**ST. STEPHEN**

**HIGH SCHOOL**

*282 King Street*

*St. Stephen, New Brunswick*

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[*http://sshs.nbed.nb.ca/*](http://sshs.nbed.nb.ca/)



Learn. Achieve. Aspire.

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***2020-2021 COURSE CALENDAR***

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**Administration:**

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Mr. Donald McCallum/Mr. Darren Higgins, Grade 9 Students

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Mr. Darren Higgins, Grade 12 Students

Adjusted (ADJ), and/or Individualization (IEP) must be indicated on the transcript. No such indication will appear on the diploma.

**HOW TO USE THIS COURSE CALENDAR:**

This course calendar is used by current Grade 10 and 11 students at St. Stephen High School in choosing their courses for the upcoming school year. In your grade 11 and 12 year, you can take courses at either level.

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| GRADUATION REQUIREMENTS |  |

**In the 20-credit system, students must:**

* Meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the grades 9/10 Companion Document (completing Information Technology outcomes satisfies Computer Literacy requirements).
* Obtain a literacy credential by achieving a successful rating on the Grade 9 English Language Proficiency Assessment or Reassessment.
* Attain 17 of 20 credits (including compulsory credits) as outlined in the High School Program.
* **Students entering grade 10 in 2020, must obtain 18 credits for graduation. Two credits must be math credits. The grade 10 NRF math course, will be considered a credit.**
* Accumulate a minimum of 5 credits at the grade 12 level.

**There are 7 compulsory credits:**

* English grade 11 (**2 credits)**
* English grade 12 (**1 credit**)
* Modern History grade 11 (**1 credit**)
* Foundations in Math 110 or Financial and Workplace Math 110 **(1 credit) and NRF grade 10 or Financial Workplace 120 ( only for students entering in grade 10 in 2020 needing 2 math credits for graduation )**
* **1 credit** must be a Science
  + Physics, Biology, Chemistry, Environmental Science, Physical Geography, Human Physiology
* **1 credit** from the Fine Arts/Life Role Development Cluster
  + Visual Arts 110/120 Graphic Arts and Design 110
  + Entrepreneurship 110 Outdoor Pursuits 110
  + Music 112/122 Theatre Arts 120
  + Career Explorations 110 Co-Op Education 120
  + Wellness Phys. Ed. 110 Culinary Tech 110
  + Individual and Family Dynamics 120
  + Any Applied Technology/Skilled Trade 110/120
  + Goals, Growth and Grit 120

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| COURSE CODES |  |

* The first two digits indicate the grade level of the course.
* The third digit indicates the level of difficulty.

1. Only available at one level.
2. Enriched university preparatory. These courses generally move at a faster pace and cover the content to a greater depth than the Level 2 course equivalents.
3. Regular university and community college preparatory.
4. Prepares a student to study some one-year courses at community college, and/or Business College or to go directly to work.

***Please Note***:

The “0” courses vary in level of difficulty. Some “0” courses qualify as university entrance courses; others do not. Students are advised to consult with the Guidance Counsellor regarding specific courses. Students planning to go to university or to study certain community college programs must select courses ending in either 1 or 2. Students should seek advice from the Guidance Department with regard to entrance requirements for specific programs.

**Elective Courses:**

* Elective courses are designed to allow students flexibility in completing their requirements for graduation.
* Electives may be chosen from a broad range of subjects, or students may choose to concentrate in one specialized area of curriculum such as science or technology.
* Elective courses selected will often depend on counselling from parents, teachers, guidance personnel, and administrators. It is important to check with schools to ensure students have the necessary admission requirements.

**Course Offerings:**

* Course requests cannot always be guaranteed.
* The number of students choosing a course will determine whether or not it will be offered.
* Some courses may only be offered in one semester and not the other.
* All students should provide at least 2 alternative course selections on their course request sheet to ensure they get a complete timetable in September.

**Pre-requisites:** Pre-requisites are courses which ***must*** be completed prior to registration in your selected course.

**Recommended Mark:** Recommended marks are meant to be used as a ***guideline*** for students, parents and guardians to use in order to make informed decisions on course requests. Recommended marks refer to course marks attained in a pre-requisite course.

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| ENGLISH | Department Head (SPR)  Ms. Krista McKnight  Krista.McKnight@nbed.nb.ca |

**Graduation Requirements:**

All students are required to obtain 3 credits in this subject area. All students must take an English 11 course (2 credits) and an English 12 course (1 credit). Students planning to go to university or to study certain community college programs must select courses ending in either 1 or 2. Many community college programs accept students with level 3 English courses. Students should seek advice from the Guidance Department with regard to entrance requirements for specific programs.

**Required Grade 11 Courses:**

**Grade 11 English is a full year course and students accumulate two (2) graduation credits.**

**English 113**

*Prerequisite*: *English 10*

*Description:* An emphasis is placed on the development of basic reading, writing, and speaking skills. The course contains two main components: literature and writing. In the literature unit, the students will study the short story, the novel, poetry, drama and media. The writing unit continues emphasis on developing good sentence and paragraph writing skills, the long composition or report, writing summaries, spelling, punctuation, and syntax.

