Nackawic High School

Course Registration Guide

Grades 11 and 12

2020-2021

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

Guide also available at www.nhs.nbed.nb.ca

INTRODUCTION

This booklet has been prepared for students entering grade eleven or twelve in the school year 2020-2021. It provides all the information necessary to complete the student-planning sheet and should be read carefully. Students should do the following before completing the option sheet:

1. Read the organizational section carefully.

2. Read the course descriptions.

3. Choose the compulsory and optional courses that will enable the student to qualify for a New Brunswick High School Diploma.

4. Discuss the choices at home. Speak with Guidance Counselor, Teacher Advisor or the School Administration to ensure the courses meet the student's needs.

SCHOOL OFFICIALS WILL ADVISE, BUT THE ULTIMATE RESPONSIBILITY FOR COURSE SELECTION LIES WITH STUDENTS AND THEIR PARENT(S) OR GUARDIAN(S).

Receiving a graduation diploma does not guarantee admission to further education. It is the responsibility of students to ensure their course selections qualify them for admittance to further studies after high school. Guidance Counselor is available to assist students with making the choices to ensure students' goals are met.

THE SCHOOL RETAINS THE RIGHT TO WITHDRAW COURSES LISTED HEREIN BASED ON REGISTRATION DATA AND AVAILABILITY OF TEACHING STAFF. SOME COURSES ARE OFFERED IN ALTERNATE YEARS

THE FOUR YEAR HIGH SCHOOL PLAN (CORE STUDENTS)

<table>
<tr><th>GRADE 9</th><th>GRADE 10</th><th>GRADE 11</th><th>GRADE 12</th></tr>
<tr><td>English (full year)</td><td>English (full year)</td><td>English (full year)
112A & 112B
(2 credits)</td><td>English (1 credit)</td></tr>
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(2 courses) – GMF & NRF</td><td>Math (at least one credit)</td><td>Elective</td></tr>
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<tr><td>Physical Education</td><td>Personal Development</td><td>Elective</td><td>Elective</td></tr>
<tr><td>Visual Arts – 45 Hours</td><td rowspan="3"><u>2 of these:</u>
Music 10
BBT 10
Physical Education 10
Visual Arts 10</td><td>Elective</td><td>Elective</td></tr>
<tr><td>Music – 45 Hours</td><td>Elective</td><td>Elective</td></tr>
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</table>

GRADUATION REQUIREMENTS

- Successful completion of Grades 9 and 10.
- Grade 9 and 10 French must be successfully completed.
- Successful demonstration of technological skills. This may normally be accomplished by successful completion of the Grade 9 Broad Based Technology course.
- Successful completion of all 7 compulsory Grade 11 and 12 courses, as listed on the next page, as well as successful completion of a minimum of 10 elective courses, for a total of 17 Grade 11 and 12 courses.
- A minimum of five (5) courses must be at the Grade 12 level, one of which must be English 12.
- Students must attempt 10 courses during each of their Grade 11 and Grade 12 years.
- Seventeen credits are required for graduation. Credits must include the 7 compulsory credits. Four additional credits must be at the 12 level.
- Students must take five (5) courses in each semester for four (4) semesters - 10 courses per year

Students must have the Literacy Credential which is earned by a rating of "successful" on the English Language Proficiency Assessment (Grade 9) or the English Language Proficiency Reassessment (Grade 11 or 12).

GRADE 11 COMPULSORY COURSES

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

English Language Arts Cluster: 112 A/B, 113 A/B (one of) (year-long course 2 credits)
Math Cluster - Foundations of Mathematics 110 **or** Financial and Workplace Mathematics 110
Science Cluster - One of Physics 112, Chemistry 112, Biology 112, Human Physiology 110, Physics 122, Chemistry 122, Biology 122, Introduction to Environmental Science 120, Physical Geography 110, Automotive Electrical Systems 120 (note: there are prerequisites for some of these courses).
History Cluster – One of Modern History 112, 113 or French Immersion Modern History 112
Fine Arts/Life Role Development Cluster - One of Visual Arts 110 or 120, Music 112, Music 122, Dramatic Arts 120, Individual Family Dynamics 120, Co-op Education 120, Physical Education Leadership 120, Entrepreneurship 110, Outdoor Pursuits 110, Graphic Arts & Design 110, FI Individual Family Dynamics 120, Career Exploration 110, Fine Arts 110, Wellness Through Physical Education 110, Culinary Tech 110/120, Growth Goals and Grit 120 or ***ANY Skilled Trades/Applied Tech 110/120.***

