

# **SUSSEX REGIONAL HIGH SCHOOL**

## **COURSE PLANNING HANDBOOK**

**2026 – 2027**



# Table of Contents

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General Comments.....	3
Course Selection.....	3
Course Level Descriptions .....	3
<b>New Brunswick High School Graduation Requirements .....</b>	<b>4</b>
French Immersion Course Requirements for a Certificate of Second Language Proficiency.....	8
FIT Certificate (Basic) Requirements .....	8
Mathematical Pathways.....	9
Courses By Cluster .....	10
Language Arts and Language Cluster .....	10
Humanities Cluster .....	14
Mathematics Cluster .....	16
Science Cluster .....	19
Personal Wellbeing Cluster .....	22
Creative Arts Cluster.....	22
Wellness & Physical Education Cluster.....	25
Career – Connected Cluster.....	27
Locally Developed Courses.....	34
ALPHABETICAL COURSE LISTING .....	36
Online Courses.....	37
Personal Interest Courses.....	37
Challenge for Credit.....	38

# General Comments

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## Course Selection

Students are encouraged to select courses under the advisement of both parents/guardians and teachers. It is important to make wise choices when registering remembering that the number of classes in each subject depends on the number of students selecting that course each spring. A sufficient number of student requests will be required for a course to be offered (especially Level 1 and elective courses).

## Course Level Descriptions

**LEVEL 0** - A course without an assigned level. (Some "0" levels meet the requirements for post-secondary entrance)

**LEVEL 1** - Enriched courses designed for students with an exceptional talent and interest in the subject. Students that take level one will be challenged more in the subject area and therefore should be better prepared for University.

**LEVEL 2** - Designed for students with good study skills and average to above-average ability and interest in the subject area.

**LEVEL 3** - Designed for students who are interested in the basic, practical aspects of the subject. Students who achieve success in Level 3 courses may be eligible to apply to some programs at post-secondary institutions.

# New Brunswick High School Graduation Requirements

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Policy 316B outlines specific requirements for students to meet to qualify for graduation. According to Policy 316B 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. [as outlined in the **Graduation Requirements by Cluster** table that follows]
- a minimum of 20 additional credit-hours which may include elective courses, up to 8 credit-hours from Challenge for Credit Courses, 4 credit-hours for Independent Study, and/or 8 credit-hours for Locally Developed Courses.
- French Immersion students must complete 50% of the Grade 9 curriculum and 40 credit hours in Grades 10-12 French

Graduation requirements for a student with a Personalized Learning Plan (PLP) may vary. A PLP can contain one or more of the following:

- **Accommodated:** Accommodations are strategies, technologies, or adjustments without which a learner would not be able to access the curriculum or demonstrate their knowledge.
- **Individualized:** Planning that supports student's skill development and does not follow the prescribed curriculum.
- **Adjusted Curriculum:** A course is adjusted when grade level curriculum outcomes of a subject have been changed or deleted to address the specific needs of the learner. The integrity (general intent) of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.

## Graduation Requirements by Cluster

Core Clusters	Required	Compulsory	
Language Arts and Languages	24 credit-hours	PIF/FILA 10, ELA 10 Foundational, ELA 11 Foundational, ELA 12 (all of these are 4 credits hours) AND 8 credit-hours of options from Language Arts and Languages	
Humanities	8 credit-hours	Civics and 4 credit-hours from Designated History Course List	
Mathematics	12 credit-hours	Geometry, Measurement and Finance 10 and 8 credit-hours from Math Course List	
Science	8 credit-hours	Options from Science	
<b>Personalized Well-Being</b>	Creative Arts	4 credit-hours	Options from Creative Arts
	Wellness and Physical Education	4 credit- hours	Options from Wellness and Physical Education
	Career Connected	4 credit-hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being clusters	8 credit-hours	Creative Arts, Wellness and Physical Education, and Career-Connected
	Core cluster options	8 credit- hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
<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>	

## Courses Listings by Cluster

Course names that are followed with an **(FI)** symbol are also potentially offered in French. (27/28) denotes class that may be offered in the 2027 - 2028 school year. Course names that are followed with an \* may be used to fulfil the requirements for no more than one cluster.

Language Arts and Language Cluster (Minimum of 24 credit hours)	Humanities Cluster (Minimum of 8 credit hours)
<p>Compulsory Courses:</p> <ul style="list-style-type: none"> <li>○ English Language Arts (ELA) 10 Foundational</li> <li>○ ELA 111/112/113 Foundational</li> <li>○ ELA 121/122/123</li> <li>○ <b>FI Language Arts (FILA) 10 (FI student) or Post Intensive French 10 (English Prime student)</b></li> </ul> <p>Optional Courses: (8 credit hours required)</p> <ul style="list-style-type: none"> <li>○ Canadian Literature 120</li> <li>○ Children’s Literature</li> <li>○ English as an Additional Language (EAL)</li> <li>○ ELA Extended 10</li> <li>○ ELA Extended 111/112/113</li> <li>○ <b>FILA 11</b></li> <li>○ <b>FILA 12</b></li> <li>○ Graphic Novels 120</li> <li>○ Journalism 120 (27/28)</li> <li>○ Media Studies 120*</li> <li>○ Post Intensive French 11</li> <li>○ Post Intensive French 12</li> <li>○ Reading Tutor 120</li> <li>○ Spanish 110</li> <li>○ Spanish 120</li> <li>○ <b>Technique de Communication 110</b></li> <li>○ <b>Technique de Communication 120 (27/28)</b></li> <li>○ Writing 110 (FI)</li> <li>○ <b>Writing 120 (locally developed)</b></li> </ul>	<p>Compulsory Courses:</p> <ul style="list-style-type: none"> <li>○ <b>Civics (FI)</b></li> </ul> <p>Designated Courses: (4 credit hours required)</p> <ul style="list-style-type: none"> <li>○ Ancient &amp; Medieval History 111/2/3</li> <li>○ Canadian History 121/2/3 (FI)</li> <li>○ Modern History 111/2/3 (FI)</li> <li>○ Wabanaki Studies 120</li> <li>○ World Issues 120 (FI)</li> </ul> <p>Optional Humanities Courses:</p> <ul style="list-style-type: none"> <li>○ Canadian Geography 120 (27/28)</li> <li>○ Economics 120 (27/28)</li> <li>○ Law 120</li> <li>○ Political Science 120</li> <li>○ Sociology 120 (27/28)</li> </ul>
Mathematics Cluster (Minimum of 12 credit hours)	Science Cluster (Minimum of 8 credit hours)
<p>Compulsory Courses:</p> <ul style="list-style-type: none"> <li>○ <b>Geometry Measurement &amp; Finance 10 (FI)</b></li> </ul> <p>Optional Courses: (8 credit hours required)</p> <ul style="list-style-type: none"> <li>○ Calculus 120</li> <li>○ Financial and Workplace Mathematics 110</li> <li>○ Financial and Workplace Mathematics 120</li> <li>○ Foundations of Math 110 (FI)</li> <li>○ Foundations of Math 120</li> <li>○ NBCC Skilled Trades and Work-Ready Math 120</li> <li>○ Numbers Relations and Functions 10 (FI)</li> <li>○ Pre-Calculus 110 (FI)</li> <li>○ Pre-Calculus A 120</li> <li>○ Pre-Calculus B 120</li> </ul>	<ul style="list-style-type: none"> <li>○ Agriculture 110 (FI)</li> <li>○ Aquatic Sciences 120</li> <li>○ Automotive Electrical Systems 120*</li> <li>○ Biology 111/112 (FI)</li> <li>○ Biology 121/122 (FI)</li> <li>○ Chemistry 111/112</li> <li>○ Chemistry 121/122</li> <li>○ Environmental Geoscience 110</li> <li>○ Environmental Science 120 (27/28)</li> <li>○ Forestry 110 (FI)</li> <li>○ Human Physiology 110 (FI)</li> <li>○ Introduction to Electronics 110 (27/28)</li> <li>○ Physics 111/112</li> <li>○ Physics 121/122</li> <li>○ Science for Sustainable Societies 10 (FI)</li> </ul>

**Personalized Well Being Cluster**

**(Minimum of 20 Credit Hours)**

(Comprised of courses from the cluster of creative arts, wellness and physical education, and career- connected)

**Creative Arts Cluster  
(Minimum of 4 credit hours required)**

- Creative Arts 110
- Creative Arts 120 (27/28)
- Digital Production 120\*
- Dramatic Arts 110
- Dramatic Arts 120
- Film 110
- Film 120 (27/28)
- Graphic Art and Design 110
- Graphic Art and Design 120 (27/28)
- Media Studies 120\*
- Music 10
- Music 112
- Music 122
- **Photography 120** (locally developed)
- Popular Music 110
- Popular Music 120
- **Recording and Sound Design 120** (locally developed)
- Visual Arts 10 (FI)
- Visual Arts 110 (FI)
- Visual Arts 120
- World Music 120

