

HANDBOOK OF COURSE DESCRIPTIONS



Woodstock High School

“ACT Now for Preparing Your Future”

INTRODUCTION

This booklet has been prepared to provide all the information necessary to make informed course selection choices to prepare students for the transition from high school to the workplace and/or post-secondary institutions. Students should do the following before completing the course selection sheet and meeting with School Counsellors:

1. Read the organizational section carefully.
2. Read the course descriptions.
3. Choose the compulsory and optional courses that will enable the student to qualify for a New Brunswick High School Diploma.
4. Discuss the choices at home. Speak with School Counsellor, Teacher Advisor or the School Administration to ensure the courses meet the student's needs.

*****IMPORTANT INFORMATION*****

SCHOOL OFFICIALS WILL ADVISE, BUT THE ULTIMATE RESPONSIBILITY FOR COURSE SELECTION LIES WITH STUDENTS AND THEIR PARENT(S) OR GUARDIAN(S).

Receiving a graduation diploma does not guarantee admission to further education. It is the responsibility of students to ensure their course selections qualify them for admittance to further studies after high school. School Counsellors are available to assist students with making the choices to ensure students' goals are met.

THE SCHOOL RETAINS THE RIGHT TO WITHDRAW COURSES LISTED HEREIN BASED ON REGISTRATION DATA AND AVAILABILITY OF TEACHING STAFF. SOME COURSES ARE OFFERED IN ALTERNATE YEARS.

SAMPLE FOUR YEAR COURSE PLAN

Credit-hours are based on both outcomes and hours of instruction. They provide a more flexible system in which 4 credit-hours are assigned to the previously established 90hr courses and prescribed outcomes for Grades 10-12 courses. Each prescribed course in Grades 10-12 is designed for 90 hours (4 credit-hours) of instruction.

Sample Course Schedules

Pathways to Graduation for English Prime Students			
Grade 9 (no credits)*	Grade 10	Grade 11	Grade 12
ELA 9	At least 1 course from ELA 10 Compulsory List	At least 1 course from ELA 11 Compulsory List	ELA 12
Mathematics 9	Geometry, Measurement and Finance 10	Mathematics Option	Mathematics Option
Social Studies 9	Civics 10	Course Choice	Humanities Option
Science 9	Science Option	Science Option	Course Choice
Art 9	Course Choice	Creative Arts Option	Course Choice
Music 9	Course Choice	Course Choice	Course Choice
Physical Education 9	Wellness and Physical Education Option	Course Choice	Course Choice
Personal Wellness 9	Career Connected Option	Personalized Well-Being Option	Personalized Well-Being Option
Technology 9	Language Arts and Languages: PIF 10	Language Arts and Languages Option	Course Choice
PIF 9	Language Arts and Languages Option	Core Cluster Option	Core Cluster Option

Notes: Students may enroll in any course provided they meet the pre- or co-requisite, regardless of grade level. Career-life plans in myBlueprint are recommended to be developed in Grade 9 and reviewed/updated on a yearly basis

*unless accumulating credits through the EAL pathway of courses

HIGH SCHOOL GRADUATION REQUIREMENTS

Policy 316B indicates that as of 2026, graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

Students can begin to accumulate credit-hours in courses once they have met the learning requirements prescribed for the Grade 9 curriculum in the corresponding subject area or equivalent. Students will be eligible to graduate when the graduation requirements are met.

The minimum acceptable grade of 60% is required in the learning expectations for high school courses. Students are required to accumulate the minimum credit-hours in each of the 7 subject area clusters and acquire a literacy credential by achieving a successful rating on the English Language Proficiency Assessment.

Students are required to accumulate:

- 80 total credit-hours from the list of compulsory courses and options in the cluster areas. [72 credit-hours from the list of compulsory outcomes + 8 credit-hours from any cluster]
- A minimum of 20 additional credit-hours which may include elective courses

COMPULSORY CREDITS

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit-hours	PIF/FILA 10, ELA 10 Foundational, ELA 11 Foundational, ELA 12 (all of these are 4 credits hours) AND 8 credit-hours of options from Language Arts and Languages Note: See Course Options Section for choices available to Newcomer and Indigenous students.
	Humanities	8 credit-hours	Civics 10 and 4 credit-hours from Designated History Course List
	Mathematics	12 credit-hours	Geometry, Measurement and Finance 10 and 8 credit-hours from Math Course List
	Science	8 credit-hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit-hours	Options from Creative Arts
	Wellness and Physical Education	4 credit- hours	Options from Wellness and Physical Education
	Career Connected	4 credit-hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being clusters	8 credit-hours	Creative Arts, Wellness and Physical Education, and Career-Connected
	Core cluster options	8 credit- hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit- hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit-hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit-hours	To apply to graduate

LOCALLY DEVELOPED COURSES

These courses have been developed by WHS departments and have been approved by the Department of Education to provide additional course selection opportunities for our students. Students may take more than two; however only two courses may be used to meet the graduation requirement.

COURSE APPLICATIONS

Some courses (COOP 12, Distance Learning Courses, Essential Skills, and Personal Interest) require applications to be completed. If these courses are requested, you will be required to complete an application.

COURSE FEES

Please note that some courses require additional supplies and/or payment of lab, studio or other fees.

TRANSCRIPTS

All grade 10, 11 and 12 courses and final marks are permanently recorded on a student's transcript. The school transcript provides an ongoing record of high school courses taken and marks obtained. It is the official document required by post-secondary institutions to verify a student's academic record.

ONLINE COURSES

New Brunswick Virtual Learning Centre (NBVLC) offers expanded learning opportunities to all high school students in the province by allowing registered students to access courses online, anywhere, anytime. Course offerings currently consist of required and elective courses. This allows students to access courses that, because of scheduling conflicts, illness, or limited course availability in their own schools, might not otherwise be available to them.

Online teachers use online course chat rooms, discussion boards, email, and videoconferencing to engage students in the learning process as well as to answer specific queries students may have. Local facilitators are on hand at the students' schools to ensure that the students can access and use all the tools and equipment they need to complete the course. Students, for their part, work independently, completing online interactive activities, assignments and texts as they progress through the course.

The distance learner is the student who:

- Learns independently
- Views learning positively
- Is self-disciplined
- Manages their time well
- Enjoys working alone
- Expresses themselves clearly, in writing
- Has good, basic computer skills
- Values the role of technology in learning
- Loves to problem-solve and thinks critically
- Has defined educational goals

Woodstock High School has the facilities to offer on-line courses; that is, the course is taught with the aid of a computer and an on-line instructor, who may be located somewhere else in the province. Students are registered in these courses during regular class time.

COURSES AND CLUSTER OPTIONS

LANGUAGE ARTS AND LANGUAGES

Required: 24 credit-hours and successful completion of the English Language Proficiency Assessment

Compulsory:

- **PIF/FILA 10** (4CrH) or one of the EAL courses**
- **Grade 10:** ELA 10 (Foundational) (4CrH) **and/or** one of the EAL courses**
- **Grade 11:** ELA Foundational 111/2/3 (4CrH) **and/or** EAL Essentials A1.1 - Expressions B1.2 **and/or** one of the EAL courses**
- **Grade 12:** ELA 121/2/3 (4CrH)
- **8 credit-hours** from the following options: ELA Extended 10/11, one of the six EAL courses**, English Language Arts 11 Extended, FILA 110/120, Post-Intensive French 110/120, Intro/Intermediate Mi'kmaw 110, Intro/Intermediate Wolastoqey 110, Writing 110 (FI/FSL), Canadian Literature 120, Journalism 120 (FI/FSL), Media Studies 120* (FI/FSL), Mandarin A1.1 120/A1.2 120, Reading Tutor 120, Spanish 110/120, French as an Additional Language A1.1/A1.2, Techniques de Communication 110/120, American Sign Language 1 Foundational 110, American Sign Language 1 Extended 110, Children's Literature 120 (FI/FSL), Graphic Novels 120 (FI/FSL), Local developed course: Writing 120, and approved AP/IB Language Arts and Languages Courses

**Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

***EAL 110 Essentials A1.1, EAL 110 Essentials A1.2, EAL 120 Connections A2.1, EAL 120 Connections A2.2, EAL 120 Expressions B1.1, EAL 120 Expressions B1.2*

HUMANITIES

Required: 8 credit-hours from the Humanities

Compulsory: Civics (FI) (4CrH)

4 credit-hours from one of the following designated History courses: Ancient and Medieval History 111/2/3 (FI), Canadian History 121/2/3 (FI/FSL), Wabanaki Studies 120 (FI/FSL), Modern History 111/2/3 (FI), World Issues 120 (FI/FSL)

Notes: For new Canadians who arrived in New Brunswick at age 14+, and who are demonstrating English language proficiency of A1-B1 (CEFR), Canadian Identities 9 may be counted as 4 credit hours.

