage in experiential learning in the workplace.

### **APPLICATION PROCESS**

#### **AVAILABLE TO:**

- Connect with your schools' guidance counselor to determine the options available in your school.



## Tentative Course Credit List – Dependent on Local Availability

**NBVL**C: New Brunswick Virtual Learning Center (on-line learning opportunity)

**LDC**: Locally Developed Course (where offered)

**FI**: French Immersion (where offered)

**IDEA**: Courses available through the IDEA Center (<https://www.ideacentremoncton.ca/>)

### LANGUAGES

#### *English Language Arts (ELA) and English as an Additional Language (EAL)*

Canadian Literature 120

Children's Literature 120 **LDC**

Creative Representations **LDC**

EAL Essentials A1.1 110

EAL Essential A1.2 110

EAL Connections A2.1 120 **NBVL**C

EAL Expressions B1.1 120 **NBVL**C

EAL Expressions B1.2 120 **NBVL**C

English as an Additional Language Complementary

English as an Additional Language Essentials

English 110 (FI)

English 111/112 113, **NBVL**C: 112

English 120 (FI)

English 121/122/123, **NBVL**C: 122

AP English Lit 120

Goals, Growth and Grit 120

Journalism 120

Media Studies 120 (E and FI), **NBVL**C (English)

Reading Tutor 120

Writing 110 (E and FI), **NBVL**C (English and FI)

#### *First Nations*

Intermediate Mi'kmaq 110, **NBVL**C only (English)

Intermediate Wolastoqey 110, **NBVL**C only (English)

Introductory Mi'kmaq 110, **NBVL**C only (English)

Introductory Wolastoqey 110, **NBVL**C only (English)

#### *French*

AP French 120

FILA 110

FILA 120

Post Intensive French 110/120, **NBVL**C: English

Writing 110, **NBVL**C

FAL ( French as an Additional Language) 110 & 120 Essentials (A1.1)

Techniques de communications orale 110 & 120, **NBVL**C

## **Spanish**

Spanish 110/120, **NBVL**

## **Mandarin**

Mandarin 120 **LDC**

## **MATHEMATICS**

Calculus 120, **NBVL** (English)

Financial and Workplace Mathematics 110/120 (English and FI) **NBVL**: 110

Foundations of Mathematics 110 (E and FI), **NBVL** (English)

Foundations of Mathematics 120 **NBVL** (English)

Pre-Calculus 110 (E and FI), **NBVL** (English and FI)

Pre-Calculus A 120, **NBVL**: (English and FI)

Pre-Calculus B 120, **NBVL**: (English and FI)

NBCC Skilled Trades and Work Ready Math 120

## **SCIENCES**

Advanced Environmental Science 120

AP Biology 120

AP Chemistry

Biology 110 (FI)

Biology 111/112 (E and FI), **NBVL**: 112 (English)

Biology 121/122 (E and FI), **NBVL**: 122 (English)

Chemistry 111/112, **NBVL**: 112 (English)

Chemistry 121/122, **NBVL**: 122 (English)

EcoCultural Approaches to Environmental Science 120, **NBVL** Only: English

Human Physiology 110

Introduction to Environmental Science 120 (E and FI), **NBVL**: English and FI

Lab Techniques for the Life Sciences 120 **LDC**

Pathology 120 **LDC**

Physical Geography 110 (English and FI)

Physics 110 **NBVL**

Physics 111/112, **NBVL**: 112 (English)

Physics 121/122, **NBVL**: 122 (English)

Physics 120 **NBVL** (English)

Science 122

## **PHYSICAL EDUCATION/HEALTH**

Advanced Training Principles **LDC**

Empowering Our Youth **LDC**

Leadership through Physical Education 120 (English and FI)

Outdoor Education Advanced 120 **LDC**

Physical Education Leadership 120  
Nutrition for Healthy Living 120, **NBVLC** (English)  
Sport Theory **LDC**  
Wellness Through Physical Education 110 (English and FI)  
Yoga 110 **LDC**

## **SOCIAL SCIENCES**

American History 120 **LDC**  
AP Psychology 120  
Canadian Geography 120, **NBVLC** (English and FI)  
Canadian History 120 (FI)  
Canadian History 122, **NBVLC** (English and FI)  
Child Studies 120  
Citizenship 120 **LDC**  
EcoCultural Approaches to Environmental Science 120, **NBVLC** Only: English  
Economics 120, **IDEA**  
Family Relations 120 (FI)  
Film Studies 120 **LDC**  
Human Services 110  
Indigenous Studies 120  
Individual and Family Dynamics 120 (E and FI)  
Law 120, **NBVLC** (English and FI)  
Local Issues **LDC**  
Modern History 110 (FI)  
Modern History 111/112/113, **NBVLC**: 111/112 (English)  
Philosophy 120 **LDC**  
Physical Geography 110, **NBVLC** (English)  
Political Science 120, **NBVLC** (English)  
Psychology 120 **LDC**  
Sociology 120  
STEAM 120 **LDC**  
World Issues 120 (E and FI), **NBVLC**: English

## **FINE ARTS**

3D Studies 110 **LDC**  
3D Studies 120 **LDC**  
Advanced Theatre Arts 120 **LDC**  
Art History 120 **LDC**  
Dramatic Arts 110  
Dramatic Arts 120  
Fashion Design 120  
Fashion Technology 110  
Fine Arts 110, **NBVLC**: English  
Graphic Art and Design 110 (E and FI)

History of Rock and Roll LDC  
Housing and Interior Design 120  
Music 111/112/113/120/122  
Theatre Arts 110 LDC  
Visual Arts 110  
Visual Arts 120

## SKILLED TRADES AND TECHNOLOGY EDUCATION

Automotive Electrical Systems 120  
Construction Tech 110 LDC  
Fashion Technology 110  
Fashion Design 120  
Culinary Technology 110 (E and FI)  
Culinary Technology 120 (E and FI)  
Electrical Wiring 110  
Electrical Writing 120  
Framing and Sheathing 110  
Internal Combustion Engines 110  
Metals Fabrication/Welding 110  
Introduction to Applied Technology 110  
Layout Foundations and Concrete 110 LDC  
Metals Processing 110/20  
Metals Processing 120  
Mill and Cabinet Work 120  
Power Train and Chassis 110  
Residential Finish 120  
Tune-up and Emissions 120  
Technologie culinaire 110 – FI  
Technologie culinaire 120 - FI

## BUSINESS AND WORK READY

Accounting 120, IDEA  
Business Organization and Management 120, NBVLC (English), IDEA  
Career Exploration 110  
Cooperative Education 120 (E and FI), NBVLC (English and FI), IDEA  
Early Childhood Services 110  
Early Childhood Services 120 LDC  
Entrepreneurship 110 (English and FI), IDEA  
Marketing 120 LDC, IDEA  
Office Administration 120  
Tourism 110 (English and FI), NBVLC (English), IDEA

## TRANSITION

## ESAP Courses (Essential Skills Achievement Pathway)

Leadership 120 **LDC, IDEA**

Orientation/Mobility 120

Skills for Success 110 **LDC**

Transitions 120 **LDC**

Transitions to Post Secondary Life 120 **LDC**

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

Advanced Computer Science 120 **LDC**

Computer Aided Design 110

Computer Assisted Manufacturing 110

Computer Science 110, **NBVLC** (English)

Computer Science 120, **NBVLC** (English)

Cybersecurity and Technical Support 110

Cybersecurity 120

Digital Production 120, **NBVLC** (English)

Drafting/Computer Aided Graphics 120

Information Technology 120 (English and FI), **NBVLC** (English)

Introduction to Electronics 110

Microelectronics 120

Robotics and Automated Processing 120

Technical Support 110

Three-Dimensional Studies 120 **LDC**

## PERSONAL INTEREST

Personal Interest 1, **IDEA**

Personal Interest 2, **IDEA**



## Course Descriptions

Please note that not all available course descriptions are provided. See your school Guidance Counsellor for more information.