**Wellness & Physical Education Cluster  
(Minimum of 4 credit hours required)**

- Advanced Training Principles 120
- Early Childhood Development 120
- Individual and Family Wellness 120
- Introduction to Kinesiology 120 (FI)
- Nutrition 120
- Outdoor Education 110
- Outdoor Education 120
- Physical Education 10 (FI)
- Physical Education Through Sport 110
- Psychology 110
- Psychology 120
- Sports and Recreation Leadership 120 (27/28)
- Wellness through Physical Education 110 (FI)
- Yoga 110 (FI)

**Career-Connected Cluster**

**(Minimum of 4 credit hours required)**

(This cluster is subdivided into three categories: Career and Occupational, Digital and Information Technology, and Skilled Trades)

**Career and Occupational**

- Business Management 120
- Career Pathway Design 10 (FI)
- Career Pathway Mentorship 120(Coop)
- Develop and Lead 110 (FI)
- Develop and Lead 120 (FI)
- Early Childhood Services 110
- Early Childhood Services 120
- Entrepreneurship 110 (FI)
- Financial Accounting 120
- Health Care 110
- Hospitality and Tourism 110
- Housing and Design 120
- Human Services 110
- Marketing 120
- Skills for Success 120

**Information and Communication Tech.**

- Advanced Technology 120
- Computer Aided Design 110
- Computer Science 110
- Computer Science 120
- Digital Production 120\*

**Skilled Trades**

- Auto Electrical Systems 120\*
- Culinary Technology 110
- Culinary Technology 120
- Electrical Wiring 110
- Electrical Wiring 120
- Framing and Sheathing 110
- Internal Combustion Engines 110
- Introduction to Skilled Trades 110
- Metals Fabrication/Welding 110
- Metals Fabrication/Welding 120
- Metals Processing 110
- Metals Processing 120 (27/28)
- Mill and Cabinet 120
- Power Train and Chassis 110
- Residential Finish 120
- Tune-Up and Emissions 120 (retired June 27)

**Locally Developed Courses**

Care and Maintenance of Automobiles 110, Chemistry Extensions and Applications 120, Exploring Life, Fate and Fear through the Works of Stephen King 110, Forensic Science 110, Gender Media and Culture 120, International Citizenship and Understanding 110, Photography 120, Recording and Sound Design 120, Writing 120, and Yearbook 120

# French Immersion Course Requirements for a Certificate of Second Language Proficiency

In Grades 9, 50% of curricular outcomes are offered in French.

To develop a strong foundation and confidence in French, **students must select a total of at least 40 French credit hours** in Grades 10, 11 and 12.

To ensure a strong program for all schools, the Department of Education and Early Childhood Development has committed to expanding the online offerings of French high school courses. The following online courses are now offered:

- FSL Law
- FSL Environmental Science
- FSL Writing
- FSL Tourism
- FSL Co-op and Virtual Co-op Education

Students' oral proficiency is tested at the end of Grade 12.

## FIT Certificate (Basic) Requirements

Focus on Information Technology (FIT) Program is a Canada wide Certificate program from the Information and Communications Technology Council (ICTC). FIT provides students with the opportunity to develop technology and business/entrepreneurial skills with essential workplace skills and experience.

All students who achieve a FIT certificate are required to have two foundation courses. These two courses are:

- Information Technology 120
- Business Organization and Management 120

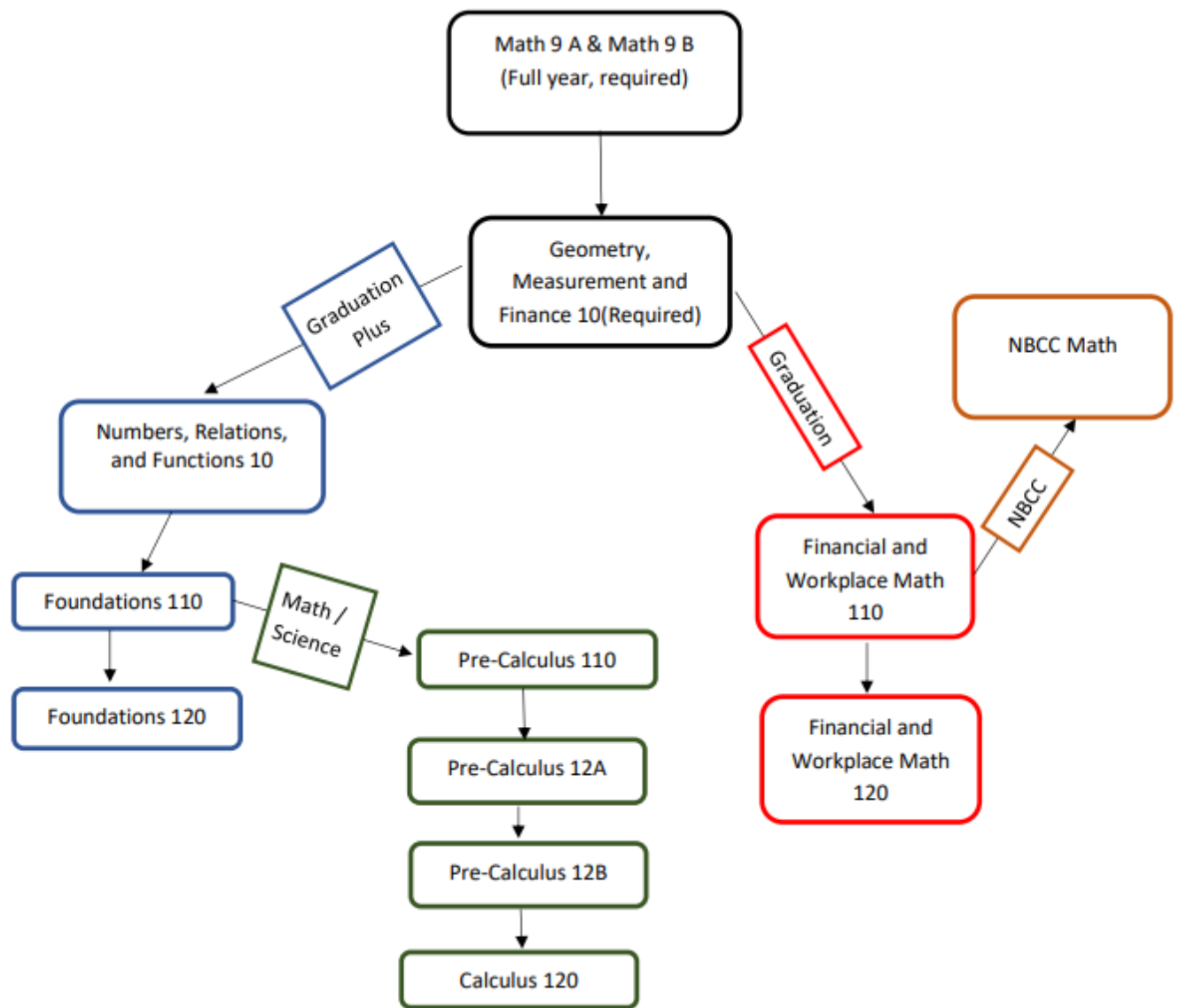
To achieve a certificate, students need the two foundation courses **plus** one additional course from the stream below.

Students can achieve a FIT Certificate in one or more of the following streams:

- Business and Information Analysis (Entrepreneurship 110)
- Software Design and Development (Computer Science 110)
- Network and Systems Operations (Cybersecurity & Technical Support 110)
- Interactive Media (Digital Production 120)

Courses do not need to be taken in any set order in to achieve a Certificate. If you are interested in a FIT brochure, please see the Guidance website.

# Mathematical Pathways



# Courses By Cluster

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## Language Arts and Language Cluster

### Compulsory Courses:

#### English Language Arts 10 Foundational

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives.

#### English Language Arts 11 Foundational

*Pre-Requisite of English Language Arts 10 Foundational*

ELA 11 Foundational is a required one semester course worth 4 credit hours (ELA Foundational 111, ELA Foundational 112, ELA Foundational 113). In grade 11, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing multiple voices, for enjoyment, learning, advocacy, and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives.

#### English Language Arts 12

*Pre-Requisite of English Language Arts 11 Foundational*

ELA 12 is a required one semester course worth 4 credit hours (ELA 121, ELA 122, ELA 123). Students will continue to develop and maintain skills in paragraphing, vocabulary building, sentence combining, reading and formal essay writing. Skills in the appreciation of literature are developed, with focus on classic drama, a modern play, a literary period, novel studies, and poetry. Higher levels of thinking are stressed such as analysis, interpretation, and synthesis. In addition, skills in the appreciation of literature are further developed. The completion of four pieces of process writing (pre-writing, rough copy, editing, good copy) based on Write Traits and its marking rubric is mandatory. Three of these pieces must be formal essays written with proper use of MLA and APA format; one must be a research paper. There will be at least two oral presentations. These are minimum requirements and do not represent the total of speaking and writing assignments expected of students at this grade level.

