**St. Stephen High School 2023 / 2024 - Course Requests (For all graduates from 2026 and after.)**

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Period**: \_\_\_\_\_\_\_\_\_\_ **Phone #:** \_\_\_\_\_\_\_\_\_\_

(Last name) (First name)

* Please select TEN courses of your first choice with an “X” in the box beside requested course.
* Be sure to select TWO alternate courses that you can indicate with an “A” in the box beside the course. You should have a total of 12 courses selected when finished.
* Students should seek advice from the Guidance Department with regard to course prerequisites and entrance requirements for specific post-secondary programs.
* Courses offered ONLY online are marked with an asterisk **\***.

**Languages & Literacies**

**Graduation Requirements:**

24 Language and Literacies credit-hours

Successful completion of the English Language Proficiency Assessment (ELPA).

**Required Course(s):**

English Language Arts Foundations 10 AND Extended 10 is required for ALL students.

English Language Arts Foundations 11 OR Extended 11 is required for ALL students.

English Language Arts 12 is required for ALL students.

PIF 10 is required for non-immersion students. FILA 10 is required for immersion students.

Technique de Communication 110 is required for all GRADE 10 Immersion students.

**French Immersion Note:**

Students that acquire 40 credit-hours in French Immersion courses will receive a French Concentration on their transcript.

Students wishing to take fewer FI courses may do so and will still be eligible to take the OPI as long as they have taken FILA 11 and FILA 12. The OPI assesses their French language proficiency.