**English 112**

*Prerequisite*: *English 10*

*Recommended Mark*: 70-75% *minimum*

*Description:* It is made up of two components, literature and writing. In the literature unit, students will study poetry, prose fiction and non-fiction, and a Shakespearean play. The writing section will concentrate on sentence and paragraph writing skills, the development of essay writing skills and strategies, the précis, the paraphrase, and the business letter.

**Writing will be held to an academic standard.**

**English 111**

*Prerequisite*: *English 10*

*Recommended Mark*: 85% *minimum*

*Description:* English 111 is an enriched English course. It follows a pattern similar to that of English 112 but greater emphasis is placed on close reading of texts and academic writing. The course will move at a faster pace and engage students in a variety of activities.

**The academic demands are more rigorous at the 111 level.**

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| ENGLISH | Department Head (SPR)  Ms. Krista McKnight  Krista.McKnight@nbed.nb.ca |

**All grade 12 English Courses are one semester. Students must select from the following:**

**English 123**

*Prerequisite:* *English 113 or 112*

*Recommended Mark*: 60%

*Description*: English 123 has two main components: literature and writing. The literature section will concentrate on the short story, the novel, poetry, drama (a modern play and a Shakespearean play), and media. The writing unit will have continued emphasis on sentence and paragraph writing skills, essay writing skills, spelling, punctuation, and syntax.

**English 122**

*Prerequisite*: *English 112 or 111*

*Recommended Mark*: 65%

*Description:* The English 122 course is basically a literature course continued emphasis is placed on good writing skills, particularly those related to essay writing, the course is made up of three units: the novel; a study of poetry from the Eighteenth Century, Restoration period, the Romantic period, or the Victorian period; and the Shakespearean play.

**English 121**

*Prerequisite:* *English 111*

*Recommended Mark*: 75%

*Description:* English 121 is an enriched English course, which builds upon the requirements of the English 122 college preparatory course. The focus is on literature with particular attention being paid to close reading of texts, academic writing and an overview of the historical philosophical, social and other contexts, which influence literary development.

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| ENGLISH | Department Head (SPR)  Ms. Krista McKnight  Krista.McKnight@nbed.nb.ca |

**Elective Courses**

Students having a specific interest in this subject area can also select from the following options:

**Writing (Creative Writing) 110 online course:**

*Description*: Creative Writing is designed for those students who have mastered fundamental elements of writing (grammar, spelling, sentence structure etc) and wish to challenge themselves with a more demanding advanced course.  This course is designed to provide students with the opportunity to practice the art of creative writing.  Emphasis is placed on writing fiction (long and short), poetry, and drama.  Upon completion, students should be able to craft and critique their own writing as well as critique the writing of others.  Students are encouraged to draw on their backgrounds and experience to shape their writing.  Through a workshop framework and guest speakers (published writers), students benefit from peer and instructor criticism and are encouraged to find their individual voice under instructor guidance.

**Theatre Arts 120**

*Prerequisite: English 10*

*Description:* This course deals with the major aspects of theatre performance, including acting, interpretation, stage craft, play management, & theatre history. The course offers the opportunity to deal with both practical and theoretical issues as they relate to drama and theatre.

**Media Studies 120**

*Description:* Media Studies 120 is an introduction to the evolution and impact of mass media on the individual and society. The course, that is practical and activity based, aims to have students learn through experiment and exploration.

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| MATHEMATICS | Department Head (SPR)  Ms. Krista White  Krista.white@nbed.nb.ca |

**Graduation Requirements**

All students are required to obtain 1 grade 11 credit in Mathematics. Students planning to go to university or to study certain community college programs must select additional courses. Students should seek advice from the Guidance Department with regard to entrance requirements for specific programs. **Students entering grade 10 in 2020, must obtain two math credits for graduation. NRF grade 10 math course will be considered a credit for graduation requirements.**

***Math Pathways Document***: Select link to document on SSHS webpage.

**Financial and Workplace Mathematics 110**

*Prerequisite:* *Geometry, Measurement and Finance Math 10*

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

Students have a choice of this course or **Foundations of Mathematics 110** to complete graduation requirements.

**This is a pre-requisite for Financial and Workplace Mathematics 120.**

**Foundations of Mathematics 110**

*Prerequisite: Both Grade 10 Math classes*

*Recommended Mark: 70% in Number, Relations and Functions 10 Course*

*Description:* This course is a pre-requisite for a second **Foundations of Mathematics** course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for the pre-calculus pathway. Students develop spatial sense and proportional reasoning through problems that involve rates, scale diagrams and relationships among similar 2-D and 3-D shapes and objects. Students develop logical reasoning skills and apply this to proofs and problems involving angles and triangles, the sine law and the cosine law. Students model and solve problems involving systems of linear inequality in two variables and explore characteristics of quadratic functions. Costs and benefits of renting and leasing and buying are explored and investment portfolios are analyzed.

Students have a choice of this course or **Financial and Workplace 110** to complete graduation requirements.

