

# **COURSE SELECTION HANDBOOK**



**NACKAWIC HIGH SCHOOL  
2023-2024**



**ESSENTIAL SKILLS ACHIEVEMENT PATHWAY (ESAP)**

The essential Skills Achievement pathway (ESAP) Program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities, and interests while intentionally attaining the 9 federally identified Essential Skills. Proficiency in these skills are demonstrated and evaluated through problem and project-based learning in the essential classroom, content specific courses, community experiential learning and work place opportunities. Students apply and are selected for the ESAP program at NHS during their Grade 10 year.



**Current Post Secondary Pathways**

- Accounting and Payroll
  - Administrative Professional: Bilingual
  - Administrative Professional: Executive
  - Administrative Professional: Medical
  - Agricultural Equipment Mechanic
  - Animation and Graphic Design
  - Automotive Service Technician
  - Bricklaying
  - Business Management
  - Carpentry
  - Child and Youth Care
  - CNC Machining
  - Communications and Public Relations \*
  - Community and Social Services
  - Cosmetology
  - Criminal Justice: Corrections
  - Culinary Arts Management
  - Culinary Arts: Cook
  - Drafting Technology \*
  - Early Childhood Education
  - Education \*
  - Educational Assistant
  - Electrical
  - Engineering \*
  - Engineering Technology
  - Firefighter
  - Funeral Services \*
  - Graphic and Communication Design
  - Heavy Equipment Operator
  - Heavy Equipment Service Technician
  - Hotel and Restaurant Management
  - Hotel and Restaurant Operation
  - Human Services
  - HVAC: Sheet Metal Fabrication
  - Industrial Mechanics
  - International Travel and Tourism
  - Legal Services
  - Licensed Practical Nurse \*
  - Machinist
  - Marine Diesel Mechanics
  - Mechanized Forest Equipment Operator
  - Medical Laboratory Technology \*
  - Mental Health Professional \*
  - Mobile Crane Operator
  - Motor Vehicle Body Repairer and Painter
  - Network Administration
  - Network Support
  - Paramedic
  - Personal Support Worker
  - Pharmacy Technician
  - Plumbing
  - Police Foundations
  - Powerline Technology
  - Programmer-Analyst
  - Refrigeration and Air Conditioning Technician
  - Small Engine (Motorcycle) Mechanic
  - Steamfitter/ Pipefitter
  - Steel Fabrication
  - Truck and Transport Technician
  - Veterinary Technology
  - Visual Arts Foundation
  - Web and Mobile Application Development
  - Welding
- \* = New this fall 2021

## **OUR GOAL**

**Vision:** A community of engaged learners, preparing to meet tomorrow's challenges

The staff at Nackawic High School believes that high school curriculum should focus on preparing students for the transition from school to a rapidly changing social and economic environment and to prepare students to enter the workplace, to be lifelong learners and to be productive members of society.

## **INTRODUCTION**

This booklet has been prepared to provide two scenarios for students in high school. One scenario will be for students graduating in 2024 and 2025 and another for students entering Grade 9 and 10 in 2023-24. It provides all the information necessary to complete the course selections and should be read carefully. Students should do the following before completing the option sheet:

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 a Guidance Counselor, Teacher Advisor, or the School Administration to ensure the courses meet the student's needs.

**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 post-secondary education. It is the responsibility of students to ensure their course selections qualify them for admittance to further studies after high school. Guidance Counselors 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 MAYBE OFFERED IN ALTERNATE YEARS.**



*Nackawic High School*  
*Home of the Nighthawks*

## General Information

### Personalized Learning Educational Plan

Students who require an Adjusted Curriculum or Individual Personal Learning Plan (PLP) are eligible to have course content adjusted to meet their learning needs. The student's course selections should be done in consultation with the Resource Teacher, Guidance Counselors and Parents.

### Course Levels

All courses have a name and number. The first two digits indicate grade, and the third digit indicates the level.

**Open or "0" courses** are offered to all at one level only.

ex: Tourism 110

**Level 2 courses** are academic/university/college preparatory.

ex: Biology 122

**Level 3 courses** are general/college preparatory.

ex: Modern History 113

### Course Fees and Applications:

Please note that some courses require additional supplies and/or payment of lab, or other fees. Some courses require applications so please take note of those in the Course Syllabus.

### Locally Developed Courses

These courses have been developed by NHS departments and have been approved by the Department of Education to provide additional course selection opportunities for our students. At Nackawic High School we offer Care and Maintenance of Automobiles 110 as our local option course.

### Transcripts:

All grade 11 and 12 courses (2024-2025 Grads), 10-12 (2026 Grads) 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.

### Distance Education

Several courses are offered through Distance Education and may be available to meet specific circumstances. Distance Education courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. Final approval for these courses is made by the school. For further information go to [www.nbvhs.nbed.nb.ca](http://www.nbvhs.nbed.nb.ca) or see Guidance for an application form.

#### **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

## 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. Grade 11 and 12 skilled trades course maybe used towards the Fine Arts/Life Role requirement for graduation. Please check with Mr. Gallop or review the grad requirements to clarify.

### **Sample of Technology Education and Skilled Trades Courses at NHS**

Automotive Electrical Systems 120	Framing and Sheathing 110
Tech 9	Internal Combustion Engine 110
Electrical Wiring 110	Metals Fabrication 110
Computer Science 110	Metals Processing 110
Computer Science 120	Mill & Cabinet Work 120
Culinary Technology 110	Power Train and Chassis 110
Culinary Technology 120	Residential Finish 120
Digital Production 120	Production Welding 120

### **Special Programs**

In addition to the range of compulsory and elective courses available to you, the following programs offer students the opportunity to enroll in courses that support their special interests and/or career goals.

### **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 on-the-job work placements in Cooperative Education 120. This course provides opportunities to gain work experience and develop workplace skills as part of your high school program. Workplace opportunities exist in many different areas. Additionally, placements in trades related areas may be used as hours credited towards apprenticeship.

\*\*Two new career specific co-op programs are being offered now: Long-term Care Co-op and Introduction to Early Childhood 120 Co-op. See your guidance counselor for more information.

### **Essential Skills Achievement Pathway (ESAP) Program**

The Essential Skills Achievement Pathway (ESAP) Program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities, and interests while intentionally attaining the 9 federally identified Essential Skills (i.e., reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use and continuous learning.)

Proficiency in these skills is demonstrated and evaluated through problem and project-based learning in the classroom, community, and workplace. The ESAP program prepares students for the current skills-based economy as well as future work, learning and life. Students must select this pathway in grade 10. More information will be provided to students entering Grade 10 in the academic year 2022-2023. If there are any questions, please see Guidance.

## Personal Interest Courses (1 and 2)

Designed for grade 12 students, the one or two credit Personal Interest course will appeal to those interested in a self-directed exploration of a topic or subject of their own choosing. Students selecting this course are provided with the time and opportunity, to develop and pursue personal interests.

Students will be required to design the program of study in conjunction with their teacher, and/or other mentors in the school or community. Students must follow safety guidelines and review and follow policies related to their projects. Students will need a high degree of independence and there is an application process for those interested. The outcomes for the Personal Interest course are based on the New Brunswick Global Competencies. Application required—see Guidance.

### 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. NBTAP hours achieved in the summer can be used for credit hours at Nackawic High School. See Guidance for details or visit [www.nbtap.ca](http://www.nbtap.ca)

### Course Changes

Students, with the help of parents, are encouraged to carefully consider 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 using a Course Change Request form by the Friday 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 NHS 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 POST SECONDARY ENTRANCE REQUIREMENTS MAY BE VERY 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.