GRADE 12 COMPULSORY COURSES

- The only Grade 12 compulsory course is one of English 122 or 123. Students must take 9 optional courses in the Grade 12 year.

NOTES REGARDING COURSE SELECTION

- 123 – 1st two digits indicate the grade level. The last digit indicates the level of difficulty. 2 is university preparatory, and 3 is general. The ending figure "0" indicates that the course is offered at only one level. Some 0's may be university entrances. In all sequential subjects, courses numbered 11- are prerequisites for courses numbered 12-.

- Students will take five subjects each day.

- Students planning to go on to further their education beyond high school should select courses with care regarding entrance requirements at various post-secondary schools.

- In completing the course selection form, students must select ten courses plus two optional courses to be used as a substitute if necessary. Remember the year long Grade 11 English course is separated as 112A and 112B but still counts as two credits. These credits are awarded when the course is completed successfully

at the end of the school year. **Students entering grade 11 are encouraged to develop a tentative two-year plan.**

Prerequisites

Many courses have prerequisites, co-requisites or recommended prerequisites. Please read the course descriptions carefully prior to course selection. Students without the required prerequisites will not be allowed to enroll in the course.

Prerequisite: A course that must have been successfully completed prior to enrolling in the course.

Recommended prerequisite: A course strongly suggested to have been successfully completed prior to enrolling in the course.

Co-requisite: A course that, if not previously completed, must be taken during the same semester as the course.

Locally Developed Courses

These courses have been developed by NHS departments and have been approved by the Department of Education to provide additional course selection opportunities for our students. Students may take more than two; however only two courses may be used to meet the graduation requirement of 17 credits. At NHS, the only current course in this category is Woodlot Management 120.

Transcripts:

All grade 11 and 12 courses and final marks are permanently recorded on a student's transcript. The school transcript provides an ongoing record of high school courses taken and marks obtained. It is the official document required by post-secondary institutions to verify a student's academic record.

Distance Education

A number of courses are offered through Distance Education and may be available to meet specific circumstances. Distance Education courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. Students in Grade 11 and 12 may be permitted to take one E-learning course per semester. Final approval for these courses are made by the school. For further information go to www.nbvhs.nbed.nb.ca or see Guidance for an application form.

The distance learner is the student who:

- Learns independently
- Views learning positively
- Is self-disciplined
- Manages their time well
- Enjoys working alone
- Expresses themselves clearly, in writing
- Has good, basic computer skills
- Values the role of technology in learning
- Loves to problem-solve and thinks critically
- Has defined educational goals

Nackawic High School has the facilities to offer on-line courses; that is, the course is taught with the aid of a computer and an on-line instructor, who may be located somewhere else in the province. Students are registered in these courses during regular class time. Most courses require an extra 5 hours per week of the students' time

TECHNOLOGY EDUCATION AND SKILLED TRADES

Technology Education and Skilled Trades provides students with opportunities for problem solving, designing, creating, and addressing current trends and issues. Student's use and study technology to create practical solutions to problems - individually or in groups - to develop technological skills, knowledge and work ethics.

Technology Education enables students to explore their ideas, gain practical experiences, and work through thinking processes in a safe and supportive environment. Technology Education allows learners to evaluate their strengths and interests in career choices. It also reflects rapid changes in the workplace and allows students to make informed decisions about their futures while providing a foundation of skills that enable high school students to be gainfully employed after graduation–either full-time or while continuing their education or training.