**Pre-requisite: Numbers Relations and Functions 10 and Geo Measurement and Finance 10**

**Recommended mark : 70% in Numbers Relations and Functions 10**

**This is a pre-requisite for Foundations of Mathematics 120 and a pre-requisite for Pre-Calculus 110.**

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| MATHEMATICS | Department Head (SPR)  Ms. Krista White  Krista.white@nbed.nb.ca |

**Elective Courses**

Students having a specific interest in mathematics or those seeking to fulfill entrance requirements for post-secondary study can also select from the following courses.

**NBCC Math Foundation 1208**

*Prerequisite* : *Financial and Workplace Mathematics 110*

*Description* : The NBCC Dual-Credit Skilled Trades Math course gives students the opportunity to practice skills individually, to solve problems with others and to work on group projects that incorporate mathematics. Students will explore topics such as whole numbers, fractions, decimals, percentages, ratios and proportions, area, perimeter, volume, surface area and measurement. They will apply these math concepts using a hands-on fashion in an authentic workplace or trades facility. The intent of this course is that students become proficient with concepts in-context, so they can easily apply mathematical skills in workplace situations.

Students looking to acquire a post-secondary credit at a NBCC campus for Math Foundations 1208 must complete the NBCC Math 1208 assessment while in high school. If successful, students can complete a Recognition of Prior Learning form at NBCC and may be awarded a NBCC Math Foundations 1208 credit upon beginning their program of study.

**This course is only open to grade 12 students.**

**Pre-Calculus 110**

*Prerequisite: Foundations in Math 110*

*Recommended Mark: 70% in Foundations in Math 110*

*Description:* 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.

**This course is a pre-requisite or co-requisite for Pre-Calculus 120 A.**

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| MATHEMATICS | Department Head (SPR)  Ms. Krista White  Krista.white@nbed.nb.ca |

**Foundations of Mathematics 120**

*Description:* 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.

**Foundations of Mathematics 110 is a pre-requisite for this course. This course completes the Foundations of Mathematics pathway.**

**Pre-Calculus A 120**

*Description:* This course is designed for entry into post-secondary programs in Science, Engineering and Business. Students develop trigonometric reasoning by demonstrating an understanding of angles in standard position, develop and apply the equation of the unit circle, and graph and analyze the trigonometric functions sine, cosine and tangent. Students solve problems using the six trigonometric ratios, prove trigonometric identities, and solve first and second degree trigonometric equations. Students will develop algebraic and graphical reasoning through the study of relations and functions, applying compositions transformations and inverses. Students will also graph and analyze exponential and logarithmic functions.

**Pre-Calculus A 120 is a pre-requisite for Pre-Calculus B 120.**

**Pre-Calculus B 120**

*Description:* This course follows 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 approaches a certain value using correct notation, analyze the continuity of a function and explore limits which involve infinity.

**Pre-Calculus B 120 is a pre-requisite for Calculus 120**

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| MATHEMATICS | Department Head (SPR)  Ms. Krista White  Krista.white@nbed.nb.ca |

**Calculus 120**

*Description:* This elective course is designed to follow *Pre-Calculus 110*, *Pre-Calculus 12 A and 12 B*. This course will be offered second semester to grade 12 students who have completed both Pre-Calculus A 120 and Pre-Calculus B 120. Topics will include functions, limits, derivatives, linear approximations, applied extrema problems, curve sketching, related rates, integrals, area between and under curves.

**Pre-Calculus B 120 is a pre-requisite for this course.**

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| SCIENCE | Department Head (SPR):  Mr. Tom Hart  Tom.Hart@nbed.nb.ca |

**Science Courses**

All Science courses are semester-long. Students having a specific interest in Science or those seeking to fulfill entrance requirements for post-secondary study can also select additional courses. Students may select from the following courses:

**Human Physiology 110**

*Prerequisite:* *Science 10*

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

**Biology 112**

*Prerequisite:* *Science 10*

*Recommended Mark*: 80%

*Description:* In Biology 112 students study the cell as the basic unit of life, the diversity of organisms that make up the world’s ecosystems, and several systems that allow multi-cellular organisms to maintain equilibrium with the outside environment. Through the lecture and lab components of this course the goal is to make students more aware of the tremendous impact of biology and technology upon society.

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| SCIENCE | Department Head (SPR):  Mr. Tom Hart  Tom.Hart@nbed.nb.ca |

**Chemistry 112**

*Prerequisite*: *Science 10*

*Recommended Mark:* 80%

*Description:* In Chemistry 112 students begin with a quick review of atomic theory and the periodic table of the elements, and then will go on to cover compounds, chemical reactions, the mole, gas laws, stoichiometry, and an introduction to chemical bonding. This course has a lab component, which will familiarize students with lab safety, lab apparatus and a variety of laboratory techniques.

**Physics 112**

*Prerequisite*: *Science 10*

*Recommended Mark*: 80%

Description: Through lecture and lab components an introduction to Mechanics, Momentum, Energy and Waves will be explored. Describing the motion of objects requires understanding of position, displacement, velocity, and acceleration and the connection between them.