**THE FOUR-YEAR HIGH SCHOOL PROGRAM FOR STUDENTS GRADUATING IN 2024 AND 2025**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English (Full year)	English (Full year)	English (Full year 2 courses)	English (1 Credit)
Math (Full year)	Math (GMF 10) Math (1 Credit - NRF 10 or Fin Work Math 110)	Math (1 Credit – Foundation Math 110 or Fin Work Math 110 or NBCC Skilled Trades Work Ready Math 120)	Elective NBCC Skilled Trades Work Ready Math 120 (if needed to complete the Financial Workplace Pathway 1)
Science	Science	A Science Credit	Elective
Social Studies	Social Studies 10	History 112/113	Elective
Post-Intensive French	Post-Intensive French	Fine Arts / Life Role Development Credit	Elective
Physical Education	Personal Development	Elective	Elective
Visual Arts – 45 Hrs.	<b>2 of these 4:</b>  Music  Physical Education Visual Arts  Intro to Applied Tech 110	Elective	Elective
Music – 45 Hrs.		Elective	Elective
Technology – 90 Hrs.		Elective	Elective
			Elective

**GRADUATION REQUIREMENTS**

- Successful completion of Grades 9 and 10.
- Grades 9 and 10 French must be successfully completed.
- Successful completion of all 7 compulsory Grade 11 and 12 courses, as listed below, as well as successful completion of a minimum of 11 elective courses, for a total of 18 Grade 11 and 12 courses.
- A minimum of five (5) courses must be at the Grade 12 level, one of which must be English 12.
- **Students require 2 Math credits for Graduation purposes.** Please see page 18 for the Math Graduation Pathways.
- Students must take five (5) courses in each semester for four (4) semesters - 10 courses per year
- **Students must have the Literacy Credential which is earned by a rating of “successful” on the English Language Proficiency Assessment (Grade 9) or the English Language Proficiency Reassessment (Grade 11 or 12).**

**GRADE 11 COMPULSORY COURSES**

You need to take one course from each cluster; however, you may take more than 1 course in a cluster except English.

**English Language Arts Cluster:** 112, 113 (one of) (English Informational Text and English Literary Text courses for two credits)

**Math Cluster** - Foundations of Math 110 **or** Financial and Workplace Math 110 and NBCC Skilled Trades Ready Work Math 120

**Science Cluster** - One of Physics 112, Chemistry 112, Biology 112, Human Physiology 110, Physics 122, Chemistry 122, Biology 122, Introduction to Environmental Science 120, Physical Geography 110, Automotive Electrical Systems 120

**History Cluster** – One of Modern History 112/113, FI Modern History

**Fine Arts/Life Role Development Cluster** - One of Visual Arts 110 or 120, Music 120, Theatre/Dramatic Arts 120, Individual Family Dynamics 120, Co-op Education 120, Physical Education Leadership 120, Entrepreneurship 110, Outdoor Pursuits/Education 110, Graphic Arts & Design 110, Wellness Through Physical Education 110, Nutrition 120, Culinary Technology 110, Culinary Technology 120, Intro to Applied Technology 110, Growth Goals and Grit 120, and/or ***any Skills Trade course at the 110 or 120 level.***

### **GRADE 12 COMPULSORY COURSES**

- The only Grade 12 compulsory course is one of English Language Arts 122, or 123. Students must take 9 optional courses in their Grade 12 year.
- NBCC Skilled Trades Work Ready Math 120 for any student who has not already successfully completed the course and is following the Financial Workplace Pathway.

### **REMINDER NOTES REGARDING COURSE SELECTION**

- 123 – 1<sup>st</sup> two digits indicate the grade level. The last digit indicates the level of difficulty. 1 is enriched, 2 is university preparatory, and 3 is general. The ending figure "0" indicates that the course is offered at only one level. Some 0's may be university entrances.
- Students will take five subjects each day.
- Students planning to go on to further their education beyond high school should select courses with care regarding entrance requirements at various post-secondary schools.
- In completing the course selection form, students must select ten courses plus two optional courses to be used as a substitute if necessary. Remember the year-long Grade 11 English course counts as two credits. These credits are awarded when the course is completed successfully at the end of the school year.

**Students entering grade 11 are encouraged to develop a tentative two-year plan.**

### **ELECTIVE COURSES**

Elective courses are designed to allow students flexibility in completing their requirements for graduation. Students may choose a broad program, or they may choose to concentrate in one specialized area of the curriculum, such as, Science, Business Education, or Skilled Trades and Technology. Elective courses may be selected from any of the compulsory clusters or from any of the following prescribed courses.

### **STU – UNB DUAL CREDIT PROGRAM**

Grade 12 students can apply to take part in this enrichment program that allows them to take one course at UNB or St. Thomas University during the school day. Successful applicants can attain a high school credit on their NHS transcript and be awarded university credits.

Tuition is free, but students must pay for their own textbooks and provide their own transportation to and from NHS. For more information, contact your guidance counselor.



**THE FOUR-YEAR FRENCH IMMERSION HIGH SCHOOL PROGRAM**  
**FOR FI STUDENTS GRADUATING IN 2024 AND 2025**

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English (Full year)	English (Full year)	English (Full year Info text +11 11 Lit Text )	English (1 Credit)
FI Math (Full year)	FI Math (GMF 10) Math (1 Credit – NRF 10 or Fin Work Math 110)	Math (1 Credit – Foundation Math 110 or Fin Work Math 110 or NBCC Skilled Trades Work Ready Math 120)	Elective NBCC Skilled Trades Work Ready Math 120 (if needed to complete the Financial Workplace Pathway 1)
FI Science	FI Science	A Science Credit	FILA 12
FI Social Studies	FI Social 10	FI History Credit	Elective
FILA	FILA	Fine Arts / Life Role Development Credit	Elective
Physical Education	FI PDCP	FILA 11	Elective
Visual Arts – 45 Hrs.	<b>2 of these 4:</b>  Music  Physical Education  Visual Arts  Intro to Applied Tech 110	FI Elective	Elective
Music – 45 Hrs.		Elective	Elective
Technology – 90 Hrs.		Elective	Elective
			Elective

**CERTIFICATE OF ORAL PROFICIENCY**

All students enrolled in either Post Intensive French 120 or FI Language Arts 120 will be interviewed by a professional interviewer from the Department of Education. Those students who have completed all the required French courses (Post-Intensive or Immersion) from Elementary to Grade 12 will be presented a certificate at Graduation indicating their level of oral proficiency.

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

Language Proficiency Levels:

- **Novice:** Student is able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized phrases or formulae. Vocabulary is limited to areas of immediate needs. Attempts at creating speech are usually unsuccessful.
- **Basic:** Some creation with language is evident. Student is able to satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers used to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
- **Basic Plus:** Student is able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows spontaneity in language production, but fluency is very uneven. Range and control of the language is limited.

- **Intermediate:** Student can satisfy routine social demands and limited work requirements; handles most social situations with confidence but not with facility. These include introductions and casual conversations about current events, as well as work, family and autobiographical information, can give directions from one place to another. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar. In complex situations, language usage generally disturbs the native speaker.
- **Intermediate Plus:** Student is able to satisfy most work requirements and show considerable ability to communicate on concrete topics relating to particular interests and special fields of competence; often shows remarkable fluency and ease of speech, yet under tension or pressure language may break down; generally strong in either grammar or vocabulary but not both; normally controls general vocabulary with very little groping for every day words; participates in most formal and all informal conversations on practical, social and professional topics, although comprehension may be faulty at times.
- **Advanced:** Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Knowledge of vocabulary is broad enough that the speaker rarely has to grope for a word; accent may be obvious. Control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker. Comprehension is quite complete.
- **Advanced Plus:** Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent is still faulty, and the speaker occasionally exhibits hesitancy, which indicates some uncertainty in vocabulary or structure.
- **Superior:** Able to use the language fluently and accurately on all levels normally pertinent to professional and participate in any conversation within the range of personal and professional experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would rarely be taken for a French first language speaker

### **CERTIFICATE OF IMMERSION**

To obtain the Certificate of Completion of Immersion, a student must meet the following requirements:

- 50% of instruction in French in Grades 9 and 10
- Five (5) French Immersion credits successfully taken during the Grade 11 and 12 years.