Optional Humanities Courses for Core Cluster Requirement choice from the designated history course list: Canadian Geography 120 (FI/FSL), Economics 120 (FI/FSL), Law 120 (FI/FSL), Political Science 120 (FI/FSL), Sociology 120, and approved AP/IB Humanities Courses

MATHEMATICS

Required: 12 Credit-hours from Mathematics

Compulsory: Geometry, Measurement and Finance 10 (FI) (4CrH)

8 credit-hours from the following options: Number, Relations and Functions 10 (FI), Financial and Workplace Mathematics 110 (FI/FSL) and/or 120, Foundations of Mathematics 110 (FI/FSL), Foundations of Mathematics 120 (FI/FSL), Pre-Calculus 110 (FI/FSL), NBCC Math 1208 Dual Credit Skilled Trades Math 120, Pre-Calculus 120A/B (FI/FSL), Calculus 120

SCIENCES

Required: 8 Credit-hours from Science

Compulsory: No compulsory courses

8 credit-hours from the following options: Science for Sustainable Societies 10 (FI), Environmental Geoscience 110, Biology 111/2 (FI/FSL), Biology 121/2 (FI/FSL), Chemistry 111/2 (FI/FSL), Chemistry 121/2, Physics 111/2 (FI/FSL), Physics 121/2, Human Physiology 110 (FI/FSL), Introduction to Electronics 110, Approved AP/IB Science Courses, Advanced Environmental Science 120 (FI/FSL), Environmental Science 120 (FI/FSL), Auto Electrical Systems 120* (FI/FSL), Forestry 110 (FI/FSL), Agriculture 110 (FI/FSL)

**Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

PERSONALIZED WELL-BEING

Required: 20 credit-hours from the subclusters of Creative Arts; Wellness and Physical Education; and Career, Information Communication Technology, Occupational, and Skilled Trades

CREATIVE ARTS

Compulsory Creative Arts 4 credit-hour minimum:

Preferred Options for Scheduling: Creative Arts 110, Dramatic Arts 110/120 (FI/FSL), Graphic Art and Design 110, Music 10 (FI), Music 112 (FI), World Music 120 (FI/FSL), Music 122 (FI/FSL), Visual Arts 10 (FI/FSL), Visual Arts 110 (FI) or 120, Fashion Technology and Design 110/120*, Media Studies 120* (FI/FSL), Digital Production 120* (FI/FSL), Recording and Sound Design 120, Film 110 (FI/FSL), Popular Music 120 (FI/FSL) Approved AP/IB Creative Arts courses

**Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

To endeavour to support this cluster in the development of a well-rounded citizen, schools with approved Locally Developed Courses identified as Creative Arts may accept these for the fulfillment of credit-hours in the Creative Arts. **Active courses: Indigenous/Wabanaki Art 110, Contemporary Directors in Film 120, Art History 120, Art in Atlantic Canada 120, Photography 120, 3-D Studies 120; others may be considered in the future.**

Note: EECD will expand the variety of prescribed creative arts curriculum over the next few years.

WELLNESS AND PHYSICAL EDUCATION

Compulsory Wellness and Physical Education 4 credit-hour minimum:

Health Care 110 (FI/FSL), Nutrition for Healthy Living 120 (FI/FSL), Outdoor Education 110 (FI/FSL), Physical Education 10 (FI/FSL), Psychology 110/120 (FI/FSL), Wellness through Physical Education 110 (FI/FSL), Sport and Recreation Leadership 120 (FI/FSL), Approved AP/IB, Early Childhood Development 120 (FI/FSL), Human Services 110 (FI/FSL), Individual and Family Wellness 120 (FI/FSL), Dance 110 (FI/FSL), Yoga 110 (FI/FSL), Advanced Training Principles 120 (FI/FSL)

The following list of Locally Developed Courses can be used to meet the Wellness and Physical Education requirement: Introduction to Kinesiology 120, Outdoor Education 120, Exercise Science 120

CAREER CONNECTED

Compulsory Career, Information Communication Technology, Occupational, and Skilled Trades 4 credit-hour minimum:

Career and Occupational: Career Pathway Design 10 (FI/FSL), Coop 120 (FSL), Goals, Growth, and Grit 120, Pre-apprenticeship 1, 2, and 3 (Summer Learning Only), Business Management 120 (FI/FSL), Early Childhood Services 110 and/or 120, Entrepreneurship 110 (FI/FSL), Fashion Technology and Design 110/120*, Housing and Design 120, Hospitality and Tourism 110, Financial Accounting 120, Marketing 120 (FI/FSL), Develop and Lead 110 (FI/FSL), Career Connected Experiences 110 (NBVLC only)

Note: Personal Development and Career Planning 10 can be used upon special request during the 2023/24 school year.

Information and Communication Technology: Computer Aided Design 110 (FI/FSL), Computer Science 110/120 (FI/FSL), Cybersecurity and Technology Support 110, Cybersecurity 120 (FI/FSL), Digital Production 120* (FI/FSL), Information Technology 120, Robotics and Automated Technology 120, Computer Assisted Manufacturing 110 (FI/FSL)

Skilled Trades: Automotive Electrical Systems 120* (FI/FSL), Culinary Technology 110/120 (FI/FSL), Electrical Wiring 120 (FI/FSL), Framing and Sheathing 110 (FI/FSL), Internal Combustion Engines 110, Intro to Skilled Trades 110 (FI/FSL), Metals Fabrication/Welding 110 (FI/FSL)/120, Metals Processing 110/120 (FI/FSL), Mill and Cabinet 120 (FI/FSL), Power Train and Chassis 110, Residential Finish 120 (FI/FSL), Tune-up and Emissions 120 (FI/FSL)

**Note: Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

TECHNOLOGY EDUCATION AND SKILLED TRADES

Technology Education and Skilled Trades provides students with opportunities for problem solving, designing, creating, and addressing current trends and issues. Student's use and study technology to create practical solutions to problems - individually or in groups - to develop technological skills, knowledge and work ethics.

Technology Education enables students to explore their ideas, gain practical experiences, and work through thinking processes in a safe and supportive environment. Technology Education allows learners to evaluate their strengths and interests in career choices. It also reflects rapid changes in the workplace and allows students to make informed decisions about their futures while providing a foundation of skills that enable high school students to be gainfully employed after graduation—either full-time or while continuing their education or training.

Students enrolled in some High School Technology Education and Skilled Trades courses may use a percentage of their hours towards Apprenticeship training. Skilled Trades and Technology includes the courses found in the subject areas of Technology Education.

Sample of Technology Education and Skilled Trades Courses at WHS

Automotive Electrical Systems 120	Framing and Sheathing 110
Technology 9	Tune up and Emission 120
Housing and Design 120	Metals Fabrication 110
Computer Science 110 (online)	Metals Processing 110
Internal Combustion Engine 110	Mill & Cabinet Work 120
Culinary Technology 110 and 120	Power Train and Chassis 110
Fashion Technology 110	Residential Finish 120
Fashion Design 120	Electrical Wiring 110
Intro to Applied Technology 110	Computer Science 120 (online)

FRENCH IMMERSION PROGRAM

A **Certificate of Oral Proficiency** will be issued by the Department of Education and Early Childhood Development to all students who take a Grade 12 course in French (Immersion or Post-Intensive Program) upon being interviewed by a professionally trained interviewer at the end of the semester. This certificate will indicate the student's level of proficiency in French.

RESOURCE DEPARTMENT

The Resource Department at WHS serves students who require accommodations, adjustments or individualized programming within the high school setting and assists these students with course selection as well as transition planning for life beyond high school.

SPECIAL PROGRAMS

Career and Transition Planning

A variety of elective courses are offered to support the career interests of students. In addition, specific interests may also be explored through Cooperative Education 120 courses. These courses provide opportunities to gain work experience and develop workplace skills as part of your high school program. Workplace opportunities exist in many different areas and reflect a range of potential career related directions. **Placements in trades related areas may be used as hours credited towards apprenticeship.** See Guidance for more information and an application form.