**Physical Geography 110**

*Prerequisite:* *Science 10*

*Description:* Physical Geography 110 is the study of the physical features of the earth and their effects on humankind. It examines the interaction among all components of the environment and emphasizes the relationship between the land and humanity. It examines climatology, meteorology, and their impact on people. It is designed to develop an understanding of the basic principles of physical geography.

**Introduction to Environmental Science 120**

*Prerequisite:* *Science 10*

*Description:* Environmental Science is a one semester course. The major topics covered will deal with the structure of the environment, attitude towards the environment, the ecosystem concept, natural resources, population, sustainable development and current environmental issues. The course includes lectures, demonstrations, laboratory work, and field trips.

**Biology 122**

*Prerequisite: Grade 10 Science*

*Recommended Mark: 80%*

*Description*: In Biology 122, students focus on Biology at the molecular level. They study how organisms grow and pass along characteristics to future generations, and how this impacts living things at the species and population level. Additional systems are also studied that allow multi-cellular organisms to maintain equilibrium internally and with their environment. There is more emphasis placed on the study of biochemistry and the goal is to make students more aware of the tremendous impact of biology and technology upon society.

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| SCIENCE | Department Head (SPR):  Mr. Tom Hart  Tom.Hart@nbed.nb.ca |

**Chemistry 122**

*Prerequisite*: *Chemistry 112*

*Recommended Mark: 75%*

*Description*: This is the second chemistry course in which science oriented students should enroll. In this course the following sections will be covered: organic chemistry, thermal chemistry, chemical equilibrium, kinetics, acids and bases. The labs associated with this program will be considerably more challenging as students will be involved in the preparation and setting up of the labs. In addition there are substantial theoretical and mathematical components to this course, so students require a strong mathematics background to complete this course.

**Physics 122**

*Prerequisite:* *Physics 112*

*Recommended Mark: 75%*

*Description:* In Physics 122 students extend the study of mechanics from Physics 11 to include two dimensional motion. This extension requires a substantial mathematical component including a solid understanding of trigonometry and quadratics. The course will include the extension of dynamics to two dimensions, projectile motion, simple harmonic motion, universal gravitation and fields (electrical, magnetic, gravitation).

\* Physics 122 will provide a level of preparation for students entering post-secondary institutions specializing in engineering or science.

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| HUMANITIES | Department Head (SPR):  Ms. Krista McKnight  Krista.McKnight@nbed.nb.ca |

**Graduation Requirements**

All students are required to obtain 1 credit in Modern History. Students planning to go to university or to study certain community college programs must select courses ending in either 1 or 2. Students should seek advice from the Guidance Department with regard to entrance requirements for specific programs.

All Humanities courses are semester-long. Students must select one of the following:

**Modern History 113**

*Prerequisite*: *Social Studies 10*

*Recommended Mark*: *60%*

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

**Modern History 112**

*Prerequisite:* *Social Studies 10*

*Recommended Mark*: 75%

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

**Modern History 112 is offered in French to our French Immersion Students.**

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| HUMANITIES | Department Head (SPR):  Ms. Krista McKnight  Krista.McKnight@nbed.nb.ca |

**ELECTIVE COURSES**

Students having a specific interest in the Humanities can also select from the following options:

**World Issues 120**

*Prerequisite:* *Social Studies 10*

*Recommended Mark:* 60%

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

**Canadian Geography 120 online course**

*Description:* Canadian Geography 120 is a study of the ever changing cultural and physical landscapes of Canada and the interaction of the two. It examines physical systems and inter-relates these with man-made structures and systems. It involves environmental issues, which are currently pertinent to the lives of Canadians. Geographic understandings and skills are integrated throughout the course.

**Canadian History 122**

*Description*: Canadian History 122 is a study of Post-Confederation with an emphasis on the 20th century. The curriculum is organized by outcomes in four units: MacDonald Era, Expansion and Consolidation, Canada’s Century Begins, New Challenges and New Ideas, Canada and the Global Community. There is emphasis on a selection of themes including English-French relations, First Nations, Continentalism, Regionalism, Canadian Identity and social themes which lead into the Post-Confederation study.

**Law 120- online course**

Description: Law is designed to give students knowledge of the law, the courts' changing trends, and the major changes the constitution has brought about. Origins of the Canadian legal system, criminal law, civil and human rights, torts/civil law, and contracts will be covered using case studies.

**Political Science 120**

*Description:* Political Science 120 is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons Contemporary political issues are also examined.

**Sociology 120**

*Description*: Sociology is the study of human group behavior. Topics covered include the nature of sociological analysis and its relationship with psychology, culture, personality formation, class structure, deviance and crime. Students will be given the opportunity to examine Canadian profiles and statistics and to experiment with different sociological methods inside and outside the classroom. A major term paper is required.