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| **Languages and Literacies** | | ch |
| Required Courses | | |
|  | [English Language Arts Foundations 10](#ELAFound10" \o " ELA 10 Foundations is a one semester required course worth 4 credit hours. 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). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.) | 4 |
|  | [English Language Arts Extended 10](#ELAExtend10" \o " ELA 10 Extended is an elective one semester course worth 4 credit hours. It is 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). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.) | 4 |
|  | [PIF 10 (Non-immersion students)](#PIF10" \o " Post-Intensive French possesses four main characteristics which reflect the most effective ways of learning a second language: • intensive periods of study, blocks of time; • use of the target language to improve literacy skills (oral, reading and writing skills); • focus on language use, not content/subject-based learning; and • an emphasis on informal learning based on the interests of students and their life experiences of the students, not on formal instruction based on prescribed learning resources.Post-français intensif, 10e année\ français approfondi V • Le grand écran : Le cinéma • Impact des TIC dans la vie quotidienne • Les relations personnelles chez les ados) | 4 |
|  | [FILA 10 (Immersion) Circle one of: EARLY/ LATE](#FILA10" \o " The French Immersion Language Program uses a multi-dimensional approach to the teaching and learning of a second language. These courses emphasize the use of the language as an instrument for communication and reflection and a factor in students' personal development. A variety of communication activities related to students' experiences have been designed to help them improve their linguistic skills. The study of literature is an integral part of the courses.) | 4 |
|  | [English Language Arts Foundations 11](#ELAFound11" \o " 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 (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences. )  [Circle one of: 113 / 112 / 111](#ELAFound11" \o " 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 (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences. ) | 4 |
|  | [English Language Arts Extended 11](#ELAExtend11" \o " 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 (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.)  [Circle one of: 113 / 112 / 111](#ELAExtend11" \o " 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 (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.) | 4 |
|  | [English Language Arts 12](#ELA12" \o " English 121, 122, 123English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, and writing and other ways of representing.)  [Circle 123 / 122 / 121](#ELA12" \o " English 121, 122, 123English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, and writing and other ways of representing.) | 4 |
| Elective Courses | | |
|  | [Writing 110](#Writing110" \o " Writing 110  Writing 110 provides an opportunity for motivated students to hone their writing skills by taking part in a variety of writing activities including, but not limited to, creative non-fiction, fiction, and poetry. Students will have the opportunity to share their work with each other in a workshop setting. Students will participate in NaNoWriMo, writing the first draft of a novel.  Student work will be assessed throughout the course and culminate in a portfolio.) **\*** | 4 |
|  | [Writing 110 FI (Immersion)](#Writing110FI" \o " Course Content:  FSL Writing 110 explores the craft of writing, which focuses on the process as well as the final product. This course aims to provide FSL students with the opportunity to enhance their writing skills. The workshop approach is employed; students engage in writing conferences with the FSL Writing 110 instructor to work through stages of the writing process.  Students choose their own writing topics, and their own writing resources to pre-write, draft, revise, edit, and proofread several kinds of writing: personal narrative (from which students create a digital story), descriptive, and persuasive. Students work in writing communities with their peers to exchange feedback and encourage progress. The course culminates with the compilation of a writing portfolio in which students showcase and reflect upon their progress during the semester. ) **\*** | 4 |
|  | [Journalism 12](#Journalism120" \o " Journalism 120 This is a course designed for students who want to learn more about newspaper publishing, effective communication skills, and proper journalistic writing style.  Students in this course gather information, write articles, and edit them for the possibility of publication.  Students will also utilize creative skills in photography, design and layout, and learn about journalistic ethics. Prerequisite: English 10) | 4 |
|  | [Media Studies 12](#MediaStudies12" \o " Media Studies 120 This course examines different forms of communication and their impact on the individual and society. The course focuses heavily on class discussions, group work and in-depth examination of various topics associated with Media. Students will learn to recognize the unique attributes of several forms of media and their distinct effects. They will investigate such issues as media ownership, public access, gender issues in advertising, and media literacy to name a few. Students will also examine various media sources/examples to detect inherent strengths and weaknesses like the promotion of humanitarianism, or political propaganda. For their final summative assessment, students will be required to construct their own media product utilizing digital media editing software (GIMP 2.0, Photoshop). Tutorials on how to use the available software will be given. ) | 4 |
|  | [FILA 11 (Immersion) Circle one of: EARLY/ LATE](#FILA11" \o " Prerequisite: F.I. Language Arts 10Description: 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.) | 4 |
|  | [FILA 12 (Immersion) Circle one of: EARLY/ LATE](#FILA12" \o " Prerequisite: F.I. Language Arts 110Description: 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.  ) | 4 |
|  | [Technique de Communication 110 (Immersion)](#TechComm11" \o " 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).)) | 4 |
|  | [Technique de Communication 120 (Immersion)](#TechComm12) | 4 |