### **ADVANCED ENVIRONMENTAL SCIENCE 120 (prerequisite: completion of one of Human Science 110, Biology 111-112, Chemistry 111-112, Physical Geography 110 or Introduction to Environmental Science 120)**

This course has been developed as a second course for those students interested in pursuing a career and further studies in Environmental Science or related disciplines such as Environmental Law, Environmental Health, or Conservation. Environmental science is interdisciplinary, drawing on understandings from biology, chemistry, and the earth sciences, as well as the social sciences. The course begins with a development of understanding of the Earth as a dynamic set of interacting abiotic and biotic systems, driven primarily by the energy of the sun and gravity. Students will explore systems of the hydrosphere, lithosphere, atmosphere and biosphere, each of which performs critical roles that together, support and sustain life on the planet. With this broad understanding, students will then come back to a study of the environment and the ways in which people have caused chemical changes to air, soil and water, disrupted ecosystem conservation and balance, affected energy flow and matter cycling, and depleted water and other natural resources. Students will work independently or with a partner to complete a project on an issue of particular personal concern. This will develop and demonstrate their science inquiry skills: researching the issue and critically analyzing research methods, data collection, and conclusions which have been made; designing and carrying out an original research project related to the issue; researching the effectiveness of current solutions; and exploring possible new solutions.

### **AUTOMOTIVE ELECTRICAL SYSTEMS 120 (prerequisite: Internal Combustion Engines 110)**

This course provides an introduction to the theory and operation of automotive electrical systems. Students will begin with a study of the basic principles of electricity, which includes electron theory, magnetism, and electrical symbols. They will then progress to the study of individual components throughout the vehicle. This course would benefit students considering an occupational area involving the maintenance in the automotive, aircraft and marine industries.

### **BIOLOGY 111**

Biology 111 offers the same content as Biology 112. Topics will be covered to a greater depth. Teaching methods will combine lectures, independent library research and student seminars, supplemented by laboratory activities and field trips. Students choosing this course should have a genuine interest in science and a better than average achievement in science and mathematics. This course offers a preparation for Biology 121/2.

### **BIOLOGY 112**

Biology 112 emphasizes the nature of life. Lecture and demonstration methods are used together with a laboratory program. Science 9/10 will prepare students for this Biology course. Topics include: biodiversity, cellular matter and energy flow, energy and matter exchange by humans and other organisms, and energy and matter exchange in ecosystems. This course offers a preparation for Biology 121/2.

### **BIOLOGY 121 (prerequisite: Biology 111/2, FI Biology 112)**

This course offers the same content as Biology 122, however, it includes a greater emphasis on scientific research, advanced topics and more fieldwork. This course provides a superior level of preparation for further studies in biology at the university level.

### **BIOLOGY 122 (prerequisite: Biology 111/2, FI Biology 112)**

Biology 122 is a challenging one-semester course. Previous Chemistry courses are not required but would provide good preparation for this course. Laboratory and/or demonstration periods are an integral part of this course. Major topics covered are: systems regulating change in human and other organisms, reproduction and development, chromosomes, genes, DNA; and change in populations, communities and species.

### **BUSINESS ORGANIZATION and MANAGEMENT 120**

This is an introductory course in business organization, operation and management designed for those students intending to pursue



further study in Business Administration or Economics at a post-secondary institution. The understanding of business operations as practiced in Canada is a major objective of the course including legal forms of ownership, marketing, finance, set up and operation of a small business, and labor/management relations.

### **CALCULUS 120**

This is the last course offered in the Pre-Calculus Pathway and follows Pre-Calculus B 120. This course develops the concepts of average and instantaneous rates of change. Derivatives are determined by applying the definition of a derivative and the derivative rules including the Chain Rule, and are determined for trigonometric functions. Limits and derivatives of exponential and logarithmic functions are found. Calculus techniques are used to sketch graphs of functions and to solve optimization problems. Problems are solved involving inverse trigonometric functions, related rates, and the application of the integral of a function from a variety of fields. The definite integral and the anti-derivative of a function are determined. This course is recommended for students interested in post-secondary programs in science, engineering and mathematics, though it may not be a required entrance requirement. Students should check entrance requirements for the specific program and institution in which they are interested.

Pre-Calculus A120 and Pre-Calculus B120 are pre-requisites for this course.

### **CANADIAN GEOGRAPHY 120**

Canadian Geography 120 is a study of the ever-changing cultural and physical landscapes of Canada and how they impact on each other. It examines physical systems and inter-relates these with man-made structures and systems. It involves environmental issues which are currently pertinent to the lives of Canadians. Geographic understandings and skills are integrated throughout the course.

### **CANADIAN HISTORY 122**

Canadian History 122 is a study of Post-Confederation with an emphasis on the 20<sup>th</sup> Century. The curriculum is organized by outcomes in four units: MacDonald Era: Expansion and Consolidation; 1867-1896, Canada's Century Begins; 1896- 1920, New Challenges and New Ideas; 1920-1945, Canada and the Global Community; 1945 - Present. There is an emphasis on a selection of themes including English-French relations, First Nations, Continentalism, Regionalism, Canadian Identity and social themes. The roots of these themes should be woven into the Post-Confederation study. Modern History 111/2 or Canadian History 120 or FI Modern History 112 is a prerequisite for Canadian History 122.

### **CANADIAN LITERATURE 120**

This is an advanced English course. Students in this course encounter the characters, ideas, values and experiences that contribute to Canada's unique and global nature. The foundation of the course is a series of seven units, four of which are compulsory: Canadian Identity; Historical and Literary Highlights; The Canadian Novel; Publication of a Class Literary Magazine. The remaining three may be chosen from the following: Literature from the Atlantic Provinces; New Brunswick Literature; Canadian Native Literature; Women in Canadian Literature; Canadian Humor; Canadian Drama; Canadian Poetry; The Canadian Short Story; The Canadian Essay. An alternative curriculum developed with NB representation at the Atlantic Canada table, is based on another flexible modular structure consisting of Atlantic Canada Identity; Cultural/Regional Perspectives; Focused Study; Canadian Voices

### **CAREER EXPLORATION 110**

This course is designed to encourage students to examine personal interests, values and aptitudes prior to engaging in a workplace readiness school-based curriculum component. The emphasis focuses on exploration and students are provided with the opportunity to be placed in a work setting that reflects their interests and qualifications upon completion of the pre-employment module.