#### French Immersion Language Arts 10

(Immersion Students)

*Recommendation: Successful completion of French Immersion Language Arts 9*

This course is designed to ensure the maintenance and progression of the language skills of Early and Late Immersion students. Students taking this course will study the language using media such as novels, written reports, essays, and presentations. New grammar structures and rules will be introduced. The grade 10 student will be encouraged not only to speak French but to speak French correctly to prepare for their oral interview in grade 12.

#### Post-Intensive French 10 (10 PIF)

(English Prime Students)

Students will continue to be challenged, with a focus on the following French second language skills: oral (spoken production, spoken interaction, listening), reading (comprehension, fluency, accuracy, responding to reading), and writing (modeled, independent, genres, conventions, accuracy, and fluency). An exit project, containing oral, reading, and writing components is mandatory for each student completing PIF 10.

## Optional Courses: (8 credit hours required)

### 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.

### Children's Literature 120

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

### English as an Additional Language (EAL) Pathway

The overarching objective across all courses is to support learners' English proficiency development to communicate effectively in varied contexts and with members of a diverse Canadian society. By focusing on speaking, listening, reading, and writing, as aligned to the CEFR, learners also demonstrate effective strategies for academic and personal success through multiple modes of engagement.

### English Language Arts 10 Extended

*Recommendation: Successful completion of English Language Arts 10 Foundational*

ELA 10 Extended is an elective one semester course designed to extend a student's English Language Arts learning based on their interests, needs, and strengths. In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability).

### English Language Arts 11 Extended

*Recommendation: Successful completion of English Language Arts 11 Foundational*

ELA 11 Extended is an elective one semester course (ELA Extended 111, ELA Extended 112, ELA Extended 113). It is designed to extend a student's English Language Arts learning based on their interests, needs, and strengths. In grade 11, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing multiple voices, for enjoyment, learning, advocacy, and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability).

### French Immersion Language Arts 110

*Pre-Requisite of French Immersion Language Arts 10*

This course is designed to ensure the maintenance and progression of the language skills of Early and Late Immersion students. Students taking this course will study two novels and be asked to write essays. New grammar structures and rules will be introduced. The grade 11 student will be encouraged not only to speak French but to speak French correctly to prepare for their oral interview in grade 12.

## French Immersion Language Arts 120

*Pre-Requisite of French Immersion Language Arts 110*

This course pursues the same objectives as the 10 and 110 programs. The 120 program will continue to develop the students' vocabulary and writing skills by having them write essays, letters and narratives, as well as other forms of writing and participate in numerous oral activities. It will also cover the series “les Hauts et les Bas de Sophie Paquin” and a novel study. It is hoped that the 120 course will fine-tune the language skills acquired during the previous years of the Immersion program. A provincial assessment of French language proficiency is completed during this course.

## Graphic Novels 120

Graphic Novel 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study graphic novels, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

## Journalism 120

(2027 – 2028)

This is primarily a writing course with emphasis on communicative skills, principles of journalistic expression and the practice of both. Students will be provided with intensive practice in writing and editing in a style that demands brevity and clarity and is designed for publication. Higher levels of activities such as research, synthesis, analysis, and evaluation are an integral part the preparation for final drafts. In addition, it requires students to demonstrate creative processes involving skills such as design, layout, creative writing, and photography. Computer technology is also integrated into the curriculum to provide students with practical opportunities to use word processing, desktop publishing, painting, drawing, accounting, and database programs. This course will also explore the field of journalism as it applies to radio, TV, blogging, multi-media, and emerging technologies. Students will take this course over a semester and thus receive one credit.

## Media Studies 120\*

The goal of the Media Studies 120 course is to offer an introduction to the evolution and impact of mass media on the individual and society. The course will emphasize the content, processes, and technical elements of media production. This is primarily a project-based course, so the student must be prepared to submit work in accordance with predetermined deadlines. Completion of all assignments promptly and satisfactorily is necessary for success in this course.

## Post-Intensive French 11 (PIF 11)

*Pre-Requisite of Post-Intensive French 10*

Students will continue to be challenged, with a focus on the following French second language skills: oral (spoken production, spoken interaction, listening), reading (comprehension, fluency, accuracy, responding to reading), and writing (modeled, independent, genres, conventions, accuracy, and fluency). An exit project, containing oral, reading, and writing components is mandatory for each student completing PIF 11.

## Post-Intensive French 12 (PIF 12)

*Pre-Requisite of Post-Intensive French 11*

Students will continue to be challenged, with a focus on the following French second language skills: oral (spoken production, spoken interaction, listening), reading (comprehension, fluency, accuracy, responding to reading), and writing (modeled, independent, genres, conventions, accuracy, and fluency). A provincial assessment of French language proficiency is completed during this course.

### Reading Tutor 120

Reading Tutor 120 pairs students with younger struggling readers. The tutor will be responsible for selecting the reading materials and planning and implementing daily activities with their readers. Tutors will acquire valuable reading, writing and tutoring skills while also developing useful interpersonal, organizational, planning, and problem-solving skills.

### Spanish 110

This is a beginner level Spanish language course with an emphasis on the development of conversational skills and the appreciation of Hispanic culture. Daily activities will include speaking, listening, and interacting. Learners will demonstrate understanding and respond orally. They will create texts and other forms of representation that respect intercultural norms.

### Spanish 120

*Pre-Requisite of Spanish 110*

This is a beginner level Spanish language course that builds on the skill developed in Spanish 110. This course will continue to place an emphasis on the development of conversational skills and the appreciation of Hispanic culture. Daily activities will include speaking, listening, and interacting. Learners will demonstrate understanding and respond orally. They will create texts and other forms of representation that respect intercultural norms.

### Technique de Communication 110

*Pre-Requisite of PIF 10 or FILA 10*

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

### Technique de Communication 120

(2027 – 2028)

*Pre-Requisite of Technique de Communication 110*

This is a practical course that is designed to further increase a learner's confidence when speaking and interacting through the authentic use of the French language, building on the skills from Technique de Communication 110. While it contains elements of reading and viewing, as well as writing, the primary purpose of the course is to promote the development of oral competencies. These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR) and will be available to all high schools either in person or through the online platform (D2L Brightspace).

### Writing 110

The Writing 110 curriculum provides experiences in which students become acquainted with the essential elements of the writing process. They will further develop an understanding of the conventions of written language and the appropriateness of their use. Students will use personal, expository, and creative writing and will also develop an awareness of the variety of personal approaches used in the writing process. Opportunity is given to write for reasons stemming from the student's own interests and needs. In addition, students will write subjectively and objectively, using different points of view.

## Writing 120

*Pre-Requisite of Writing 110*

*Locally Developed*

Writing 120 is designed to provide learners with a unique and enriching opportunity to further develop and showcase their writing proficiency. Building upon the foundational skills acquired in Writing 110, this course is tailored for learners who possess a keen interest in refining their craft and expanding their literary capabilities. By offering a platform for self-selected work, the course empowers learners to explore diverse genres, styles, and themes that resonate with their personal interests, fostering a sense of autonomy and creativity in their writing endeavors.

## Humanities Cluster

### **Compulsory Courses:**

#### Civics

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 are critical to informed citizenship and decision-making. Students will be able to exercise their civic agency and act on personal rights.

### **Designated Courses: (4 credit hours required)**

#### Ancient Medieval History 11

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.

#### Canadian History 12

Canadian History 122 is designed to provide opportunities for students to study, discuss and write about the major events in modern Canadian history. Areas of study include pre- and post-Confederation Canada, westward expansion, the Canadian identity, immigration, our role in the Boer War and both world wars, and our role in the Cold War. Assessment includes tests, projects, essays, and presentations.

#### Modern History 11

Modern History 112 is a course for students who intend to go to college or university after high school graduation. Units of study include The End of Traditional European Society, the French Revolution, the Industrial Revolution, World War I, the 1920's and 1930's, World War II and the Holocaust, and the Cold War. Assessment includes tests, essays, response papers, projects, and presentations.

### Wabanaki Studies 120

Wabanaki Studies 120 provides students with the opportunity to learn about Wabanaki cultures, history and contributions before European contact, as well as to learn about the shameful legacy of colonization and the genocide that ensued. This course also seeks to explore contemporary expressions of Indigeneity.