|  | [PIF 110 (Non-immersion students)](#PIF11" \o " Prerequisite(s): Post-Intensive French 10Course Content: Post-Intensive French is a literacy‐based, non‐immersion program for students choosing to continue to learn French as a second Language. The themes are the same for both the online and the classroom version of the course and they include: the power of photography, injustices, and mysteries. All students not in an immersion program may enroll in Post-Intensive French classes. This course is designed with activities and readings at different levels to help students with a variety of backgrounds improve their proficiency in French. The majority of instructional time will take place in a virtual classroom, with assignments to complete independently. Students will be required to participate in both virtual classroom and independent activities. A headset with microphone will be needed. Virtual classroom sessions are held 4 times a week.If you’re taking PIF 110 and you are in your last year of high school, you will participate in an oral interview during the semester to assess your French proficiency level. It is recommended you get in touch with your guidance counselor or other contact person at your school to make arrangements for this interview. ) **\*** | 4 |
|  | [PIF 120 (Non-immersion students)](#PIF12" \o "PIF 120 (Non-immersion students) *Course Content: Post-Intensive French is a literacy‐based, non‐immersion program for students choosing to continue to learn French as a second Language. The themes are the same for both the online and the classroom version of the course and they include: ecological challenges, my life in 10 years and cultural similarities and differences.   All students not in an immersion program may enroll in Post-Intensive French classes. This course is designed with activities and readings at different levels to help students with a variety of backgrounds improve their proficiency in French. The majority of instructional time will take place in a virtual classroom, with assignments to complete independently. Students will be required to participate in both virtual classroom and independent activities. A headset with microphone will be needed. Virtual classroom sessions are held 4 times a week.If you’re taking PIF 120 and you are in your last year of high school, you will participate in an oral interview during the semester to assess your French proficiency level. It is recommended you get in touch with your guidance counselor or other contact person at your school to make arrangements for this interview.) **[\*](#PIF12" \o "PIF 120 (Non-immersion students) *Course Content: Post-Intensive French is a literacy‐based, non‐immersion program for students choosing to continue to learn French as a second Language. The themes are the same for both the online and the classroom version of the course and they include: ecological challenges, my life in 10 years and cultural similarities and differences.   All students not in an immersion program may enroll in Post-Intensive French classes. This course is designed with activities and readings at different levels to help students with a variety of backgrounds improve their proficiency in French. The majority of instructional time will take place in a virtual classroom, with assignments to complete independently. Students will be required to participate in both virtual classroom and independent activities. A headset with microphone will be needed. Virtual classroom sessions are held 4 times a week.If you’re taking PIF 120 and you are in your last year of high school, you will participate in an oral interview during the semester to assess your French proficiency level. It is recommended you get in touch with your guidance counselor or other contact person at your school to make arrangements for this interview.)** | 4 |
|  | [Spanish 110](#Span11" \o " Course Content: Spanish 110 employs an interactive tutorial method of course delivery to introduce students to the basic elements of the Spanish language and Hispanic culture. Students will have the opportunity to practice the language and learn through live, online group sessions. Course themes, including Who Am I?, My Friends, My Family, My House and topics for virtual partner projects have been selected with the interests of the student in mind. A headset is required for iClass sessions. Please send email for approval to Misael Abreus with time of day student would be accessing the course before registering student in database. *) **[\*](#Span11" \o " Course Content: Spanish 110 employs an interactive tutorial method of course delivery to introduce students to the basic elements of the Spanish language and Hispanic culture. Students will have the opportunity to practice the language and learn through live, online group sessions. Course themes, including Who Am I?, My Friends, My Family, My House and topics for virtual partner projects have been selected with the interests of the student in mind. A headset is required for iClass sessions. Please send email for approval to Misael Abreus with time of day student would be accessing the course before registering student in database. *)** | 4 |
|  | [Intro Mi’kmaq 110](#intromikmaq11" \o " Course Content: This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.  *) **[\*](#intromikmaq11" \o " Course Content: This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.  *)** | 4 |
|  | [Intermediate Mi’kmaq 110](#intermikmaq11" \o " Prerequisite(s): Introductory Mi’kmaw Language 110 or permission of the schoolCourse Content: This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture. *) **[\*](#intermikmaq11" \o " Prerequisite(s): Introductory Mi’kmaw Language 110 or permission of the schoolCourse Content: This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture. *)** | 4 |
|  | [Intro Wolastoqey 110](#introWolastoqey" \o " Course Content: This is a beginner’s level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Wolatoquey language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Wolatoquey language as an expression of a distinctive culture.  *) **[\*](#introWolastoqey" \o " Course Content: This is a beginner’s level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Wolatoquey language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Wolatoquey language as an expression of a distinctive culture.  *)** | 4 |
|  | [Intermediate Wolastoqey 110](#interWolastoqey" \o " Prerequisite(s): Introductory Wolastoqey Latuwewakon 110 or permission of the schoolCourse Content: This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Wolatoquey language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Wolatoquey language as an expression of a distinctive culture *) **[\*](#interWolastoqey" \o " Prerequisite(s): Introductory Wolastoqey Latuwewakon 110 or permission of the schoolCourse Content: This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Wolatoquey language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Wolatoquey language as an expression of a distinctive culture *)** | 4 |