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| FRENCH IMMERSION | Department Head (SPR):  Mrs. Natalie Hart  Natalie.Hart@nbed.nb.ca |

**French Immersion Graduation Requirements**

All students are required to obtain five (5) credits in French Immersion Subjects. All students must take:

* F.I. Language Arts 110 course (1 credit)
* F.I. Modern History 112 (1 credit)
* F.I. Language Arts 120 course (1 credit)
* F.I. World Issues 120 (1 credit)
* F.I. Elective

**Proficiencies and Certifications**

*French Immersion Certificate:*

Students who complete the grade 9/10 FI program and continue with FI Language Arts 11 and 12 are eligible for this certificate.

**F.I. Language Arts 110**

*Prerequisite:* *F.I. Language Arts 10*

*Description*: This course is a continuation of and follows the same general pattern as the grade 10 course. The content of this course is based on five components: oral expression, literature, grammar and composition.

**F.I. Language Arts 120**

*Prerequisite*: *F.I. Language Arts 110*

*Description*: This course emphasizes vocabulary building, writing and oral expression, literature, grammar and culture. All these aspects are examined in context using various resources, visual and auditory, a variety of contemporary written material, articles and novels from francophone regions. Emphasis is placed on oral proficiency and understanding; therefore, group work and communicative activities and projects are of great importance.

**F.I. World Issues 120**

*Description:* This course is designed for students enrolled in grade 12 who wish to improve their oral and written skills in French. World Issues 120 examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined.

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| HEALTH & PHYSICAL EDUCATION  Athletic Director: Mr. Pat Zwicker Patrick.Zwicker@nbed.nb.ca Athletic Director: Mr. Dave Taylor David.taylor@nbed.nb.ca |  |

**Graduation Requirements**

Students must obtain 1 credit from the Fine Arts & Life Role Development cluster. Students may choose any of the following courses:

**Wellness through Physical Education 110**

*Prerequisite*: Health and Physical Education 10

*Description****:* The goal of the Wellness through Physical Education Course is to promote healthy active living for life. The course is intended to encourage a broad-base 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 this course will offer a range of learning experiences for students that encourage healthy active living, but are not sport specific. There will be many opportunities during this class to use the facilities at the Garcelon Civic Centre.**

**Outdoor Pursuits 110**

Prerequisite: Health and Physical Education 10

*Description*: This class provides students with the opportunity to learn skills which will enable them to participate safely in outdoor recreational activities and adventures. The class is held outside on a regular basis and is often off school grounds. Learning opportunities are found outside with precautions taken to limit risk. Participation occurs in all weather and students are required to be prepared. Students will be snow shoeing, hiking, building fires, cooking on stoves, setting up tents and experiencing many other outdoor recreational activities. There is an opportunity to participate in a camping trip after completion of the course.

**Yoga 110 ( this course is not considered a fine arts/life role course )**

Description: Be introduced to the ancient tradition of Yoga in its various forms and styles. The intention of this course is for students to develop a lifelong personal practice in this discipline. Yoga will help develop an exceptional level of physical conditioning while also developing healthy relationships with self and others. The physical aspects of Yoga include the acquisition and training of strength, balance, flexibility, endurance, regulation of energy through breathing and mental focus. Classroom sessions will cover topics such as nutrition, ethical principles (kindness, generosity and mutual respect) and exercises to help students become positive and personal members of society.

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| VISUAL ARTS |  |

Visual Arts Teacher: Mrs. Theresa MacKnight Theresa.macknight@nbed.nb.ca

**Graduation Requirements**

Students must obtain 1credit from the Fine Arts & Life Role Development cluster. Students may choose any of the following courses:

**Visual Arts 110**

*Prerequisite: Visual Art 9*

*Description*: Visual Arts 110 is a course that introduces students to the basics of visual art. Emphasis will be on learning to draw as well as the basics of painting, sculpture, pottery, and printmaking. During class time we will look at and discuss examples of visual art from various time periods. Students will be expected to keep a sketchbook, complete some assignments at home and display their work in our school. There is a $10 are fee for this course. It is recommended that students should have successfully completed art in grade 9 or have an interest in art.

**Visual Arts 120**

*Prerequisite:* *Visual Arts 110*

*Description*: Visual Arts 120 is designed for students who wish to pursue art related interests. Students will build on skills and knowledge from Art 110 but the emphasis will be on personal expression through choice and independent work. Students will be expected to create a more developed sketchbook based on their artistic interests. They will also be expected to put their work on display in the school and to discuss their work with the rest of the class. Students in Art 120 may also choose to work on a portfolio for submission to an art college. There is a $10 fee for this course.

**Graphic Art and Design 110**

*Description:* Graphic Design is the study of visual communication in the modern world. Students will examine images used in signs, symbols, logos, advertising, product design and commercial photography. Students will learn the principles and elements of design and will complete projects using both the art room and the computer lab. Students will be expected to keep a sketchbook for this class. There is a $5 art fee for this course.

**It is strongly recommended that students have been successful in both Art 9 and BBT 10.**

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| MUSIC |  |

Music Teacher: Ms. Marla Anderson Marla.Anderson@nbed.nb.ca

**Graduation Requirements**

Students must obtain 1credit from the Fine Arts & Life Role Development cluster. Students may choose any of the following courses:

**Music 112**

*Prerequisite:* *Music 9 & 10*

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

**Music 122**

*Prerequisite*: *Music 112*

*Description:* The Music 122 course is designed for the advanced and serious student of music who wishes to pursue the subject as an avocation or who may be interested in further studies at the post-secondary level. The course assumes an advanced level of musical literacy, good aural skills, a sound theoretical background, knowledge of historical styles and forms and an interest in improving upon and expanding these areas of music knowledge and expertise.