### **CHEMISTRY 111**

Chemistry 111 is recommended for students who may be pursuing science or engineering at the university level. Students choosing this course should have a genuine interest and a better than average ability in science and mathematics. The teaching method emphasizes laboratory experiences, teacher demonstrations and videos. Students will be expected to engage in individual projects and research. Topics covered will be the same as those for Chemistry 112, but the depth of coverage will be greater.

### **CHEMISTRY 112**

Chemistry 112 emphasizes learning chemistry through the scientific method. The experiments are designed so that students make observations and draw conclusions which lead directly to important chemical principles. Students will be expected to draw on the knowledge and skills gained in Science 10. Topics include: matter and energy in chemical change, matter as solutions and gases,

quantitative relationships in chemical changes, chemical bonding in matter and some organic chemistry.

#### **CHEMISTRY 121 (prerequisite: Chemistry 111/2)**

Chemistry 121 is recommended for students who may be pursuing science or engineering at the university level. Students choosing this course have a genuine interest and a better than average ability in science and mathematics. Learning is achieved through laboratory experiences, teacher demonstrations and videos. Students will be expected to engage in individual projects and research. Topics included are the same as those for Chemistry 122, but the depth of the coverage will be greater.

#### **CHEMISTRY 122 (prerequisite: Chemistry 111/2)**

Chemistry 122 emphasizes learning chemistry using the scientific method. The experiments are designed so that students make observations and draw conclusions, which lead directly to important chemical principles. Topics include: organic chemistry, thermochemical changes, equilibrium, acids and bases, and electrochemical changes.

#### **CHILD STUDIES 120**

This course is a study of "the most significant resource that we possess – children". Child Studies 120 explores how children develop physically, socially, emotionally, and intellectually. Issues are discussed regarding the "quality of life" and human development, "society's basic unit", the family plus parenting skills in our complex, consuming, and technological society. The importance of the need to provide love, continuity and stability, as well as the basic food, clothing, and shelter requirements is addressed. Child Studies 120 includes a variety of human centered experiences from conception through to the development of the school age child. Thus, ongoing observations and experiences with children is an essential part of this program.

#### **COMPUTER AIDED DESIGN 110**

Primarily, this is an architectural drafting course with emphasis placed on the skills and techniques involved with Computer Aided Drafting. As well as spending considerable time on task at CAD stations, students will be involved with developing their planning, sketching, instrument drawing, and work organizational skills. Course content includes plot plans, floor plans, elevations and wall sections. Also included are an electrical and survey drawing unit. Students who seek employment in the drafting industry or who plan to study in post-secondary technology/engineering will benefit from this course.

#### **COMPUTER ASSISTED MANUFACTURING 110**

This course explores the computerized machine control aspect of modern manufacturing methods. This growing technology (CAM) is applied by industries, such as the aerospace, automotive, plastics, and textile industry, to enable production quality and speed required maintaining a competitive edge.

#### **COMPUTER SCIENCE 110**

This course is essentially a study of computer languages. Structured computer programming languages are used to design and implement programs that will solve problems on a computer. The acquired skills will provide a foundation for further studies in computer science or related fields.

#### **COMPUTER SCIENCE 120 (prerequisite: Computer Science 110)**

In this course, methods of data handling are integrated with systems analysis and design. Advanced concepts and procedures are presented to provide a more comprehensive understanding of microcomputer usage and applications. The course will include a study of high-level languages, the use of electronic spreadsheets, data base applications and other appropriate computer software. It is a desirable course for students intending to follow a computer science or data analysis program at a post-secondary institution.

#### **COOPERATIVE EDUCATION 120 (Students must successfully complete an interview to qualify for this two- or three-credit course.)**

This course provides a "hands-on" experiential work-based education that extends the learning process beyond the school into the workplace. It is a course that integrates classroom theory with practical experience and learning in the working world. Students are placed in workstations where they are provided with challenging tasks and responsibilities and they learn by doing. Students spend the equivalent of two or three periods (2 or 3 credits) normally on a daily basis, at the workplace. The course is based on a partnership

between the school and business/industry, and involves the participation of students, teachers, employers and employee supervisors. Two new Coop options exist starting in February of 2020. *Early Childhood Education Coop* will have completed the requirements to work in a licensed early learning and childcare centre and will receive dual credits in Early Childhood 120 and Coop 120 (1 or 2 Coop credits based on enrollment). *Long-Term Care Coop* will be eligible to be employed in a long-term care facility and will receive dual credits in Health Care 110 and Coop 120 (2 credits).

### **CULINARY TECHNOLOGY 110/120**

The Culinary Technology Program is designed to prepare students for employment and/or future education in the food service industry. This technology-driven and skill-oriented program involves not only the "how and why" of food service preparation, but focuses on the development of personal skills and knowledge that can be applied to the food service industry. Laboratory experimentation, food preparation and service are an integral part of the program. It gives students life-long learning skills that may be transferable to future training and/or food services employment. Culinary Technology 110 is a prerequisite for Culinary Technology 120.

### **DIGITAL PRODUCTION 120**

This is a performance-based course that focuses on the applied use of digital media and explores the appropriate legal and ethical dealings. It is intended to develop digital literacy through a skills-based approach, challenging in terms of its requirements but flexible enough to accommodate students with a wide range of interests and abilities.

### **DRAFTING - COMPUTER AIDED GRAPHICS 120 (prerequisite: Computer Aided Design 110)**

This course is designed to give students a solid base of knowledge and skill in the drafting area. Through various activities, including sketching, and computer assisted drawing (CAD), students gain the skills necessary to both visualize and present ideas graphically. The Universal nature of this form of graphic communication makes this course of interest and benefit to a wide range of students beyond those pursuing a career specifically in the drafting industry or technology/engineering areas.

### **DRAMATIC (THEATRE) ARTS 110**

Dramatic Arts 110 is an introductory course designed for any student interested in developing skills related to creativity, performance, and production. This course is highly participatory and requires consistent attendance to facilitate the development of collaborative projects and student engagement in new experiences.

### **DRAMATIC (THEATRE) ARTS 120**

Dramatic Arts 120 is a course that assumes an enhanced level of theatrical experience. Successful completion of Dramatic Arts 110 is highly encouraged, but not required. In collaboration with their teacher and peers, students are encouraged to direct their learning and decide how to demonstrate the acquisition of skills. Students will collect evidence of learning and expand upon the skills acquired in Dramatic Arts 110.

### **EARLY CHILDHOOD SERVICES 110**

Early Childhood Services 110 helps students understand the role of the caregiver as well as the parents in a child's development. The theory in Early Childhood Services 110 best applies to the age group infancy to two years old. It prepares students for entry-level jobs in the child care profession through knowledge of physical, social, emotional and intellectual development. This course will focus on the skills to prepare young people to work with children. This is a "how to" program applying basic theory to hands on activities including laboratory and/or observation time with children.