ESSENTIAL SKILLS

A personalized, skills-based opportunity for students to receive a New Brunswick high school diploma that will lead them directly to a post-secondary (college, technical and/or trade school) education, an apprenticeship, or straight to work. This personalized learning pathway is based on the 9 federally regulated and 2 provincially regulated essential skills. The experiential, problem and project-based learning environment positions the student at the center, and the teacher as a mentor and guide on the side. Entry point is second semester of grade 10 and requires follows an interview process with the teacher, student, and parent/guardian.

NBTAP (New Brunswick Trades Apprenticeship Program)

The New Brunswick Teen Apprentice Program (NBTAP) is an industry-led pre-apprentice program for students starting in Grade 10 or 11 that gives students a head start on an exciting career in the skilled trades. Over two or three paid summer work terms, NBTAP Student Apprentices are coached and mentored by a skilled trades employer, learning practical trade and workplace skills. **See Guidance for details or visit www.nbtap.ca**

Course Changes

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as career interests. To aid in this selection, teachers and guidance are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for a course change due to Summer School results will be accommodated, if space allows, and if requested at the time summer school ends.

Requests for a course change initiated once school opens in September must be submitted by notifying the homeroom teacher on Wednesday following the first day of classes. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing

there is available space in the course(s) requested. All requests for a second semester course change must be submitted by the Friday following the first day of classes in the second semester.

After the above dates, all requests for course changes must be submitted to Guidance for forwarding to WHS Student Services team for special consideration. These requests will be considered up until the last Friday of September for the first semester and the last Friday of February for the second semester.

GENERAL NOTES

It is necessary for students to accept a large part of the responsibility for choosing their own courses with wisdom and foresight. These choices must be made early in the year if the work in connection with individual scheduling is to be completed in time for September school opening.

Entrance requirements for universities and community colleges must play an important role in course selection. It is important to note that **UNIVERSITY ENTRANCE REQUIREMENTS MAY BE DIFFERENT FROM HIGH SCHOOL GRADUATION REQUIREMENTS**. Students should consult with Guidance regarding entrance requirements for specific courses at post-secondary institutions.

The school will endeavor to provide counseling services to assist students in selecting courses.

The following factors will be considered:

- (a) long-term education and skilled trades' goals
- (b) achievement in previous school experiences
- (c) demonstrated attitudes toward school subjects
- (d) mental and manual aptitudes

Parents and students are requested to give course choices serious consideration, as it is difficult to make course changes during the school year. Parents and students are invited to consult with the school on any matter regarding course selection at any time.

All courses are subject to limited enrollment and may be cancelled if numbers do not warrant a place in the timetable. Staffing allocations ultimately determine availability of sections/courses.

- Choose your courses carefully. The classes offered in any given subject is dependent upon the number of students choosing that course at the time of course registration.
- When selecting courses, ensure that you have completed the prerequisites required.
- Once registered for a course, a commitment to regular attendance and course completion is expected.

GRADUATION PATHWAYS FOR MATHEMATICS

Each pathway is designed to provide students with the mathematical competencies and critical thinking skills they will need after high school. Students should select courses in the pathway that best fits their interests and plans for after high school. Each pathway

Students shall be permitted to attend school sanctioned activities during their current graduation year, provided they are in good standing with the school and district.

Students who graduate before June of their graduation year, will be permitted to participate in all regular graduation activities, provided they have met all of the school's requirements, which may include graduation fees.

Students are recommended to have a plan that can include work, college, university, GAP, exchange, or another school, family, and student agreed upon plan.

The process will require both a signed letter, review of graduation status and post-secondary requirements by the school, family/guardian, and student. The signed letter will include confirmation of:

- Graduation status
- Post-secondary entrance requirement comparison to completed courses
- Signatures of the following:
 - School Counsellor
 - Administration
 - Parent and/or Guardian
 - Student
- Acknowledgement of all agreed upon parties that the student has met graduation requirements and will not be attending school after the signed date.

PATHWAYS FOR UNIVERSITY

Students planning to apply to a university upon high school graduation should carefully select courses for grade 12. It is important for students to confirm that particular subjects are accepted as entrance credits at their chosen universities.

Students must also make certain they complete a sufficient number of these entrance credits. **It is imperative to check with selected universities.** A general guideline is a minimum of five (5) such credits for Maritime universities and a minimum of six (6) for Ontario universities. **It is an excellent idea to have at least one more acceptable credit than the required minimum.**

PLEASE NOTE: IT IS THE STUDENT'S RESPONSIBILITY TO CHECK ENTRANCE REQUIREMENTS FOR POST SECONDARY EDUCATION. You should check out websites or contact admissions advisors.

The following chart is intended to give students and parents **examples** of which high school subjects satisfy admission requirements to selected university programs. **These are only suggestions. University admission requirements will vary among institutions. Always refer to the university website or calendar or consult your high school counsellor.**

Degree	Required Courses
Arts(BA)	English 12
Science (BSc)	English 12, Pre-Calculus A12/B12, Two out of Biology 12, Physics 12, Chemistry 12 (UNB requires Chemistry 12 and 1 of Biology 12 OR Physics 12)
Commerce (B. Com) Business	English 12, Foundations of Mathematics 12 or Pre-Calculus A12 & Pre-Calculus B12 (Depending on University)
Engineering (BEng)	English 12, Pre-Calculus A12/B12, Chemistry 12, Physics 12
Nursing (BN)	English 12, (UNB, for example, requires Pre-Calculus 110 or Foundations of Mathematics 12, Chemistry 12, Biology 12)
Computer Science (BCSc)	English 12, Pre-Calculus A12/B12, (UNB requires Chemistry 12 or Physics 12)
Fine Arts (BFA)	English 12, (Art Portfolio or Music Audition is usually required.)

Canadian universities typically accept these electives:
 Calculus 12
 Pre-Calculus A12/B12 Foundations of Mathematics 12
 Biology 12
 Canadian Geography 12
 Canadian History 12
 Canadian Literature 12 FI Canadian History
 Chemistry 12 Economics 12
 French 12
 FI Language Arts 12 Physics 12 Political Science 12

Please consult the selected university when considering the following electives for admission:

Business Org. & Man. 12	Enviro Science 12
Computer Science 12	PE Leadership 12
World Issues 12	Journalism 12
FI World Issues 12	Visual Arts 12
Int. to Accounting 12	Coop Ed 12
Music 12	Media Studies 12
Theatre Arts 12	Law 12

PATHWAYS FOR COMMUNITY/PRIVATE COLLEGE

Students planning to apply to a college upon high school graduation should also take care in choosing their high school courses. Admission requirements often differ significantly from program to program and institution to institution. Particular programs may require certain high school courses, a portfolio, a personal interview, or other additional qualifications. It is important for students to confirm that specific subjects are accepted as admission requirements at their chosen colleges.

New Brunswick Community College (NBCC) programs are delivered at specific campuses in Moncton, Saint John, Fredericton, Woodstock, Bathurst, Edmundston, and Miramichi. Refer to the NBCC website for the exact location of the program in which you are interested. Check with your CNHS school counsellor.

Public Colleges - Offer a wide selection of many programs in many campus locations. Regional institutions include *New Brunswick Community College* (7 campuses), *Nova Scotia Community College* (14 campuses), *Holland College* (8 campuses across PEI), and *New Brunswick College of Craft & Design* (Fredericton). Public colleges receive funding from the government therefore have lower tuition fees.

Private Colleges - Sometimes called *Career* or *Vocational* colleges, feature a huge variety of programs that often focus on one or two employment sectors. Examples of Moncton area colleges include *Oulton, Eastern, BayTech, Jon Raymond, Majestany, McKenzie, Medes, Medavie HealthEd, and Moncton Flight College*. Fees tend to be higher because tuition must cover all operating expenses; these are private businesses and do not receiving funding from the government.

University Transfer or Articulation Agreements or 2 + 2 Programs are formalized agreements between universities and colleges that allow students to combine the college and university studies and graduate with a Bachelor's degree. Please note that not all programs offer articulation agreements.

Always check with college websites to confirm specific program requirements! It's important to research programs that may offer similar training but have different admission requirements.

How to Apply:

Public Colleges – Online

- Application form
- Fee (\$25 - \$60)
- Transcript

Private Colleges

Interested students are often encouraged to make an appointment with an admissions representative to determine if the program is right for you.

Admission Requirements

Many college programs accept a high school diploma while others require specific courses.

Some examples:

- Practical Nurse: Science(s)
- Business: Math(s)
- Technology: Math(s) and Science(s)

STUDENTS MUST CHECK REQUIREMENTS.