**Music 120**

*Prerequisite*: **Music 112/122 and Special Permission from Music Teacher**

*Description:* The Music 120/122 course is designed for the advanced and serious student of music who wishes to pursue the subject as an avocation or who may be interested in further studies at the post- secondary level. The course assumes an advanced level of musical literacy, good aural skills, a sound theoretical background, knowledge of historical styles and forms, an interest in improving upon and expanding their areas of musical knowledge and expertise. Students may enter Music 122 by passing Music 111 or 112 or by having private study equivalent to grade 6 practical and grade 1 theory offered by the Royal Conservatory of Music or equivalent.

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| ELECTIVES |

At St. Stephen High School, we are able to offer our grade 11 students a large variety of elective classes that allow students that will enhance their course selections.

**Business Education:**

**Entrepreneurship 110**

*Description::*In taking a course in entrepreneurship, you will acquire many attitudinal business skills that will benefit you throughout your life. You will realize that entrepreneurs see business problems as opportunities. In your study of entrepreneurship, you will become involved in entrepreneurial ventures, be introduced to actual entrepreneurs, and you will have an opportunity to set goals and share the excitement that many entrepreneurs experience. The course will focus on the qualities, skills, resources, knowledge, and opportunities of successful entrepreneurs.

**Introduction to Accounting 120**

*Prerequisite: Both sections of Grade 10 Math*

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

**Business Organization and Management 120 online course**

*Description:* This is an introductory course in the understanding of business operations as practiced in Canada. The major objective of the course is to expose students to effective present day and historically proven management theories applied to how businesses operate.  Guest Speakers are used to enhance the students’ learning environment for realistic business decision making.     The main areas of study include:

* Business Trends; competing in a global environment, ethical effects on the consumer and the community, legal forms of business.
* Leadership & Management; current trends, production & operations, advances in information technology.
* Management of Human Resources: Motivation Employees, Issues, and Relations.
* Personal Finance

**Idea Centre 110/120**

The IDEA (Innovation, Development, Entrepreneurship and Action) Centre program, facilitates student learning in the fields of entrepreneurship and community action.

This course is a unique leadership opportunity for motivated high school students seeking a challenge and craving the opportunity to take their ideas beyond the walls of the school. The program develops student- led projects with support from local entrepreneurs and social innovators. By connecting to mentors in the private and public sector, the course provides a base from which students can productively receive support and guidance and ultimately grow their ideas into successful ventures.

The program outcomes are designed to fill credit requirements for any two credits from the following courses: Co-Op 120, Economics 120, Entrepreneurship 120, Business Management and Organization 120 or Leadership 120.

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| ELECTIVES |

**Human Services 110**

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

**Individual and Family Dynamics 120**

*Description:* Individual and Family Dynamics 120 examines the Canadian family in its many forms and studies the issues that affect families during each stage of the Family Life Cycle. The overall aim of the course is to provide students with the necessary knowledge, skills, and abilities to meet the challenges of our dynamic and complex society.

**Child Studies 120**

*Description*: This course is "a study of the most significant resource that we possess- children." Child Studies 120 explores how children develop physically, socially, emotionally, and intellectually. Issues are discussed regarding the "quality of life" and human development, "society’s basic unit", the family plus parenting skills in our complex, consuming, and technological society. The importance of the need to provide love, continuity and stability, as well as the basic food, clothing, and shelter requirements is an essential part of this program.

**Culinary Technology 110**

*Description:* The Culinary Technology program is designed to prepare students for employment and/or future education in the food service industry. This technology driven and skill oriented program involves not only the "how and why" of food service preparation, but focuses on the development of personal skills and knowledge that can be applied to the food service industry. Laboratory experimentation, food preparation and service are an integral part of this program.

It gives the students life- long learning skills that may be transferable to future training and/or food services employment at advanced level.

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| ELECTIVES |

**Psychology 120**

*Prerequisite*: *Science 10*

*Recommended mark of 70%*

*Description:* Psychology 120 is a life-orientated course designed to give students the factual foundation in techniques, the vocabulary of psychology and a general understanding of human behaviour. This is a survey course which addresses the history of psychology, research methods and the application of psychology in the areas of sensation/perception, consciousness, learning, memory, cognition, motivation/emotion, development, and psychological disorders.

**Fashion Tech 110:**

*Description:* This course introduces students to basic sewing and pressing equipment, basic elements of design and introductory level sewing techniques.

**Fashion Design 120**

*Description:* This course is designed for students who are interested in design, apparel and clothing construction. Individual projects in clothing construction will be completed to further develop the students’ skills. The course will focus on principles of clothing construction, fitting and alteration, and custom sewing.