Students enrolled in some High School Technology Education and Skilled Trades courses may use a percentage of their hours towards Apprenticeship training. Skilled Trades and Technology includes the courses found in the subject areas of Technology Education

Sample of Technology Education and Skilled Trades Courses at NHS

Automotive Electrical Systems 120	Framing and Sheathing 110
Broad Based Technology 9	Internal Combustion Engine 110
Broad Based Technology 10	Metals Fabrication 110
Computer Science 110	Metals Processing 110
Computer Science 120	Mill & Cabinet Work 120
Culinary Technology 110	Power Train and Chassis 110
Culinary Technology 120	Residential Finish 120
Digital Production 120	

PARENT AND STUDENT COURSE INFORMATION SESSION

ONLINE SESSION TBD

THE FOUR YEAR FRENCH IMMERSION HIGH SCHOOL PLAN

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French Immersion Program

A **Certificate of Oral Proficiency** will be issued by the Department of Education and Early Childhood Development to all students who take a Grade 12 course in French (Immersion or Post-Intensive Program) upon being interviewed by a professionally trained interviewer at the end of the semester. This certificate will indicate the student's level of proficiency in French.

A **Certificate of Immersion** will be issued by Anglophone School District-West to all students that complete the Grade 9-10 and Grade 11-12 French Immersion Program as specified below:

- Grades 9-10: Completion of five FI courses per year (50% FI course load over two years)
- Grades 11-12: Completion of any five FI courses (25% course load over two years)

Resource Program
The Resource Department at NHS serves students that require accommodations, modifications or individualized programming within the high school setting and assists these students with course selection as well as transition planning for life beyond high school.

Special Programs

Career and Transition Planning
A variety of elective courses are offered to support the career interests of students. In addition, specific interests may also be explored through Career Exploration 110 and Cooperative Education 120 courses. These courses provide opportunities to gain work experience and develop workplace skills as part of your high school program. Workplace opportunities exist in many different areas and reflect a range of potential career related directions**. Placements in trades related areas may be used as hours credited towards apprenticeship.** See Guidance for more information and an application form.

NBTAP (New Brunswick Trades Apprenticeship Program)
The New Brunswick Teen Apprentice Program (NBTAP) is an industry-led pre-apprentice program for students starting in Grade 10 or 11 that gives students a head start on an exciting career in the skilled trades. Over two or three paid summer work terms, NBTAP Student Apprentices are coached and mentored by a skilled trades employer, learning practical trade and workplace skills. **See Guidance for details or visit www.nbtap.ca**

Course Changes
Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as career interests. To aid in this selection, teachers and guidance are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for a course change due to Summer School results will be accommodated, if space allows, and if requested at the time summer school ends.

Requests for a course change initiated once school opens in September must be submitted using a Course Change Request form by the Wednesday following the first day of classes. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested. All requests for a second semester course change must be submitted by the Friday following the first day of classes in the second semester.

After the above dates, all requests for course changes must be submitted to Guidance for forwarding to NHS Student Services team for special consideration. These requests

will be considered up until the last Friday of September for the first semester and the last Friday of February for the second semester.

GENERAL NOTES

It is necessary for students to accept a large part of the responsibility for choosing their own courses with wisdom and foresight. These choices must be made early in the year if the work in connection with individual scheduling is to be completed in time for September school opening.

Entrance requirements for universities and community colleges must play an important role in course selection. It is important to note that **UNIVERSITY ENTRANCE REQUIREMENTS MAY BE DIFFERENT FROM HIGH SCHOOL GRADUATION REQUIREMENTS**. Students should consult with Guidance regarding entrance requirements for specific courses at post-secondary institutions.

The school will endeavor to provide counseling services to assist students in selecting courses. The following factors will be considered:

(a) long-term education and skilled trades' goals
(b) achievement in previous school experiences
(c) demonstrated attitudes toward school subjects
(d) mental and manual aptitudes

Parents and students are requested to give course choices serious consideration, as it is difficult to make course changes during the school year. Parents and students are invited to consult with the school on any matter regarding course selection at any time.

All courses are subject to limited enrollment and may be cancelled if numbers do not warrant a place in the timetable. Staffing allocations ultimately determine availability of sections/courses.