**The certificate shall be presented at Graduation.**



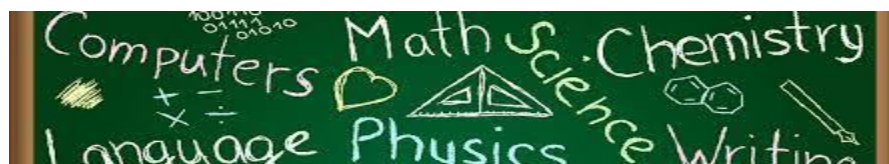
**THE 4 YEAR SCHOOL PLAN FOR STUDENTS ENTERING  
GRADE 9 AND 10 IN 2023-2024 SCHOOL YEAR**

Requirements	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Language and Literacy (24 C.H.)	English Language Arts Lit Txt 9	English Language Arts 10	Language and Literacy Choice	Language and Literacy Choice
	English Language Arts Info Txt 9	English Language Arts choice		
	Post Intensive French 9	Post Intensive French 10		
Mathematics (12 C.H.)	Math 9 A	Geo Measure & Fin 10	Math Pathway Choice	Number of Electives based on cluster requirements remaining
	Math 9 B	Math Pathway Choice		
Humanities (8 C.H.)	Social Studies 9	Civics 10	Humanities Cluster Choice	
Science (8 C.H.)	Science 9	Science Choice	Science Choice	
PERSONALIZED WELLBEING (20 C.H. in total)	HPE 9	Career Connected Option	Number of Electives based on cluster requirements remaining	
Wellness and PE (4 C.H.)	Tech 9 Wellness 9	Personalized Wellbeing Cluster Choice		
Creative Arts (4 C.H.)	Music/Art	Personalized Wellbeing Cluster Choice		
Career Connected (4 C.H.)				
CORE Cluster Electives (20 C.H.)				
<p>Based on Draft Policy 316B, 03/2023                      All 2026 Graduates will:                      Have met the learning requirements in K-9 curriculum,                      Have completed compulsory credit hours 10-12,                      Have accumulated 100 credit hours to apply for graduation,                      Have developed a career-life plan in my Blueprint</p>				



**THE 4 YEAR SCHOOL PLAN FOR FRENCH IMMERSION STUDENTS ENTERING  
GRADE 9 AND 10 IN 2023-2024 SCHOOL YEAR**

Requirements	GRADE 9	GRADE 10	GRADE 11	GRADE 12	
Language and Literacy (24 C.H.)	English Language Arts Lit Txt 9	English Language Arts 10	Language and Literacy Choice	Language and Literacy Choice	
	English Language Arts Info Txt 9	English Language Arts Choice			
	FILA 9	FILA 10	FILA 11	FILA 12	
Mathematics (12 C.H.)	FI Math 9 A	FI Geo Measure & Fin 10	Math Pathway Choice	Number of Electives based on cluster requirements remaining	
	FI Math 9 B	Math Pathway Choice			
Humanities (8 C.H.)	FI Social Studies 9	FI Civics 10	Humanities Cluster Choice		
Science (8 C.H.)	FI Science 9	Science Choice	Science Choice		
PERSONALIZED WELLBEING (20 C.H. in total)	PE/Wellness 9	Career Connected Option	Number of Electives based on cluster requirements remaining		
	Wellness and PE (4 C.H.)	Tech 9			Personalized Wellbeing Cluster Choice <b>(RECOMMENDED FI option for FI students)</b>
		Creative Arts (4 C.H.)			Music/Art
Career Connected (4 C.H.)					
CORE Cluster Electives (20 C.H.)					
<p>Based on Draft Policy 316B, 03/2022                      All 2026 Graduates will:                      Have met the learning requirements in K-9 curriculum,                      Have completed compulsory credit hours 10-12,                      Have accumulated 100 credit hours to apply for graduation,                      Have developed a career-life plan in my Blueprint</p> <p>50% of FI Courses in Grade 9 and 40 credit hours in Grades 10-12 French.</p>					



## HIGH SCHOOL GRADUATION REQUIREMENTS

For students in grades 11 and 12 during the 2023-2025 school years will continue to work towards graduate requirements found in Policy 316A.

**For students expected to graduate 2026 and after the graduation requirements will change. 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. Schools may apply to have a student exempt from the ELPA if the student is learning English as an additional language at A1-A2 levels in reading/writing. Students at B1 level and above should attempt the ELPA with universal accommodations.

**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 list of compulsory outcomes + 8 credit-hours from any cluster]**
- **a minimum of 20 additional credit-hours which may include elective courses.**

## COMPULSORY CREDITS (GRADES 10-12)

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages
	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
	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 Physical Education
	Career-Connected	4 credit hours	Options from Career, Information Communication Technology, Occupational, and Skilled Trades Options
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness Physical Education, Career, Information Communication Technology, Occupational, and Skilled Trades
	Core Cluster	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
	<b>Clusters Credit-hours Total</b>	<b>80 credit hours</b>	<b>Prescribed Courses Only</b>
	<b>Flexible Credit-hours Total</b>	<b>20 credit hours</b>	<b>Includes all Options for Credit</b>
	<b>Minimum Total Credit-hours for Graduation</b>	<b>100 credit hours</b>	<b>To apply to graduate</b>

**PARAMETERS FOR CREDIT HOURS AND SCHEDULING**

Credit-hours are based on both outcomes and hours of instruction. Up to the 2022-23 school year, the credit system has been based on 1 credit = 90hrs of instruction. Credit-hours provide a more flexible system in which 4 credit-hours are based on the previously established 90hr courses and prescribed outcomes for Grades 10-12 courses.

All courses where credits were earned since 2018, will be updated to make equivalent 4 credit-hours for each 1 credit earned. Each prescribed course in Grades 10 – 12 is designed for 90 hours (4 credit-hours) of instruction. Any variation of this must be approved through the district office and must not compromise the breadth of instruction expected in the curriculum.

Credit-hours provide more flexibility to offer courses that do not run for an entire semester or that may continue beyond a semester. These alternative course lengths may be designed to award credit-hours outside the standard 4 credit-hours.

**EARLY APPLICATION TO GRADUATE PROCESS**

Students who have met the graduation requirements in Policy 316 Appendix A or B have the option of applying to graduate. This provides flexibility for students, regardless of age or grade level.

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 students have met all the school's requirements, which may include graduation fees.

Students are recommended to have plan that can include work, college, university, GAP, exchange, or another school AND the family and student should agree on this 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:

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

**REMINDER OF 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 over 40 high school courses, including all required courses at the grades 11 and 12 levels as well as many optional and advanced level 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. There are a number of Grade 10 courses being offered and more are in development.

New Brunswick Virtual Learning Centre (NBVLC), which is constantly being improved, updated and expanded, emphasizes a facilitated learning approach. In such an approach, 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 of the tools and equipment they need to complete the course. Students, for their part, work independently, completing online interactive activities, assignments and tests as they progress through the course.

It is the experience of Nackawic High School that our students either do extremely well in online courses or they do very poorly. These are not easy courses, and we urge caution when choosing an online course as there is not any constant reminders from teachers to complete assignments and projects. For this reason, many students procrastinate on these courses and end up quite behind as the semester progresses. Student's must have access to the internet at home, must have a headset with microphone if their course requires and must commit to spending 3 to 5 hours a week on this course outside of the school day each week.



PLEASE WATCH FOR STUDENT AND  
PARENT INFORMATION SESSIONS ON  
THE NEW HIGH COURSE CHANGES.

**COURSE SELECTION**  
*Choosing the Path to Your Purpose*



## **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)**

**Grade 10:** ELA 10 (Foundations) (4CrH)

**Grade 11:** ELA 112/3 (4CrH)

**Grade 12:** ELA 122/3 (4CrH)

**8 credits from courses such as:** ELA Extended 10, FILA 110/120, Post-Intensive French 110/120, Writing 110, Canadian Literature 120, Journalism 120, Media Studies 120, Spanish 110/120, FI Technique de Communication 110/120. (OTHER COURSES CAN BE USED)

### Humanities

**Required: 8 Credit-hours from the Humanities**

**Compulsory: Civics 10 (4CrH)**

**4 Credit-hours from one of the following designated History courses\*:** Canadian History 120, Modern History 112/3, World Issues 120, Ancient and Medieval History 110

**Some optional Humanities Courses for Core Cluster Requirement** choice from the designated history course list, Canadian Geography 120, Economics 120, Law 120, Political Science 120, Sociology 120

### Mathematics

**Required: 12 Credit-hours from the Humanities**

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

**8 Credit-hours from the following Options:** Number Relations and Functions 10, Financial and Workplace Mathematics 110 and/or 120, Foundations of Mathematics 110/120, Pre-Calculus 110, NBCC Math 1208 Dual Credit Skilled Trades Math 120, Pre-Calculus 120A/B, 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, Environmental Geoscience 110, Biology 112 Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Human Physiology 110, Introduction to Electronics 110, Introduction to Environmental Science 120, Auto, Electrical Systems 120\*, Agriculture 110\*.