**Humanities**

**Graduation Requirements:**

8 Humanities credit-hours

**Required Course(s):**

Civics 10 plus 4 credit-hours from one of the designated history courses.

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| **Humanities** | | ch |
| Required Courses | | |
|  | [Civics 10](#civic10" \o " Civics 10By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.) | 4 |
|  | [Civics 10 FI (Immersion)](#civic10FI" \o " Civics 10By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.) | 4 |
| Choose at least ONE of the following  designated history courses. | | |
|  | [Modern History 11](#modHis11" \o " Modern History 110 is a streamlined version of Modern History 111-112-113 (2012). While the updated course maintains the original course focus on modern European history, there are fewer outcomes, and the remaining outcomes have been broadened to enable greater personalization of learning and additional focus on human rights and civic agency. Black and Indigenous histories are made visible in the curriculum to provide a more accurate and inclusive understanding of this time period, and there is an increased focus on social histories.)  [Circle one of: 113 / 112](#modHis11" \o " Modern History 110 is a streamlined version of Modern History 111-112-113 (2012). While the updated course maintains the original course focus on modern European history, there are fewer outcomes, and the remaining outcomes have been broadened to enable greater personalization of learning and additional focus on human rights and civic agency. Black and Indigenous histories are made visible in the curriculum to provide a more accurate and inclusive understanding of this time period, and there is an increased focus on social histories.) | 4 |
|  | [Modern History 11 FI (Immersion)](#modHis11FI" \o " Modern History 110 is a streamlined version of Modern History 111-112-113 (2012). While the updated course maintains the original course focus on modern European history, there are fewer outcomes, and the remaining outcomes have been broadened to enable greater personalization of learning and additional focus on human rights and civic agency. Black and Indigenous histories are made visible in the curriculum to provide a more accurate and inclusive understanding of this time period, and there is an increased focus on social histories.) | 4 |
|  | [Ancient and Medieval History 11](#ancientmidhistory" \o " Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers. Ancient and Medieval History 110 addresses big ideas in civics and Indigenous perspectives and ways of knowing through the study of the distant past. It fosters thoughtful and engaged citizenship through the examination of enduring human issues and questions. The course engages students by presenting them with exciting content and issues that help to explain the world around them today.) | 4 |
|  | [Canadian History 12](#CanHistory" \o " 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.) | 4 |
|  | [Indigenous Studies 120](#IndigeniousStudies" \o " Indigenous 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.) | 4 |
|  | [World Issues 120](#WorldIssues" \o " Prerequisite: Social Studies 10Recommended 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.) | 4 |
| Elective Humanity Courses | | |
|  | [Canadian Geography 120](#CanGeo" \o " 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. *) **[\*](#CanGeo" \o " 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. *)** | 4 |
|  | [Law 120](#Law" \o " 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. ) | 4 |
|  | [Political Science 120](#PoliSci" \o " 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.) | 4 |
|  | [Sociology 120](#Sociology" \o " Sociology 120  This dynamic course tries to answer the question of why we behave the way we do. It is the systematic study of human society and social interaction and focuses on how humans behave in and are influence by groups.  Some aspects of psychology as well as cultural anthropology will be examined.  Units of study include: The Sociological Perspective; Culture; Racism, Stereotypes and Prejudice; and Socialization. ) | 4 |

**Mathematics**

**Graduation Requirements:**

12 Mathematics credit-hours

**Required Course(s):**

GMF 10 plus 8 credit-hours from elective courses.

***Note:***

NRF 10 is a prerequisite for Foundation of Mathematics 110, Chemistry 112 or Physics 112.

Foundations of Mathematics 110 is a pre-requisite for Foundations of Mathematics 120 and for all Calculus pathway courses.