**Students must have successfully completed Fashion Tech 110 to register for this course.**

**Hospitality and Tourism 110 online course**

*Description:* 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 obtain career information skill development and talents for employment. This course relies on resources based learning, practical experiences, access to resources people and information that will help the individual in his/her career choice. Topics include the eight main sectors of the tourism industry, influences on the tourism industry, personal and interpersonal skills regarding career opportunities available, travel industry and marketing strategies.

**Goals, Growth, and Grit: Skills for Success 120**

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

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| ELECTIVES |

**Career Exploration and Cooperative Education**

Career Exploration 110 and Cooperative Education 120 integrate classroom learning with actual work place experiences. These courses, delivered under Department of Education guidelines, place students at worksites where they are provided with challenging responsibilities and learn by doing. In this way learning and experience are combined in an educationally beneficial way.

Career Exploration 110 and Cooperative Education 120 require a partnership among education, business, industry and labour that usually involves students, teachers, parents, employers, and employee supervisors. Joint planning by these individuals is required to ensure a systematic progression for career exploration, career planning, and experiential learning.

Career Exploration 110 and Cooperative Education 120 are designed to meet the needs of all students. Students bound for post-secondary education or entering the workplace are provided with the opportunity to develop knowledge, skills, and attitudes essential in today's society. Career Exploration 110 and Cooperative Education 120 can maximize students' growth and development and can provide students with an organized, sequential program of studies that compliments career development needs.

**Career Explorations 110**

*Description:* Career Exploration 110 is a two-credit experiential course that offers a sequence of activities aimed at furthering the career exploration and career skill development of youth in grades 11-12. Through a combination of in-school course work and out of school workplace learning experiences, students will explore personal characteristics, learn about and consider various career options and learn about the world of work. Students will develop essential skills, identify potential learning and career pathways and develop a self-directed school-career transition plan.

**This is a 2 credit course traditionally offered in the afternoons of 2nd semester.**

**Co-Operative Education 120**

*Description:* This course provides the "hands-on" experience that extends the learning process beyond the school into the workplace. It is a course that integrates classroom theory with practical experience and learning in the working world. Students are placed in workstations where they are provided with challenging tasks and responsibilities and they learn by doing. The course is based on a partnership between the school and business/industry, and involves the participation of students, teachers, employers and employee supervisors.

**This is a 3 credit course traditionally offered in the mornings during 1st semester.**

**Mentoring Virtual Coop:**

This 1-period coop is intended for grade 12 students who are highly motivated, self-directed, research-driven learners. This course can fit into any period of a student’s timetable/schedule.

Mentoring Virtual Coop 120 (MVC) matches the learning needs of career-focused students with subject matter experts (mentors) from a variety of post-secondary, community and business/industry sectors to provide relevant learning. Students expand beyond curriculum outcomes to explore niche skills in areas of high personal interest to become aware of realistic expectations and requirements to pursue their career goal. Real-world placements provide relevancy and enable students to experience global competencies.

EECD will support finding mentors for students. Students will be interviewed to ensure an appropriate mentor is found for each student. Students collaborate virtually with their mentor. Students can work with the Coop teacher, from the school’s distance learning location or under the supervision of the Learning Commons facilitator or Personalized Virtual Learning Centre facilitator. For further information contact Beth Horgan. ([elizabeth.horgan@nbed.nb.ca](mailto:elizabeth.horgan@nbed.nb.ca))

**Early Childhood Education Coop 120 (ECE COOP):**

This 2 or 3-period blended model course and coop is intended for grade 12 students who are interested in working or continuing on to post-secondary education in the Early Childhood Field. This course can fit into am or pm blocks of a student’s timetable/schedule. The course, facilitated by an EECD Facilitator (Early Childhood Branch) fits into one period of their coop and provides a dual credit of ECS120.

ECE Coop is a FutureReadyNB experiential learning initiative that provides the opportunity to graduate with the minimum required training needed to work at a licensed early learning and childcare facility. It also provides an influx of trained workers for the sector. Students will also expand their awareness of educational and career pathways in this field. Coop placements in an early learning environment provide relevancy and enable students to have hands-on experiences.

Facilities are vetted to ensure a quality placement. Students can work on their course days with the Coop teacher, from the school’s distance learning location or other appropriate arrangement. For further information contact Cheryl Brown ([cheryl.brown2@gnb.ca](mailto:cheryl.brown2@gnb.ca))

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| ELECTIVES |

**Industrial Education:**

**Framing and Sheathing 110**

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

**Residential Finish and Insulation 120**

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

**Mill and Cabinet Work 120**

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

**Intro to Applied Technology 110**

*Description:* The Introduction to Applied Technology course introduces students to a variety of careers in trades, providing opportunities to explore and research practices and skills required for employment in trades/technology sectors. This course utilizes small group instruction, placing an emphasis on student directed learning and is structured to reflect the reality of work. Problem identification, teamwork and leadership skills are reinforced. Student creativity and life skill development in the design, construction, repair, and maintenance unit modules reinforce situations that are found in industry. This course is divided into compulsory and elective modules that may be integrated and taught where shop resources and facilities are limited.