- Choose your courses carefully. The classes offered in any given subject is dependent upon the number of students choosing that course at the time of course registration.
- When selecting courses, ensure that you have completed the prerequisites required.
- Once registered for a course, a commitment to regular attendance and course completion is expected.

PARENT AND STUDENT
INFO NIGHT.
TBD

Mathematics Program Pathways

The NB mathematics curriculum requires grade 10 students to successfully complete two grade 10 math courses as part of the grade 10 compulsory program. Upon entering grade 11, students have the option of following one of three mathematics pathways. Students must successfully complete **one** of two prescribed grade 11 mathematics courses to meet minimum graduation requirements. Students should seek advice from their grade 10 math teacher regarding the pathway that best suits their ability.
The below chart outlines the math program, the three pathways, the prerequisites required for each and the mathematics graduation requirement. Should further information be required, Guidance and/or Math teachers may be contacted.

Grade 10

Geometry, Measurement and Finance 10 **AND** **Number, Relations and Functions 10**

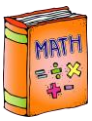
Grade 11
Students must pass either "Financial and Workplace Mathematics 11" or "Foundations of Mathematics 11"

Financial and Workplace Mathematics 110	**Foundations of Mathematics 110**	**Pre-Calculus 110**
Prerequisite: Geometry, Measurement and Finance 10	*Prerequisites: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10*	*Prerequisite or Co-requisite: Foundations of Mathematics 11*

Grade 12
Students must pass the corresponding Grade 11 prerequisite course.

Financial and Workplace Mathematics 120	**Foundations of Mathematics 12**	**Pre-Calculus 12A**	**Pre-Calculus 12B**	**Calculus 120**
Prerequisite: Financial and Workplace Mathematics 11	*Prerequisite: Foundations of Mathematics 110*	*Prerequisite: Pre-Calculus 11*	*Prerequisite: Pre-Calculus 12A*	*Prerequisite:Pre-Calculus12A&B*

Students and parents should research post-secondary requirements for programs of interest. Requirements vary from school to school.
Financial Workplace 110-Entrance into a Bachelor of Arts, Fine Arts, Social Sciences and various college programs that don't require further math.
Foundations 110 & 120-Bachelor of Nursing, BBA at some universities, such as Acadia, SMU (not UNB)
Foundations 110, Pre-Cal 110, 120A, 120B-Bachelor of Science and all Science related degrees, Comp. Science, Engineering, Some BBA programs (UNB)



Entering Grade 11

Unlike subject areas studied in Grades 9 and 10, courses taken in Grades 11 and 12 are called credit courses. Each course successfully completed counts as credits toward graduation. The completion of the Grade 10 program is a prerequisite for enrollment in the corresponding grade 11 and 12 credit courses. If a Grade 10 subject has not been passed, it will have to be repeated and passed in Summer School or in Grade 11. The pass mark for all courses is 60%. Enrollment in any grade 10 course requires successful completion of the corresponding grade 9 course. Summer school eligibility requires completion of all components of a course, as well as, obtaining a final mark of at least 50%. Students will have the opportunity to enroll for summer school in June of each year at the main office of NHS.

Course Planning

Now you can take the next step and plan your courses for next year.

Refer to the Graduation Requirements (page 3) to insure you have taken, or will take, all compulsory courses.

Use the appropriate Grade 11 or Grade 12 Course Selection Form to record the courses/credits you have successfully completed and to list the courses you wish to take next year. If going into Grade 12, see Graduation Requirement Checklist (page 27) to verify graduation requirements.

Choose all courses with care and accuracy (see course descriptions). Be sure to:

- ***Verify that you have the completed the prerequisites required***
- ***Complete any course applications required and submit to Guidance***

Although you may have all the credits required to graduate, you may not have all the right courses to meet your post-secondary education or training requirements.

It is very important that you review the admission requirements of the post-secondary education or training institutions you are considering applying to.