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| **Mathematics** | | ch |
| Required Courses | | |
|  | [GMF 10 ~ Geometry, Measurement & Finance 10](#GMF10" \o " 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. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. 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. Mathematics 9 is recommended before enrolling in Geometry, Measurement and Finance 10) | 4 |
| Elective Courses | | |
|  | [NRF 10 ~ Numbers, Relations & Functions 10](#NRF10" \o " 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. Mathematics 9 is recommended before enrolling in Number, Relations and Functions 10) | 4 |
|  | [Financial & Workplace Mathematics 110](#FinWorkMath11" \o "Financial & Workplace Mathematics 110This course is the first of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Concepts of right triangles, trigonometry, and angles of elevation and depression are applied to contextual problems. Scale models and drawings of 2-D and 3-D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning. Costs and benefits of renting, leasing and buying are explored, investment portfolios analyzed and personal budgets developed.  Students manipulate and apply formulas in a variety of ways and solve problems using proportional reasoning and unit analysis.  Students have a choice of this course or Foundations of Mathematics 11 to complete graduation requirements. Prerequisites: GMF 10) | 4 |
|  | [Financial & Workplace Mathematics 120](#FinWorkMath12" \o " This course is designed to provide students with the mathematical understandings and criticalthinking skills identified for entry into some college programs and for direct entry into the work force. Topics include financial mathematics, algebra, geometry, measurement, number, statistics and probability.) | 4 |
|  | [NBCC Math 1208 Skilled Trades Math](#NBCCmath" \o " Prerequisite : Financial and Workplace Mathematics 110Description : 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.) | 4 |
|  | [Foundations of Mathematics 110](#FoundationMath11" \o "Foundations of Mathematics 110This course is a prerequisite for a second Foundations of Mathematics course in Grade 12, providing a pathway designed for entry into academic programs not requiring Pre-Calculus.  It is also a prerequisite 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. This is a prerequisite for Foundations of Mathematics 12 and a prerequisite or co-requisite for Pre-Calculus 11.) | 4 |
|  | [Pre-Calculus 110](#Precalc11" \o "Pre-Calculus 110This course, followed by later courses in Pre-Calculus and Calculus, is designed for entry into post-secondary programs requiring Pre-Calculus. Students demonstrate an understanding of absolute value of real numbers, and solve problems that involve radicals, radical expressions, and radical equations.  Students determine equivalent forms, simplify rational expressions, and solve problems that involve rational equations. They develop an understanding of angles in standard position (0°to360°) 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. ) | 4 |
|  | [Pre-Calculus A 120](#Precalc12A" \o " 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.) | 4 |
|  | [Pre-Calculus B 120](#Precalc12B" \o " 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 x 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) | 4 |
|  | [Calculus 120](#Calc12" \o " 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.) | 4 |
|  | [Foundations of Mathematics 120](#FinWorkMath12" \o " 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.) | 4 |

**Science**

**Personalized Well-Being (3 Clusters)**

**Graduation Requirements:**

4 Creative Arts credit-hours

4 Wellness and Physical Education credit-hours

4 Career-Connected credit-hours

8 Additional credit-hours from any of the three Personalized Well-Being Clusters

***Note:***

French Immersion students will choose **ONE** of Physical Education 10 FI or Career and Life 10 FI.

Personal Interest Courses can be used for any of the three Personalized Well-Being Clusters.

**Graduation Requirements:**

8 Science credit-hours

**Required Course(s):**

Any 8 credit-hours from the list below.

***Note:***

Science for Sustainable Societies 10 and NRF 10 are a prerequisite for Chemistry 112 or Physics 112.

Chemistry 112 is a prerequisite for Chemistry 122 and Physics 112 is a prerequisite for Physics 122.

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| **Science** | | ch |
|  | [Science for Sustainable Societies 10](#SustainSociety10" \o " Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.It is strongly recommended that learners take Science 10: Science for Sustainable Societies before taking grade 11 or 12 science courses.) | 4 |
|  | [Environmental Geography 110](#EnviroGeo11" \o " Environmental Geoscience 110 blends science skills within earth science, geomatics, and physical geography, disciplinary approaches to thinking and learning specific to each of these fields of science complement the study of the other respective fields. Therefore, the curriculum provides transferrable skills and bridging points to areas of study in earth science, geology, geomatics, Canadian and/or physical geography.) | 4 |
|  | [Human Physiology 110](#HumanPhysio11" \o " Human Physiology 11 is designed to build an understanding of the physiology of the human body as complex and dynamic which is impacted and responsive from both internal and external environments. This course is designed to support learners with post secondary plans in the areas of social sciences, health care, and kinesiology. Learners can expect to participate in a variety of engaging instructional practices and group activities. The course focuses on developing an understanding of the structure and functions of each human body system with relation to other body systems and the overall health of learners. Topics covered during this course will include human movement, nutrition and gas movement, and response to changes occuring within the human body.) | 4 |
|  | [Intro to Environmental Science 120](file:///C:\Users\krista.white\Downloads\Environmental#EnviroSci12) | 4 |
|  | [Intro to Environmental Science 120 FI (Immersion) **\***](file:///C:\Users\krista.white\Downloads\live#EnviroSci12FI) | 4 |
|  | [Marine Sciences 120](#MarineSci" \o " St. Stephen High School is located on the historic and majestic waters of the St. Croix River which feed into the well-known Bay of Fundy. Many students who live in this rural area have never explored the many diverse and unique marine ecosystems that have surrounded and directly impacted them their entire lives. The Bay of Fundy plays a major role in the climate, economy, and culture of the Charlotte County area, and when taking this course students will be given the opportunity to dive deep into the depths of its waters to learn about the physical structures, the chemical compositions, as well as the many creatures who also call this area home. They will also explore how their everyday lives impact the health of their marine neighbors and brainstorms what in which we as a community can reduce our negative footprints. ) | 4 |
|  | [Biology 112](#Bio11" \o " Biology 112 is designed to support learners who have plans for post-secondary education in areas of biology, health sciences, ecology, forestry, and environmental science. Learners can expect to participate in a variety of engaging instructional practices and group activities. To develop scientific literacy, learners require diverse learning experiences which provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their future. Observations, systems thinking, and inquiry will be used as tools to study the history of the natural world from the cell to ecological systems. Topics covered during this course will include cellular organizations and processes, classification systems, evolutionary concepts, and application skills.It is strongly recommended that learners take Science for Sustainable Societies 10 before taking Biology 112.) | 4 |
|  | [Biology 122](#Bio12" \o " Biology 122 is designed to support learners who have post-secondary plans in the areas of biology, health sciences, ecology, forestry, and environmental science. Learners can expect to participate in a variety of engaging instructional practices and group activities. To develop scientific literacy, learners require diverse learning experiences which provide an opportunity to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their future. Observations, systems thinking, and inquiry will be used as tools to study the history of the gene, and how biological information in the form of genetics is used in the natural world from cellular processes to evolution. Topics covered during this course will include heredity, DNA replication, gene expression, and evolutionary concepts.It is strongly recommended that learners take Science for Sustainable Societies 10 before taking Biology 122.) | 4 |
|  | [Chemistry 112](#Chem11" \o " Prerequisite: Science 10Recommended 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.) | 4 |
|  | [Chemistry 122](#Chem12" \o " Prerequisite: Chemistry 112Recommended 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.) | 4 |
|  | [Physics 112](#Physics11" \o " Prerequisite: Science 10Recommended 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.) | 4 |
|  | [Physics 122](#Physics12" \o " Prerequisite: Physics 112Recommended 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.) | 4 |