## 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:** Creative Arts 110, Dramatic Arts 110/120, Graphic Art and Design 110, Music 10, Music 11, Music 12, Visual Arts 10, Visual Arts 110/120, Fashion Technology and Design 110/120, Media Studies 120, Digital Production 120

### Wellness and Physical Education / Compulsory Wellness and Physical Education 4 Credit-hour minimum:

Nutrition for Healthy Living 120, Outdoor Education 110, Physical Education 10, Psychology 110/120, Wellness through Physical Education 110, Sport and Recreation Leadership 120, Child Studies 120, Individual and Family Dynamics 120.

### Career Connected

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

Coop 120, Goals, Growth, and Grit 120, Pre-apprenticeship 1, 2 and 3 (Summer Learning Only) PDCP (2023/2024 school year only)

**Information and Communication Technology:** Computer Science 110/120, Digital Production 120

**Occupational:** Agriculture 110, Business Organization and Management 120, Entrepreneurship 110, Fashion Technology and Design 110/120, Intro to Accounting 120

**Skilled Trades:** Automotive Electrical Systems 120, Culinary Technology 110/120, Electrical Wiring 110/120, Framing and Sheathing 110, Internal, Combustion Engines 110, Intro to Applied Tech 110, Metals Fabrication/Welding 110/120, Mill and Cabinet Work 120, Power Train and Chassis 110, Residential Finish 120, Auto Care and Maintenance 110

## GUIDANCE SERVICES

The Guidance office is located the first floor. Our Guidance Center is open to students throughout the day. Appointments are required during class time, but students are welcome on a walk-in basis, in the morning before period one, during lunch hour, and after school. Appointments can be made at the main office or by seeing your Counsellor.

Counsellors provide students with guidance/counselling services in the areas of career education, post-secondary options, student loans, scholarships, personal issues, wellness, and referrals to other services in our region.

The Guidance Centre has a wide variety of academic information pertaining to Canadian Universities, Technical or Trade Schools, Community Colleges, Private Schools and Apprenticeship Training. Students may obtain this information by meeting with a Counselor or by browsing through our many brochures, calendars, pamphlets, or school website via the Internet.

### Career Education

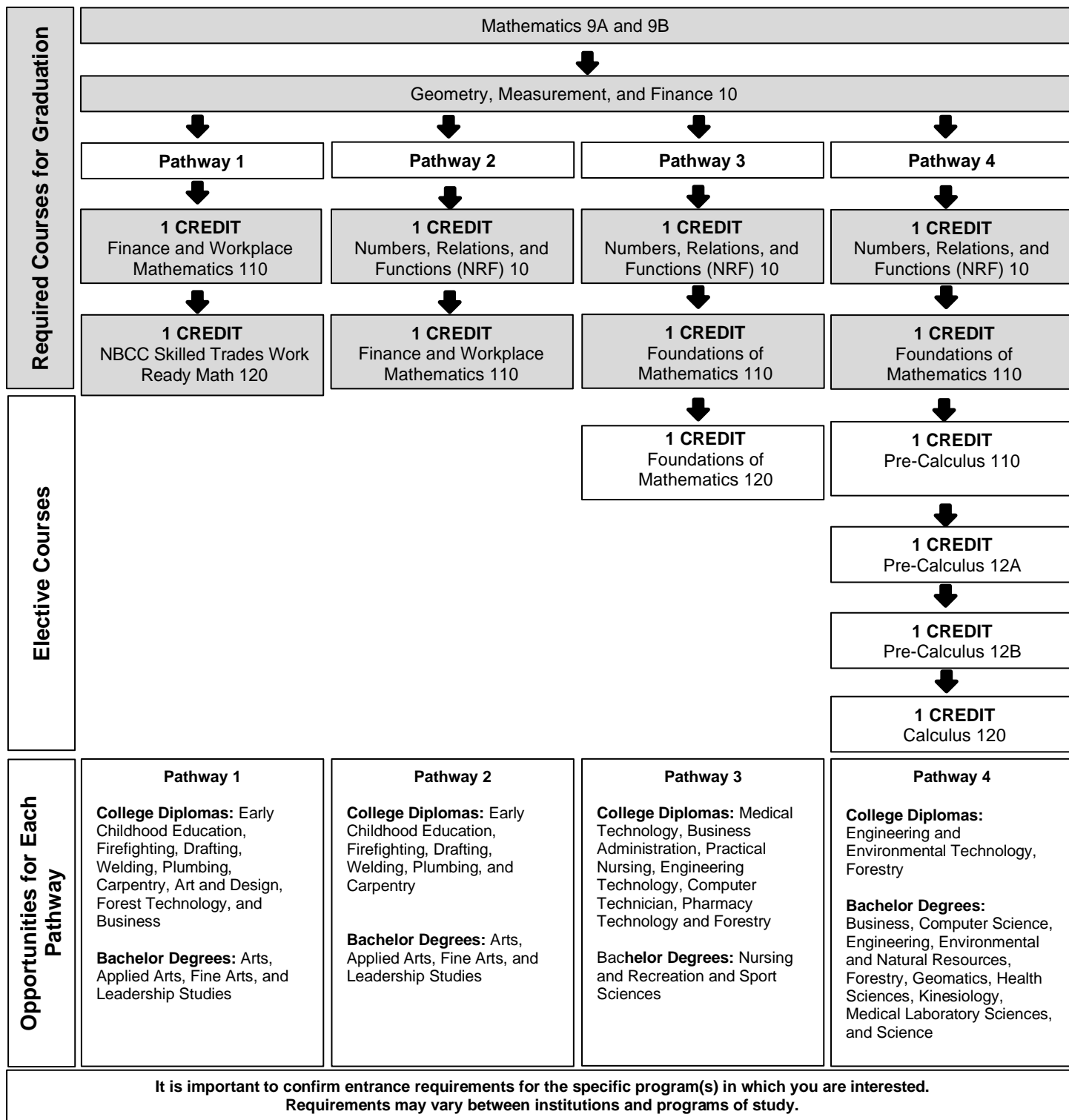
A tool that is being used to help students determine career interests and establish an after high school plan is myBlueprint.

How to Create an Account: Visit – [myblueprint.ca/anglophonewest](https://myblueprint.ca/anglophonewest)

1. Click ‘**Sign up**’
2. Select **Your School** + Create an Account

### 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 provides students with a different focus on math concepts and skills. Students may choose to take additional mathematics courses beyond the graduation requirements to better prepare them for what they want to do following high school.



# A

## **ADVANCED ENVIRONMENTAL SCIENCE 120**

Environmental science is interdisciplinary, drawing on understandings from biology, chemistry, and the earth sciences, as well as the social sciences. Advanced Environmental Science 120 explores the variety of ways in which people understand and interact with the natural world, including exploration of indigenous and other ways of knowing the world. Students will study the ecology of ecosystems and what sustains them. Within this context they will study specific environmental issues in detail and will gain a deeper understanding of how humans' impact and are impacted by natural systems.

New environmental issues continue to emerge and current issues change focus. In this course, specific topics of study will be chosen based on the current interests and concerns of the students.

For this course each student will be responsible for completing a project. They will be introduced to the requirements for this project near the beginning of the course, and once they have had a chance to explore a range of issues as a class, they will choose an environmental issue of personal concern. As they complete their project they will demonstrate scientific literacy through science inquiry, problem solving and decision making.

## **AGRICULTURE 110**

Agriculture 110 is a New Brunswick high school course intended to formalize course knowledge that was previously offered in some school locations as a local option course. The curriculum provides introductory Agriculture knowledge and skills, experiential learning opportunities, and culminates in a learner-led project proposal or business plan. The careers and technologies referenced in the course include New Brunswick practices over time as well as present contexts.

## **ANCIENT AND MEDIEVAL HISTORY 110**

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured.

Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

Ancient and Medieval History 110 addresses big ideas in civics and Indigenous perspectives and ways of knowing through the study of the distant past. It fosters thoughtful and engaged citizenship through the examination of enduring human issues and questions. The course engages students by presenting them with exciting content and issues that help to explain the world around them today.

**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. Students selecting this course should also select Tune-up & Emissions 120. This course may be used as a science credit. **Personal Safety Equipment Required**

**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. Throughout the semester students will be required to master essential areas of curriculum to obtain credit in this course. Extension opportunities will be available to deepen student understanding of the content. Students will be required to do a great deal of work and study, both in class and at home to master the essential requirements of this course. Hands-on activities and laboratory activities will complement the content of each unit of study. **Recommended: GMF 10, Science 10, NRF 10.**

**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: genetics, evolution, the nervous system, the endocrine system, reproduction, and development. Throughout the semester students will be required to master essential areas of curriculum to obtain credit in this course. Extension opportunities will be available to deepen student understanding of the content. Students will be required to put in a great deal of work and study, both in class and at home, to master the essential requirements of this course. Hands-on activities and laboratory activities will complement the content of each unit of study.

**BUSINESS ORGANIZATION & 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, stock market, establishing the best marketing mix for success, dealing with customers, government and the law, and organizational skills. This course may be accepted as a university entrance credit at some institutions.

**C****CALCULUS 120**

This is the last course offered in Pathway 4 and follows Pre-Calculus B 120. This course develops the concepts of average and instantaneous rates of change. Derivatives are determined by applying the definition of a derivative and the derivative rules including the Chain Rule and are determined for trigonometric functions. Limits and derivatives of exponential and logarithmic functions are found. Calculus techniques are used to sketch graphs of functions, and to solve optimization problems. Problems are solved involving inverse trigonometric functions, involving related rates, and involving the

application of the integral of a function from a variety of fields. The definite integral and the antiderivative of a function are determined. This course is recommended for students interested in post-secondary programs in science, engineering, and mathematics, though it may not be a required entrance requirement. **Prerequisite: Pre-Calculus A 120 and Pre-Calculus B 120**

### **CANADIAN GEOGRAPHY 120**

This course is a study of the ever-changing cultural and physical landscapes of Canada and how they impact on each other. It considers where things are, why they are there, and the significance of these with respect to future patterns. Included is an examination of environmental and Canadian geographical issues that are currently pertinent to the lives of Canadians. Students will use a wide range of information and skills to project a vision of Canada in the future. Canadian Geography 120 is accepted for university entrance.

### **CANADIAN HISTORY 122**

The objective of Canadian History 122 is to examine the socio-economic, political, and cultural development of post-Confederation Canada. Various themes will be explored throughout the course including nationalism, regionalism, immigration, imperialism, industrialization, and urbanization.

### **CANADIAN LITERATURE 120**

The goal of the Canadian Literature 120 curriculum is to promote an interest in important Canadian literature and other creative texts. The course is for students who have successfully completed Grade 10 English Language Arts, 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.

### **CARE AND MAINTENANCE OF AUTOS 110**

This course is intended to introduce new and prospective drivers to the basic operation of automobile fuel, electrical, lubrication, tires, exhaust, and cooling systems. Students learn repair and maintenance procedures typically performed by car owners and enthusiasts in a well-equipped shop.

### **CHEMISTRY 112**

This course is the first of two sequential university prep chemistry courses and introduces students to matter, elements, compounds, chemical reactions, and the stoichiometric calculations associated with chemical reactions. Students choosing this course should have a strong mathematical/number sense and a strong grasp of the Chemistry concepts covered in science 9 and 10. Labs are used to reinforce the key concepts learned in this class. A credit in Chemistry may be required for certain programs at Universities and Colleges. This course should be taken in conjunction with Foundations of Mathematics 110. **Recommended Background: GMF 10, Science 10. NRF 10, Foundations of Mathematics 110**

### **CHEMISTRY 122**

Chemistry 122 is the second of two sequential university prep chemistry courses, the theory covered in this course will be displayed directly through applied mathematics. The topics include thermochemistry, solutions, kinetics, equilibrium, acids and bases, and organic chemistry. Labs are used to reinforce many of the concepts learned in class. **Prerequisite: Chemistry 112. Recommended background: Foundations of Mathematics 110.**

### **CHILD STUDIES 120**

This course is “a study of the most significant resource that we possess-children”. Child Studies 120 explores how children develop physically, socially, emotionally, and intellectually. Students will be required to do observations of children between the age of six months and five years. Thus, ongoing observations and experiences with children is an essential part of this program. Marks are based on observations, a scrapbook, and a final exam.

**COMPUTER AIDED DESIGN 110**

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

**COMPUTER SCIENCE 110**

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**

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. 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.

**CO-OP EARLY CHILDHOOD 120**

Early Childhood Co-op is a co-op program where you work in a licensed childcare center and complete the Early Childhood 90-hour online course. You will complete the co-op course as normal, working in a local childcare center, and you will also spend time working with a childcare expert to complete the online components of the program. You will earn credits toward graduation in Co-operative Education 120 and in Early Childhood Services 110 or 120; depending on how you want to earn credits. You will also earn the Early Childhood Certificate that shows you are ready to work in any licensed childcare center in the province.

**CO-OP LONG TERM CARE 120**

This is a co-op program at a licensed long-term care facility where you will complete classroom and practical training with students from across the province. You will complete the co-op course, working in a care facility with seniors and other individuals needing long-term care. You will earn credits towards graduation in Co-operative Education 120 and Health Care 110. You will also receive employment ready recognition from the care facilities involved in the program. This means that students successfully completing the program will be eligible for a follow-up preceptorship (96-hour placement) and possible employment with these centers.

**CREATIVE ARTS 110**

Creative Arts 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 Creative Arts are representative of different cultures and or different time periods. Students will also learn how all the Creative 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.

### **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. There is also time spent learning to run a small food business.

### **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.

## **D**

### **DANCE 110**

This is a performance class. Dance is an art that is meant to be shared! Activities will often be in groups; thus excellent attendance is absolutely critical. Creation and composition of dance will focus on the styles studied in class. Through extensive work in dance movement, individually and in small and large groups, students will have opportunities to explore basic expressive movement skills and to combine 12 these in a wide range of dance styles. The emphasis is on the process of creating dance, through improvisation, and bringing dance to various forms of set choreography.

### **DIGITAL PRODUCTION 120**

Digital Technologies 120 offers students the opportunities to produce different forms of media. It explores the areas of ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials, creation and manipulation of digital imaging, effective web design and application of web tools, examination of audio production and creation of audio projects, examination of video production and creation of video projects. Digital production focuses on producing content for an audience.

### **DRAMATIC ARTS 110**

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

**DRAMATIC ARTS 120**

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

**E****EARLY CHILDHOOD SERVICES 110**

This course explores child development principles from infancy to 6 years old. Topics include types of early childhood programs, assessment, curriculum, and qualities of an early childhood worker. Daycare/kindergarten guidelines are examined. Students will plan lessons to teach children ages 4-6 and design a daycare center. Students will make arrangements to do daycare/kindergarten observations.

**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.

**ELECTRICAL WIRING 110**

Students will learn about electricity basic, circuit arrangements and connections, wiring methods, and Canadian Electrical Code requirements. This course will allow the participant to develop skills needed to install and maintain electrical systems, a knowledge of specialized tools, and materials. There will be a balance of in-class and lab learning pursuits. Some topics of interest are AC/DC circuits, installing household electrical components, and electrical safety. This course will be of particular interest to students who are considering a career as an electrician, linesman, electrical engineer, electronics engineer, instrumentation technician, or any other career that deals with electricity. There will be a final exit project to cover curriculum outcomes at the end of the course.

**ENGLISH LANGUAGE ARTS**

English Language Arts 9, 10, 11 A & B and 12 focus on the continued development of the necessary skills of effective reading/viewing, writing/representing, and speaking/listening.