<u>Changing courses once course selection and scheduling is completed is not always possible. Choose your courses carefully.</u>

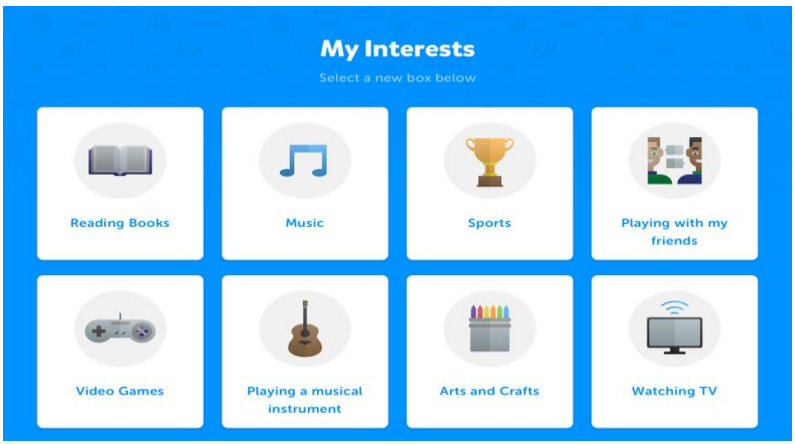
{course descriptions}
Courses

Not sure what career path you would like to follow? Are you unsure of your interests, strengths, and motivations? MyBlueprint is an academic planner that offers assessments, search tools, and videos to help you explore these questions. Best of all, it is Canadian information.

NHS started using this in February 2019 so some students may already have an account through their Personal Development and Career Planning 10 class. If not, please feel free to follow the steps below to create an account. After completing the assessments, it is a good idea to book an appointment to follow up with your guidance counsellor about exploring your results and the questions that follow.

How to Create a New Account:

1. Visit myBlueprint.ca/anglophone west
2. Click ‘Sign Up’
3. Select Your School: Nackawic High School
4. Select ‘Create Account’
5. Select ‘Student’
6. What Grade Are You In: Select
7. Enter Education Number (the long number next to your name on your schedule)
8. Enter Birthdate
9. Select an email you use and remember. Select Password you will remember.
10. For assessments, click the ‘Who Am I’ tab on left side of the screen. There are multiple.



A

AUTOMOTIVE ELECTRICAL SYSTEMS 120
This one-credit course is designed to introduce students to the theory of operation and basic service of the automotive electrical system. It will also cover electrical symbols, batteries, lighting, cranking and charging systems. This course may be used as a Science credit. **Prerequisite: Int. Combustion Engines 110** ***Personal Safety Equipment Required***

B

BIOLOGY 112
Biology 112 is a one semester introductory course which is intended to better acquaint students with, and awaken their interest in, living things. Some topics for study include cell structure and function, biodiversity and classification, digestion, circulation and blood, respiration, excretory system and immunity. Class work will include individual assignments, participating in class presentations, laboratory work including dissections and various other activities. Students will be required to do a great deal of study, both in class and at home. This course provides a substantial basis for further study in Biology. **Prerequisite: Geometry, Measurement and Finance 10, Science 10. (English or French Immersion)**

BIOLOGY 122
Biology 122 is a one-semester course that is designed for students who plan to attend university. This course includes the following topics: endocrine, Mendelian genetics, evolution, the nervous system, reproduction and development, chromosomes, genes and DNA, and change in populations, communities and species. Class work will include individual assignments, participating in class presentations, dissections and other laboratory work and various other activities. Students will be required to do a great deal of study, both in class and at home. **Prerequisite or Co-requisite: Foundations of Mathematics 110,**

BUSINESS ORGANIZATION & MANAGEMENT 120
This course will allow students to survey all aspects of business and stimulate interest to pursue studies at a post-secondary level as they become aware of career opportunities and the challenges of the entrepreneur in a global setting. This is an introductory course that pertains to business organization, ownership, operation and management. It will focus on the Canadian Business System and deal with large and small businesses as they function successfully within the system. The course will be organized in a co-operative learning style with seminars, case studies and opportunity for research and sharing of information on such topics as: management of personnel, sources of funding, labour relations and stock market**.**