***Want to learn more about a course****?*

*Hover over the hyperlinked course name to see the course description.*

*OR*

*Go to the SSHS website. Click the “Students” tab and find the “Course Calendar” option where you can see descriptions of each course.*

**Creative Arts**

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| **Creative Arts** | | ch |
|  | [Music 110](#Music11" \o " Music 10 – 12· 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· practice respect for varying opinions, tastes, capacity for sharing music) | 4 |
|  | [Music 120](#Music12" \o " Prerequisite: Music 112/122 and Special Permission from Music TeacherDescription: 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.) | 4 |
|  | [Visual Arts 110](#VisArt11" \o " Prerequisite: Visual Art 9Description: 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.) | 4 |
|  | [Visual Arts 120](#VisArt12" \o " Prerequisite: Visual Arts 110Description: 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.) | 4 |
|  | [Creative Arts 110](#CreativeArt11" \o " Course Content:  Fine Arts 110 / Creative Arts 110 is an Art Appreciation course where students will explore pieces of Visual Art, Music, and Drama from the 20th century. Students will learn how artists are affected by and reflect the worlds that they live in by researching, collecting, and discussing a variety of artists, their work, and the events occurring around them. Students will also learn how to talk intelligently and with confidence about art by using the appropriate terminologies and language connected to it. Background experience in at least one of the art disciplines would be helpful to students, but it is not essential. *) **[\*](#CreativeArt11" \o " Course Content:  Fine Arts 110 / Creative Arts 110 is an Art Appreciation course where students will explore pieces of Visual Art, Music, and Drama from the 20th century. Students will learn how artists are affected by and reflect the worlds that they live in by researching, collecting, and discussing a variety of artists, their work, and the events occurring around them. Students will also learn how to talk intelligently and with confidence about art by using the appropriate terminologies and language connected to it. Background experience in at least one of the art disciplines would be helpful to students, but it is not essential. *)** | 4 |
|  | [Graphic Art and Design 110](#GraphicArts11" \o " 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.) | 4 |
|  | [Dramatic Arts 110](#Drama11" \o ) | 4 |
|  | [Dramatic Arts 120](#Drama12" \o ) | 4 |
|  | [Media Studies 120](#MediaStudies120" \o "Media Studies 120This course examines different forms of communication and their impact on the individual and society. The course focuses heavily on class discussions, group work and in-depth examination of various topics associated with Media. Students will learn to recognize the unique attributes of several forms of media and their distinct effects. They will investigate such issues as media ownership, public access, gender issues in advertising, and media literacy to name a few. Students will also examine various media sources/examples to detect inherent strengths and weaknesses like the promotion of humanitarianism, or political propaganda. For their final summative assessment, students will be required to construct their own media product utilizing digital media editing software (GIMP 2.0, Photoshop). Tutorials on how to use the available software will be given. ) | 4 |
|  | [Wood Craft 110](#WoodCraft" \o " This course will provide students with an opportunity to explore and develop their creativity through the medium of wood. New Brunswick is a province with strong ties to its forestry resources, and as a result long history of woodworking. From shipbuilding, to furniture, to arts and crafts, wood has been and continues to be part of the fabric of our lives. The purpose of this course is to expose students to the diverse possibilities to create with wood and provide an opportunity for students to develop and express their creativity through woodworking.Potential areas of focus for students are, but are not limited to: Furniture design and construction, Traditional and CNC carving, canoe and paddle building, wood sculpture, functional projects (cutting board, wooden spoon, birdhouses).The wood shop courses currently offered in through the NB curriculum, are based on, at least in part, developing skills for post secondary trades, to support the needs of the building, construction, and industrial sectors of the province. This local option course aims to provide a more creative/artistic outlet for students where they will learn the processes involved in designing and crafting functional projects.) | 4 |
|  | [Metal Arts 110](#MetalArts" \o " Currently, the Metals program at SSHS offers several classes that concentrate on welding as a trade and a possible career path.  Metal Arts 110 will attempt to provide a more creative use of the tools and trade of welding where students can be more creative or artful in their approach.) | 4 |
|  | [Baking and Pastry 110](#BakingPastries" \o " Pastry Arts 110 will introduce students to the foundations of baking methods and pastry techniques.  Students will learn the basic of dough preparation and advance to food photography.  This addition to the Creative Arts strand will help students focus on creativity and visual presentation as well as learning and executing specific skills and techniques.) | 4 |
|  | [Digital Productions 120](#DigitalProd12" \o " Course Content: Digital Production 120 offers students opportunities to produce different forms of media including websites, digital imaging, audio and video production. Students will also explore ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials. Students will have flexibility in software selection, including a variety of open-source software, to complete required assignments and projects. *) **[\*](#DigitalProd12" \o " Course Content: Digital Production 120 offers students opportunities to produce different forms of media including websites, digital imaging, audio and video production. Students will also explore ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials. Students will have flexibility in software selection, including a variety of open-source software, to complete required assignments and projects. *)** | 4 |