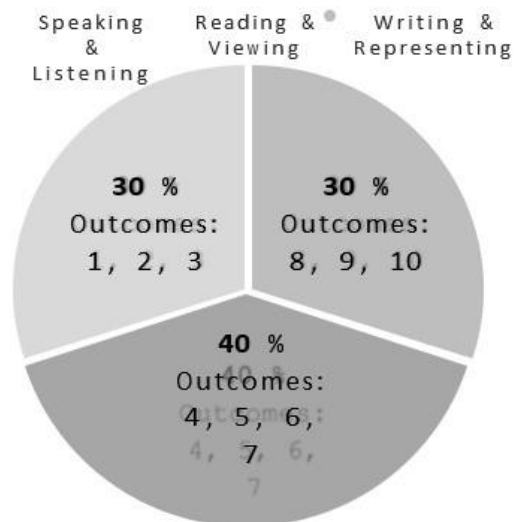
**Evaluation & Reporting** – Teachers assist students in developing their capacity to be independent, autonomous, to set individual goals, to monitor their own progress, to determine next steps, and reflect on their thinking and learning. Evaluation will occur once students have had the opportunity to practice skills, to receive feedback, and to use feedback to inform their revisions.

Teachers will obtain assessment information from the triangulation of student evidence, which may include formal and informal observations; discussions; learning conversations; questioning; conferences; homework; tasks done in groups; projects; portfolios; performances; and assessments.



**Category Weightings** – Reporting of grades will be broken down into the following grade categories

- |  |   |
|--|---|
| <p><b>Speaking &amp; Listening 30%</b></p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative Assessment</b></li> <li><input type="checkbox"/> <b>Summative Assessment</b></li> <li><input type="checkbox"/> <b>End of Term Assignments</b></li> </ul> |
| <p><b>Reading &amp; Viewing 40%</b></p>      | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative Assessment</b></li> <li><input type="checkbox"/> <b>Summative Assessment</b></li> <li><input type="checkbox"/> <b>End of Term Assignments</b></li> </ul> |
| <p><b>Writing &amp; Representing 30%</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Formative Assessment</b></li> <li><input type="checkbox"/> <b>Summative Assessment</b></li> <li><input type="checkbox"/> <b>End of Term Assignments</b></li> </ul> |



**Reading and Writing Achievement Standards**

English Language Arts assessment is based on the provincial achievement standards. The achievement standards are intended to establish common expectations in reading and writing among Atlantic Canadian educators for students at the end of designated grade levels (entry through grade nine). The standards address the question, “**How well should students be able to read and write independently by the end of each grade level?**” and are based on both the reading and viewing outcomes and the writing and representing outcomes within the 1998 Atlantic Canada English Language Arts Curricula, Entry through Grade Nine. The project directive focuses only on defining reading and writing achievement standards. However, not to be diminished is classroom instruction in the other language arts outcomes (i.e., those outcomes not addressed from the reading and viewing, the writing and representing, and the speaking and listening strands).

**Materials** – According to provincial standards students are required to explore a variety of genres in their independent reading. The same standards also recommend students engage in independent reading for a minimum of 2 hours a week (15-20 minutes a day) outside of instructional time. During class time these standards recommended 15-20% is spent with independent reading. As a result, students may be required to obtain their own reading material and/or speak to their teacher for recommendations and support.

**ENGLISH LANGUAGE ARTS EXTEND 10**

ELA 10 Extended is an elective one semester course. It is designed to extend a student’s English Language Arts learning based on their interests, needs, and strengths.

**ENGLISH LANGUAGE ARTS 112 - Literary Texts**

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Literary Texts. Significant literacy pieces from the past, as well as those of contemporary and personal interest will be among the print and visual texts students encounter. Students will demonstrate a commitment to their goals established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

**ENGLISH LANGUAGE ARTS 112 - Informational Texts**

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Informational Texts. Significant literacy pieces from the past, as well as those of contemporary and personal interest will be among the print and visual texts students encounter. Students will demonstrate a commitment to their goals established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

**ENGLISH LANGUAGE ARTS 113 - Literary Texts**

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Literary Texts. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

**ENGLISH LANGUAGE ARTS 113 - Informational Texts**

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards and the provincial framework for Informational Texts. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 10**

**ENGLISH LANGUAGE ARTS 122**

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. Students will engage in a wide variety of experiences in speaking and listening, reading, and viewing, writing and other ways of representing while concentrating on critical and personal response to Canadian and world literature. Students will demonstrate a commitment to meeting established goals for each of the following: speaking and listening, reading, and viewing, and writing and representing. **Prerequisite: ELA 11**

**ENGLISH LANGUAGE ARTS 123**

Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: ELA 11**

**ENTREPRENEURSHIP 110**

Entrepreneurship is about developing a business. Students in Entrepreneurship 110 will be creating a small acreage farm business here at OHS. 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 agriculture issues as a business. This is an excellent course for students who wish to continue the study of business and or agriculture/agribusiness. Students will also be required to complete mandatory oral presentations as part of this curriculum.

### **ENVIRO GEOSCIENCE 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.

# F

### **FASHION TECH/DESIGN 110**

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

### **FASHION TECH/DESIGN 120**

This course is designed to give students the opportunity to create, learn, and explore in the field of fashion design. In addition to theory, students will work hands on with a variety of technologies to design and create their own mini collection including a basic accessory. Students will develop sketching techniques to create fashion illustrations, learn the basics of pattern drafting, put together a design portfolio, and learn about fashion promoting and marketing. Basic sewing will NOT be taught.

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

This course is the first of two courses in Pathway 1 designed for entry into post-secondary trades and technical programs, or for direct entry into the workforce. Concepts of right triangles, trigonometry, and angles of elevation and depression apply 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.

**Prerequisite: GMF 10**

### **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 Pathway 3 and 4. Students model and solve problems involving systems of linear inequalities in two variables. Characteristics of quadratic functions are explored in depth including vertex, intercepts, domain, and range. Students develop logical reasoning skills and apply this to problems involving angles and triangles, the sine law, and the cosine law. Costs and benefits of renting, leasing, and buying are explored, and investment portfolios are analyzed. **Prerequisite: GMF 10 AND NRF 10**

### **FOUNDATIONS OF MATHEMATICS 120**

This is the second of two courses in Pathway 3 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. **Prerequisite: Foundations of Mathematics 110**

### **FORESTRY 110 (FOMERLY WOODLOT MANAGEMENT 120)**

Working in the school's woodlot students will learn the practices of managing a woodlot in an effective and environmentally sensitive manner.

### **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 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 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 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 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**

### **FI PERSONAL INTEREST COURSE 110**

For FI students only, FI Personal Interest 1 is a course that 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.

### **FI TECHNIQUES DE COMMUNICATION 110/120**

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation).

## **G**

### **GROWTH, GOALS, AND GRIT 120**

Research has identified key factors that impact student success. These challenges are not specific to any one subject area but affect all learning opportunities and life demands. Reading and communication skills as well as self-regulation strategies impact success in school and life. Goals, Growth, and Grit: Skills for Success 120 is an elective course for students who intend to continue formal education in a post-secondary institution and for whom explicit and direct instruction with these key skills and strategies will build capacity to realize potential. Goals, Growth, and Grit will provide students with skills in three main areas – positive and productive mindsets and behaviors, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits.

## **H**

### **HOSPITALITY AND TOURISM 110**

Students will explore the sectors of the Travel Industry including accommodations, food and beverage, adventure tourism, and transportation. Students will have the opportunity to create and evaluate Hospitality and Tourism through its past and into the future. Students will learn valuable customer service skills and create a dream vacation for themselves through a term project. The skills learned will benefit the students with transferable skills for future employment opportunities. This course will explore areas of travel and tourism opportunities around the globe.

## **HOUSING AND DESIGN 120**

Housing and design is intended for students who wish to increase their awareness of the housing environment and the implications of technological advancement. Housing decisions represent the single largest expenditure of the family income for most households. The course demonstrates the value of creativity and individuality in designing a living environment.

Students will learn:

- 1 To raise the student's awareness of architectural aesthetics.
- 2 To understand the motivating factors that have an impact on the economy and environment.
- 3 To utilize the elements and principles of design as they apply to interior décor.
- 4 To encourage individual creativity through interior design.
- 5 To incorporate technology options in the living environment.

## **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.

## **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 FAMILY DYNAMICS 120**

In this course, students will study growth as an individual and as a family member. This course may include the Parenting Simulation using Real Care Babies. Lessons are often done in a seminar setting where there is sharing of ideas and research. Videos and speakers from community service organizations are accessed whenever possible. Marks are based on class work, projects, tests, and a final exam.