The following chart is intended to give students and parents **examples** of which high school courses and diplomas satisfy admission requirements to selected college programs.

For more precise admission information you are encouraged to contact the college directly, refer to the college calendar or website, and consult your School Counsellors.

PATHWAYS FOR COMMUNITY/PRIVATE COLLEGE

College	Program	Admission Requirements
New Brunswick Community College (NBCC)	Accounting Technician, Automotive Service Technician, Bricklaying, Early Childhood Education, Education Assistant, Electrical, Hospitality and Tourism Operations, Human Services, Machinist, Office Administration, Police Foundations, Refrigeration and Air Conditioning Technician, Sheet Metal Fabrication	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 12 Financial and Workplace Mathematics 11 or Foundations of Mathematics 11
New Brunswick Community College (NBCC)	Business Administration, Business Administration: Sales and Marketing, Business Administration: Accounting, Business Administration: Investment Management, Business Administration: Marketing, Civil Technician, Electronic Game-3D Graphics, Welding Engineering Technology,	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 12 or 12 Foundations of Mathematics 11
New Brunswick Community College (NBCC)	Health Information Management, Medical Laboratory Assistant, Pharmacy Technician, Process Control Technical	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 12 Foundations of Mathematics 11 2 Sciences from Biology 11 or 12, Chemistry 11 or 12, Physics 11 or 12
New Brunswick Community College (NBCC)	Chemical Technology (Co-op), Civil Engineering Technology (Building Systems, Architectural, Construction Management, Highway and Municipal), Civil Engineering: Structural, Electrical Engineering Technology (Generation and Distribution, Alternate Energy Systems, Electronics Design and Embedded Systems), Communication Systems (Co-op), Electronics Engineering Technology (Industrial, Telecommunications), Energy Systems Technology (Sustainable Energy), Environmental Technology, Industrial Control Technology (Co-op), Mechanical Drafting and Design, Mechanical Engineering Technology (Co-op), Power Engineering Technology (Co-op)	HS Diploma, or Adult HS Diploma, or GED Diploma of HS Equivalency English 12 or 12 Pre-Calculus 11 2 Sciences from Biology 11 or 12, Chemistry 11 or 12, Physics 11 or 12
New Brunswick Community College (NBCC)	Practical Nurse	HS Diploma, or Adult HS Diploma or GED Diploma of HS Equivalency English 12 Financial and Workplace Mathematics 11 or Foundations of Mathematics 11 1 Science from Biology 11 or 12, Chemistry 11 or 12, Physics 11 or 12
Nova Scotia Community College (NSCC)	Aircraft Maintenance Engineer, Architectural Engineering Technician, Civil Engineering Technician, Electrical Engineering Technology, Health Information Management, Mechanical Engineering Technology, Medical Laboratory Technology (minimum grade of 70%), Pharmacy Technology, Practical Nursing	For all programs that state admission requirements for Academic Grade 12 Math, Foundations of Mathematics 12 is required.
NB College of Craft and Design	All programs	It is recommended that students take either Financial and Workplace Mathematics 12 or Foundations of Mathematics 12 for admission.
Maritime College of Forest Technology	All programs	It is recommended that students take Foundations of Mathematics 12 for admission.
Nova Scotia Agriculture College (NSAC)	Bachelor of Science (Agriculture), and Pre- Veterinary Medicine, Engineering, Bachelor of Technology in Applied Science, Diploma in Veterinary Technology	Students will need to successfully complete both Pre- Calculus A12 and B12 (or achieve 70% or greater in Foundations of Mathematics 12) for admission to these programs.

COURSE DESCRIPTIONS

***Please note: Not all courses are offered yearly. Some of the outlined courses are offered through distance education only.**

A

ADVANCED TRAINING PRINCIPALS 120

Students will study the body systems directly related to movement (skeletal, muscular, circulatory and respiratory). They will then focus on energy systems and their role in fueling the bodies movement. Students will be performing a series of fitness tests and also recording and analyzing their current nutritional habits, all done with the overall goal of developing personalized fitness plans to help them achieve specific objectives.

AGRICULTURAL SCIENCE 120

The Agricultural Science 120 course is a two-credit course offered to students interested in learning about the agricultural industry and participating in a cooperative work experience in one of the many areas of agriculture. The course is intended to provide general level knowledge about all aspects of agriculture and offer the opportunity for students to experience a ten week cooperative work placement in the agricultural industry. Agricultural Science 120 is designed to generate interest and to meet the needs of both career-oriented students and those taking the course out of general interest. The course is delivered through a combination of classroom activities, guest speakers and professionals from different disciplines in agriculture, visitations to areas of interest as they relate to topics covered in class and a supervised work placement within the agricultural community.

ANCIENT AND MEDIEVAL HISTORY 110

Despite the depth of time between the present and ancient history, there is a lot new in the studies of Ancient and Medieval History to be explored beyond the mediterranean, including those in the Near East, Northern Europe, Northern and West Africa, and Turtle Island. Students will learn a greater geographical scope and will develop an understanding of those on the periphery of famous powers and empires like the Babylonian, Greek, Roman, Carolingian, and Spanish. The elite as well as the non-elite will be explored.

AP CALCULUS AB 120

This is the last course offered in the Pre-Calculus Pathway and follows Pre-Calculus B 120. This course defines differentiation, computes average and instantaneous rates of change, teaches derivative rules including power, product, quotient, chain, logarithmic, exponential, and trigonometric derivatives, differential theories and applications related to motion, related rates, and optimizations, teaches theory and calculations for integration including Reimann sums, power rules, logarithmic, exponential, and U-Substitution for integrals, applications of integration in motion, area, and washer/disc volume problems, teaches differential equations and slope fields. This course runs on a condensed schedule to resemble a university calendar and has the option to write the College Board AP Calculus AB exam that can be recognized for University course credits. 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. **Prerequisite: Pre-Calculus A 120 and Pre-Calculus B 120**

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This one-credit course is designed to introduce students to the theory of operation and basic service of the automotive electrical system. It will also cover electrical symbols, batteries, lighting, cranking and charging systems. This course may be used as a science credit.

AVIATION 120

This is a Private Pilot ground school course being offered for grade 11 or 12 students that would like to learn the basics of aviation while receiving a full high school credit. The Transport Canada approved course will be taught by an experienced flight instructor and will cover the following topics: airframes and engines, theory of flight, human factors, meteorology, navigation, air law. This opportunity will also allow students to drastically reduce the costs associated with earning a pilot's license if it turns into a passion. Students who pass this course will also be offered a discount on flight training at the Woodstock Airport.

B

BIOLOGY 112

Biology 112 is a one semester introductory course which is intended to better acquaint students with, and awaken their interest in, living things. Some topics for study include cell structure and function, biodiversity and classification, digestion, circulation and blood, respiration, excretory system and immunity. Class work will include individual assignments, participating in class presentations, laboratory work including dissections and various other activities. Students will be required to do a great deal of study, both in class and at home. This course provides a substantial basis for further study in Biology. **Prerequisite: Geometry, Measurement and Finance 10, Science 10. (English or French Immersion)**

BIOLOGY 122

Biology 122 is a one-semester course that is designed for students who plan to attend university. This course includes the following topics: endocrine, Mendelian genetics, evolution, the nervous system, reproduction and development, chromosomes, genes and DNA, and change in populations, communities and species. Class work will include individual assignments, participating in class presentations, dissections and other laboratory work and various other activities. Students will be required to do a great deal of study, both in class and at home. **Prerequisite or Co-requisite: Foundations of Mathematics 110,**

BUSINESS MANAGEMENT 120

This course will allow students to survey all aspects of business and stimulate interest to pursue studies at a post-secondary level as they become aware of career opportunities and the challenges of the entrepreneur in a global setting. This is an introductory course that pertains to business organization, ownership, operation, and management. It will focus on the Canadian Business System and deal with large and small businesses as they function successfully within the system. The course will be organized in a co-operative learning style with seminars, case studies and opportunity for research and sharing of information on such topics as: management of personnel, sources of funding, labour relations and stock market.

C

CANADIAN GEOGRAPHY 110

In this course you will learn about the cultural and physical landscapes of Canada and how they impact on one another. You will also develop a well-rounded understanding of Canadian landscape and the impact of current global issues on Canada.

