2023-24

Harquail, Colleen (ASD-N)

COURSE SELECTION

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**GRADUATION REQUIREMENTS STARTING FALL OF 2023 (Grade 10 students)**

**Potential Grads of 2026**

**CRITERIA TO GRADUATE**

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](#_Parameters_for_Credit) to [apply for graduation](#_Early_Application_to)
* have developed a [documented career-life plan](#_Documented_Career-life_plan)

**WHAT YOU SHOULD KNOW**

-1 course= 4 credit hours= 90 hours= 1 semester

-Students will need to accumulate credit hours beginning in grade 10 to graduate

\*120 credit hours= 30 course (June 2026) maximum

\*100 credit hours = 25 courses (January 2026) apply to graduate

- 80 credit hours (20) are prescribed from 7 clusters and 20 credit hours(5) are flexible credit-hours (see table below).

-Students must obtain a 60% in courses to obtain the allotted credit hours.

**CLUSTERS, REQUIREMENTS AND CREDIT HOURS**

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| Core Clusters | Required | Compulsory |
| Language Arts and Languages | 24 credit hours (6 courses) | 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  Note: See [Course Options Section](#_Course_Options) for choices available to Newcomer and Indigenous students. |
| Humanities | 8 credit hours (2 courses) | Civics 10 and 4 credit hours from Designated History Course List |
| Mathematics | 12 credit hours (3 courses) | Geometry, Measurement and Finance 10 and 8 credit hours from Math |
| Science | 8 credit hours (2 courses) | Options from Science |
| Creative Arts (PWC) | 4 credit hours (1 course) | Options from Creative Arts |
| Wellness and Physical Education (PWC) | 4 credit hours (1 course) | Options from Wellness Physical Education |
| Career-Connected (PWC) | 4 credit hours (1 course) | Options from Career, Information Communication Technology, Occupational, and Skilled Trades Options |
| Options from the three Personalized Well-being Clusters | 8 credit hours (2 courses) | Creative Arts, Wellness Physical Education,  Career, Information Communication Technology, Occupational, and Skilled Trades |
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| Total Credit hours | 100 credit hours (25 courses) |  |
| Possibility of credit hours | 120 credit hours (30 courses) |  |

**COURSE OPTIONS IN EACH CLUSTER**

**NOTE-** Note- DRHS is limited when offering courses. Many online options through NBVCL are available for students who would like to take a course that is not offered at DRHS.