### World Issues 120 (FI)

The general aim of the World Issues 120 program is to provide an understanding of the issues and events that have occurred (post-World War II) and continue to shape the modern world. The course covers current political, economic, social, and environmental concerns which are global in nature and require global solutions.

### Optional Humanities Courses:

#### Canadian Geography 120

(2027 – 2028)

Canadian Geography 120 is a study of the ever-changing cultural and physical landscapes of Canada and how they impact on each other. It examines physical systems and how they relate with human structures and systems. It investigates current issues that are important to Canadians, including environmental concerns. Geographic understanding and skills are integrated throughout the course.

#### Economics 120

(2027 – 2028)

Economics 120 provides a basic understanding of our economic system and how it works. The role of Canada's major economic institutions and how they interact is examined. Some of the topics covered include business organization, supply, demand, and the market, money and the banks, international trade, the stock market, and performance of the Canadian economy. This course will be of special interest to those considering a career in Business or Commerce.

#### Law 120

This course covers all aspects of law including a brief history of our system, criminal law, human rights, charter of Rights and Freedoms, the Youth Criminal Justice Act, and aspects of civil law. This course should be of interest to all students as we are all aware of the maxim "Ignorance of the law is no excuse."

#### Political Science 120

The main emphasis of this program will be the Canadian political system. Also included will be a study of the American government in comparison to the Canadian. The second part of the course will deal with the "isms" of the 19th and 20th centuries. Emphasis will be placed on Communism and Nazism and their developments in Russia and Germany respectively. When elections are called, special attention will be given to the study of political issues, parties, and candidates.

#### Sociology 120

(2027 – 2028)

This course is designed to increase awareness of how humans develop as social beings and examine 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.

# Mathematics Cluster

## Compulsory Courses:

### Geometry Measurement and Finance 10 (FI)

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Geometry, Measurement and Finance 10 is the final compulsive mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

## Optional Courses: (8 credit hours required)

### Calculus 120

*Pre-Requisite of Pre-Calculus B 12*

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

### Financial and Workplace Mathematics 110

*Pre-Requisite of Geometry, Measurement and Finance 10*

This course is the first of two courses designed for entry into many trades and technical programs, and for direct entry into the workforce. Concepts of right triangles, trigonometry, and angles of elevation and depression are applied to contextual problems. Scale models and drawings of 2-D and 3-D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning. Costs and benefits of renting and 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.

## Financial and Workplace Mathematics 120

*Pre-Requisite of Financial and Workplace Mathematics 110.*

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

## Foundations of Mathematics 110 (FI)

*Pre-Requisite of Number, Relations, and Functions 10*

Students will develop logical reasoning skills and apply this to proofs and problems involving angles and triangles, the sine and the cosine law. Students model and solve problems involving systems of linear inequality in two variables and explore characteristics of quadratic functions. Costs and benefits of renting and leasing and buying are explored, and investment portfolios are analyzed.

## Foundations of Mathematics 120

*Pre-Requisite of Foundations of Mathematics 110*

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

## NBCC Skilled Trades and Work-Ready Math 120

*Pre-Requisite of GMF 10*

NBCC Skilled Trades and Work-Ready Math 120 gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

## Numbers Relations and Functions 10 (FI)

*Co/Pre-Requisite of Geometry Measurement and Finance 10*

Number, Relations, and Functions 10 provides foundations for more complex mathematical reasoning and/or calculus and includes number properties, algebra, and functions. Learners will analyze numbers and model factoring; graph and describe relationships between variables; analyze functions; apply understanding of systems of linear equations to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge. This course develops pathways to further studies in mathematics and/or preparatory skills for calculus. Topics include prime factors; common factors; square and cube roots; irrational numbers; integral and rational exponents; polynomial expressions; trinomial factoring; linear relations and functions; slope; distance formula; and midpoint formula.

## Pre-Calculus 110

*Co/ Pre-Requisite of Foundations of Mathematics 11*

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

## Pre-Calculus A 120

*Pre-Requisite of Pre-Calculus 110*

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, graphing, and analyzing radical 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 B 120

*Co/Pre-Requisite of Pre-Calculus A 120*

This course is a co-requisite of Pre-Calculus A 120 and precedes Calculus 120. Students analyze arithmetic and geometric sequences and series to solve problems. They learn to factor polynomials of degree greater than 2, and to graph and analyze polynomial functions. They also graph and analyze radical, reciprocal and rational functions, 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.

## Science Cluster

### Optional Courses: (8 credit hours required)

#### Agricultural 110

*Recommendation of Science for Sustainable Societies*

Agriculture 110 gives the student an appreciation of how and where food is produced. The major units covered are Soils, Beef, Dairy, Swine, Sheep, Farm Safety and Forages. There are several field trips planned throughout the duration of the course. Also, each student will have a project to do that is on an aspect of agriculture that is not covered during the semester.

#### Aquatic Sciences 120

Aquatic Sciences 120 introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

#### Automotive Electrical Systems 120\*

This course is designed to introduce the student to the theory and operation of the basic service of automotive electrical systems. The student will study the basic function of electrical system components and practice basic service procedures. **Note: this course may be used as a science credit.**

#### Biology 11 (FI)

*Pre-Requisite of Science for Sustainable Societies*

This is an introductory course in Biology. Topics that will be covered in this course include the history of the cell, cellular organization, cell processes, taxonomy (the study of life), evolution, and ecology. Course topics will be supplemented by laboratory work, including a dissection.

#### Biology 12 (FI)

*Pre-Requisite of Science for Sustainable Societies and a Recommendation of successful completion of Biology 11*

This course is open to students who have successfully completed Biology 112 or 111. It is strongly recommended that the students enrolled in Biology 122 have successfully completed Chemistry 112, to have a strong foundation for a better understanding of the Biochemistry and Molecular approach to this course. The course topics include heredity, genetic information, gene expression, and evolution. Laboratory work will be used to supplement and enhance regular classroom activities.

## Chemistry 11

### *Recommendation of successful completion of Science for Sustainable Societies*

This course is designed to give a working knowledge of chemistry by relating various properties of matter to the basic structure of matter. Students will study such topics as the handling of numbers and calculations in science, the factor-label method of problem-solving, basic vocabulary terms, the mole concept, atomic structure, electron configuration, periodic properties of the elements, chemical bonding, chemical change, stoichiometry, properties of solutions and gases, and proper procedures in the laboratory. It is expected the students should have a good working understanding of math topics and skills introduced in grade 10 math.

## Chemistry 12

### *Pre-requisite of Chemistry 11*

Chemistry 122 is built on and is a continuation of Chemistry 112. Topics to be discussed include thermo-chemistry, reaction rates, chemical equilibrium, chemical bonding, organic chemistry, and acid-base chemistry. Chemistry is a required course for most post-secondary courses in science.

## Environmental Geoscience 110

Environmental Geoscience 110 promotes the asking and answering of questions about planet Earth and may generate interest in professional geologists, engineers, and/or GIS specialists. By the end of this course, learners will have developed perspectives on Earth systems by exploring cultural values in relationship to place, exploring spatial positioning, and exploring geographic data. It is expected that learners will understand the importance of consultation with rights- and/or stake- holders and understanding perspectives on place before pursuing science in the field.

## Environmental Science 120

(2027 – 2028)

In the first portion of this course students will explore the basic concepts associated with maintaining the Earth and keeping the world alive. The last portion of the course will involve students performing in depth studies into various environmental problems including but not limited to climate change, biodiversity, energy production, the Greenhouse Effect, and the Ozone Layer.

## Forestry 110

Forests and sustainable forest management have and will continue to play an essential role in the social, environmental, and economic well-being of the province. Forestry 110 will develop an appreciation and understanding of the societal values placed on forested ecosystems, how forests are managed, to achieve these values, and the interactions between humans and forests. The learning outlined will promote literacy, knowledge, and skills to enable students to meaningfully engage in public discourse around forests and the forest sector. The course will also identify multiple career pathways within the forest sector for rewarding employment within the province of New Brunswick.

## Human Physiology 110

A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. This course focuses on the physical components and healthy functioning of all the major human body systems including the digestive, respiratory, excretory, muscular, endocrine, immune, integumentary, circulatory, and reproductive. Students will be expected to complete laboratory work as well as research. Students will be able to apply this knowledge to their personal life.

## Introduction to Electronics 110

(2027 – 2028)

*Pre-Requisite of GMF 10*

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

## Physics 11

*Recommendation: Successful completion of Science for Sustainable Societies*

Physics is the study of matter and energy and their relationship. Physics 112 is an introductory course that looks at motion, forces, energy, work, power, and wave motion. It is expected the students should have a good working understanding of math topics and skills introduced in grade 10 math.