CANADIAN HISTORY 122

Canadian History 122 is a study of post-Confederation Canada with an emphasis on the twentieth century. The course is divided into eras, starting with "The MacDonald Years" (1867-1896) and ending with "Canada and the Global Community" (1945-Present). Student focus will be directed to themes of: English-French relations, First Nations rights/issues, continentalism, regionalism and Canadian social identity.

CANADIAN LITERATURE 120

The goal of Canadian Literature 120 is to promote an interest in important Canadian literature and other creative texts. It is for students who demonstrate an interest in literature and deconstructing texts, and who wish to explore Canadian identity through a variety of literary texts worthy of study and appreciation. Additionally, the Canadian value of embracing multiple world views encourages discussion and debate about distinct and definable qualities of Canadian literary texts.

CAREER CONNECTED EXPERIENCES 110 (DISTANCE EDUCATION)

This course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning, and work. This course will explore local, provincial, national, and international experiences and clarify how you may make the most of your time, money, and energy while moving towards your preferred career pathway. You can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world, and developing a sense of confidence and independence.

CHEMISTRY 112

This course is the first of two sequential chemistry courses and introduces students to matter, elements, compounds, reactions, gases, analysis and bonding. Labs are used to reinforce concepts discussed in the classes as well as to give students a sense of accomplishment. UNB requires Science, Kinesiology, Engineering, Forestry, Computer Science, and Nursing students to have credits in Chemistry 112 AND 122. NB Community College also requires credits in Chemistry for some technology courses. This course should be taken in conjunction with Foundations Math 110. **Prerequisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10, Science 10 AND Prerequisite or Co-requisite: Foundations of Mathematics 110.**

CHEMISTRY 122

Chemistry 122 is the second course of two sequential chemistry courses in which emphasis is placed on teaching chemistry using the scientific method. The topics include thermochemistry, solutions, kinetics, equilibrium, acids and bases and organic chemistry. Labs are used to reinforce most of the important concepts learned in class. **Prerequisite: Chemistry 112, Foundations of Mathematics 110**

CHILDREN'S LITERATURE 120

This course is designed to offer students the opportunity to explore the evolution of children's literature, gain an understanding of the profound impact of representation, and analyze the various genres, to gain insight into the essential question: why is children's literature important? Students will engage in critical discussions on the ethical considerations surrounding children's literature, exploring how stories can promote empathy, understanding, and a sense of identity. The course components on representation will allow learners to understand that every child deserves to see themselves reflected in the stories they read. The final aspect of the course, focused on creation and communication, empowers learners to demonstrate their understanding in ways that align with their interests and abilities, encouraging creative and critical responses to the rich world of children's literature.

COMPUTER AIDED DESIGN 110

Computer Aided Design 110 is designed to give students a solid knowledge base of drafting as well as to introduce them to the actual skills necessary to visualize and graphically represent design. The nature of the activities and the use of AutoCAD LT 2004 will interest a wide range of students beyond those preparing to pursue a career in the drafting/ technology/engineering areas.

COMPUTER SCIENCE 110 (Distance Education)

Computer Science is fast becoming valued to persons wishing to understand computer careers, software development, and information management. This course focuses on science and technology related knowledge to solve real computer science problems, creating authentic learning situations. Students assess existing programs/games, create games, research, redesign and develop value added programs within the gaming framework.

COMPUTER SCIENCE 120 (Distance Education)

This course is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language, program Java Applets and write simple programs using object-oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science. **Computer Science 110 is recommended, but not required,** as a prerequisite for Computer Science 120.

COOPERATIVE EDUCATION 120

Cooperative Education 120 provides students with an opportunity to explore a career that is of interest to them. In this course, the focus is on researching career information and developing a reflective portfolio. Students will learn how to fulfill their responsibilities as an employee, to keep themselves and their coworkers safe in the workplace, to recognize their rights, and understand discrimination and harassment. Students will also draw on personal reflection, research and work experience, students will explore promising career opportunities, make informed decisions concerning post-secondary paths, and discover how to present résumés, cover letters, portfolios, and interviews that make them stand out with employers. They are placed in an on-the-job training experience that enables them to apply skills already learned in school or to learn new skills. **Interested students must complete an application form available from the Cooperative Education teacher or Guidance Department.** Acceptance into the course depends upon the suitability of the student for training placement and the availability of placements.

CULINARY TECHNOLOGY 110

Culinary Technology 110 is an entry level hands-on food service training course designed for students who may be considering a career in the food service industry. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparations. Students will study the theory of each skill and then practice those skills under supervised lab activities. The labs include learning to make cookies, quick breads, pies/pastries, icings/fillings, and baking with yeast.

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, plus: development of skills and knowledge needed in the food service industry, understand sanitation and safety challenges in food service, and to gain knowledge in standard procedures used in food preparation and service. Students are encouraged to learn through enterprise activities. Labs include influences on North American cuisine, food for meals (legumes, fruits and vegetables, shellfish, meat cuts), menu management, plating and additional food preparation skills. Additional theory includes the planning of quality meals, ordering, pricing, preparation and service.

CYBERSECURITY 120 (DISTANCE EDUCATION)

Cybersecurity 120 is an experiential program designed to give students the opportunity to explore the many facets of Information & Communication Technology as they relate to the important issue of security in today's present digital and cyber reality. Students will learn about the fundamental aspects of cybersecurity, the digital hardware and software technologies involved, and the tools and solutions required to anticipate, mitigate, investigate, and resolve the damaging problems associated with real-world cyber threats and attacks (on people, business & finance, education, military, and government institutions).

D

DEVELOP AND LEAD 110

Learners will have the opportunity to plan, organize, and administer projects within their schools and communities. This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members.

DIGITAL PRODUCTION 120

Digital Productions 120 is a hands-on, project-based course designed for students interested in media, film, and digital storytelling. Students will explore the fundamentals of video production, including scripting, storyboarding, filming, editing, and post-production techniques. Emphasis will be placed on collaboration, creativity, and communication as students work both independently and in teams to produce a variety of digital content including the planning, filming, and editing of the school's morning video announcements. Students will take on real production roles such as director, anchor, editor, and camera operator to create engaging, informative broadcasts that keep the school community informed and connected. Whether you're interested in being on camera or behind the scenes, this course offers a dynamic opportunity to bring stories to life through digital media.

E

EARLY CHILDHOOD DEVELOPMENT 120

Learners in Early Childhood Development 120 will explore the importance of creating a nurturing environment that includes emotional support, safety awareness, and access to basic requirements. This course is designed for learners who plan to undertake further studies in this or related fields, as well as learners who wish to expand their knowledge of the developing child. The topics include the physical, cognitive, and social-emotional well-being of the child from conception to toddler. This course also examines the importance of community and self-care in a healthy family.

EARLY CHILDHOOD SERVICES 110

The overall aim of this course is to help students realize and appreciate the role parents, caregivers and early childhood educators play in a child's early learning and development. Students will gain a greater understanding of how children develop emotionally, socially, intellectually and physically through the first five years of life. Through early learning settings and experiences with children ages 3-5, students will have the opportunity to implement many of the practices and competencies they have learned. Additional observations of infants and toddlers will also occur. If you are interested in working with children as a career or becoming an informed parent, this is a course for you. Post-secondary employment opportunities will be researched as well.

ECONOMICS 120

Economics 120 examines economic theory and practice. Students will analyze fundamental economic concepts including the interaction of supply and demand, the fundamentals of money and banking, producing, and trading. The course will provide students with a basic understanding of our Canadian economic system and will explore the various factors that affect economic decision-making as individuals and as groups.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/113

In Grade 11, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing multiple voices, for enjoyment, learning, advocacy, and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives. Students will understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS EXTENDED 112/113

This course is designed to extend a student's English Language Arts learning based on their interests, needs, and strengths. Students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing multiple voices, for enjoyment, learning, advocacy, and personal understanding, collaboratively and independently. Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS 122/123

In grade 12, English Language Arts learners are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing multiple voices, for enjoyment, learning, advocacy, and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, learners will be exposed to a wide variety of texts representing diverse voices and perspectives. Learners show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENTREPRENEURSHIP 110

Entrepreneurship is about developing a business. This course will focus on students creating ideas, skills and recognizing business opportunities. Students will learn about creating a small business via group work, research, videos, guests, and hands on experiences that will help build a possible future career. This course is dedicated to student-lead investigation where critical thinking, problem solving, and decision-making skills will be developed in the process of examining and analyzing a business venture. This is an excellent course for students who wish to continue the study of business. Students will also be required to complete mandatory oral presentations as part of this curriculum.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others. Students will be able to outline the ecological processes inherent in natural ecosystems and how these can be impacted by human activity. Identify the impact of personal behaviors on the environment, and recognize that caring for and sustaining natural environments is an element of responsible global citizenship, demonstrate an understanding of the importance of sustainable development, considering environmental, social, cultural, and economic aspects, to effectively resolve issues, analyze and propose solutions to current environmental issues through research, experimentation and a presentation of their findings with respect to the issue.