**Wellness & Physical Education**

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| **Wellness and Physical Education** | | ch |
|  | [Sport and Recreation Leadership 120](#SportRecreationLeadership" \o "Description: 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 develop 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.Time commitment beyond the class learning environment will be required for the planning and operation of events, tournaments, and programs.) | 4 |
|  | [Physical Education 10](#PhysEd10" \o " 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 with 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.Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.Through Physical Education 10, learners will explore different types of functional movement, resistance programs and create a resistance program to improve personal fitness.Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.) | 4 |
|  | [Physical Education 10 FI (Immersion)](#PhysEd10FI" \o " 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 with 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.Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.Through Physical Education 10, learners will explore different types of functional movement, resistance programs and create a resistance program to improve personal fitness.Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.) | 4 |
|  | [Wellness thru Physical Education 110](#PhysEd11" \o " Prerequisite: Health and Physical Education 10Description: 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.) | 4 |
|  | [Outdoor Education 110](#OutdoorEd" \o " Prerequisite: Health and Physical Education 10Description: 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.) | 4 |
|  | [Health Care 110](#HealthCare" \o " Health Care 110 introduces students to the concepts of health and wellness and to the organization, history and delivery of Canadian and New Brunswick health care services. Students learn about the impacts that the environment, and the social and political structures have on people’s health and health care as they research and action a health care gap in services in their own community. Students will also examine their own health and wellness by creating and monitoring a SMART goal to improve one aspect of their health and wellness. To support their research on health issues, students learn how to distinguish health misinformation from valid and reliable health information.Throughout the course, students research health care careers that align with their interests and the academic pathways required to become a professional in those fields. Student assessment includes assignments, journals and discussions as well as interviews with their online teacher to discuss a Career portfolio and a Health and Wellness portfolio which students contribute to throughout different modules of the course. *) **[\*](#HealthCare" \o " Health Care 110 introduces students to the concepts of health and wellness and to the organization, history and delivery of Canadian and New Brunswick health care services. Students learn about the impacts that the environment, and the social and political structures have on people’s health and health care as they research and action a health care gap in services in their own community. Students will also examine their own health and wellness by creating and monitoring a SMART goal to improve one aspect of their health and wellness. To support their research on health issues, students learn how to distinguish health misinformation from valid and reliable health information.Throughout the course, students research health care careers that align with their interests and the academic pathways required to become a professional in those fields. Student assessment includes assignments, journals and discussions as well as interviews with their online teacher to discuss a Career portfolio and a Health and Wellness portfolio which students contribute to throughout different modules of the course. *)** | 4 |
|  | [Human Services 110](#HumanServices" \o " 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.) | 4 |
|  | [Yoga 110](#Yoga) | 4 |
|  | [Psychology 110](#psych11" \o "Description: The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies.Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.) | 4 |
|  | [Psychology 120](#Psych" \o " 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.) | 4 |
|  | [AP Psychology (upon approval every other year)](#APPsych" \o " Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You’ll examine the concepts of psychology through reading and discussion and you’ll analyze data from psychological research studies. This course is a dual credit course.  You have the possibility of receiving a high school credit along with a university credit if successful on the final assessment.  There is a fee associated with this course.) | 4 |
|  | [Individual Family Dynamics 120](#FamilyDynamics" \o " 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.) | 4 |
|  | [Nutrition for Healthy Living 120](#Nutrition" \o " Course Content: Nutrition for Healthy Living is designed to make students aware of how to contribute to their overall wellness, make healthy food choices and maintain a balance between eating habits and physical activity. Topics include wellness, digestion, macronutrients, micronutrients, and food safety. Students will analyze their own diet by tracking their eating habits, determining their nutrient intake and comparing it to Health Canada’s recommendations. Assessment is based on contributions to discussions, assignments, quizzes, research projects and the final exam. *) **[\*](#Nutrition" \o " Course Content: Nutrition for Healthy Living is designed to make students aware of how to contribute to their overall wellness, make healthy food choices and maintain a balance between eating habits and physical activity. Topics include wellness, digestion, macronutrients, micronutrients, and food safety. Students will analyze their own diet by tracking their eating habits, determining their nutrient intake and comparing it to Health Canada’s recommendations. Assessment is based on contributions to discussions, assignments, quizzes, research projects and the final exam. *)** | 4 |