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| ELECTIVES |

**Metals Fabrication 110**

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

**Metals Process 110**

*Description:* Introduces students to Gas Metal Arc Welding, Shielded Metal Arc Welding and Oxygen-Acetylene Welding processes. Students also learn the safe operation of Oxygen-Acetylene cutting and plasma cutting. Students are required to complete a minimum of three (small) projects. These can be either student or instructor led.

**Internal Combustion Engines 110**

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

**POST INTENSIVE FRENCH**

**Post Intensive French 110 online course**

*Prerequisite: Post-Intensive*French 10

*Description:*This course is a continuation of and follows the general pattern of the post-intensive French 9/10 program. The course work is organized around thematic units. The focus is on developing speaking, reading and writing skills in French. This course is centered on creating authentic communication situations and grammar is studied in context. The final exam consists of a project presentation.

**Post-Intensive French 120 online course**

*Prerequisite: Post-Intensive*French 110

*Description:*The emphasis of this course is the development of oral proficiency and vocabulary building, while preparing students to take the Oral Proficiency Interview at the end of the semester. Upon completion of the interview, students will receive a certification of proficiency in French. The course is a continuation of Post-Intensive French 110.

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| ALTERNATE COURSE OFFERINGS |

**Graduation Requirements**

* Students may take up to two “Challenge for Credit” courses and one Independent Study for graduation purposes.
* Students may, in special circumstances, wish to pursue to Distance Education Courses in order to obtain specific courses for post-secondary education.

**Challenge For Credit**

* Challenge for Credit is an opportunity to recognize prior learning and to acknowledge this through the granting for a credit(s).
* The opportunity to the challenge is consistent with a view of schooling that promotes and validates learning that takes place in a variety of circumstances including outside of school.
* Available to any student currently enrolled in a New Brunswick high school, students who outside school have met all the learning, process, interpersonal, participation objectives or outcomes/ requirements of a course.
* Available in any prescribed course in the New Brunswick public high school system in grades 11 and 12.
* Prescribed courses are listed in the most current version of the High School Program of Studies.
* Students apply in writing (with parents signature) to the principal prior to/or within two weeks of the beginning of a semester/year.
* **Students may only count two (2) courses towards graduation requirements.**

**Distance Learning (Online)**

* New Brunswick’s Distance Learning program emphasizes a facilitated learning approach.
* All courses are led by distance facilitators/teachers who answer questions and engage student learning by e-mail, chat room or web cam.
* The current slate of courses is constantly being improved and updated and new courses are also in development to expand the Distance Learning offering.
* Please consult the SPR for Technology and the Guidance Department for more information.
* Please see the New Brunswick Virtual Classroom Distance Education Website for details and course offerings. You can do your search through the Department of Education Website.

<http://www.gnb.ca/0000/as/dl-e.asp>

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| ALTERNATE COURSE OFFERINGS |

**Independent Study**

Independent study may include;

* A prescribed course in the province of New Brunswick as listed in the most current version of the High School Program of Studies.
* A Topic or Theme that extends the curriculum of a prescribed course. (Submit school approved proposed courses to the department of education for review and coding)
* A topic or theme chosen by the students including work that combined a number of disciplines.
* Further details can be found on the Department of Education Website

<http://www.gnb.ca> *SEARCH TERM: Independent Study*

**Students may only take one (1) Independent Study course towards their graduation requirements.**

Interested Students should contact:

Mrs. Amos or Mrs. Calder

June 1 for Semester 1 Courses

November 30 for Semester 2 Courses

**Personal Interest Course 1 and 2**

These courses support personalized learning. They are designated to provide students with the time, opportunity and resources to develop and pursue individual interests. The programming for these courses will be designed by the student with the support of their teachers and/or mentors in the school or community. Examples would include a Capstone Project, an in depth study in a specific problem, to pursue a life skill such as financial literacy or an additional language, or to perfect a particular gift or talent that increases personal well-being. The second course would be an extension of the first course or it may be entirely different.

Further details can be found on the Department of Education Website <http://www.gnb.ca> Search Term: Personal Interest Course

Interested students should contact:

Mrs. Amos or Mrs. Calder

June 1 for Semester 1 Courses

November 30th for Semester 2 Courses

**Essential Skills Program**

What is it?

* + - A personalized opportunity for students to receive a high school diploma that will lead them directly to one of 43 college entry pathways at NBCC or lead them directly to work.
    - An individualized learning path based on the federally regulated nine and two provincially regulated essential skills.

How does it work?

* + - One teacher, 12-15 students per class.
    - Student must apply in the 2nd term of grade 10 to be accepted to the program.
    - Students complete a foundational learning block to ground them in objective based, essential skill learning.
    - When attained, students move into their personalized college entry pathway, based on their skills, talents, abilities and ambitions or to the workplace readiness program.
    - To finish the Essential Skills Achievement Pathway, students will complete a College Entry Capstone Project to showcase their achievements throughout the program or go directly to the workplace for an extended placement.

Interested students should contact:

Mr. Harris

Apply second term in grade 10 year