### **ECOCULTURAL APPROACHES TO ENVIRONMENTAL SCIENCE 120**

A virtual course that will be offered starting in February 2020 in partnership with Mount Allison University (MAU). High school students enrolled in SCIE1991 will have the opportunity, based on their success, to earn dual credit for Advanced Environmental Science 120 and SCIE1991 from MAU. Students must be in Grade 11 or 12 and meet the pre-requisite for Advanced ESc120 (one of: Intro ESc120, Bio 112 or Chem 112). High Schools, wishing to enroll students in SCIE1991 may contact Pamela Fowler ([pamela.fowler@nbed.nb.ca](mailto:pamela.fowler@nbed.nb.ca)) for more information. This dual-credit option can be offered to students enrolled in the face to face Advanced Environmental Science 120 with their teacher's permission and supervision.

### **ECONOMICS 120**

Economics 120 provides a basic understanding of our economic system and how it works. The role of Canada's major economic institutions and how they interact is examined. It is designed to develop an understanding of the concepts and techniques needed in making economic decisions and to develop an awareness of the major economic problems and issues of the day.

### **ENGLISH 111–121**

English 111–121 are courses designed for students whose aptitudes and interests in language/literature are above average. These courses will provide an enriched variety of experiences with language and texts to challenge and refine students' competencies. A greater range and depth than English 112–122, plus more independent and small group experiences will accommodate students' interests and talents.

### **ENGLISH 112–122**

English 112–122 are courses appropriate for students intending to pursue studies at a post-secondary institution. Each of the English courses will provide a wide variety of experiences in speaking and listening, reading and viewing, writing and other ways of representing. English 112 will focus on information and media literacy, encouraging students' expansion and control of their own use of language. Significant literary pieces from the past plus those of contemporary and personal interest should be among the print and visual texts students encounter. English 122 will concentrate on critical and personal response to Canadian and world literature.

### **ENGLISH 113–123**

English 113–123 are courses intended for students who do not plan to attend academic post-secondary institutions. These English courses provide a variety of experiences with language and texts to develop students' competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope, emphasis and resources from level 2, but all students in all levels will work toward achieving the same English outcomes. High priority is given to student development of reading and viewing comprehension and to effective oral and written and other communication. Students will concentrate on improving strategies for learning from literary, technical and media texts; practical and personal writing is stressed.

### **ENTREPRENEURSHIP 110**

Entrepreneurship education provides learning with experiences that accelerate the need for students to accept greater responsibility to acquire knowledge, skills, and attitudes that will contribute to their future success. The entrepreneurial process, as outlined in this course, encourages a strong connection between theory and action. This course promotes experiential learning, and recognizes the importance of nurturing an entrepreneurial spirit for personal and group success in and beyond the context of entrepreneurship.

### **FAL ( FRENCH AS AN ADDITIONAL LANGUAGE) 110 & 120 (A1.1)**

This course for beginners will enable students to acquire essential French skills in the areas of listening, speaking, reading, and writing, with a particular focus on building foundational literacy and communicative skills. In addition, this course provides the opportunity for students to learn common social interactions and the skills required to meet immediate needs.

### **FASHION DESIGN 120**

Fashion Design 120 will provide opportunities for each student to develop an understanding of the World of Fashion and the fundamentals of the fashion design process. The evaluation of fashion and its' relationship to societal change in the past, present and future, as well as the role of the fashion industry and its relationship to the Canadian economy will be addressed. Fashion illustration and creativity through a textile media will be practiced. Sketching, computer aided drafting; surging and sewing are all elements of this course. Fashion Design 120 is designed for students who plan to undertake studies related to the world of fashion and students who wish to expand their knowledge of the fashion industry.

### **FASHION TECHNOLOGY 110**

This course is designed to introduce and prepare students for possible careers in the fashion industry. It deals with the history of the Textile Apparel industry, characteristics and construction of fabrics, careers available and the skills required, plus basic construction and product assembly with the use of technology.

### **FASHION TECHNOLOGY 120**

This course is designed to provide an educational program that bridges student's goals with industry needs. This is accomplished by

providing essential theoretical education with a focus on developing skills related to communication, promotion and entrepreneurial opportunities, as well as expanding on the skills previously developed in Fashion Technology 110. Fashion Technology 110 is a prerequisite for Fashion Technology 120.

### **FINANCIAL AND WORKPLACE MATHEMATICS 110**

This course is the first of two courses designed for entry into many trades and technical programs, and for direct entry into the work force. Concepts of right triangles, trigonometry, and angles of elevation and depression are applied to contextual problems. Scale models and drawings of 2-D and 3-D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning. Costs and benefits of renting, leasing and buying are explored, investment portfolios analyzed and personal budgets developed. Students manipulate and apply formulas in a variety of ways and solve problems using proportional reasoning and unit analysis. Students have a choice of this course or Foundations of Mathematics 110 to complete graduation requirements. This is a pre-requisite for Financial and Workplace Mathematics 120.

### **FINANCIAL AND WORKPLACE MATHEMATICS 120**

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile, and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics. Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 can serve as a pre-requisite for this course. Financial and Workplace Mathematics 120 completes the Financial and Workplace pathway.

### **FINE ARTS 110**

This course offers an overview appreciation of all the arts and is often a possible Creative Arts cluster choice for a student who is not interested in doing significant music or art production.

### **FI BIOLOGY 112**

See course description for Biology 112.

### **FI CANADIAN HISTORY 122**

See course description for Canadian History 122. Modern History 111/112, FI Modern History 112 is a prerequisite for FI Canadian History 122

### **FI INTRODUCTION TO ENVIRONMENTAL SCIENCE 120**

See course description for Introduction to Environmental Science 120

### **FI LANGUAGE ARTS 110, 120**

The French Immersion Language Program uses a multi-dimensional approach to the teaching and learning of a second language. These courses emphasize the use of the language as an instrument for communication and reflection and a factor in students' personal development. A variety of communication activities related to students' experiences have been designed to help them improve their linguistic skills. The study of literature is an integral part of the courses. FI Language Arts 110 is a prerequisite for FI Language Arts 120.

### **FI MODERN HISTORY 112**

See course description for History 112

**FI RELATIONS FAMILIALES 120**

See course description for Individual and Family Dynamics 120

**FI TOURISM 110**

See course description for Tourism 110

**FI WORLD ISSUES 120**

See course description for World Issues 120

**FOUNDATIONS OF MATHEMATICS 110**

This course is a pre-requisite for a second Foundations of Mathematics course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for the pre-calculus pathway. Students develop logical reasoning skills and apply this to proofs and problems involving angles and triangles, the sine law and the cosine law. Students model and solve problems involving systems of linear inequality in two variables and explore characteristics of quadratic functions. Costs and benefits of renting, leasing and buying are explored and investment portfolios are analyzed.

Students have a choice of this course or Financial and Workplace 110 to complete graduation requirements. This course is a pre-requisite for Foundations of Mathematics 120 or Financial and Workplace 120. It is also a pre-requisite or co-requisite for Pre-Calculus 110.

**FOUNDATIONS OF MATHEMATICS 120**

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems. The pre-requisite for this course is Foundations of Mathematics 110. This course completes the Foundations of Mathematics pathway.