F

FASHION TECHNOLOGY 110

This course will help prepare students for possible careers in the fashion industry by applying current techniques of product construction to assist them in gaining a better understanding of fashion production. Some topics explored will include: fashion production and construction, textile production and properties, career opportunities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera

operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message.

FINANCIAL ACCOUNTING 120

Financial Accounting 120 introduces students to skills necessary for general accounting and bookkeeping. The nine-module course, both academic and practical, will emphasize: steps of the service industry's accounting cycle, accounting processes from a business event to year-end reporting and the basics of spreadsheets. Students will learn the systematic process of identifying, recording, measuring, classifying, verifying, summarizing, interpreting, and communicating financial information.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This course is the first 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. 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 11 to complete graduation.*** **Prerequisite: Geometry, Measurement and Finance 10**

FINANCIAL AND WORKPLACE MATHEMATICS 120

This is the second in 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 probability. 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 probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics. **Prerequisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110**

FINE ARTS 110/CREATIVE ARTS 110 (Distance Education)

Fine Art 110 is an introduction to the Arts in general: a combination of Drama, Music and Visual Art. Every culture utilizes drama, music and visual art whether for entertainment, spiritual expression, or both. During this course students will discover how the Fine Arts are representative of different cultures and or different time periods. Students will also learn how all the Fine Arts are combined to produce spectacular productions. The emphasis is not on performance or production but rather on understanding how to perceive expressiveness through various art forms. Students will be expected to do some performing in front of their peers.

FORESTRY 110

Forests and sustainable forest management have and will continue to play an essential role in the social, environmental, and economic well-being of New Brunswick. Forestry 110 will create opportunities for learners to develop appreciation and understanding of the societal values placed on forested ecosystems, how forests are managed to achieve these values, and the interactions between humans and forests. The learning outlined will promote literacy, knowledge, and skills to enable students to meaningfully engage in public discourse around forests and the forest sector. The course will also identify multiple career pathways within the forest sector for rewarding employment within the province of New Brunswick. This course develops and utilizes the interdisciplinary skills of observation, reflection, documentation, purposeful/intentional planning, goal-setting, decision-making, and problem-solving. Forestry 110 will

incorporate a hands-on approach of both project-based and experiential learning which develops technical and adaptive skills.

FOUNDATIONS OF MATHEMATICS 110

This course is a prerequisite 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 inequalities 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 Math 110 to complete graduation requirements.*** Prerequisite: **Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10**

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. **Pre-requisite: Foundations of Mathematics 110**

FRAMING AND SHEATHING 110

In this course students will be introduced to the process used in house construction. A combination of classroom learning and hands-on experience in the carpentry laboratory will familiarize students with the tools, materials and techniques used in home construction and renovations.

FI INDIVIDUAL FAMILY DYNAMICS 120

This course is for students who have completed FI Language Arts 10. Learners in Individual and Family Wellness 120 will explore the importance of taking responsibility for personal well-being, establishing healthy relationships, and building skills for a growth mindset. This course will help learners appreciate the diversity of cultures in relation to individuals and the family unit. Learners will practice skills to help cope with transitions and life stressors.

FI MODERN HISTORY 112

This course is for students who have successfully completed FI Social Studies 10. The purpose is to continue the student's progress through the sequential Late French Immersion option at the high school level. FI History 112 presents a study of the French Revolution, World War I, World War II, and the Cold War. In addition, it assists students to understand and use several of the skills used in historical research and writing. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.**

FI LANGUAGE ARTS 110

This course is the second in the sequence of French Immersion Language Arts courses in the French Immersion option. Through this course students will continue to expand their facility in oral and written French with the following general objectives:

1. To ensure at the high school level, the maintenance and progression of the linguistic acquisitions of the pupil coming through the middle school French Immersion program and FI Language Arts 10.
2. To continue to emphasize communication in order to foster growth of the language skills: listening, speaking, reading and writing.

3. To encourage the use of the language as a vehicle allowing pupils to express themselves in a fitting manner suited to their intellectual, social and emotional growth.
4. To increase the pupil's cultural knowledge and experiences in order to promote an appreciation for the French-speaking population and culture of our country and of other parts of the world.

The course content will include oral expression, composition, and a further study of grammar, literature, and culture. The objectives of the course will be realized through exposure to various texts, novels and short stories, poetry, drama, newspapers, and magazines. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.** This is a **compulsory** course for those students who have elected to follow the French Immersion option at the high school level. Students continuing with the French Immersion option and who have successfully completed this course will select FI Language Arts 120.

FI LANGUAGE ARTS 120

This course is the final French Immersion Language Arts course in the French Immersion option. Through this course students will continue to expand their facility in oral and written French with the general objectives as stated in the course description for FI Language Arts 110. The content of the course is based on five components: oral expression, composition, grammar, literature and culture. To realize the stated objectives of the course, there will be continued exposure to various texts, French novels and short stories, poetry, drama, newspapers and magazines. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.** This is a **compulsory** course for those students who have elected to follow the French Immersion option at the high school level. The New Brunswick Oral Proficiency Interview is a required part of this course. **Prerequisite: FILA 110**

FSL TECHNIQUES DE COMMUNICATIONS ORALE 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, as well as writing, the primary purpose of the course is to promote the development of oral competencies. These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation).

G

GOALS, GROWTH, AND GRIT: SKILLS FOR SUCCESS 120

Goals, Growth, and Grit: Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, 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.

GRAPHICS ART AND DESIGN 110

This course will help develop an awareness of how graphic design in our daily environment influences us. Fine Arts courses are primarily interested in personal expressions, whereas graphic design is concerned with giving visual expressions to someone else's concepts and requirements. The course will give the student the opportunity to produce graphic (visual) work for real clients whenever possible. Students will use their creative skills to communicate original ideas that are adapted to the needs of their clients. The relationship between art and technology is greatest in graphic art and design. The primary focus is on the drawing and design skills of the student. The computer is just one of many tools that will be used. It is an art course that requires experience, confidence and a strong interest in Art. **Students should have experience and/or interest in the Arts. A background in Visual Arts 10 is recommended.**

H

HOSPITALITY AND TOURISM 110 (Distance Education)

The Hospitality/Tourism industry is identified in Canada, and particularly New Brunswick, as 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 eight 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 DESIGN 120

A course where you will be exposed to beautiful design through various platforms, discover your own personal likes and dislikes in the world of home design and figure out how to create beautiful design for your own space or someone else's. You will have an opportunity to implement some of your ideas and collaborate with classmates to create a beautiful space.

HEALTH CARE 110

This course introduces students to content and concepts related to health care and the healthcare system. Students will learn how the Canadian healthcare system works and will be introduced to various medical professionals that work within the system. Students will learn what it takes to be a professional within the different healthcare occupations. They will examine the rights of a healthcare consumer, 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.

HUMAN PHYSIOLOGY 110

The goal of this course is to build an understanding of the physiology of the human body as a complex dynamic organism that is self-contained but impacted by and responsive to the outside world. Students will build their scientific literacy skills as they focus on the biology and healthy functioning of all major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices, and disease. **Prerequisite: Geometry, Measurement and Finance 10, Science 10**

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.

INDIVIDUAL AND FAMILY DYNAMICS 120

Learners in Individual and Family Wellness 120 will explore the importance of taking responsibility for personal well-being, establishing healthy relationships, and building skills for a growth mindset. This course will help learners appreciate the diversity of cultures in relation to individuals and the family unit. Learners will practice skills to help cope with transitions and life stressors.

INFORMATION TECHNOLOGY 120

IT 120 focusses on the tools and strategies used within the realm of information and communications technology (ICT). Students learn how to design and create products using essential skill-based applications (e.g. word processing, desktop publishing, spreadsheets, cloud computing, presentation and

database management), as well as apply formal project management knowledge, principles and practices. An overview of ICT careers is also presented to students.

INTERMEDIATE MI'KMAW 120 (Distance Education)

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'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.