## Physics 12

*Pre-Requisite of Physics 11 and a recommendation of NRF 10*

This course builds upon the content covered in Physics 112. Topics covered are electrostatics, current electricity, and application of forces in two dimensions, energy and momentum, projectile motion, and centripetal motion. A strong understanding of Foundations of Math 110, especially trigonometry, algebra and quadratics is required.

## Science for Sustainable Societies 10

*Pre-Requisite of Science 9*

Learners enrolled in this course will consider the roles science and technology play in their lives and communities. The connections that exist between matter and energy are explored through system thinking. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provides learners with critical knowledge required for other high school science courses.

# Personal Wellbeing Cluster

## Creative Arts Cluster

### Optional Courses: (4 credit hours required)

#### Creative Arts 110

Creative Arts 110 is an overview course designed for all learners who have an interest in the arts. It is designed to encourage students to develop skills through exposure to a variety of challenges and problems requiring creativity and higher order thinking. Students will be required to work both individually and collaboratively and are encouraged to design their learning in collaboration with teachers. Input and guidance from industry professionals and/or mentors is also encouraged. Students will be exposed to a wide range of media for purposes of analysis, application, historical research, and demonstration of understanding.

#### Creative Arts 120

(2027 – 2028)

*Pre-Requisite of Creative Arts 110*

Creative Arts 120 is a course designed to build on previously learned vocabulary and technical skills from Creative Arts 110. Students will demonstrate understanding at a higher level of consistency, independence and in a variety of situations or in innovative ways culminating in a final portfolio to capture development. At this level, learners are expected to seek out and select opportunities to enhance learning. Through dialogue and research, learners will gain insight into world views and individual perspectives to facilitate appreciation of and connection to views which may be different from their own. Learners practice reflection through consideration of reasons why art is created, why it can be influential, and the ways in which media is consumed. Additionally, learners will examine the importance of their role as consumers of the arts and how that has influence over local, provincial, and global economies.

#### Digital Production 120 \*

This course develops competencies to work in the rapidly growing online world, including web design and development, social and mobile media, interactive games, and e-commerce. The course blends business, technology, and artistic skills to address the important new opportunities organizations are facing in the online world. This course is also (1) of the 5 courses required to successfully complete the **FIT (Focus in Technology) certificate**.

#### 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

*Pre-Requisite of Dramatic Arts 110*

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.

#### Film 110

Film 110 is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short films. Learners will practice implementing strategies to enhance clarity and the control of an intended message.

## Film 120

(2027 – 2028)

### *Pre-Requisite of Film 110*

This course is intended to be an opportunity to extend learning in concepts studied in Film 110.

The learner will be expected to demonstrate a higher level of understanding, independence, and application of skills.

## Graphic Art and Design 110

This course focuses on the making and analyzing of commercial art. Throughout the semester students will be developing art that focuses on different design principles found in things like advertising, commercial packaging, company logos and popular culture. Students will have the opportunity to work with both traditional art materials as well as acquiring new digital editing skills and artistic techniques on programs such as gimp or Photoshop.

## Graphic Art and Design 120

(2027 – 2028)

This course is intended to be an opportunity to extend learning in concepts studied in Graphic Art & Design 110.

The learner will be expected to demonstrate a higher level of understanding, independence, and application of skills.

## Media Studies 120\*

The goal of the Media Studies 120 course is to offer an introduction to the evolution and impact of mass media on the individual and society. The course will emphasize the content, processes, and technical elements of media production. This is primarily a project-based course, so the student must be prepared to submit work in accordance with predetermined deadlines. Completion of all assignments promptly and satisfactorily is necessary for success in this course.

## Music 10

Music offers unique experiences from which a better understanding of the world can emerge. Learners who are engaged in such a program can develop a comprehensive awareness, appreciation, and understanding of personal life experiences and events. Learners may choose different pathways to develop skills in a variety of performance and composition settings. In Music 10 – 12, learners will connect music learning to personal experiences, explore musical examples from multiple cultural contexts, explore the role of the arts in society and its power to effect change, use music with intention to communicate, create, and compose with intention, continue to develop practical skills in music performance, display increased confidence as performers and creators, and practice respect for varying opinions, tastes, capacity for sharing music.

## Music 112

### *Pre-Requisite of Music 10*

This is a general appreciation course. Emphasis will be placed on the development of practical skills in piano/ guitar/ voice / non-melodic and melodic percussion. This is an activity-based course, so students must be mature enough to meet the high level of independence and responsibility required of them. Students will be exposed to a variety of styles through theory and historical exercises.

## Music 122

### *Pre-Requisite of Music 110*

This course is designed for the advanced and serious study of music for those planning to continue in music after graduation. Students will work independently on topics such as Canadian Music History, Music Criticism, Music Industry/Careers and Composition. There is also a practical component to the course.

## Photography 120

### *Locally Developed*

We are at a time where the growth of social networking is something every learner knows and uses. Visual Literacy is something that many curricula do not include in any detail and is something the learners need to be aware of. Almost every learner has a camera in the form of a phone at their disposal constantly. It is a great asset to express themselves emotionally and convey their ideas and thoughts to peers. It is also a unique way to form a learner-educator connection by learning about their life outside school.

Photography is an important tool in preserving memories and displaying interests and activities to others. High school is the perfect place to learn how to do this better. There are lots of school activities that could be better documented to preserve memories and to showcase everything we do. Photos taken during the class can be used in the yearbook and on the school website.

## Popular Music 110

This course is designed for learners who wish to explore and gain understanding of the music industry, its evolution, its impact on society, and its response to events/movements. Popular Music 120 allows learners the opportunity to investigate the ways global events shape popular music and how popular music has, in turn, influenced culture and society. Through their investigations, learners develop a deeper understanding of musical genres and the development of social and cultural trends. Learners examine culture through the elements of music, instrumentation, the role of industry and promoters, artists, and writers. Additionally, learners are expected to create and/or recreate music to demonstrate their understanding of specific characteristics of a particular genre. Popular Music 120 should focus on process rather than product.

## Popular Music 120

### *Pre-Requisite of Popular Music 110*

This course is intended to be an opportunity to extend learning in concepts studied in Popular Music 110. The learner will be expected to demonstrate a higher level of understanding, independence, and application of skills.

## Recording and Sound Design 120

### *Locally Developed*

Most musicians/artists in today's climate need to have a working knowledge of how to use digital audio workstations (DAW) to be competitive. Many are self-promoted and operate independent of record labels, using DAW's to create their product for promotion and sale. The growing video game, app and film sectors offer many new income avenues for sound designers. This course will give learners who want to receive further education in any of these areas at the college or university level a solid foundation.

## Visual Arts 10 (FI)

In Visual Art 10, exploration and experimentation are key to learning. Learners are encouraged to experiment with a wide variety of materials and techniques to build capacity for personal expression. Learners are learning to respond to art with guidance. Through Visual Art, learners will be exposed to a diverse representation of identities, communities, and human experiences. Developing skill in Visual Art enable learners to explore their environment, look for meaning, and express insights through multiple modes of communication.

## Visual Arts 110 (FI)

*Pre-Requisite of Visual Arts 10*

The Art 110 course begins with a basic drawing unit followed by projects exploring different media such as painting, sculpture, and print making. Artists who have made a significant contribution to the history of art will be presented. Evaluation will be based on all assigned art projects, a sketchbook, a final auto-biographical self-portrait project, and a written exam. **Students will be expected to supply basic art materials.**

## Visual Arts 120

*Pre-Requisite of Visual Arts 110*

Visual Arts 120 is intended for more serious art students who have successfully completed Visual Arts 110. Drawing, painting, sculpture, pottery, and printmaking will be studied as well as art history and art appreciation. A percentage of the final evaluation will be based on an independent studio unit as well as a written exam. **Students will be expected to supply basic art materials and a sketchbook.**

## World Music 120

World Music has been designed to encourage research, presentations, discussions, and musical learnings in and about a variety of different world music. The outcomes and activities of the course focus on the need for students.

## Wellness & Physical Education Cluster

### **Optional Courses: (4 credit hours required)**

#### Advanced Training Principles 120

This course is designed to support learners with theoretical and practical exercise physiology experience. ATP 120 is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment.

#### Early Childhood Development 120

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

#### Individual and Family Wellness 120

The individual and Family Dynamics 120 curriculum explores 4 themes: families in a changing world, personal growth and development, interpersonal relationships, and individual and family wellness.

#### Introduction to Kinesiology 120

Introduction to Kinesiology 120 is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and

prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

### Nutrition for Healthy Living 120

This course 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 lifestyle 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. There will also be a practical physical component to the course, including fitness and other activities.