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| 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, Literary/Information) (4CrH) and/or EAL Essentials A1.1 – Expressions B1.2  **Grade 11:** ELA 111/2/3 (4CrH) and/or EAL Essentials A1.1 – Expressions B1.2  **Grade 12:** ELA 121/2/3 (4CrH)  **8 credits from the following Options:** Literary Text 10/11, Information Texts 10/11, ELA Extended 10/11, EAL Essentials A1 – Expressions B1, FILA 110/120, Post-Intensive French 110/120, Intro/Intermediate Mi'kmaq 110, Intro/Intermediate Wolastoqey 110, Writing 110, Canadian Literature 120, Journalism 120, Media Studies 120, Mandarin 12A/12B, Reading Tutor 120, Spanish 110/120, French as an Additional Language A1.1/A1.2, , Technique de Communication 110/120, and approved AP/IB Language Arts and Languages Courses |
| Humanities  **Required: 8 Credit-hours from the Humanities**  **Compulsory: Civics 10 (4CrH)**  **4 Credit-hours from one of the following designated History courses\*:** Ancient and Medieval History 111/2/3, Canadian History 121/2/3, Indigenous Studies 120, Modern History 111/2/3, World Issues 120  *\*Note: for Newcomers who arrived in New Brunswick at age 14+, and have ELL proficiency of CEFR A1-B1: Canadian Identities 9 may be 4credit-hours*  **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, and approved AP/IB Humanities Courses |
| 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 111/2 Biology 121/2, Chemistry 111/2, Chemistry 121/122, Physics 111/2, Physics 121/122, Human Physiology 110, Introduction to Electronics 110, Approved AP/IB Science Courses, Advanced Environmental Science 120, Introduction to Environmental Science 120, Auto, Electrical Systems 120\*, Forestry 110\*, 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:**  **Preferred Options for Scheduling:** Creative Arts 110, Dramatic Arts 110/120, Graphic Art and Design 110, Music 10, Music 111/2, Music 120, Music 122, Visual Arts 10, Visual Arts 110/120, Fashion Technology and Design 110/120, Media Studies 120 (updated version - 2023), Digital Production 120, Approved AP/IB Creative Arts courses  **To endeavour to** support this cluster in the development of a well-rounded citizen, schools with approved Locally Developed Courses identified as Creative Arts may accept these for the fulfillment of credit hours in the Creative Arts. **Active courses - Indigenous/Wabanaki Art 110, Recording and Sound Design 120, Contemporary Directors in Film 120, Introduction to Cinema 120, History of Rock and Roll 120, Popular Music 120, Art History 120, Art in Atlantic Canada 120, Photography 120, 3-D Studies 120, others may be considered in the future.**  Please note: EECD will expand the variety of prescribed creative arts curriculum over the next few years. |
| **Wellness and Physical Education**  **Compulsory Wellness and Physical Education 4 Credit-hour minimum:**  Health Care 110, Nutrition for Healthy Living 120, Outdoor Education 110, Physical Education 10, Psychology 110/120, Wellness through Physical Education 110, Sport and Recreation Leadership 120, Approved AP/IB, Child Studies 120, Human Services 110, Individual Family Dynamics 120  **For 2023-24 the following list of Locally Developed Courses (already approved for the school) will be considered options for Wellness and Physical Education Cluster as these will become prescribed next year:** Dance 110, YOGA 110, Advanced Training Principles 120 |
| **Career Connected**  **Compulsory Career, Information Communication Technology, Occupational, and Skilled Trades 4 Credit-hour minimum:**  Career Pathway Design 10, Coop 120, Goals, Growth, and Grit 120, Pre-apprenticeship 1, 2 and 3 (Summer Learning Only)  *Note: Personal Development and Career Planning 10 can be used upon special request during the 2023/24 school year.*  **Information and Communication Technology:** Computer Aided Design 110, Computer Science 110/120, Cybersecurity and Technology Support 110, Cybersecurity 120, Digital Production 120, Information Technology 120, Robotics and Automated Processing 120  **Occupational:** Agriculture 110, Business Organization and Management 120, Early Childhood Services 110 and/or 120, Entrepreneurship 110, Fashion Technology and Design 110/120, Forestry 110, Housing and Interior Design 120, Hospitality and Tourism 110, Intro to Accounting 120, Marketing 110, **Develop and Lead 110**  **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, Metals Processing 110/120, Mill and Cabinet Work 120, Power Train and Chassis 110, Residential Finish 120, Tune-up and Emissions 120 |

**SAMPLE PLANS BASED ON 3 PATHWAYS-**

NOTE: These are examples only.

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

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

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| Pathways to Graduation for **Essential Skills Achievement Pathway – Post Secondary Education** | | | |
| **Grade 9 (no Credits)** | **Grade 10** | **Grade 11** | **Grade 12** |
| ELA 9 | At least 1 course from: ELA 10 Compulsory List | At least 1 course from: ELA 11- Compulsory List | ELA 12 |
| FI Mathematics 9 | Geometry Measurement and Finance 10 | Framing and Sheathing 110 | Environmental Science 120 |
| FI Social Studies 9 | Civics 10 | Mill and Cabinet 120 | Entrepreneurship 110 |
| FI Science 9 | Applied Technology 11 | Foundations Math 12 | Co-op 120 |
| Music 9 | Physical Education 10 | Canadian Geography 120 |
| FI Art 9 |
| FI Physical Education 9 | Science 10 | Computer Aided Design 110 |
| Personal Wellness 9 | Numbers Relations and Functions 10 | Essential Skills Achievement Pathway – Foundational Learning | Essential Skills Achievement Pathway – Post Secondary Learning – Forest Technology |
| Technology 9 |
| FILA 9 | PIF 10 |
|  | Essential Skills Achievement Pathway – Foundational Learning | Essential Skills Achievement Pathway – Post Secondary Learning – Forest Technology | Essential Skills Achievement Pathway – Capstone Project |