**FRAMING AND SHEATHING 110**

This course will provide students with skills and knowledge associated with the framing-in or shell construction of typical single-family dwellings. Students will participate in construction and planning activities, which include interpretation of the National Building Code, blueprint reading, estimating and material layout.

**GOALS, GROWTH, AND GRIT 120**

Goals, Growth, and Grit: Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviors, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits.

**GRAPHIC ART AND DESIGN 110**

Graphic design is the creative planning and presentation of visual communication to attract attention or communicate effectively. The course promotes the skills and knowledge that are necessary to understand and develop images, signs, symbols, logos, etc. that communicate a message or value. The development of visual communication skills is assisted by technology.

**Health Care 110**

This exploratory course introduces students to concepts and skills related to health care and the health care system. Students will learn how the Canadian health care system works and will introduce various medical professional that work within the system. Students will learn what it takes to be a professional within the different healthcare occupations; will discover the rights are of a health care consumer; will develop an awareness of related environmental and societal issues; and will begin to explore secondary and post-secondary pathways leading to careers in the field.

**HOSPITALITY AND TOURISM 110**

The Hospitality and Tourism industry is a rapidly growing industry. This course will provide students with lifelong learning skills that are transferable to future learning and/or the hospitality and tourism industry. The student will acquire career information, skill development and the talents for employment. This course relies on resource-based learning, practical experiences, and access to resource people and information that will help the individual in his/her career choice. Topics include the four main sectors of the tourism industry, influences on the tourism industry, personal and interpersonal skills regarding career opportunities available, travel industry and marketing strategies.

### **HOUSING AND INTERIOR DESIGNS 120**

Housing and Interior Design 120 is designed to show the relationship between different types of housing and the housing needs of individuals, families and communities. The influences of cultural, psychological and aesthetic aspects of housing are examined. The value of creativity and individuality in a living environment is an important element of the course. Course topics span factors including housing in various cultures, historical and modern trends in housing and lifestyles needs, financial and legal costs and requirements, basic floor plans and arrangements, plus the principles and elements of design. This course would be of interest to students interested in the field of architectural design, drafting or Home Economics.

### **HUMAN PHYSIOLOGY 110**

Human Physiology 110 is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, health care and medicine. This course focuses on the biology and healthy functioning of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disease.

### **HUMAN SERVICES 110**

The overall aim of Human Services is to increase students' awareness of the importance of human service work. Inclusive communities and an aging population are creating many opportunities in the human service field. This course will develop work-related competencies and explore post-secondary learning, innovations and careers in the human service industry.

### **INDIGENOUS STUDIES 120**

This course covers topics such as Treaties, Residential Schools, New Brunswick First Nation Communities, Legislation and Policy Impacting First Nations, Post-Colonization: De-mythologizing Popular Culture; Reconciliation: National Inquiries in Canada; The UN Declaration of Indigenous Rights: Calls for Action; First Nations and Global Conflicts. There will be one project per term- one will focus on Contemporary Issues- the other on a First Nations Soldier Biography.

### **INDIVIDUAL AND FAMILY DYNAMICS 120**

The overall aim of Individual and Family Dynamics 120 is to provide students with the necessary knowledge, skills, and abilities to meet the challenges of our dynamic and complex society. The course focuses on the development of resourcefulness to assist students in viewing the family from various perspectives and to make informed decisions about solutions to existing and emerging difficulties occurring in everyday living. The interrelatedness between family and work life is addressed as well as the need to understand better daily family issues and their impact on both the family and work environments. Individual and Family Dynamics 120 has been designed for students who plan to undertake further studies in this field and those who wish to expand their knowledge of family studies.

### **INFORMATION TECHNOLOGY 120**

This course prepares students for the electronic office by teaching the manipulation of applications software. Data base management, spreadsheets, file handling, printer manipulation, word processing, electronic accounting, and electronic storage and dissemination of information are included.

### **INTERMEDIATE MI'KMAW 110**

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

### **INTERMEDIATE WOLASTOQEY 110**

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Wolastoquey language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Wolastoquey language as an expression of a distinctive culture

### **INTERNAL COMBUSTION ENGINES 110**

This course is a study of the operation of the internal combustion engine including the construction, theory of operation and function of its systems. Students disassemble and assemble engines, checking, servicing and repairing components and systems. Emphasis is placed on the development of basic skills essential for persons entering the motor vehicle service trades and other allied occupations. This course should be of interest to students interested in entering or learning about the opportunities and requirements of the motor vehicle service industry and students with a general interest in mechanics.

### **INTRODUCTORY MI'KMAW 110**

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaq language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaq language as an expression of a distinctive culture.

### **INTRODUCTORY WOLASTOQEY LATUWEWAKON 110**

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Wolastoquey language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Wolastoquey language as an expression of a distinctive culture.

### **INTRODUCTORY ELECTRONICS 110**

This course introduces electronic components such as diodes, transistors, integrated circuits, inductors and capacitors along with basic electronic circuitry. Introductory electronics is application-based using the components and circuitry in such applications as rectification, filtering and amplification. Computer assisted instruction and computer simulation of electrical circuits are an integral part of this course. Introductory Electronics will be of interest to students with a career objective in the electrical occupational area as well as those who plan to continue their education at the technical or engineering level.

### **INTRODUCTION TO ACCOUNTING 120**

This course is ideally suited for students who wish to pursue business studies at post-secondary institutions. It introduces the student to accounting procedures, concepts, and applications. Course topics include nature of business, accountancy as a career, bookkeeping procedures, accounting cycle and theory, subsidiary ledgers, accounting and inventory control systems, payroll, adjustments, accruals, partnerships, corporations, statement analysis, and electronic accounting through recommended software packages.

### **INTRODUCTION TO APPLIED TECHNOLOGY 110**

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. There will be a series of tests, a mid-term and an exam. Evaluation will consist of 70% hands on and 30% tests and exams.

### **INTRODUCTION TO ENVIRONMENTAL SCIENCE 120**

The objective of this introductory course is for students to develop the knowledge base and skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others. Students will investigate population growth and resource limitations, ecology of natural systems, historical and current approaches to the environment from various worldviews, and sustainability of natural environments. They will explore the interconnectedness of natural ecosystems and human dependence and impact on these systems. They will recognize the importance of considering environmental, social, cultural and economic aspects of an



issue to find solutions. Students will complete a research project on a current issue and present their findings, and will further explore this and other environmental issues through various methods of inquiry.

### **JOURNALISM 120**

Journalism 120 provides students with intensive practice in writing and editing. Students learn to identify or generate story ideas, to gather pertinent information and to write and edit their stories with a view to publication. The activities accompanying preparation for publication engage students in creative skills such as writing, design, layout and photography, and in practical skills such as budgeting, meeting deadlines and working with others. Examining examples of journalistic style is an element of the course but writing for publication is the focus.

### **LAW 120**

This course is designed to give students knowledge of the law, the courts' changing trends, and the major changes the constitution has brought about. Areas of study include the origins of the Canadian legal system, criminal law, civil and human rights, torts/civil law, and contracts. Actual case studies are used to illustrate situations within these areas of law.