### Outdoor Education 110

*Pre-Requisite of Physical Education 10*

The course will develop personal outdoor recreation skills based on environmental ethics. Students must complete a series of out-trips that may take more than one period, including a couple of overnight camping trips. The course will take advantage of our local resources and will include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to go outside in a variety of weather conditions. Students will be responsible for planning, leading, and evaluating out-trip experiences. Students must have a teacher complete a student evaluation screening form prior to admission in the course. These forms will be available online at course selection time. **A fee will be charged for this course upon acceptance.**

**Entrance to the course will be by means of an application. Completed applications can be submitted to the office.**

### Outdoor Education 120

*Pre-Requisite of Outdoor Education 110*

Outdoor Education 120 builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a gd activities (e.g., hiking, climbing, canoeing).

Students must have a teacher complete a student evaluation screening form prior to admission in the course. These forms will be available online at course selection time. **A fee will be charged for this course upon acceptance.**

**Entrance to the course will be by means of an application. Completed applications can be submitted to the office. Please see Mr. Graham for an application. are in the office.**

### Physical Education 10 (FI)

Physical Education 10 provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. By engaging in the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

### Physical Education Through Sport 110

Physical literacy through sport involves developing the skills, knowledge, and behaviors that empower individuals to confidently and enthusiastically engage in physical activity and sport throughout their lives. It's about fostering a love for movement and understanding the benefits of being active.

### 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. Regular attendance and participation in class discussions is very important in this course.

### Psychology 120

*Pre-Requisite of Psychology 110*

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. Regular attendance and participation in class discussions is very important in this course.

### Sports and Recreation Leadership 120 (2027 – 2028)

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond. The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and developing leadership potential. Learners will explore various roles in team dynamics, including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection. Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

### Wellness through Physical Education 110 (FI)

The goal of the Wellness Through Physical Education curriculum is to promote healthy active living for life. The course is intended to encourage a broad-based exploration of a variety of activities, highlighting non-traditional approaches to fitness and wellness (e.g., yoga, hiking, ultimate frisbee, personal training, Tai Chi). As a result, the course offers a range of learning experiences for students that encourage healthy active living but are not sport specific.

### Yoga 110 (FI)

Yoga will explore the physical and mental aspects of yoga – develop the acquisition and development of skills including strength, flexibility, cardiovascular endurance, balance, regulation of energies through breath and mental focus. The Yoga 110 course will allow students to participate in various activities.

## Career – Connected Cluster

**Optional Courses: (4 credit hours required from career and occupational, information and communication technology or skilled trades subclusters)**

### *Career and Occupational Subcluster*

#### *Business Management 120*

*NOTE: Counts toward FIT Certificate*

This course is designed for university preparatory students in their last year of high school. Students should gain an understanding of how the business system is managed in Canada; emphasis being placed on business problems as seen through the eyes of management. Projects, case studies and problem solving are a major part of the course. The major topics included are business ownership, small business management; the functions and problems of management; financial management and control; production; marketing procedures; business, government, and society; and future careers in business.

## Career Pathway Design 10

Career is the journey through life, learning and work. It encompasses much more than just employment. To achieve a sense of self and life satisfaction, each student requires personalized, equitable, and inclusive career pathway planning to secure their preferred future. The Career Pathway Design 10 course addresses this goal, amplifying learner agency, as informed by evidence-based research found in the New Brunswick Career Education Framework.

## Career Pathway Mentorship 120

**NOTE: Offered to students in their *graduation year* and involves an application and interview process.**

This course provides experiential work-based education that extends the learning process into the workplace. It is a course that integrates classroom theory with employability and career skill development thereby furthering the career exploration process of youth. After completing the pre-employment course component, students are placed in work where they are provided with challenging tasks and responsibilities and learn by doing. Students spend the equivalent of two periods (8 credit hours) normally daily, at the workplace. The course is based upon a collaborative partnership between the school and business/industry and involves the participation of students, teachers, employers, and student supervisors.

### **SPECIFIC STUDENT RESPONSIBILITIES FOR CO-OP EDUCATION INCLUDE:**

1. Regular attendance and punctuality at school and the training station (approximately 2 hr./day).
2. Appropriate dress and behavior on the job.
3. Keeping a daily log record of hours worked and Journal.
4. Satisfactory progress in learning at the training station as outlined by the specific training profile.
  - a. Explore a tentative career choice.
  - b. Develop self-confidence and skills that will allow you to work effectively in the workplace.
  - c. Develop greater awareness of the needs of business, industry, and community services.
  - d. Facilitate the transition from school to work.
  - e. Become involved in an exciting, innovative way to earn school credits.

## Develop and Lead 110

Learners discover, explore, and reflect on leadership. In Develop and Lead 11, learners will have the opportunity to plan, organize, and administer projects within their schools and communities. Regardless of their comfort level or previous experience, learners will develop leadership potential in a safe and inclusive space. Learners will explore various roles in group dynamics, including being a leader, collaborating with others, and contributing positively to learning experiences.

When learners take on leadership responsibilities, overall participation increases, and engagement improves. Leadership potential is developed when learners are provided the autonomy to create initiatives which build and reinforce leadership attributes, styles, and skills.

## Develop and Lead 120

*Pre-Requisite of Develop and Lead 110*

In **Develop and Lead 120**, learners will be expected to grow the work undertaken in the first experience into a larger context. This experience should allow learner to build on previously acquired skills and to build deeper relationships with team members and/or groups. In this instance, larger scale projects may be preferred. For example, this may involve a project requiring significant planning, research and/or delivery.

In both instances, learners may have to commit time beyond the regular school day and operate in settings beyond the common learning environment.

### Early Childhood Services 110

The overall aim of this course is to help students realize and appreciate the role parents and caregivers play in a child's development. Students will gain a greater understanding of how children develop emotionally, socially, intellectually, and physically through the first five years of life. Through playschools planned and operated by students, students will participate in playschools for children ages 3-5 with additional observation of infants and toddlers. 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.

### Early Childhood Services 120

*Pre-Requisite of Early Childhood Services 110*

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility.

### Entrepreneurship 110

*NOTE: Counts toward FIT Certificate*

An entrepreneurship studies program is designed to nurture the business and innovative spirit in students. Students produce a product or service in a marketplace setting; loans are available to students, repayable on market day with profits remaining with students. Students will develop entrepreneurial skills and attitudes, develop an understanding of the role of an entrepreneur and explore career options.

### Financial Accounting 120

Introduction to Accounting 120 is a program which introduces basic accounting principles used in service and merchandising businesses. Case studies and interpretation of financial data are course components. This is an excellent program for students who plan to enter business or business-related programs on the university or community college level, as well as, for anyone who may wish to manage, own, or operate a business.

### Health Care 110 (2026/2027)

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

### Hospitality and Tourism 110

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

### Housing and Design 120

Housing and Interior Design 120 is designed to show the relationship between different types of housing and the housing needs of individuals, families, and communities. The influences of cultural, psychological, and aesthetic aspects of housing are examined. The value of creativity and individuality in a living environment is an important element of the

course. Course topics span factors including housing in various cultures, historical and modern trends in housing and lifestyles needs, financial and legal costs and requirements, basic floor plans and arrangements, plus the principles and elements of design. This course would be of interest to students interested in the field of housing and interior design.

### Human Services 110

The overall aim of Human Services is to increase students' awareness of the importance of human service work and to prepare them for future employment and/or post-secondary education. This course also explores supporting families at all stages. Due to the increasing elderly population and the trend towards "at home care" versus "institution care", there is a need for trained human service workers. The course will focus on the skills to prepare people to work with youth, elderly and the disabled. It may include community activities.

### Marketing 110

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

### Skills For Success 120 (Growth, Goals & Grit)

Skills for Success 120 will provide students with skills in three main areas: 1. Positive and productive mindsets and behaviors 2. Organizational patterns 3. As well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. You will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. You will learn how these support postgraduate pursuits.

## *Information and Communication Technology Subcluster*

### Advanced Technology 120 (2026-2027)

Advanced Technology deals with the practical application of Environmental Science with respect to such concepts as energy conservation, alternative energy and efficient building design. Students will learn how to calculate electrical power needs, energy and cost. Students will learn ways to reduce or save energy using data-based decision making. For students to make data-based decisions they will learn how to use various data collection and manipulation devices. The course has a large emphasis on group project work. Past projects have included energy efficient building design, solar hot water heaters and solar thermal air heaters, solar PV panel testing, electrical and water audits. As this is a Project Based class, a large emphasis is placed on use of group work, as well as presentations and data manipulation.

### Computer-Aided Design (CAD) 110

An introductory course for students who would like to know how house plans and mechanical parts are drawn. This course deals with technical drawing. No artistic skill is required; however, art skills can be improved! In-depth use of **Auto CAD LT** is a feature of this course. This course is recommended to all students, but especially to students wishing to further their education in architecture, engineering, interior design, or graphic communications related careers. The Auto-Cad computer program is standard for design and engineering.