**Career-Connected**

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| **Career-Connected** | | ch |
|  | [Develop and Lead 110](#devlead" \o "Description: The vision for this course is to have 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 skillsThis course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation in Develop and Lead 11 results in a journey in which learners can create a positive legacy in their school and community.Time commitments beyond the learning environment may be required.) | 4 |
|  | [Career Pathway Design 10](#Career10" \o ) | 4 |
|  | [Career Pathway Design 10 FI (Immersion)](#Career10FI" \o " Career Pathway Design 10this course takes a student-centered, strengths-based approach to providing learners with autonomy to further their skills and competencies to connect and contextualize high school learning with career pathway and transition planning. Ultimately, Career Pathway Design 10 supports student wellbeing, offering a means to building confidence in creating a personalized plan that informs decision-making for high school and life after graduation.)) | 4 |
|  | [Goals, Growth and Grit 120](#Grit12" \o " 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.) | 4 |
|  | [Co-op 120](#coop12" \o " 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.  ) | 4-12 |
|  | [Co-op 120 FI (Immersion)](#coop12FI" \o " in this course, the focus is on researching career information and developing a reflective portfolio. Students will learn how to fulfill their responsibilities as an employee, to keep themselves and their coworkers safe in the workplace, to recognize their rights, and understand discrimination and harassment. Through online learning activities and practical work experience, students improve essential workplace skills such as communication, conflict resolution and problem-solving.Drawing on personal reflection, research and work experience, students will explore promising career opportunities, make informed decisions concerning post-secondary paths, and discover how to present résumés, cover letters, portfolios, and interviews that make them stand out with employers.*) **[\*](#coop12FI" \o " in this course, the focus is on researching career information and developing a reflective portfolio. Students will learn how to fulfill their responsibilities as an employee, to keep themselves and their coworkers safe in the workplace, to recognize their rights, and understand discrimination and harassment. Through online learning activities and practical work experience, students improve essential workplace skills such as communication, conflict resolution and problem-solving.Drawing on personal reflection, research and work experience, students will explore promising career opportunities, make informed decisions concerning post-secondary paths, and discover how to present résumés, cover letters, portfolios, and interviews that make them stand out with employers.*)** | 4-12 |
|  | [Computer Science 110](#CompSci11" \o " Course Content: Computer Science 110 teaches the fundamentals of structured programming and the program development cycle. Students will learn to use basic programming constructs to write simple programs using the Visual Basic programming language. More advanced topics, including graphics and animation, are also introduced. Computer Science 110 is recommended, but not required, as a prerequisite for Computer Science 120. *) **[\*](#CompSci11" \o " Course Content: Computer Science 110 teaches the fundamentals of structured programming and the program development cycle. Students will learn to use basic programming constructs to write simple programs using the Visual Basic programming language. More advanced topics, including graphics and animation, are also introduced. Computer Science 110 is recommended, but not required, as a prerequisite for Computer Science 120. *)** | 4 |
|  | [Computer Science 120](#CompSci12" \o " Prerequisite(s): Computer Science 110 recommended, but not requiredCourse Content: Computer Science 120 is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language and write simple programs using object-oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science. *) **[\*](#CompSci12" \o " Prerequisite(s): Computer Science 110 recommended, but not requiredCourse Content: Computer Science 120 is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language and write simple programs using object-oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science. *)** | 4 |
|  | [Digital Productions 120](#DigProd" \o " Course Content: Digital Production 120 offers students opportunities to produce different forms of media including websites, digital imaging, audio and video production. Students will also explore ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials. Students will have flexibility in software selection, including a variety of open-source software, to complete required assignments and projects. *) **[\*](#DigProd" \o " Course Content: Digital Production 120 offers students opportunities to produce different forms of media including websites, digital imaging, audio and video production. Students will also explore ethical issues surrounding media production and consumption, copyright and the appropriate use of copyrighted materials. Students will have flexibility in software selection, including a variety of open-source software, to complete required assignments and projects. *)** | 4 |
|  | [Information Technology 120](#InfoTech12" \o " IT 120 focusses on the tools and strategies used within the realm of information and communications technology (ICT). Students learn how to design and create products using essential skill-based applications (e.g. word processing, desktop publishing, spreadsheets, cloud computing, presentation and database management), as well as apply formal project management knowledge, principles and practices. An overview of ICT careers is also presented to students. This course does not require a specific textbook; rather, students use a wide range of online resources and various business software applications (most notably, MS Office).IT 120 provides many opportunities for students to practice new skills, as well as much formative assessment. Students are evaluated on discussions, assignments, quizzes and a comprehensive portfolio that is built as they progress through the course content. Throughout the semester, there are scheduled portfolio reviews, where students chat informally with their online teacher to make sure they are progressing and on the right track. *) **[\*](#InfoTech12" \o " IT 120 focusses on the tools and strategies used within the realm of information and communications technology (ICT). Students learn how to design and create products using essential skill-based applications (e.g. word processing, desktop publishing, spreadsheets, cloud computing, presentation and database management), as well as apply formal project management knowledge, principles and practices. An overview of ICT careers is also presented to students. This course does not require a specific textbook; rather, students use a wide range of online resources and various business software applications (most notably, MS Office).IT 120 provides many opportunities for students to practice new skills, as well as much formative assessment. Students are evaluated on discussions, assignments, quizzes and a comprehensive portfolio that is built as they progress through the course content. Throughout the semester, there are scheduled portfolio reviews, where students chat informally with their online teacher to make sure they are progressing and on the right track. *)** | 4 |
|  | [Business Organization & Management 120](#Business12" \o " Course Content: Business Organization and Management 120 is an introductory course in business organization, functions of management, ethics, and international business. Through exploration, students will understand how the business world operates. They also become more conscientious and informed consumers. The concepts presented in this business course will prepare students to apply knowledge and skills in New Brunswick, as well as in national and global business situations. *) **[\*](#Business12" \o " Course Content: Business Organization and Management 120 is an introductory course in business organization, functions of management, ethics, and international business. Through exploration, students will understand how the business world operates. They also become more conscientious and informed consumers. The concepts presented in this business course will prepare students to apply knowledge and skills in New Brunswick, as well as in national and global business situations. *)** | 4 |
|  | [Early Childhood Services 110](#Childhood11" \o ) | 4 |
|  | [Early Childhood Services 120](#Childhood12" \o " 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. Post-secondary employment opportunities will be researched as well.) | 4 |
|  | [Entrepreneurship 110](#Enterpreneurship11" \o " 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. ) | 4 |
|  | [Hospitality and Tourism 110](#Tourism11" \o " 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. ) | 4 |
|  | [Hospitality and Tourism 110 FI (Immersion)](#Tourism11FI" \o " Course Content: Hospitality and Tourism 110 is a three-unit course. The general aim of the Hospitality and Tourism 110 program for New Brunswick is to develop an understanding of the tourism industry, create an appreciation for New Brunswick and to prepare students for work in the industry. Students will have regular Live Events in Adobe Connect.*) **[\*](#Tourism11FI" \o " Course Content: Hospitality and Tourism 110 is a three-unit course. The general aim of the Hospitality and Tourism 110 program for New Brunswick is to develop an understanding of the tourism industry, create an appreciation for New Brunswick and to prepare students for work in the industry. Students will have regular Live Events in Adobe Connect.*)** | 4 |
|  | [Intro to Accounting 120](#Accounting12" \o " The focus of Introduction to Accounting is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in post-secondary business studies.) | 4 |
|  | [Internal Combustion Engines 110](#InternalCombustion11" \o " 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.) | 4 |
|  | [Intro to Applied Tech 110](#AppliedTech11) | 4 |
|  | [Metals Fabrication/Welding 110 (pre-requisite for 120)](#Welding11" \o " 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. ) | 4 |
|  | [Metals Fabrication/Welding 120](#Welding12" \o " This course requires Metal Fabrication / Welding 110 as a pre-requisite or a blocked co-requisite with the same group of students. Metal Fabrication / Welding 120 introduces students to advanced skills and practices, building upon the theory and practical skills obtained in Metal Fabrication / Welding 110. This advanced course encapsulates and reinforces theory in Math, SMAW, GMAW, PAW, OFC, all of which lead to a capstone project. Students will learn valuable safety procedures, tool skills and engage with the NB global competencies. To successfully achieve the goals, set forth by this curriculum, class size is limited to a recommended maximum of twenty students. It must be noted that the class size may be further limited based on the physical space available to offer a safe working environment for students.) | 4 |
|  | [Metals Processing 110](#MetalProcessing11" \o " 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.) | 4 |
|  | [Metals Processing 120 (Advanced)](#MetalProcessing12" \o " 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. Students must have successfully completed Metals Processing 110 as a pre-requisite.) | 4 |
|  | [Culinary Technology 110](file:///C:\Users\krista.white\Downloads\how#CulTech11) | 4 |
|  | [Framing and Sheathing 110](#Framing11" \o " 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.) | 4 |
|  | [Mill and Cabinet Work 120](#MillCabinet12) | 4 |
|  | [Residential Finish 120](#ResFinish12" \o " 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. ) | 4 |

**Personal Interest Courses:**

Personal Interest Courses(1 and 2) offer two elective opportunities for students to pursue individual interests or passions, with a teacher providing supervision and/or oversight. These classes may be offered as scheduled high school courses with a cohort of students, or students may apply to complete the course individually. Personal interest courses can are only permitted upon approval.

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| **Electives upon approval** | | |
|  | [Personal Interest 1](#PersonalInterest1) | 4 |
|  | [Personal Interest 2](#PersonalInterest2" \o " 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.) | 4 |

**Important Notes:**

As of 2026, graduates must:

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

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

**Parent/Guardian Signature**

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