C

CALCULUS 120
This is the last course offered in the Pre-Calculus Pathway, and follows *Pre-Calculus B 120*. This course develops the concepts of average and instantaneous rates of change. Derivatives are determined by applying the definition of a derivative and the derivative rules including the Chain Rule, and are determined for trigonometric functions. Calculus techniques are used to sketch graphs of functions, and to solve optimization problems. Problems are solved involving inverse trigonometric functions, involving related rates and involving the application of the integral of a function from a variety of fields. The definite integral and the antiderivative of a function are determined. This course is recommended for students interested in post-secondary programs in science, engineering and mathematics, though it may not be a required entrance requirement. **Prerequisite: Pre-Calculus A 120 and Pre-Calculus B 120**

CAREER EXPLORATION 110 (2 Credits) – NOT AVAILABLE 2020-2021 SEMESTER 1
Career Exploration 110 is an exploratory and experiential course that integrates classroom curriculum with work experience in the community. The course is designed to encourage students to examine personal interests, values, and aptitudes prior to engaging in a workplace readiness component. The emphasis of the course focuses on exploration and students are provided with the opportunity to work in a variety of work settings upon completion of the pre-employment module.

CHEMISTRY 112
This course is the first of two sequential Chemistry courses and introduces students to matter, elements, compounds, reactions, gases, analysis and bonding. Labs are used to reinforce concepts discussed in the classes as well as to give students a sense of accomplishment. UNB requires Science, Kinesiology, Engineering, Forestry, Computer Science, and Nursing students to have credits in Chemistry 112 AND 122. NB Community College also requires credits in Chemistry for some technology courses. This course should be taken in conjunction with Foundations Math 110. **Prerequisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10, Science 10 AND Prerequisite or Co-requisite: Foundations of Mathematics 110.**

CHEMISTRY 122
Chemistry 122 is the second course of two sequential chemistry courses in which emphasis is placed on teaching chemistry using the scientific method. The topics include thermochemistry, solutions, kinetics, equilibrium, acids and bases and organic chemistry. Labs are used to reinforce most of the important concepts learned in class. **Prerequisite: Chemistry 112, Foundations of Mathematics 110**

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

COMPUTER SCIENCE 110
Computer Science is fast becoming valued to persons wishing to understand computer careers, software development, and information management. This course focuses on science and technology related knowledge to solve real computer science problems, creating authentic learning situations. Students assess existing programs/games, create games, research, redesign and develop value added programs within the gaming framework.

COMPUTER SCIENCE 120
This course is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language, program Java Applets and write simple programs using object-oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science. **Computer Science 110 is recommended**, **but not required**, as a prerequisite for Computer Science 120.

COOPERATIVE EDUCATION 120 - NOT AVAILABLE 2020-2021 SEMESTER 1
Cooperative Education 120 provides students with an opportunity to explore a career that is of interest to them. They are placed in an on-the-job training experience that enables them to apply skills already learned in school or to learn new skills. **Interested students must complete an application form available from the Cooperative Education teacher or Guidance Department.** Acceptance into the course depends upon the suitability of the student for training placement and the availability of placements.

CULINARY TECHNOLOGY 110
Culinary Technology 110 is an entry level hands-on food service training course designed for students who may be considering a career in the food service industry. Culinary skill sets include: industry

organization, standards, safety and sanitation, use of tools and equipment, and food preparations. Students will study the theory of each skill and then practice those skills under supervised lab activities. The labs include learning to make cookies, quick breads, pies/pastries, icings/fillings, and baking with yeast.

CULINARY TECHNOLOGY 120
Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, plus: development of skills and knowledge needed in the food service industry, understand sanitation and safety challenges in food service, and to gain knowledge in standard procedures used in food preparation and service. Students are encouraged to learn through enterprise activities. Labs include influences on North American cuisine, food for meals (legumes, fruits and vegetables, shellfish, meat cuts), menu management, plating and additional food preparation sills. Additional theory includes the planning of quality meals, ordering, pricing, preparation and service. **Pre-Requisite: Culinary Technology 110**

D

DIGITAL PRODUCTION 120
Digital Technologies 120 is a skills-based course designed to introduce you to cutting edge technology and techniques used in the multimedia industry. Students will study Web development, digital animation and digital audio. The skills that are developed allow students to build complex Web and multimedia productions. Students in this class will look after the school Web Site, the morning announcements, the monitor in the lobby as well as the development of the YearBook for Nackawic High School.