**IMPORTANT**

**OUR FOCUS- What next year looks like-**

NOTE- The grade 9s of 2022 have done some courses at the grade 10 level due to combined classes.

This has been common practice in FI for many years.

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| Grade 9 (no credits) | Grade 10 |
| ELA (2 courses) | ELA (2 courses=8 credit hours)  -Literary text  -Informational Text |
| Math (2 course) | Math (1 course= 4 credit hours)  -GMF (mandatory) |
| Science (1 course) | Science (1 course= 4 credit hours)  -Taking grade 9 already have grade 10 |
| Social Studies (1 course) | Civics (1 course= 4 credit hours) |
| PIF (1 course) or FILA (1 course) | PIF or FILA (1 course= 4 credit hours)  -Taking grade 9 already have grade 10 |
| Personal Wellness 9 (PDCP) (1 course) | Phys. Ed 10 (1 course= 4 credit hours)  -Taking Phys. Ed 9 already have grade 10 |
| Phys. Ed, Music, Art, Technology, Intro to Industrial Arts (45 hours) | Choice of courses-  Recommended  \*Math NRF 10 or Financial Workplace Math 11  \*Visual Arts 10  \*Intro to Applied Tech 11  \*Essential Skills  Note- Students may choose courses in grade 10, 11 or 12 that do not have a pre-requisite |

**Appendix A: Cluster Descriptions**

The following information will support the development of options for credit at the school level, specifically when submitting an Independent Study, Locally Developed Course Application or making decisions about an internal Challenge for Credit.

**Language Arts and Languages** courses prepare learners to develop communication skills; decode, understand, evaluate, and write; access information via oral histories, text, or media; make and receive meaning; make connections and judgements; form hypotheses, analyze, and synthesize; compose and create texts; enhance creative thinking; and foster an understanding and appreciation for languages and cultures. (24 credit hours= 6 courses)

**Humanities** courses prepare learners to be active and informed citizens. They are designed to engage learners with principles of democracy such as freedom, equality, human dignity, justice, rule of law, human rights and civic responsibilities. They provide opportunities to examine multiple worldviews, experiences, and approaches to engage with historical and contemporary issues and dilemmas. In Humanities courses, learners examine issues involving individuals, societies, their environments, and the interrelationships between human and natural systems. They prepare learners to question and respond to these issues critically and creatively. Components of a humanities course include building capacity to work with disciplinary skills, concepts, tools and methods in civics, geography, history, economics, Indigenous worldviews and perspectives, law, politics, and sociology. (8 credit hours= 2 courses)

**Mathematics** courses prepare students to: use mathematics confidently to solve problems; communicate and reason mathematically; appreciate and value mathematics; and make connections between mathematics and its applications. Components of a math course include building capacity to apply understanding of change, constancy, number sense, patterns, relationships, spatial sense and uncertainty. (12 credit hours= 3 courses)

**Science** courses prepare students to: hypothesize; inquire, pursue, acquire, and apply knowledge about the physical and natural world; be curious; plan, create and action change; apply a systematic methodology based on scientific evidence and grounded in observation and experimentation; find problems and make decisions by critical evaluation of evidence and applying knowledge and evidence to novel situations; apply science values and attitudes. (8 credit hours= 2 courses)

**Creative Arts** The concepts Create, Connect and Communicate are central to learning in and through Creative Arts. Create refers to the learner’s ability to create artistic works, compose music, sing, play instruments, and perform individually or within a group. Create also balances process with product. Connect and communicate refers to the learner’s ability to analyze, appreciate and evaluate creative arts.