### Computer Science 110

*NOTE: Counts toward FIT Certificate*

Computer Science 110 is a revamped course for today's modern coding practices. Using introductory coding language students will learn about variables, operators, methods and functions, loops and decisions, string manipulation and graphics. Students planning to study computer science or engineering at a post-secondary institution will find this course helpful.

### Computer Science 120

*Pre-Requisite of Computer Science 110*

The Computer Science 120 course extends the principles learned in Computer Science 110. Students will primarily focus on object-oriented programming, using Java as the coding language. Any student wishing to continue in Computer Sciences, Engineering, or Business studies would find the Computer Science courses beneficial.

### Digital Production 120

This course develops competencies to work in the rapidly growing online world, including web design and development, social and mobile media, interactive games, and e-commerce. The course blends business, technology, and artistic skills to address the important new opportunities organizations are facing in the online world. This course is also (1) of the 5 courses required to successfully complete the **FIT (Focus in Technology) certificate**.

## *Skilled Trades Subcluster*

Classes in this subcluster are subject to a \$15 materials fee.

### Automotive Electrical Systems 120

This course is designed to introduce the student to the theory and operation of the basic service of automotive electrical systems. The student will study the basic function of electrical system components and practice basic service procedures. **Note: this course may be used as a science credit.**

### Culinary Technology 110

The Culinary Technology 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 then be encouraged to practice those skills through enterprise activities. Food Preparation areas of study may include Quick Breads, Cakes, and Cookies. Yeast breads and meal planning will be explored.

### Culinary Technology 120

*Pre-Requisite of Culinary Technology 110*

Culinary Technology 120 is a continuation of Culinary Technology 110. This course focuses on safety and sanitation, food supply, influences on the menu, meal planning, and additional food preparation skills. Theory includes the planning of quality meals, ordering, pricing, and preparation service.

### Electrical Wiring 110

This course is for all students who want to learn about circuitry. No experience is necessary. Students enrolled in this course will teach the various circuit arrangements used to control lights and receptacles in residential applications. Theory and skills are developed through hands-on wiring projects.

## Electrical Wiring 120

### *Pre-Requisite of Electrical Wiring 110*

This course is an extension of 110 Electrical Wiring. Topics of residential wiring, safety, switching circuits, conductor material and sizes, service and grounding requirements, wiring methods, installation of electrical equipment, installing of lighting equipment, and basic circuits using buzzers and chimes, entrance systems, raceway wiring, electric heat, and Canadian Electrical Code are practiced as hands-on projects. This course is useful for students who are considering trades as a career option.

## Framing and Sheathing 110

The course is designed to develop knowledge and skills required in the construction of framed buildings. The methods, materials and skills required to construct a framework from the foundation to the roof, including trusses, will be covered.

## Internal Combustion Engines 110

A course designed to develop proficiency in the repair, overhaul, service, and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits. The students will be working on full-size car engines along with the necessary equipment and tools for testing and repair.

## Introduction to Skilled Trades 110

This course introduces students to a variety of careers in the skilled trades pathway. Emphasis is placed on providing opportunities to explore and participate in practices allowing for skill development required for education or employment. Problem identification, teamwork and leadership skills are reinforced. Learner creativity and life skill development in the design, construction, repair, and maintenance unit modules reinforce situations that are found in industry.

## Metals Fabrication 110

This course introduces students to the trade of Welding. Students enrolled in this competency-based course will learn how to weld, butt and join metal. Skills such as measuring, layout and fabrication will give students a jump start in a welding career. If your goal is to become a welder or if you just want to be able to work in your shop at home, this course is for you. Students are encouraged to purchase a welding helmet and gloves. Students need to provide safety footwear.

## Metals Fabrication 120

### *Pre-Requisite of Metal Fabrication 110*

This course will be an extension of Metal Fabrication 110 including cutting, grinding, and welding as the focus. Students will continue welding in the flat position and move to horizontal, vertical, and overhead positions. Students will have the opportunity to receive welding tickets.

## Metals Processing 110

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

## Metals Processing 120

(2027 – 2028)

*Pre-Requisite of Metals Processing 110*

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes.

## Milling and Cabinet Work 120

A laboratory course which emphasizes the construction of custom mill items and cabinets found in the typical home. Students practice estimating and planning projects as well as the maintenance of hand and machine tools.

## Power Train and Chassis 110

The course is designed to develop proficiency in the service and maintenance of the automobile chassis and power train. Emphasis is placed on function, repair, and replacement of components which include spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differentials, and drive lines. The student will have the opportunity to work on automobiles with tools and equipment presently used in the trade.

## Residential Finish and Insulation 120

*Pre-Requisite of Framing and Sheathing 110*

A course designed to acquaint the student with the knowledge and skills necessary to complete the interior and exterior of a building. Insulation, wall and ceiling cladding and the installation of interior doors and trim are covered through "hands on" experience. Exterior wall cladding, window, and door frames as well as cornice trim and roof coverings are included.

## Tune-up and Emissions 120

(Last Year This Course Will Be Offered)

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

# Locally Developed Courses

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These are courses that have been specifically created by the teachers of SRHS to meet the desires of the student body of SRHS. All local option courses have been approved by the New Brunswick Department of Education and Early Childhood Development. Local Developed Courses that currently exist at SRHS include:

## Care and Maintenance of Automobiles 110

This course will explore the fundamental aspects of vehicle ownership, operation, and maintenance, providing learners with a comprehensive foundation to navigate the automotive world confidently. Special emphasis will be placed on practical, real-world situations to ensure that the knowledge gained is not only theoretical but immediately applicable to learner's everyday experiences as a driver.

## Chemistry Extensions and Applications 120

Chemistry Extensions and Applications is designed for students who have completed Chemistry 12 with the purpose of extending students' existing knowledge by exploring connected and new topics, while also emphasizing hands-on learning through experimentation and reporting. It creates an opportunity for students to deepen their understanding of chemistry in a collaborative, flexible, and engaging environment, free from the pressures of advanced placement coursework.

## Exploring Life, Fate and Fear through the Works of Stephen King 110

This course design uses a wide range of Stephen King's works to explore themes like resilience, self-identity, friendship, destiny, and the supernatural, aligning with the New Brunswick English curriculum. By focusing on supernatural and relatable aspects of King's stories, students will develop analytical skills, creative writing abilities, and a deeper understanding of King's thematic diversity.

## Forensic Science 110

Forensic Science 110 is an introductory course that outlines scientific concepts and techniques behind the work of forensic lab technicians/scientists. Students will be required to apply scientific skills from a variety of disciplines including biology, chemistry, and physics to specific crime scene scenarios. Students will analyze past crimes and the forensic science that was used to help solve them. This course will introduce the topics of blood spatter analysis, crime scene analysis, fingerprinting, handwriting analysis, ballistics, toxicology, and forensic anthropology.

## Gender Media and Culture 120 (Gender Studies 120)

Throughout this course, students will develop an appreciation for the importance of valuing and respecting differences. Students develop their understanding of policies and laws that support human rights while recognizing the existence of continuing challenges to equity and social justice. By exploring the contributions of individuals and groups towards the creation of a more just society and specifically highlighting significant women and women's groups as the focus of these contributions, students come to realize the importance of personal engagement and social action. Students will move from theory to practice by developing and implementing initiatives to address an equity-related issue.

## International Citizenship and Understanding 110

Learners will develop, through study and practice, the competencies necessary to contribute to problem solving and future building in a productive, respectful, and fulfilling way. In this course, learners will engage in empathy training and development, plan activities and/or events (a capstone project) for school and communities to encourage a sense of belonging, build relationships with others through engagement in international issues, and foster understanding of the global community.

### Photography 120

We are at a time where the growth of social networking is something every learner knows and uses. Visual Literacy is something that many curricula do not include in any detail and is something the learners need to be aware of. Almost every learner has a camera in the form of a phone at their disposal constantly. It is a great asset to express themselves emotionally and convey their ideas and thoughts to peers. It is also a unique way to form a learner-educator connection by learning about their life outside school.

Photography is an important tool in preserving memories and displaying interests and activities to others. High school is the perfect place to learn how to do this better. There are lots of school activities that could be better documented to preserve memories and to showcase everything we do. Photos taken during the class can be used in the yearbook and on the school website.

### Recording and Sound Design 120

Most musicians/artists in today's climate need to have a working knowledge of how to use digital audio workstations (DAW) to be competitive. Many are self-promoted and operate independent of record labels; using DAW's to create their product for promotion and sale. The growing video game, app and film sectors offer many new income avenues for sound designers. This course will give learners who want to receive further education in any of these areas at the college or university level a solid foundation.