E

Course Description – English Language Arts
English Language Arts encompass 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.

The English Language Arts curriculum engages students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, use and respond to language effectively and purposefully, and understand why language and literacy are so central to their lives. Student achievement involves established criteria based upon provincial reading and writing standards.

ENGLISH LANGUAGE ARTS 112 (full year 2 credits) – BROKEN INTO 112A AND 112B
Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. Significant literacy pieces from the past, as well as those of contemporary and personal interest will be among the print and visual texts students encounter. Students will demonstrate a commitment to their goals established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: English 10**

ENGLISH LANGUAGE ARTS 113 (full year 2 credits) – BROKEN INTO 113A AND 113B
Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: English 10**

ENGLISH LANGUAGE ARTS 122 (1 semester, 1 credit)
Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. Students will engage in a wide variety of experiences in speaking and listening, reading and viewing, writing and other ways of representing while concentrating on critical and personal response to Canadian and world literature. Students will demonstrate a commitment to meeting established goals for each of the following: speaking and listening, reading and viewing, and writing and representing. **Prerequisite: English 112**

ENGLISH LANGUAGE ARTS 123 (1 semester, 1 credit)
Developed for students wishing to pursue the study of English Language Arts, which is based upon provincial appropriate achievement standards. This English course provides a variety of experiences with language and texts to develop competencies in speaking, listening, reading, viewing, writing and other ways of representing. English level 3 courses may differ in terms of pace, scope emphasis and resources from level 2, but all students in all levels work toward meeting the same provincial English Language Arts outcomes. Goals will be established for each of the following: speaking, listening, reading, viewing, writing, and other ways of representing. **Prerequisite: English 11**

ENTREPRENEURSHIP 110
Entrepreneurship is about developing a business. This course will focus on students creating ideas, skills and recognizing business opportunities. Students will learn about creating a small business via group work, research, videos, guests, and hands on experiences that will help build a possible future career. This course is dedicated to student-lead investigation where critical thinking, problem solving, and decision-making skills will be developed in the process of examining and analyzing a business venture. This is an excellent course for students who wish to continue the study of business. Students will also be required to complete mandatory oral presentations as part of this curriculum.

F

FINANCIAL AND WORKPLACE MATHEMATICS 110
This 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*.** **Prerequisite: Geometry, Measurement and Finance 10**

FINANCIAL AND WORKPLACE MATHEMATICS 120
This is the second in 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. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact on probability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics. **Prerequisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110**

FINE ARTS 110
Fine Art 110 is an introduction to the Arts in general: a combination of Drama, Music and Visual Art. Every culture utilizes drama, music and visual art whether for entertainment, spiritual expression, or both. During this course students will discover how the Fine Arts are representative of different cultures and or different time periods. Students will also learn how all the Fine Arts are combined to produce spectacular productions. The emphasis is not on performance or production but rather on understanding how to perceive expressiveness through various art forms. Students will be expected to do some performing in front of their peers.

FOUNDATIONS OF MATHEMATICS 110
This course is a prerequisite for a second Foundations of Mathematics course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for the Pre-Calculus pathway. 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 inequalities in two variables and explore characteristics of quadratic functions. Costs and benefits of renting, leasing and buying are explored and investment portfolios are analyzed. ***Students have a choice of this course or Financial and Workplace Math 110 to complete graduation requirements.*** **Prerequisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10**

FOUNDATIONS OF MATHEMATICS 120
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. **Pre- requisite: Foundations of Mathematics 110**

FRAMING AND SHEATHING 110
In this course students will be introduced to the process used in house construction. A combination of classroom learning and hands-on experience in the carpentry laboratory will familiarize students with the tools, materials and techniques used in home construction and renovations.