INTERMEDIATE WOLASTOGEY LATUWEWAKON 110 (Distance Education)

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 is a course designed to develop proficiency in the repair, overhaul, service and testing of the internal combustion engine and other automotive components. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits. This course should be of interest to students who wish to enter or learn about the opportunities and requirements of the motor vehicle service industry and students with a general interest in mechanics.

INTRODUCTION TO APPLIED TECHNOLOGY 110

This course introduces students to a variety of careers in trades, providing opportunities to explore and research practices and skills required for employment in trades/technology sectors. Student creativity and life skill development in the design, construction, repair, and maintenance unit modules reinforce situations that are found in industry.

INTRODUCTORY MI'KMAW LANGUAGE 110 (Distance Education)

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.

INTRODUCTION TO EARLY CHILDHOOD ONLINE COURSE & COOP EDUCATION 120

This 90-hour course provides the opportunity to develop foundational knowledge of child development, the role of an educator and the New Brunswick Framework for Early Learning and Childcare. And, participate in a placement in a licensed early learning and childcare facility or other early learning environment through your school coop education program to valuable work experience and develop knowledge and skills. Earn high school credits and a course certificate. **Minimum training requirement to work in a licensed early learning and childcare facility in NB.

INTRODUCTORY WOLASTOGEY LATUWEWAKON 110 (Distance Education)

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.

J

JOURNALISM 120

Journalism 120 is primarily a writing course focusing on print and broad-based journalism. Students will write, read, and analyze all forms of journalistic writing. Those choosing this course will be involved in peer-editing, interviewing and writing. Success is highly dependent on consistent class attendance, the ability to work in a team environment and good writing skills. Students will also be involved with the school website and the morning announcements.

L

LAW 120

This elective course provides the student with a basic knowledge of the Canadian legal system, its operation, and an awareness of the impact of law on one's life. Major topics of the course include: legal systems, civil and criminal law, human rights, property law and labour law.

M

MEDIA STUDIES 120

Media Studies is an engaging and thought-provoking course that explores the role and influence of media in our lives. Students will analyze a wide range of media forms including film, television, advertising, and social media, to understand how media messages are constructed, how they impact audiences, and how they reflect and shape societal values, identity, and culture. This course requires students to be self-directed, dedicated, and actively involved in both individual and group presentations. Critical thinking and strong written communication skills are essential, as students will be expected to thoughtfully examine and write about the effects of media on today's society. In addition to analysis, students will also have opportunities to create their own media projects, applying their understanding in creative and meaningful ways. This course is ideal for students who want to become more informed media consumers.

METALS FABRICATION 110 and 120 (Welding)

This course is concerned with the processes used in industry to safely cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric-arc and oxy-acetylene welding and cutting processes including the preparation of material for welding. Machines and processes used to lay out, cut and form metal are introduced. It should appeal to students interested in entering occupations in metalworking, mechanical service, and primary resource industries. A suitable take-home project will be constructed during this course. Welding 110 is prerequisite for welding 120.

METALS PROCESSING 110

Metal Processing 110 introduces students to applications of math, drafting and manufacturing processes. Students develop the dexterity required to safely operate hand tools & stationary equipment. Throughout the course, students are presented with problems that require literacy/math/science skills, and challenge logic comprehension to build and manufacture products/components for almost unlimited applications. Throughout the course, students will be presented with authentic situations in which they will make use of grade appropriate math and science skills/knowledge. They will also need to call on their problem-solving skills, logical-thinking, spatial-relations and tool skills. This course prepares students to enter professions that require critical thinking to design, evaluate and/or work with people to build devices and building components. Students will learn valuable safety procedures and tool skills.

MILL & CABINET WORK 120

This course is designed to provide students the knowledge and skills required to build cabinets and various woodwork projects. Emphasis is placed on using and maintaining woodworking tools and machines. It should appeal to students interested in carpentry and various woodworking projects. There is no prerequisite for this course, and it is available for all Grade 11 and 12 students.

MODERN HISTORY 110

Modern History 112 presents a study of the principal developments that have occurred on the world scene in modern times. It is an overview of the major changes in political, social, and economic lifestyles beginning with absolutism. Other topics presented are: the French Revolution, Napoleon, Industrial Revolution, Nationalism, rise of Germany and Italy, World War I, post- World War I era, World War II, and Russian Revolution. In addition, it assists students to understand and use several of the skills used in historical research and writing such as recognition of a frame of reference, asking questions, forming a hypothesis, and evaluating a hypothesis. This course is accepted for university entrance.

MUSIC 112/113

This course consists of practical performance, music theory, prescribed scores, listening and music history. Students may choose from Music 112-Instrumental, Music 112-Vocal and Music 112-General

MUSIC 122

This 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.

WORLD MUSIC 120

History based course that examines music from various contexts. A classroom/project-based course with a performance unit. There is no music theory unit in this course.

N

NBCC SKILLED TRADES AND WORK-READY MATH 120

NBCC Skilled Trades and Work-Ready Math 120 gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Students should become familiar and proficient with the terms 'accuracy' and 'precision,' and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons could also feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units may be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

NUTRITION FOR HEALTHY LIVING 120 (Distance Education)

Through research, the science of nutrition continues to expand. It is important to understand information provided and to make smart, healthy decisions. Nutrition for Healthy Living 120 is designed to make students aware of preventative strategies to contribute to overall wellness, make healthy food choices and maintain a balance between eating habits and physical activity. Current issues relating to chronic diseases, lifestyles and food technologies will also be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyles choices. This is an excellent course for those concerned with personal wellness or for students who wish to pursue a career in science and nutrition or health-related fields. **Prerequisite: Science 10**

O

OUTDOOR EDUCATION 110

The course will develop personal outdoor recreation skills based on environmental ethics. Students must satisfy the required series of out-trips that may be day-trips, overnight excursions or extended trips. The course may include but is not limited to camping, hiking, Kayaking, climbing, skiing and other outdoor adventure activities.

P

PERSONAL INTEREST 1 AND 2

Personal Interest 1 and 2 courses provide the opportunity for students to pursue an individual interest or passion. Students will determine the focus of their learning with help from educators and other mentors in the school or local/global community. Schools may offer this as a class, or learners may apply to complete the course independently. This course can meet elective cluster requirements.

PHYSICAL EDUCATION LEADERSHIP 120

This course is an elective course intended for students who wish to develop leadership skills. It is hoped that the leadership opportunities experienced in this course will develop an awareness of the need for dynamic, professional and affective volunteer leadership within the community. The course will deal with the theoretical and practical aspects of leadership, characteristics and qualities of leaders, coaching, fitness, officiating, first aid, teaching, professional presentations and evaluation. All students must complete 30 hours of community volunteer services (opportunities provided in class) to be successful in this course.

PHYSICAL GEOGRAPHY 110

This course involves students in an examination of the current state of planet Earth. Students will determine how it got to be this way and look at the long-term future of the planet and its passengers. The course is particularly recommended to students interested in the environment, space, geology, and mapping. The course presents an introduction to geographical skills and methods that are basic to further study of this subject. Note: Physical Geography 110 may be counted as a science credit for graduation.

PHYSICS 112

This course is the first of two sequential Physics courses. Successful completion of Physics 112, as well as giving a science credit for high school graduation, provides valuable background for those university-bound students interested in such fields as engineering, physics, oceanography, meteorology, astronautics, any of the physical sciences, or any program for which Physics is a prerequisite. UNB requires students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College also requires credits in Physics 112 and 122 for entrance to some technology courses. The topics covered are: measurement, motion, forces, wave motion, sound, light, work and energy. Students will have several laboratory sessions on these topics. **Prerequisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10, Science 10, Pre requisite or Co-requisite: Foundations of Mathematics 110**

PHYSICS 122

This course is the second of two sequential Physics courses and is designed for students who have successfully completed Physics 112 or equivalent. Topics covered are: vectors, circular motion, projectile motion, momentum, mechanics, universal gravitation and fields. Students will have several laboratory sessions on these topics. UNB requires students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College also requires credits in Physics 112 and 122 for

entrance to some technology courses. **Prerequisite: Physics 111 or 112 AND Foundations of Mathematics 110**

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. Canadian municipal, provincial and federal governments will be examined, as will various international bodies, especially the United States. This course is particularly useful for students planning university study in the Humanities.

POPULAR MUSIC 120

In Popular Music 120, learners examine culture through the elements of music, instrumentation, the role of industry and promoters, artists, and writers. Additionally, learners are expected to create and/or recreate music to demonstrate their understanding of specific characteristics of a particular genre. Differing from other music electives, performances for Popular Music 120 should focus on process rather than product.