### Writing 120

Writing 120 is designed to provide learners with a unique and enriching opportunity to further develop and showcase their writing proficiency. Building upon the foundational skills acquired in Writing 110, this course is tailored for learners who possess a keen interest in refining their craft and expanding their literary capabilities. By offering a platform for self-selected work, the course empowers learners to explore diverse genres, styles, and themes that resonate with their personal interests, fostering a sense of autonomy and creativity in their writing endeavors.

### Yearbook 120

In this course students will have the opportunity to collaborate in the creation of the yearbook. Students will familiarize themselves with all aspects of book creation from writeups, photography, layout and design to marketing. Students will be assigned tasks and deadlines as outlined in the contract SRHS will sign with its yearbook provider.

## ALPHABETICAL COURSE LISTING

Advanced Technology 120	Exploring Life, Fate and Fear through the Works of Stephen King 110	Outdoor Education 110
Advanced Training Principles 120	Financial Accounting 120	Outdoor Education 120
Agriculture 110 (FI)	Financial and Workplace Mathematics 110	Personal Wellness 9
Ancient and Medieval History 11	Financial and Workplace Mathematics 120	Photography 120
Aquatic Sciences 120	Film 110	Physical Education 9
Art 9	Film 120	Physical Education 10 (FI)
Automotive Electrical Systems 120*	Forensics 110	Physical Education through Sport 110
Biology 11 (FI)	Forestry 110 (FI)	Physics 11
Biology 12 (FI)	Foundations of Math 110 (FI)	Physics 12
Business Management 120	Foundations of Math 120	Political Science 120
Calculus 120	Framing and Sheathing 110	Popular Music 110
Canadian Geography 120 (27/28)	French Immersion Language Arts 9	Popular Music 120
Canadian History 12 (FI)	French Immersion Language Arts 10	Post Intensive French 9
Canadian Literature 120	French Immersion Language Arts 11	Post Intensive French 10
Career Pathway Design (FI)	French Immersion Language Arts 12	Post Intensive French 11
Career Pathway Mentorship (Coop) 120	Gender, Media, Culture 120	Post Intensive French 12
Care and Maintenance of Auto. 110	Geo. Measurement and Finance 10 (FI)	Power Train and Chassis 110
Chemistry 11	Graphic Art and Design 110	Pre-Calculus 110 (FI)
Chemistry 12	Graphic Art and Design 120 (27/28)	Pre-Calculus A 120
Chemistry Extensions and Applications 12	Graphic Novels 120	Pre-Calculus B 120
Children's Literature 120	Health Care 110	Psychology 110
Civics (FI)	Hospitality and Tourism 110	Psychology 120
Computer Aided Design 110	Housing and Design 120	Reading Tutor 120
Computer Science 110	Human Physiology 110 (FI)	Recording and Sound Design 120
Computer Science 120	Human Services 110	Residential Finish 120
Creative Arts 110	Individual and Family Wellness 120	Science 9 (FI)
Creative Arts 120 (27/28)	Internal Combustion Engines 110	Science for Sustainable Societies 10 (FI)
Culinary Technology 110	International Citizen. & Understanding 110	Skills for Success 120
Culinary Technology 120	Introduction to Electronics 110	Sociology 120 (27/28)
Develop and Lead 110 (FI)	Introduction to Kinesiology 120 (FI)	Social Studies 9 (FI)
Develop and Lead 120 (FI)	Introduction to Skilled Trades 110	Spanish 11
Digital Production 120*	Journalism 120	Spanish 12
Dramatic Arts 110	Law 120	Sports and Recreation Leadership 120
Dramatic Arts 120	Marketing 120	Technology 9
Early Childhood Development 120	Math 9 (FI)	Technique de Communication 110
Early Childhood Services 110	Media Studies 120*	Technique de Communication 120 (27/28)
Early Childhood Services 120	Metals Fabrication (Welding) 110	Tune-Up and Emissions 120 (retired 27/28)
Economics 120 (27/28)	Metals Fabrication (Welding) 120	Visual Art 10 (FI)
Electrical Wiring 110	Metals Processing 110	Visual Art 110 (FI)
Electrical Wiring 120	Metals Processing 120 (27/28)	Visual Art 120
ELA 9	Mill and Cabinet 120	Wabanaki Studies 120
ELA 10 Foundational	Modern History 11 (FI)	Wellness through Phys. Ed. 110 (FI)
ELA 10 Extended	Music 9	World Issues 120 (FI)
ELA 11(1/2/3) Foundational	Music 10	World Music 120
ELA 11 (1/2/3) Extended	Music 112	Writing 110 (FI)
ELA 12 (1/2/3)	Music 122	Writing 120
English as an Additional Language	NBCC Skilled Trades/Work Ready Math 120	Yearbook 120
Entrepreneurship 110 (FI)	Numbers Relations and Functions 10 (FI)	Yoga 110 (FI)
Environmental Geoscience 110	Nutrition 120	
Environmental Science 120 (27/28)		

Course names that are followed with an (FI) symbol are also potentially offered in French.

Course names that are followed with an \* may be used to fulfil the requirements for no more than one cluster.

Course names in green are considered local options.

(26/27) = courses that will be offered in the 2026-2027 School Calendar Year.

# Online Courses

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## **NBVL Distance Learning Program**

The distance learning program offers high school courses at the grades 10, 11 and 12 level. Students take courses through the D2L Brightspace platform as part of their regular schedule, from the school, under the supervision of a local facilitator. Students work with the online teacher to explore content, complete assignments, and learn in an online environment.

## **Who takes online courses?**

Online courses are taken by students for all kinds of reasons, including:

- Personal interest and choice
- Additional selection of courses – offered throughout the day.
- Courses aren't offered locally when you need them.
- Need for more time or extra support to complete a program.
- Students wanting to experience online learning before university and post-secondary.

## **What does it take to succeed in an online course?**

Students taking online courses should have an interest in the course they're taking and have a desire to succeed. Students work at their own pace, but it's important to be persistent, with a willingness to work through problems. Time management is a big part of online learning, and there are checklists and supports built-in to help. Students should be willing to reach out to the online teacher and local facilitator when there are questions and needs, or be willing to develop some basic technology skills. Considering online learning is in all post-secondary institutions and many workplaces, this is a great opportunity to develop these skills and mindsets.

# Personal Interest Courses

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Personal Interest 1 and 2 courses promote learner agency and support personalized learning. They are designed to provide students with the time, opportunity, and resources to develop and pursue individual interests. The programming for these courses will be designed by the student with the support of their teachers and/or other mentors in the school or community (local/global). Examples include: a Capstone Project (local or community action), an in-depth study in a specific problem, the study of and support to the Calls to Action in the Truth and Reconciliation Recommendations, development of a relevant skill set or methodology such as project management, time to pursue a life skill such as financial literacy or an additional language, or to perfect a particular gift or talent that increase personal well-being. Assessment for the completion of this course will be outlined as part of the course design and will be based on the "I" statements for the global competencies. Students must follow safety guidelines and review and follow policies related to their projects.

At SRHS students may only take a Personal Interest Course in grade 11 or 12. Students may only take one personal interest course each year. Students must submit their application for the program by the course selection deadline.

# Challenge for Credit

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Challenge for Credit is an opportunity to recognize prior learning and to acknowledge this through the granting of a credit.

**This option is available to:**

Any Student in grade 11 or 12 enrolled in a New Brunswick high school who, outside school have met all the learning, process, interpersonal, participation objectives or outcomes/requirements of a course.

**This option is available in:**

Any prescribed course in the New Brunswick public school system.

**Provincially Recognized Challenge for Credit Examples:**

- 1) Students who have completed **Level 4 Cadet training** (in Air, Army, or Sea) can obtain an Outdoor Education 110 credit.
- 2) Completion of the **Scout Exploration Activity Award** can earn a student credit in Outdoor Education 110.
- 3) Completion of **The Duke of Edinburgh Young Canadians Challenge** at either the Gold or Silver level can earn a student a credit in Outdoor Education 110.
- 4) The Immersion program of Universite Sainte-Anne.
- 5) Universite de Moncton – Explore Jeuness Program.
- 6) Junior Achievement “Be Entrepreneurial” program certificate.
- 7) YMCA Community Action Network (YCAN).
- 8) National Lifesaving Society Certification (NLS).
- 9) 101/Fundamentals Level Coaching Certification.
- 10) Imagine NB.
- 11) Girl Guides Trailblazer Gold Award.
- 12) Univsersite de Moncton – Junior High Program.
- 13) Les Jeunes chanteurs d’Acadie.

**General Challenge Application Process:**

Student must apply in writing to **Mrs. Jamieson within two weeks of the beginning of a course**. The application will include clear evidence of appropriate prior outside learning congruent with the outcomes of an identified New Brunswick course and **should be supported by at least one pedagogical professional**. The school principal in conjunction with the guidance department and one teacher and in consultation with a student and his/her parents(s) will discuss the validity of the application.