## **INTERNAL COMBUSTION ENGINES 110**

This is a course designed to develop proficiency in the repair, overhaul, and 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.

## **INFORMATION TECHNOLOGY 120**

The objective of this course is to prepare students with the advanced skills required to be successful on the exams for Microsoft certification using Microsoft desktop software. Microsoft exams provide a reliable measure of a person's technical proficiency and expertise by evaluating their overall comprehension of Microsoft Office software, and the ability to use advanced features along with the ability to integrate

Office programs with other software. These skills will be of use to students in their post-secondary pursuits. Topics include Microsoft Word, PowerPoint, Excel, and Outlook.

### **INTRO TO ACCOUNTING 120**

This one-semester accounting course introduces the student to procedures, concepts, and applications to include: accounting as a career, the accounting cycle, subsidiary ledgers, accounting proofs and controls, synoptic journals, the five-journal system, payroll, adjustments and closing entries, analysis of statements and case studies. The course is designed to ready students to study business at post-secondary institutions or to gain an understanding of business finances as future entrepreneurs.

### **INTRO TO 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.

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

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

## **J**

### **JOURNALISM 120**

Journalism 120 will develop student expertise in concise and accurate writing. It offers opportunities to practice critical thinking, writing, and representing skills in a variety of real-world situations. The course emphasizes the role of a journalist to bear witness, to document, and to provide a narrative of the daily life of a society and the world. Students will develop a deeper understanding of the importance of well-informed literate citizens to maintain a democratic society. They will think critically, work cooperatively and collaboratively, discuss and deconstruct relevant issues, research, write persuasively and understand news values.

## **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

## **MARKETING 120**

This course is designed to introduce students to many of the marketing functions and activities that occur within the Canadian marketplace. Areas of focus include marketing strategies, product development and branding, and advertising. A portion of the course will involve self-directed learning whereby the students will demonstrate their understanding of the material through project work.

## **MEDIA STUDIES 120**

Media Studies 120 offers students opportunities to experience and respond to many forms of media. It explores the impact and influence of mass media and popular culture by examining texts such as films and television shows, songs and advertisements, sports and games, packaging and clothing, online and offline information sources, blogs, and social networking sites. By coming to understand how media texts are constructed and why they are produced, students will develop the skills needed to respond to these texts intelligently and responsibly when they encounter them. The organized study of the mass media increases students' critical judgement, their awareness of the global village and its values, and their place in society. It promotes open-mindedness, effective communication, and organizational skills through repeated opportunities to view, listen, speak, read, write, create, and represent.

## **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 wood working projects. There is no prerequisite for this course, and it is available for all Grade 11 and 12 students. Preference will be given to Grade 12 students.

## **METALS FABRICATION 110 (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 sheet metal are also 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.

## **METALS PROCESSING 110**

Students in this course develop skills in the operation of lathes, grinders and milling machines. In the lab they learn a variety of processes used to form and repair metal parts for machines and tools. This course would appeal to students considering a career in the mechanic or machinist trades, mechanical engineering or mechanical technology areas.

## **MODERN HISTORY 112**

This course provides the opportunity for students to engage with citizenship concepts crucial to the functioning of a democracy and explore how they have appeared over time. Students will use historical thinking concepts to inquire about and investigate major events in Western history that have shaped how the world functions today. Topics will include the French Revolution, Industrialization, WWI and WWII, the Holocaust, and post WWII era. This content will be used to practice the skills to support the historical thinking concepts with a focus on making connections to present day events and issues.



**MODERN HISTORY 113**

Modern History 113 is designed to provide an understanding of the main events of the twentieth century, as well as some familiarity with a few of the basic skills used to interpret historical accounts. A survey approach is given to the following topics: Basic World Geography, French Revolution, Industrialization, Life in the 1920's and 1930's, World War I, World War II, Cold War and United Nations.

**MUSIC 112**

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

# N

**NBCC SKILLED TRADES AND WORK READY MATH 120**

This course is the final course offered in Pathway 1 in the Graduation Pathways for Mathematics and follows Finance and Workplace Mathematics 110. **This is a dual credit course.** Successful students looking to acquire a post-secondary credit at a NBCC campus can complete a recognition of prior learning form at NBCC and may be awarded Math Foundations 1208 upon beginning their program of study. Topics of study include whole numbers, decimal number, fractions, ratios, proportions, measurement, and geometry. The focus of the course is to apply mathematics to a variety of trades-based applications and hand-on learning opportunities will be provided.

**NUMBER, RELATIONS, AND FUNCTIONS 10**

This is the beginning course for the graduation pathways for Mathematics 2, 3, and 4. It is designed to prepare students for Foundations 110 or Financial and Workplace 110. This is an algebra-based course. Students will create factor trees to find prime and common factors of various numbers. Students will demonstrate an understanding of the properties and laws of square and cube roots. The study of irrational numbers is continued. Students will solve problems involving the properties of exponents including integral and rational exponents. Students will solve problems involving polynomial expressions with a large focus on trinomial factoring. The study of linear relations and functions is continued with a focus on the slope formula, distance formula, and midpoint formula.

**NUTRITION FOR HEALTHY LIVING 120**

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.

# 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 daytrips, overnight excursions, or extended trips. The course may include but is not limited to camping, hiking, kayaking, climbing and other outdoor adventure activities.

# P

## **PERSONAL INTEREST COURSE 1/2**

This course is designed to promote learner agency and support personalized learning. Students selecting this course are provided with the time and opportunity to develop and pursue personal interests. Students will be required to design the program of study in conjunction with their teacher(s), and/or other mentors in the school or community.

Project examples could include: A Capstone Project (local or community action), an in-depth study in a specific problem, the study of and support to the Calls to Action in the Truth and Reconciliation Recommendations, development of a relevant skill set or methodology such as project management, time to pursue a life skill such as financial literacy or an additional language, or to perfect a particular gift or talent that increases personal well-being. Resources for this course will be accessed through the school, the community or through grants and accessing these resources will be part of the learning process. Students will need a high degree of independence and there is an application process for those interested.

## **HEALTH AND PHYSICAL EDUCATION 10**

Physical Education 10 has both practical and theory components. Students alternate between the classroom and the gym to cover both parts of the course. The curriculum outcomes described below identify the skills, knowledge, and attitudes expected of students upon completion of their studies in physical education.

## **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 may require students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College may require 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. **Recommended: GMF 10, Science 10, and NRF 10, 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 may require students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College may also require 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.

**POST INTENSIVE FRENCH 110**

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.*

**POST INTENSIVE FRENCH 120**

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.

**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 in Pathway 4, 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-CALCULUS 120A**

This course in Pathway 4 follows Pre-Calculus 110 and precedes Pre-Calculus B 120. 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 120B**

This course in Pathway 4 follows **Pre-Calculus A 120** 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.

### **PSYCHOLOGY 110**

This course is an introduction to psychology. Students will begin to explore psychology as a social science that seeks to answer questions about us all – how we think, feel and act. Students will learn to think critically as they explore human nature in depth. Topics include intelligence, nervous system, the brain, sleep and dreams, hypnosis, nature vs nurture, personality, psychological disorders, research strategies. Regular attendance and participation in class discussions is very important in this course. The final assessment for the course will be an exit project which will allow students to conduct a research experiment or survey on a topic of their choice.

### **PSYCHOLOGY 120**

This course is a continuation of Psychology 110. Students will continue to explore psychology as a science that seeks to answer many of the questions about human behavior – why we think, feel, and act the way we do. Topics include social relations, information processing, forgetting and memory construction, motivation and emotion, effects of stress, treatments for psychological disorders, classical and operant conditioning, and observation learning. Regular attendance and participation in class discussions is very important in this course. The final assessment for the course will be an exit project which will allow students to conduct a research experiment or survey on a topic of their choice. **Prerequisite: Psychology 110.**

# R

## **READING TUTOR 120**

This course presents a unique opportunity for students with good academic achievement, excellent attendance and good communication skills. Under the guidance of the instructor, tutors work on a one-to-one basis with students who are seeking to raise their reading level and to improve their writing skills. Tutors learn basic reading theory and teaching techniques and are assigned one student to work with for the term. A real commitment is required (in attendance and day by day planning) since the student depends on the tutor. This is a chance to make a positive contribution to our school and to a local elementary school, to acquire leadership skills, and to experience a real-life-teaching situation.