POST INTENSIVE FRENCH 110 (Distance Education)

This course continues the sequence of Post Intensive French courses. This course extends the range of language skills, structures and concepts for effective communication in French in a variety of situations. It is designed for students who have successfully completed Post Intensive French 10. Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second language. Themes at this level include: mysteries, injustices, and the power of photography. **Note also that if a student achieves a level of intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post-Intensive French courses in grades 11 and 12.* **Prerequisite: Post Intensive French 10**

POST INTENSIVE FRENCH 120 (Distance Education)

This is the final course in the program of Post Intensive Language courses. This course deepens and sharpens the language skills, structures and concepts for effective communication acquired in Post Intensive French 110. Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post-Intensive French courses in grades 11 and 12.* The New Brunswick Oral Proficiency Interview is a required part of this course. **Prerequisite: Post Intensive French 110**

POWER TRAIN & CHASSIS 110

This course is designed to develop proficiency in the service and maintenance of the vehicle chassis and power train. Emphasis is placed on the function, repair and replacement of components and includes spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differentials, and drivelines.

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, and 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 degrees to 360 degrees) 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, and

quadratic inequalities in one variable. **Pre-requisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10 AND Foundations of Mathematics 110 (Pre or Co-requisite)**

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, and this course is a pre OR co-requisite for Pre-Calculus 120B.**

PRE-CALCULUS 120B

This course follows **Pre-Calculus 120A** and precedes **Calculus 120**. Students analyze arithmetic and geometric sequences and series to solve problems. They are introduced to concepts of probability including permutations, combinations and binomial expansion. 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, building a function toolkit. Students are introduced to the concept of limits and determine the limit of a function at a point both graphically and analytically. They explore and analyze left and right hand limits as x approaches a certain value using correct notation, analyze the continuity of a function and explore limits which involve infinity. **Pre-Calculus 120A is a pre OR co-requisite for this course.**

PSYCHOLOGY 110

Learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. This course will cover a variety of topics including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers.

PSYCHOLOGY 120

This course investigates the fundamental principles of psychology. It aims to give students a deeper level of self-awareness and understanding of human behaviour. Topics will include main brain structures and functions that influence mental processes, behaviourism theories and mental illnesses and common treatments and therapies.

R

RESIDENTIAL FINISH AND INSULATION 120

This course is designed to provide the instruction and practical experience necessary for the completion of the exterior and interior of houses. Included in this course are the use of tools and techniques required to install roofing, siding (vinyl and wood), exterior trim, doors, windows, insulation, drywall and interior trim. This course would appeal to students interested in carpentry. Good attendance is mandatory in this course.

ROBOTICS & TECHNOLOGY 120

This is a hands-on course designed to allow students to investigate the basics of robotics. The course will be of interest to students who wish to pursue technical trades or engineering. Students will explore the history of robots, switches, sensors, movement, electronic communications and robotic applications.

Students will be expected to construct simple electronic devices and mechanical devices as part of the course.

S

SCIENCE 122

Science 122 is a course designed for students taking science post-secondary. It contains both chemistry and physics units that are not taught in chemistry 122 or physics 122. Students must have taken or be enrolled in Chemistry 122 and Physics 122. Units of study include redox chemistry, nuclear physics, magnetic and electromagnetic fields, and quantum theory. It is an academic course designed to prepare students for university Science classes and is a combination of lab work and theory.

SOCIOLOGY 120

Sociology 120 focuses on the beliefs, values, cultures, and institutions in Canada today and the ways in which these are adapting to meet the needs of our rapidly changing society. Discussions in this course will revolve around what you have read, heard, or seen that impacts our or other “societies.” These discussions will involve concepts and themes that are abstract in nature and will require thinking in a nonlinear fashion. Ex: Why did humans form societies? How do societies fill a person’s needs and how can people contribute to society?

SPANISH 110

Spanish 110 employs an interactive tutorial method of course delivery to introduce students to the basic elements of the Spanish language and Hispanic culture. Students will have the opportunity to practice the language and learn through live, online group sessions. Course themes, including *Who Am I?*, *My Friends*, *My Family*, *My House* and topics for virtual partner projects have been selected with the interests of the student in mind.

STRATEGY IN SPORT 110

This course will encourage all students (not just athletes) to develop life-long healthy living habits. It offers students the opportunity to have more physical movement in their day, improve their fitness, and to build teamwork and leadership skills that are transferable beyond sport. See Ms Schmitt for more details.

T

THEATRE/DRAMATIC ARTS 110 AND THEATRE/DRAMATIC ARTS 120

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. Theatre/Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. In each course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. In Theatre/Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

TEAM SPORT 110

This course is designed to be 80% in the gym and 20% in the classroom developing team dynamics, leadership, and ethics in multiple team sport settings. Students will engage purposefully in physical activities adapting to different roles and challenges to maximize involvement. Students will engage at a personalized intensity that challenges them to progressively enhance their fitness levels, while developing

and applying leadership principals while promoting fair play, encouraging peers, and actively contributing to a positive environment.

TUNE-UP AND EMISSIONS 120

Tune-up and Emissions 120 designed to provide students with a practical approach to diagnosing, servicing, and repairing automotive fuel and emission systems and performing engine and accessory systems maintenance. This course develops the interdisciplinary skills of observation, reflection, documentation, purposeful/intentional planning, goalsetting, decision-making, and problem-solving. This course will also incorporate a hands-on approach of both project-based and experiential learning.

Prerequisite: Internal Combustion Engines 110.

V

VISUAL ARTS 110

The visual experiences and technical processes in this course are organized in themes. These themes are designed to stimulate the imagination, encourage interpretation, expression and development of personal imagery. Each unit of study will include art theory, art of different cultures and time periods, studio applications and experimentation in one of the following: Drawing, Painting, Printmaking and Sculpture, sketchbook assignments and critiques. At this level the student is given opportunities to work independently and to explore, in greater depth, materials and concepts touched on in Visual Arts 10. There is a research presentation and an exit project requirement. Students are required to supply a sketchbook, art kit, and a portfolio. **Students should have experience and/or interest in the Arts. A background in Visual Arts 10 is recommended.**

VISUAL ARTS 120

Visual Arts 120 is designed for the student who has shown an intense interest in Art and who may be considering further education or a career in Art or an Art related field. The Grade 12 program focuses on 20th century Art and artists, and portfolio building. There is a major research presentation at mid-term and a final exhibition at the end of term. Students are required to supply sketchbooks, art kit and portfolio.

Prerequisite: Visual Arts 110 (or equivalent experience).

VOCAL AND CHORAL PERFORMANCE 112

The purpose of this course is to provide students a well-rounded approach to vocal/choral performance and related concepts through quality repertoire in an ensemble setting. It is a performance-based course that utilizes singing and performance as the primary vehicle for musical development. As such, this course will compliment and prepare students for further studies in music, particularly Music 111/2, Music 120, and Music 122. This course assumes an interest in developing and refining existing vocal skills, knowledge of vocal styles, understanding of music from varied cultures, and a willingness to participate in public performances.

W

WABANAKI STUDIES 120

This course is designed to help students gain an understanding of the Wabanaki Nations and traditional cultures of the maritime Atlantic region (past, present and future) and to see how First Nations and non-First Nations views have influenced the course of events in the Maritimes. Units include: language and culture, religion and spirituality, ancient times, arts and crafts, community and colonial relations with a focus on native culture and traditions. This elective is open to all grade 11/12 students who are interested in developing an understanding of First Nations culture and their perspectives on various indigenous issues.

WELLNESS THROUGH PHYSICAL EDUCATION 110

The goal of the Wellness through Physical Education 110 curriculum is to promote healthy active living for life. Students will experience a variety of wellness activities and are expected to create and implement a personal healthy active living plan. The course is intended to allow a broad-based exploration of various dimensions of wellness and encourage a healthy, balanced lifestyle. **Prerequisite: Successful completion of Grade 9 and 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 can have a profound effect on Canada. The future of Canada within the global community is also examined.

WRITING 110

Writing 110 is an elective course designed for students who may need extra practice developing competence in composing skills and also for those students who want to further their existing proficient writing skills to prepare them for higher level English courses and for university and community college. There is an emphasis in this course for students to further develop their creative writing skills. This course includes an exit project.

Y

YOGA 110

This is an introduction to yoga, a mind and body practice that combines physical postures, breathing techniques, and meditation or relaxation.