### **MEDIA PRODUCTION 120**

This course will focus on the development of skills in film production. Skills that students acquire in this course should act as a gateway to other post-secondary pursuits, such as enrollment in recording, film or multimedia school, a career in broadcast journalism, independent film and video production, community television, advertising, public relations or feature film production.

### **MEDIA STUDIES 120**

Media Studies 120 offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism, photography, drama, radio/sound communication, as local circumstances permit. The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

### **METALS FABRICATION/WELDING 110**

Metals Fabrication 110 presents opportunities for students to use math and science in relevant and interesting ways. This production-orientated course integrates concepts of appropriate material selection, significance of design, appropriate levels of precision, and the necessity to learn and adhere to safe practices when using hand tools and stationary equipment. This course encourages students to use and develop the right side of the brain (expressive and creative side) while incorporating the analytical skills required to design and build products. Students will learn skills required to manipulate hand tools and stationary equipment, in addition to precision skills and opportunities to practice creativity.

### **METALS PROCESSING 110**

This course is a study of standard machine shop processes used in the manufacture of metal products. Proper operating instruction will be given on a variety of machine tools and the development of basic skills needed to use electric-arc and oxyacetylene welding and cutting processes. Students will apply theory as well as develop practical skills through the production of practical projects. Instructional time of the course will benefit and appeal to those students interested in pursuing a career in the metals processing areas, those who are considering a future education in mechanical engineering or drafting technology areas, and those who would like to explore this area for personal interest or career guidance reasons.

### **METALS PROCESSING 120 (prerequisite: Metals Processing 110)**

This course allows students to continue to explore the processes used in the manufacture of metal products.

### **MICRO-ELECTRONICS 120 (prerequisite: Introductory Electronics 110)**

Students taking this course will recognize digital electronics as an integral part of computers and calculators and part of most other electronic equipment in use today. Knowledge of electronics is developed by wiring and testing circuits as well as computer simulation of circuits. This course should be of interest to students with a career objective in an electrical occupational area, those planning to continue their education at the technical or engineering level, as well as those with a personal interest in electronics or computers.

### **MILL AND CABINET WORK 120**

This is a finish woodworking course in which students will develop the necessary skills, knowledge and work habits required to construct cabinets and other miscellaneous mill work typically found in residential dwellings. Students, through a series of projects, will be involved with all aspects of mill work including planning, estimating, operation of woodworking equipment and machines and finish operations. This course will be of benefit to those students interested in entering the construction or woodworking occupations as well as for those with a general interest in woodworking.

### **MODERN HISTORY 111**

Modern History 111 is an enriched, in-depth thematic study of Modern European History, examining the following revolutions: the Liberal Revolutions of 1848, the French Revolution, the Industrial Revolution, the Communist Revolution, and the National Socialist Revolution.

### **MODERN HISTORY 112**

Modern History 112 is a rigorous study of the evolution of the peoples of the west during the nineteenth and twentieth century and their widening involvements in global issues. The course describes the rise of nationalist and socialist movements, the international connections growing out of the World Wars and the Cold War era, and the widening global contacts of the contemporary world.

### **MODERN HISTORY 113**

Modern History 113 is designed to provide an understanding of the main events of the twentieth century, as well as some familiarity with basic skills used to interpret historical accounts. A survey approach is given to the following topics: Basic World Geography, Industrialization, Life in the 1920's and 30's, World War I, World War II, and the Cold War.

### **MUSIC 112 (prerequisite: Music 10)**

The course consists of three major outcomes that require students to demonstrate achievement in performing music, in the application of theoretical and aural skills and concepts, and in understanding music in a historical context. The course lists a series of performance indicators that will assist in determining the course level.

### **MUSIC 122 (prerequisite: Music 112)**

The Music 122 course is designed for the advanced and serious student of music who wishes to pursue the subject as an avocation or who may be interested in further studies at the post-secondary level. The course assumes an advanced level of musical literacy, good aural skills, a sound theoretical background, knowledge of historical styles and forms and an interest in improving upon and expanding their areas of musical knowledge and expertise. Students may enter Music 122 by passing Music 112, or have private study equivalent to grade 6 practical and grade 2 theory by the Royal Conservatory of Music or equivalent.

### **MUSIC 120**

This course has been designed to encourage research, presentations, discussions and musical learning in and about a variety of different world music. The outcomes and activities of the course focus on the need for students to: demonstrate an understanding of the importance of music to a wide variety of peoples and cultures; demonstrate musical growth through creating and performing musical examples in a variety of styles; using available resources including current technology; demonstrate research and presentation skills related to music and culture; demonstrate an understanding of music and its relationship to other art forms and influences.

### **NBCC SKILLED TRADES AND WORK-READY MATH 12**

This course is intended to strengthen in-context mathematics skills and instill confidence before entering a post-secondary skilled trades program or workplace. Students will become proficient with accuracy and precision, work with measurement tools, and use both Imperial and S.I. units. This course is available as an NBCC credit, if students successfully complete the NBCC Math Foundations 1208 assessment.

### **NETWORKING 110**

Topics include: how a network works, IP Addresses, Routers, Network Configuration, Network Standards, LANS, WANS, Online Course

work. This course can be used as the first step to a professional qualification of CCNA.

### **NUTRITION FOR HEALTHY LIVING 120**

This course studies the science of food relating to Canada's Food Guide and the relationship between food, nutrition and wellness. It emphasizes the decision-making process concerning the use of both human and non-human resources required for safety and sanitation, dietary planning, food preparation and the concept of nutritional wellness. Nutrition issues are discussed regarding food on a global and regional level, food trends and lifestyles, eating disorders, and new food technologies. Hands on laboratory experiments provide an integral part of this program.

### **OUTDOOR PURSUITS 110**

The course will develop personal outdoor recreation skills based on environmental ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight excursions or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives.

Physical Education 9/10 is a prerequisite for Outdoor Pursuits 110.

### **PERSONAL INTEREST 1 AND 2**

These courses promote learner agency and support personalized learning. They are designated to provide students with the time, opportunity, and resources to develop and pursue individual interests. The programming for these courses will be designed by the student with the support of their teachers and/or other mentors in the school or community (local/global). Examples include: a Capstone Project (local or community action), an in depth study in a specific problem, the study of and support to the Calls to Action in the Truth and Reconciliation Recommendations, development of a relevant skill set or methodology such as project management, time to pursue a life skill such as financial literacy or an additional language, or to perfect a particular gift or talent that increase personal well-being. Assessment for the completion of this course will be outlined as part of the course design and will be based on the "I" statements for the global competencies. The second section of this course may be an extension to or deepening of the learning in the first course, or it may be an entirely different course. Resources for this course will be accessed through the school, the community or through grants and accessing these resources will be part of the learning process.

### **POST INTENSIVE FRENCH 112, 122**

The Post Intensive French Language program offers a multi-dimensional approach to the teaching and learning of a second language. These courses cover the language skills necessary for effective communication in French in daily situations. They are designed for students who wish to broaden their communicative ability in the second language. Post Intensive French 112 and 122 are not appropriate for students with a background in French Immersion. Post Intensive French 112 is a prerequisite for Post Intensive French 122.