## **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.

# S

## **SCIENCE 10**

Science 10 is a course that focuses on the nature of science and learning and living Sustainably. The nature of science involves students understanding the world through careful, systematic inquiry. Students discover that scientific knowledge produced through this process is both durable and subjected to change. Learning and Living Sustainably encompasses the students understanding that science affects and is affected by society. This is the recommended course option for students who plan to continue in Chemistry or Physics.

## **SOCIOLOGY 120**

This course is designed to increase awareness of how humans develop as social beings and examines society's institutions in terms of the values and attitudes that enter group action. The course will provide background for the study of contemporary rapid social change as well as the cultural origins of existing social patterns. Areas of study will include the social problems presently confronting Canadian society such as crime, race and ethnic relations, urbanization, poverty, gender, and societal constructs.

## **SPORT AND RECREATION LEADERSHIP 120 (FORMERLY PHYSICAL EDUCATION LEADERSHIP 120)**

This course is an elective course (students must apply) 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. The "hands-on" component of the course will involve field trips, guest speakers, peer teaching, first aid certification and coaching certification. All students must complete 30 hours of community volunteer services (opportunities provided in class) to be successful in this course.

# V

## **VISUAL ARTS 10**

Visual Arts 10 is a course that provides students with a means to acquire a developmentally appropriate comprehensive art education through the three strands of General Curriculum Outcomes. The first strand is Creating/Making and Presenting. The second strand is Understanding and Connecting Contexts of Time, Place, and Community. The third strand is Perceiving, Reflecting, and Responding.

## **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 20<sup>th</sup> 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).**

# W

## **WELDING/METALS FABRICATION 110**

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 sheet metal are also 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.

## **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.

## **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



Nackawic High School 2023-2024 Course Handbook  
 SAMPLE LISTING OF DISTANCE ED COURSES FROM 2022-2023

**Semester 1**

<b>English Language Arts</b>	English Language Arts 10: Informational Texts	<b>Math</b>	Financial and Workplace Math 110
	English Language Arts 10: Literary Texts		Foundations of Math 110
	English Language Arts 112: Informational Texts		Foundations of Math 120
	English Language Arts 112: Literary Texts		Geometry, Measurement and Finance 10
	English Language Arts 122		Number, Relations and Functions 10
	English as an Additional Language 120 Connections A2.1		Pre-Calculus 110
	English as an Additional Language 120 Connections A2.2		Pre-Calculus A 120
	English as an Additional Language 120 Expressions B1.1		Pre-Calculus B 120
	English as an Additional Language 120 Expressions B1.2		
	Media Studies 120		
Writing 110			
<b>French Language Arts</b>	French as an Additional Language 110 Essentials A1.1	<b>Sciences</b>	Biology 112
	FSL Writing 110		Biology 122
	Post-Intensive French 110		Chemistry 112
	Post-Intensive French 120		Chemistry 122
<b>Languages</b>	Introductory Mi'kmaw 110		FSL Intro to Environmental Science 120
	Intermediate Mi'kmaw 110		Intro to Environmental Science 120
	Introductory Wolastoqey 110 (AM only)		Physical Geography 110
	Intermediate Wolastoqey 110 (AM only)		Physics 112
	Spanish 110		Physics 122
			Science 10

<b>Skilled Trades and Technology</b>	Business Organization and Management 120	Business Organization and Management 120
	Computer Science 110	Computer Science 110
	Computer Science 120	Computer Science 120
		Cybersecurity 120
	Digital Production 120	Digital Production 120
	Entrepreneurship 110	Entrepreneurship 110
	FSL Cooperative Education 120 (Hybrid)	FSL Cooperative Education 120 (Hybrid)
	FSL Hospitality and Tourism 110	FSL Hospitality and Tourism 110
		Health Care 110
	Hospitality and Tourism 110	Hospitality and Tourism 110
		Information Technology 120
	Intro to Accounting 120	Intro to Accounting 120
Nutrition for Healthy Living 120	Nutrition for Healthy Living 120	
<b>Social Studies</b>		Canadian Geography 120
	Canadian History 122	Canadian History 122
	FSL Law 120	FSL Law 120
	Law 120	Law 120
	Modern History 112	Modern History 112
	Modern History 113	Modern History 113
	Political Science 120	Political Science 120
World Issues 120	World Issues 120	
<b>The Arts</b>	Creative Arts 110	Creative Arts 110

**Enhanced Coop Programs** (registrations need to be confirmed based on partner site availability and program capacity)

**Semester 1**

**Semester 2**

Early Childhood Coop (2 or 3 period, morning or afternoon)	Early Childhood Coop (2 or 3 period, morning or afternoon)
Long-Term Care Coop (3 period, morning only)	Long-Term Care Coop (3 period, morning only)



Student Name: \_\_\_\_\_

Advisor: \_\_\_\_\_ (Required)

## NHS Course Selection – Grade 10

### Languages & Literacies

Required:

\_\_\_ ELA Foundations 10

Choose one (1):

\_\_\_ ELA Extended 10

\_\_\_ Writing 110

\_\_\_ Intro to Wolastoqey 110

### Mathematics

Required:

\_\_\_ Geometry, Measurement, and Finance 10

\_\_\_ (FI) Geometry, Measurement, and Finance 10

Choose one (1):

\_\_\_ Numbers, Relations, and Functions 10

\_\_\_ (FI) Numbers, Relations, and Functions 10

**OR**

\_\_\_ Financial & Workplace Math 110

### Science

Choose one (1):

\_\_\_ Science for Sustainable Societies 10 **OR** \_\_\_ (FI) Science for Sustainable Societies 10

\_\_\_ Human Physiology 110

\_\_\_ Agriculture 110

\_\_\_ Environmental Geoscience 110

### Humanities

Required:

\_\_\_ Civics 10

**OR** \_\_\_ (FI) Civics 10

### Second Languages

Choose one (1):

\_\_\_ Post Intensive French (PIF) 10

\_\_\_ FI Language Arts (FILA) 10

### Career Connected

Required:

\_\_\_ Personal Development and Career Planning (PDCP) 10

### Personal Wellbeing, Career Connected, & Creative Arts

Choose two (2):

\_\_\_ Phys Ed 10

\_\_\_ Wellness 110

\_\_\_ Psychology 110

\_\_\_ Intro to Applied Tech 110

\_\_\_ Computer Science 110

\_\_\_ Fashion Tech 110

\_\_\_ Culinary Tech 110

\_\_\_ Entrepreneurship 110

\_\_\_ Visual Arts 10

\_\_\_ Music 10

\_\_\_ Dramatic Arts 110

Alternate Choices for Personal Wellbeing, Career Connected, & Creative Arts

1. \_\_\_\_\_

2. \_\_\_\_\_

Student Name: \_\_\_\_\_

Advisor: \_\_\_\_\_ (Required)

## NHS Course Planning – Grade 11 & 12

18 credits needed for graduation; minimum of 5 credits at the grade 12 level;  
1 class = 1 credit

Grade 11	Grade 12
___ ELA Info Text 112/113	___ ELA 122/123
___ ELA Lit Text 111/112/113	Elective -----
<b>Math Pathway (choose one)</b> ___ Fin & Workplace Math 110 & ___NBCC Skilled Trade 120 ___ Foundations 110	Elective -----
<b>Humanities Credit (choose one)</b> ___ Mod History 112/113 or ___ (FI)Mod History 112 ___ Canadian History 122 ___ World Issues 120	Elective -----
<b>Science Credit</b> ___ _____	Elective -----
<b>Fine Arts/Life Role <u>or</u> Skilled Trades Credit</b> ___ _____	Elective -----
Elective ___ _____	Elective -----
Elective ___ _____	Elective -----
Elective ___ _____	Elective -----
Elective ___ _____	Elective -----
<b>Alternate Choices:</b>	<b>Alternate Choices:</b>
Alternate 1. _____  2. _____	Alternate 1. _____  2. _____