Through prescribed Creative Arts courses, learners develop skills and concepts related to drama, music, and visual art. Learners also develop confidence as performers and creators; develop understanding of the role of the arts in society and its power to effect change; practice respect for varying opinions and tastes; and potentially discover lifelong learning pathways. ( 4 credit hours= 1 course)

**Wellness and Physical Education** Wellness courses prepare students to: make informed decisions, recognize personal health and growth, develop positive relationships, and be an advocate for inclusivity. Components of a wellness course include healthy lifestyle, mental fitness, positive relationships, understanding stages of human growth and development and connecting to future pathways.

Physical education courses prepare students to: engage in goalsetting, enhance physical, emotional, and social well-being, and understand the importance of cooperative participation in physical activities. Components of a physical education course include movement skills and concepts, strategies and tactics, and well-being. (4 credit hours= 1 course)

**Career-Connected and Occupational Learning** prepares learners to develop an informed vision for the future linked to their interests, preferences, values and abilities; critically investigate the labour market and career pathways that learners expect to find most fulfilling; and learn about career pathways of interest by engaging in frequent ongoing career-connected experiential learning. (4 credit hours= 1 course)

**Information Communication Technology** courses are designed for students to learn about a diverse set of digital technologies used to create, store, share or exchange information. The technologies include both hardware (physical devices) and software (instructions for devices). Most familiar technologies include computers, computer languages, internet and digital communications, cybersecurity, and software (apps) associated with these devices.

**Skilled Trades** courses prepare learners to become self-reliant, understand the applied principles of math and science, develop creativity, find their strengths and obtain skills that can lead to a career in the trades.  Components of a Skilled Trades course include developing self care practices, design and plan reading, manipulating shapes and patterns, acquisition of trade specific skills, construction of a product to satisfy a need or solve a problem and career exploration.

**Appendix B- COURSE DESCRIPTIONS**

Please note these descriptions are only for courses offered at DRHS at this time. Some of these courses maybe be offered on a 2-year rotation. Some courses may be removed depending on number of requests.

**Language Arts & Languages**

**ENGLISH LANGUAGE ARTS 10 A: LITERARY TEXTS**

In English Language Arts, students participate in the study, and appreciation of language, literature, media, and communication. The English Language Arts 10 Literary Texts course develops skills in speaking, listening, reading, viewing, writing, and representing through an in-depth study and creation of literary texts. Prerequisite(s): English Language Arts 9

**ENGLISH LANGUAGE ARTS 10 B: INFORMATIONAL TEXTS**

In English Language Arts, students participate in the study, and appreciation of language, literature, media, and communication. The English Language Arts 10 Informational Texts course develops skills in speaking, listening, reading, viewing, writing, and representing through an in-depth study and creation of information texts. Prerequisite(s): English Language Arts 9

**FRENCH IMMERSION LANGUAGE ARTS 9 (FILA 9)**

This course will cover 4 general curriculum outcomes for the French Immersion Program:

appreciation of the French language and of cultural diversity, listening and oral expression,

reading and viewing, as well as writing and representing. Pre-requisite for FILA 10

**MEDIA STUDIES 120**

This course studies how the media influence your life and society. You will explore the world of media through radio, television, music, newspapers, and the Internet. This course also includes such topics as: advertising, popular culture, gender issues, violence, and other elements that impact on today’s society. You will create your own media project.

**POST INTENSIVE FRENCH 9**

Intensive French 9 is a literacy-based approach to teaching French as a second language in which students are required to use French to speak, read and write for authentic purposes. Skills are developed in an integrated fashion through interactive learning experiences built around age appropriate and interesting themes. Intensive French programs focus on oral language (fluency and accuracy) first, helping students to develop an internal grammar of correct forms and structures; reading and writing are integrated to help students learn aspects of written language (i.e., external grammar). French is the language of instruction.