### **PRE-CALCULUS 110**

This course, followed by later courses in Pre-Calculus and Calculus, is designed for entry into post- secondary programs requiring Pre-Calculus. Students demonstrate an understanding of absolute value of real numbers, and solve problems that involve radicals, radical expressions, radical equations. Students determine equivalent forms, simplify rational expressions, and solve problems that involve rational equations. They develop an understanding of angles in standard position ( $0^\circ$  to  $360^\circ$ ) and solve problems for these angles using the three primary trigonometric ratios. Polynomial expressions are factored and absolute value functions and quadratic functions are analyzed and graphed. Students solve problems that involve quadratic equations and solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic- quadratic equations in two variables. They also solve problems that involve linear and quadratic inequalities in two variables, and quadratic inequalities in one variable.

This course is a pre-requisite for Pre-Calculus A120.

### **PRE-CALCULUS 120A**

This course follows Pre-Calculus 110 and precedes Pre-Calculus 120B. Students demonstrate and apply an understanding of the effects of horizontal and vertical translations, horizontal and vertical stretches, and reflections on graphs of functions and their related equations. They are introduced to inverses of functions, logarithms, and the product, quotient and power laws of logarithms and use these laws and the relationship between logarithmic and exponential functions to solve problems. Students are introduced to angles in standard position, expressed in degrees and radians, and to the unit circle. The six trigonometric ratios, and the sine, cosine and tangent functions are used to solve problems. First and second-degree trigonometric equations are solved algebraically and

graphically with the domain expressed in degrees and radians. Trigonometric identities are proven using reciprocal, quotient, Pythagorean, sum or difference, and double-angle identities. Pre-Calculus 110 is a pre-requisite for this course. Pre-Calculus 120A is a pre-requisite or co-requisite for Pre-Calculus 120B.

### **PRE-CALCULUS 120B**

This course follows or is concurrent with Pre-Calculus 120A and precedes Calculus 120. Students analyze arithmetic and geometric sequences and series to solve problems. They learn to factor polynomials of degree greater than 2, and to graph and analyze polynomial functions. They also graph and analyze radical, reciprocal and rational functions. These functions along with those studied in previous math courses are used to build a function tool kit. Problems are solved using the fundamental counting principle, permutations, combinations and the binomial theorem. Students explore and analyze limits as  $x$  approaches a certain value and left and right-hand limits using correct notation. The continuity of a function and limits which involve infinity are also investigated. Pre-Calculus 120A is a pre-requisite for this course. Pre-Calculus 120B is a pre-requisite for Calculus 120.

### **PHYSICAL EDUCATION LEADERSHIP 120 (only for qualified students)**

Physical Education Leadership 120 is an elective course for qualified students. This course develops leadership skills through involvement in physical activities. The class is subject to a limited enrollment. This course requires a minimum commitment of 30 volunteer hours in the area of leadership. Themes include management, teaching, coaching, officiating, first aid, and organizational planning and leadership theory

### **PHYSICAL GEOGRAPHY 110**

Physical Geography 110 is the study of the physical features of the earth and their effects on mankind. It examines the interaction among all components of the environment and emphasizes the relationship between the land and humanity. It examines climatology and meteorology and their impact on people. It is designed to develop an understanding of the basic principles of the geographic method, which will enhance transferable skills.

### **PHYSICS 111**

Physics 111 utilizes the discovery approach. Students who choose this course must have a genuine interest in science and a better than average achievement in both science and mathematics. The student employs the scientific method in gathering experimental data. Students will be expected to design, and conduct experiments to deepen their learning. Topics covered will be the same as those in Physics 112, but the depth of coverage will be greater.

### **PHYSICS 112**

Physics 112 includes the following topics: wave motion, sound and light, one dimensional motion and forces, momentum, and mechanical energy. This course is designed to engage students in relating physics concepts to societal contexts and applications. It may be taught from context to concept or the reverse sequence. A student-centered approach to theoretical and practical investigations is the basis of this curriculum. Information from a variety of sources is encouraged.

### **PHYSICS 121 (prerequisite: Physics 111/2)**

Physics 121 utilizes the discovery approach. Students who choose this course must have a genuine interest in science and a better than average achievement in both science and mathematics. The student employs the scientific method in gathering experimental data. Students will be expected to design, and conduct experiments to deepen their learning. Topics covered will be the same as Physics 122, but the depth of coverage will be greater.

### **PHYSICS 122 (prerequisite: Physics 111/2)**

Physics 122 includes the following topics: two-dimensional motion and forces, momentum, circular motion, universal gravitation, and electricity. As with Physics 112, each of these topics is studied in its societal context. Student experiences should include library research, laboratory investigations, and multi-sources of information including print, software, video and guest speakers. Emphasis is placed on student-centered activities.

### **POLITICAL SCIENCE 120**

Political Science 120 is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons, particularly with respect to Canadian systems.

### **POWER TRAIN AND CHASSIS 110**

This course is designed to develop skill and knowledge in the service and maintenance of the automobile chassis and power train. Emphasis is placed on the function, repair and replacement of components. Topics include spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differential and drive lines. Students seeking admission to the motor vehicle service industry, as well as those seeking guidance about a career choice, should benefit from this course.

### **READING TUTOR 120 (only for qualified students)**

Reading Tutor 120 pairs senior student tutors with younger struggling readers. The tutors receive a course credit while the readers receive assistance meeting the outcomes for English Language Arts. The teachers of this course co-ordinate the program and provide the tutor training; oversee the activities of the partners and offer guidance and support to both the tutors and the readers. The tutors select the reading materials and plan and implement the daily activities for their readers. Readers who take the course improve their reading and writing skills and often increase their motivation and interest in school while the tutors acquire valuable reading/writing tutoring skills and develop useful interpersonal, organizational, planning and problem-solving skills.

### **RESIDENTIAL FINISH 120**

This course examines the work required to finish a family dwelling once it is framed-in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry.

### **ROBOTICS AND AUTOMATED TECHNOLOGY 120**

This course explores the fields of robotics and automation. Through the use of experimentation labs, students will learn and apply various automation concepts such as logic programming and the integration of technologies including pneumatic, electrical, mechanical, and computer. Students will develop valuable technology skills in the areas of design, technical writing and communication, and systematic approaches to problem solving and trouble-shooting. Students in this course will construct simulations and models of robot and automation processes using industrial types of equipment and computer simulation software. The knowledge and skills developed in this course would be an asset to any student who will at some point become involved in processing or manufacturing whether at the entrepreneurial, administration, engineer, technologist, or technician level.

### **SCIENCE 122**

This course will include the study of magnetism, electromagnetism, force fields and their application, atomic and nuclear structure, redox reactions, and electrochemistry. The course is designed for students preparing for studies in post-secondary science. Prerequisite for Science 120 is Chemistry 121/2, Physics 111/2, or Physics 121/2

### **SOCIOLOGY 120**

Sociology 120 gives students a concrete examination of Canadian society from a sociological perspective. Students will be better able to understand the society in which they live with regards to human relationships, how individuals act, react and interact within social contexts, as well as compare other societies.