**READING TUTOR 120**

This course is offered to provide students at the Grade 12 level an opportunity to experience the role of a literacy tutor. This role encompasses some of the skills of literacy teachers and as such the students in the course will be exposed to the profession of teaching. Participants will learn skills which enable them to tutor students.

**INTRODUCTORY MI’KMAW 110 (online)**

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

**SPANISH 110 (online)**

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

**MATHEMATICS**

**GEOMETRY, MEASUREMENT and FINANCE 10**

This course will focus on:

• Geometry: the Pythagorean theorem and trigonometry

• Measurement: conversions and 1 and 2-dimensional measurements

• Finance: earning and spending money.

There are also two optional units, one working with angles and the other exploring 3-dimensional geometry. Students will have the opportunity to complete practice exercises and check their understanding with weekly quizzes and assignments.

**NUMBERS, RELATIONS and FUNCTIONS 10**

Number, Relations and Functions 10 is the first math course students in New Brunswick may take as an elective toward meeting their graduation requirements. It focuses on developing students' competencies in Algebra and their understanding of relations and functions through the exploration of linear relationships. Specifically, students develop core abilities needed for upper-level mathematics: simplifying radicals, working with second degree polynomials, and exploring different linear forms and their features. Successful completion of this course indicates that the student is ready for Foundations 110. Pre-requisite: Geometry, Measurement and Finance 10A

This course is required for programs, such as:

College: medical laboratory technology, business administration, practical nursing

Bachelor’s degrees: Arts and Fine Arts

**FINANCIAL WORKPLACE MATH 110**

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into some college programs and for direct entry into the work force. Financial and Workplace Math 110 focuses on: personal budgets, investment portfolios, renting and buying, slope and rate of change, scale, and statistics. Prerequisite: Geometry, Measurement, and Finance 10

This course is required for programs, such as:

College: Early Childhood Education, Firefighting, Drafting, Welding, Plumbing, Carpentry and Cosmetology

Bachelor’s degrees: Arts or Fine Arts at Saint Thomas University (ONLY).

**HUMANITIES**

**CIVICS 10 or FI CIVICS 10**

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

**HISTORY 112**

Presents a study of the principle developments that have occurred on the world scene in modern times. It is an overview of the major changes in political, social, and economic lifestyles beginning with absolutism. Other topics presented are the French Revolution, Napoleon, Industrial Revolution, Nationalism, rise of Germany and Italy, World War I, post-World War 1 era, World War II, Russian Revolution, Fascism, Marxism, post-World War II period, and current problems in Southeast Asia and Middle East. In addition, it assists students to understand and use several of the skills used in historical research and writing such as recognition of a frame of reference, asking questions and forming and evaluating a hypothesis. This course is accepted for university entrance. Prerequisite: Social Studies 10

**HISTORY 113**

The focus of this course is European History from the French Revolution through to the Cold War. Students will demonstrate their understanding of course concepts through quizzes and a variety of engaging assignments. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

**CANADIAN HISTORY 122**

This outcomes-based course begins with Confederation. Other areas of study include immigration, industrialism, American and British influences, Canada’s participation in wars, the French-English situation, multiculturalism, and Canada’s present strengths, weaknesses, and global position. The basic text is Canada: A North American Nation, but music, visuals and Canadian Literature are regularly integrated into the course. Prerequisite: CIVICS 10

**INDIGENOUS STUDIES 120**

This course is designed to promote understanding of the Micmac and Maliseet cultures in the Maritime provinces-past, present, and future-and to see how Native and non-Native views have influenced the course of events in the Maritimes. Some of the units to be considered are language and culture, religion and spirituality, ancient times, arts and crafts, community and colonial relations. This elective course is open to students who are interested in developing an understanding of Native culture and their perspectives on various native issues.

**LAW 120**

This elective course provides the student with a basic knowledge of the Canadian legal system, its operation and 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 labor law.

**WORLD ISSUES 120**

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

**SCIENCES**

**ECOSYSTEM DYNAMICS 9 or FRENCH IMMERSION SCIENCE 9**

Will enable students to explore the relationship between matter and energy interactions on a macro scale. Students will deepen their understanding of the origins of matter, diversity of life, heredity and ecology, as well as the main principles of environmental stewardship and conservation. Students explore concepts related to Sustainable Development Goals: Good Health and Well-being, Climate Action, Life on Land, and Life Below Water.

Students explore concepts related to Sustainable Development Goals: Good Health and Well-being, Climate Action, Life on Land, and Life Below Water.

**INTRODUCTION to ENVIRONMENTAL SCIENCE 120**

The objective of this course is for students to develop the knowledge base and skills for investigating and analyzing environmental issues and for communicating their knowledge to others. Prerequisite: Science 10

**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. The study of the human body is placed in the context of overall health and the interaction between mental, social and physical wellness, making links with previous studies of nutrition and fitness. The course focuses on developing an understanding of the structure and functions of each human body system with relation to other systems. The healthy functions of each body system are studied. Students will explore the effect of exercise, sleep, stress, and nutrition on their health as well as causes, symptoms, and treatments of a variety of diseases and conditions. Prerequisite: Science 10

**PERSONAL WELL-BEING**

**CREATIVE ARTS**

**VISUAL ARTS 10**

The Visual Arts Education 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. As with any creative endeavor, many thought processes, learning strategies, and ways of expression are refined and transferred to other aspects of life. Like other art forms, visual art offers unique experiences from which a better understanding of the world can emerge.

**DRAMATIC ARTS 120**

The course will cover the major aspects of theatre performance, including acting and interpretation, stagecraft, play management, and theatre history. The course will capitalize on the individuality, confidence, creativity, and communication abilities of the student. Dramatic Arts 120 is an elective course for students who have an interest in theatre. Restricted to 25 students.

**VISUAL ARTS 110**

The student is given opportunities to work independently and to explore in greater depth, materials and concepts touched on in Grade 10 Visual Arts. This course has a lab fee which provides a required sketchbook, painting and drawing materials. Prerequisite: Grade 10 Visual Arts

**GRAPHIC ARTS & DESIGN 110**

If you find logos, comics, or illustrations interesting and would like to learn how to successfully create them, then Graphic Art and Design 110 will prove both enjoyable and useful. You will learn the technical side of the graphic process along with how to communicate your own original ideas. Images will be created by hand and/or scanned and manipulated by the use of a computer. Note: A strong interest in Art and a high level of dedication to artwork is required for this course.

**DIGITAL PRODUCTIONS 120**

Are you interested in digital imaging, simple animation, or digital audio? If so, this course can offer you the skills which allow you to create multimedia and web pages. This class is a skill-based course designed for those who are motivated to learn more about web design, editing images, animation and audio recording.

**MEDIA STUDIES 120**

Introduces students to the evolution and impact of mass media on the individual and society. The course, both academic and practical, emphasizes the content and processes of media. Students will study five modules: (1) Introduction to Media, (2) Media and the Internet, (3) Advertising, Marketing ang You, (4) Film, Television and Video, and (5) Independent Study.

**Person Well-Being**

**Wellness & Physical Education**

**PHYSICAL EDUCATION 9**

The goal of the Physical Education and Health Grade 9 curriculum is to promote healthy active living for life. Doing, Knowing, and Valuing are used as curriculum organizers in the physical education curricula. The focus is on Psychomotor, Cognitive, and Affective domains as the overlapping domains of learning and these can be interpreted as Skills, Knowledge, and Attitude; or, as Doing, Knowing, and Valuing.

**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, design a wellness opportunity for a community group 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.

**INDIVIDUAL and FAMILY DYNAMICS 120**

This is an elective course that will expose the student to the skills and information necessary to make informed decisions about personal development, lifestyle choices and healthy relations. Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. The course touches on aspects of sociology, psychology, economics, and anthropology. This course will benefit students who wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and health. This course meets the Fine Arts/Life Role Development graduation requirement.