### **SPANISH 110**

Spanish 110 is a beginner's guide to the Spanish language. Students learn the basic elements of the language and Hispanic culture through an interactive tutorial. They have opportunities to practice and expand on this knowledge through live, online group sessions. The themes of this course have been selected with the interests of the young adult learner in mind. A term project is completed with the help of a virtual partner. Please note that there is a Spanish 120 course available for those who have already taken Spanish 110. Please see your Guidance Counselor if you wish to be considered for this course.

### **SPANISH 120**

Spanish 120 will require students to improve their knowledge and ability level in the language. This will be accomplished by engaging

students in the exploration of the Hispanic culture through the areas of travel, fashion and music. Over the course of the term, students will be required to engage in various online group sessions and be expected to complete projects with a virtual partner.

### **TECH SUPPORT 110**

This course deals with the topics of hardware and software configuration, and systems issues. Although there is no specific prerequisite, students registering in this course should already have some background in computers. Course content includes operating systems, hardware configuration, and installation.

### **TECHNIQUES DE COMMUNICATION ORALE / CONVERSATIONAL FRENCH 110 & 120**

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR) and will be available to all high schools either in person or through the online platform (D2L Brightspace).

### **THREE-DIMENSIONAL STUDIES 120 (prerequisite Visual Arts 110)**

This course is an extension to the experience gained in visual Arts 110. Using the human form as a foundation, the course explores various techniques of additives, subtractive, and assemblage sculpture. While developing technical skills the students will work with a variety of materials such as clay, wood, plaster, and stone. The aim of the course is to provide students with an in-depth study of sculpture, pottery, and mixed media techniques. In addition to the application of sculptural techniques and processes, students will study the recent history (20<sup>th</sup> Century) of three-dimensional form.

### **TUNE-UP AND EMISSIONS 120 (prerequisite: Internal Combustion Engines 110)**

This course is designed to provide students with a practical approach to diagnosing, servicing, and repairing of automobile fuel and emission systems and to performing engine tune-ups.

### **VISUAL ARTS 110 (prerequisite: Art 10)**

Visual Arts 110 builds on the experience and knowledge gained in Visual Arts 9/10. The studio work remains in the areas of drawing, painting, printmaking and 3-dimensional work and stresses personal expression and the development of individual imagery and there are further requirements in art criticism and art history.

### **VISUAL ARTS 120 (prerequisite: Visual Arts 110)**

Visual Arts 120 is designed for students who wish to pursue art related courses or careers. Students work through a review of skills and concepts and choose blocks that lead to advanced work on a particular medium. Students are required to critique, in writing, aspects of process and product.

### **VISUAL ARTS PORTFOLIO 120 (prerequisite: Visual Arts 110)**

This course follows the guidelines of Visual Arts 120 and provides the opportunity for completing a portfolio for students who are planning post-secondary studies in this area. Students cannot take this course and Visual Arts 120. This course will only be available to students who have prior approval.

### **WELLNESS THROUGH PHYSICAL EDUCATION 110**

The goal of Wellness through Physical Education 110 is to promote healthy active living for life. The course is intended to encourage a broad-based exploration of a variety of activities, highlighting non-traditional approaches to fitness and wellness (e.g. yoga, hiking, personal training, etc.). The course offers a range of learning experiences for students that encourage healthy active living but are not sport specific. Students will personalize their learning by researching, self-assessing and determining personal preferences for engaging in lifelong physical activity. Students will apply knowledge of fitness and wellness concepts to the creation of a personal healthy active living plan. The curriculum includes a practical activity-based segment (approximately 60%) as well as a classroom component (approximately 40%). Students must have completed Grade 9/10 Physical Education and Health.

**WORLD ISSUES 120**

World Issues 120 examines various issues that are global in nature and that require a global solution. The concept of the global village is studied, as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The

**WRITING 110**

Writing 110 is intended to encourage students to practice and experiment with the language in written form. The course offers students opportunities to reinforce and enrich their writing skills through processes where exploring, drafting, revising, editing, sharing and reflecting are encouraged. Students will enter the course with varying skill level; participation in class and individual growth in writing will be considerations in evaluation.



## Anglophone East School District High Schools

### **Bernice MacNaughton High School**

Principal: Martin Daigle  
School Phone:  
506.856.3469  
Fax: 506.856.3406

### **Caledonia Regional High School**

Principal: Donna Godfrey  
School Phone: 506.734.3710  
Fax: 506.734.3707

### **Harrison Trimble High School**

Principal: Gary Wilson  
School Phone: 506.856.3417  
Fax: 506.856.3480

### **JMA Armstrong High School**

Principal: Tammy Constantine  
School Phone: 506.372.3210  
Fax: 506.372.3219

### **Moncton High School**

Principal: Mike Belong  
School Phone:  
506.856.3439  
Fax: 506.856.3481

### **Petitcodiac Regional High School**

Principal: Stephanie Prosser  
School Phone:  
506.756.3104  
Fax: 506.756.3110

### **Riverview High School**

Principal: Jason Reath  
School Phone: 506.856.3470  
Fax: 506.856.3313

### **Tantramar Regional High School**

Principal: Susan Lafford  
School Phone:  
506.364.4060  
Fax: 506.364.4735

### **TESS – High School Therapeutic Education Support Site**

Principal: John Tingley  
School Phone: 506.869.6026  
Fax: 506.869.6185





## **Anglophone East School District High School Subject Coordinators**

### **French Second Language and Fine Arts**

Aïcha Salah  
Phone: 506.856.3968

### **ICT, BBTE, Skilled Trades, and Physical Education**

Ken Menchions  
Phone: 506.871.4583

### **Literacy and Social Sciences**

Jason Burns  
Phone: 506.869.6077

### **Science, Numeracy, IDEA Center and Coop Education/Virtual Coop**

Bryan Ouellette  
Phone: 506.851.1348

### **Electives, Distance Education, Local Options and Independent Studies**

All Coordinators  
506.856.3222



## **Anglophone East School District High School Education Support Services (ESS) Coordinators**

**Bernice MacNaughton High School  
Family of Schools**  
Krista Cormier  
Phone: 506.229.1872

**Calendonia Regional High School/  
JMA Armstrong/  
Petitcodiac Regional High School  
Family of Schools**  
Chiara Pacione  
Phone: 506.866.6701

**Harrison Trimble High School  
Family of Schools**  
Lee Purves  
Phone: 506.229.0834

**Moncton High School  
Family of Schools**  
Donna Legacy  
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**Riverview High School  
Family of Schools**  
Rachel Way  
Phone: 506.229.0834

**Tantramar Regional High School  
Family of Schools**  
Tracy Landry  
Phone: 506.380.1915

**Continuum of Supports – Neurodevelopmental**  
Katherine Colpitts Beers  
Phone: 506.872.1358

**Continuum of Supports – Mental Health - Acting Director**  
Kim Oakley  
Phone: 506.871.8136