**SPORTS and RECREATION LEADERSHIP 120**

The vision for this course is to have students successfully plan, organize, and administer their own recreational programs and programs developed for others, with direction from teachers who assist in providing opportunities for the development of student's personal leadership skills. It is hoped that the leadership opportunities experienced in the course will also develop an awareness of the need for dynamic, professional, and volunteer leadership within the community.

**OUTDOOR EDUCATION 110**

Outdoor education can be described as experiential learning in, for, or about the outdoors and typically involves wilderness based experiences in which students learn how to participate in a safe manner in a variety of outdoor activities such as hiking, climbing, canoeing, camping, etc.. It draws upon the philosophy, theory and practices of experiential and environmental education and offers students a range of learning experiences. Through interaction with the outdoors, Outdoor Education aims to develop an understanding of self, others and the natural world. It provides students with opportunities to develop essential life skills and physical activity skills, as well as opportunities to develop a comprehensive understanding of the environment and develop a positive relationship with nature. Appropriate outdoor clothing is the responsibility of the student. Students will be outside most of the classes.

**NUTRITION FOR HEALTHY LIVING 120**

This course will provide students the opportunity to design and implement both a workout plan, as well as a nutrition plan, to promote healthy living practices. Students will investigate different nutrition and training programs to build and maintain a schedule that fits their personal fitness needs. Nutrition specialists within the community will be consulted to advise students on nutritional choices (if available).

**CHILD STUDIES 120**

This course is designed for students who are interested in pursuing post-secondary education in early childhood education, pediatric medicine, nursing, child psychology or social work. Topics include heredity, conception, prenatal development, pregnancy, and childbirth, as well as child growth and development.

**HEALTH CARE 110 (online)**

This course introduces students to the concepts of health and wellness and to the organization, history, and delivery of Canadian and New Brunswick health care services. Students learn about the impacts that the environment, and the social and political structures have on people’s health and health care as they research and action a health care gap in services in their community. Students will also examine their own health and wellness by creating and monitoring a SMART goal to improve one aspect of their health and wellness. To support their research on health issues, students learn how to distinguish health misinformation from valid and reliable health information.

Throughout the course, students research health care careers that align with their interests and the academic pathways required to become a professional in those fields.

Student assessment includes assignments, journals, and discussions as well as interviews with their teacher to discuss a Career portfolio and a Health and Wellness portfolio which students contribute to throughout different modules of the course.

**PERSONAL-WELL BEING**

**CAREER CONNECTED**

**COMPUTER SCIENCE 110**

This is an introductory course in structured programming in PYTHON language. The theory component is limited to programming applications. Topics include a variety of programming statements (print, if, for, while etc.), entering data, decision making, loops, graphic user interface, and functions. Students selecting this course should be able to work independently and have good mathematics skills (70%+). Students use the computer as a problem-solving tool and will find this course of value in future studies or careers in Engineering, Business Administration, Technology, and Science.

**DIGITAL PRODUCTIONS 120**

Are you interested in digital imaging, simple animation, or digital audio? If so, this course can offer you the skills which allow you to create multimedia and web pages. This class is a skill-based course designed for those who are motivated to learn more about web design, editing images, animation and audio recording.

**OCCUPATIONAL**

**EARLY CHILDHOOD SERVICES 110**

The overall aim of this course is to help students realize and appreciate the role parents, caregivers and early childhood educators play in a child’s early learning and development. Students will gain a greater understanding of how children develop emotionally, socially, intellectually and physically through the first five years of life. Through early learning settings and experiences with children ages 3-5,

students will have the opportunity to implement many of the practices and competencies they have learned Additional observations of infants and toddlers will also occur. If you are interested in working with children as a career or becoming an informed parent, this is a course for you. Post-secondary employment opportunities will be researched as well.

**ENTREPRENEURSHIP 110**

This is an exploratory course for students interested in entrepreneurship and small business venture creation. It offers students the opportunity to develop the skills and attitudes associated with enterprising people and how these are applied to personal life and small business development. Through a combination of classroom theory, activities and projects, students explore their personal entrepreneurial characteristics and participate in the venture creation process from idea generation through business plan development. This course meets the Fine Arts/Life Role Development graduation requirement.

**HOSPITALITY and TOURISM 110**

This course is an introductory course providing students with an awareness of career opportunities in a dynamic and growing industry sector. Students are made aware of potential social and economic benefits. Emphasis is placed on Tourism in Atlantic Canada. A combination of sound business principles and vision are demonstrated throughout the course.

**SKILLED TRADES**

**INTRODUCTION to APPLIED TECHNOLOGY 110**

This course introduces students to a variety of careers in trades, providing opportunities to explore and research practices and skills required for employment in trades/technology sectors. There is an emphasis on student directed learning and it is structured to reflect the reality of work. Problem identification, teamwork and leadership skills are reinforced. Student creativity and life skill development in the design, construction, repair, and maintenance unit modules reinforce situations that ae found in industry. The course is a prerequisite to all other industrial arts courses. If you are heading towards the trades, this is the first course you must take. Restricted to 20 students.

**CULINARY TECHNOLOGY 110**

This course is an entry-level, hands-on food service training course. Culinary skill sets include industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade.

**ELECTRICAL WIRING 110**

A residential wiring course that emphasizes lighting and power circuits normally found in a single-family dwelling. A study of basic equipment, supplies and techniques used in residential wiring to the design and placement of the total electrical requirements of a single-family dwelling. This course will be of interest to those with a career objective in the fields of electrical technology. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110

**FRAMING & SHEATHING 110**

This course provides students with skills and knowledge associated with the framing or shell construction of typical single-family dwellings. Students will participate in construction and planning activities which include interpretation of the National Building Code, blueprint reading, estimating and material layout. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110

**INTERNAL COMBUSTION ENGINES 110**

Course is a study of the operation of the internal combustion engine including the construction, theory of operation and function of its systems. Students assemble and disassemble engines, checking, servicing and repairing components and systems. Course will be of interest to persons entering the trades as well as to students with an interest in mechanics. This is an elective course. Restricted to 20 students. Prerequisite: Into to Applied Tech 110

**METALS FABRICATION 110**

This course is concerned with the processes used to cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric arc and oxyacetylene welding and cutting processes. Machines and processes used to layout, cut and form sheet metal are also introduced. This course will appeal to students interested in entering occupations in metalworking, mechanical technology, mechanical service and primary resource industries. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110

**METALS PROCESSING 110**

This is a study of the standard machine shop processes used in the manufacture of metal products. Students will apply theory as well as develop practical skills through the production of practical projects. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110

**MILL and CABINET 120**

This is a finish woodworking course in which students will develop the necessary skills, knowledge and work habits required to construct cabinets and other miscellaneous mill work typically found in residential dwellings. Students, through a series of projects will be involved with all aspects of mill work including planning, estimating, operation of equipment and machines, and finish operations. This course is of benefit to those interested in entering the construction or woodworking occupations, as well as those with a general interest in woodworking. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110

**POWER TRAIN CHASSIS 110**

Course is designed to develop skill and knowledge in the service and maintenance of the automobile chassis and power train. Emphasis is placed on the function, repair and replacement of components. Topics include spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differential and drive lines. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110 or Internal Combustion Engines 110

**RESIDENTIAL FINISH 120**

Course examines the work required to finish a family dwelling once it is framed in. Topics include insulation, wall cladding, doors, windows, cornice trim and roof covering. Course will include both theory and practical project work. Course is of interest to those thinking about a career in residential construction. Restricted to 20 students. Prerequisite: Intro to Applied Tech 110.

**SUCCESS IS NOT A DESTINATION.**

**IT’S A JOURNEY!**