FI INDIVIDUAL FAMILY DYNAMICS 120
This course is for students who have completed FI Language Arts 10. The overall aim of FI Family Dynamics 120 is to provide students with the necessary knowledge, skills, and abilities to meet the challenges of our dynamic and complex society. The course focuses on the development of resourcefulness to assist students in viewing the family from various perspectives and to make informed decisions about solutions to existing and emerging difficulties occurring in everyday living. The interrelatedness between family life and work life is addressed as well as the need to understand better daily family issues and their impact on both the family and work environments.

FI MODERN HISTORY 112
This course is for students who have successfully completed FI Social Studies 10. The purpose is to continue the student's progress through the sequential Late French Immersion option at the high school level. FI History 112 presents a study of the French Revolution, World War I, World War II, and the Cold War. In addition, it assists students to understand and use several of the skills used in historical research and writing. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.**

FI LANGUAGE ARTS 110

This course is the second in the sequence of French Immersion Language Arts courses in the French Immersion option. Through this course students will continue to expand their facility in oral and written French with the following general objectives:

1. To ensure at the high school level, the maintenance and progression of the linguistic acquisitions of the pupil coming through the middle school French Immersion program and FI Language Arts 10.
2. To continue to emphasize communication in order to foster growth of the language skills: listening, speaking, reading and writing.
3. To encourage the use of the language as a vehicle allowing pupils to express themselves in a fitting manner suited to their intellectual, social and emotional growth.
4. To increase the pupil's cultural knowledge and experiences in order to promote an appreciation for the French-speaking population and culture of our country and of other parts of the world.

The course content will include oral expression, composition, and a further study of grammar, literature, and culture. The objectives of the course will be realized through exposure to various texts, novels and short stories, poetry, drama, newspapers, and magazines. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.** This is a **compulsory** course for those students who have elected to follow the French Immersion option at the high school level. Students continuing with the French Immersion option and who have successfully completed this course will select FI Language Arts 120.

FI LANGUAGE ARTS 120

This course is the final French Immersion Language Arts course in the French Immersion option. Through this course students will continue to expand their facility in oral and written French with the general objectives as stated in the course description for FI Language Arts 110. The content of the course is based on five components: oral expression, composition, grammar, literature and culture. To realize the stated objectives of the course, there will be continued exposure to various texts, French novels and short stories, poetry, drama, newspapers and magazines. **There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.** This is a **compulsory** course for those students who have elected to follow the French Immersion option at the high school level. The New Brunswick Oral Proficiency Interview is a required part of this course. **Prerequisite: FILA 110**

G

GRAPHICS ART AND DESIGN 110

This course will help develop an awareness of how graphic design in our daily environment influences us. Fine Arts courses are primarily interested in personal expressions, whereas graphic design is concerned with giving visual expressions to someone else's concepts and requirements. The course will give the student the opportunity to produce graphic (visual) work for real clients whenever possible. Students will use their creative skills to communicate original ideas that are adapted to the needs of their clients. The relationship between art and technology is greatest in graphic art and design. The primary focus is on the drawing and design skills of the student. The computer is just one of many tools that will be used. It is an art course that requires experience, confidence and a strong interest in Art. **Students should have experience and/or interest in the Arts. A background in Visual Arts 10 is recommended.**

GOALS, GROWTH AND GRIT 120 (SKILLS FOR SUCCESS)

Research has identified key factors that impact student success. These challenges are not specific to any one subject area, but affect all learning opportunities and life demands. Reading and communication skills as well as self-regulation strategies impact success in school and life. Goals, Growth, and Grit: Skills for Success 120 is an elective course for students who intend to continue formal education in a post-secondary institution and for whom explicit and direct instruction with these key skills and strategies will build capacity to realize potential. Goals, Growth, and Grit: Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviors, organizational patterns,

as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits.

H

HUMAN PHYSIOLOGY 110
The goal of this course is to build an understanding of the physiology of the human body as a complex dynamic organism that is self-contained but impacted by and responsive to the outside world. Students will build their scientific literacy skills as they focus on the biology and healthy functioning of all major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices, and disease. **Prerequisite: Geometry, Measurement and Finance 10, Science 10**

I

INDIVIDUAL AND FAMILY DYNAMICS 120
In this course, students will study growth as an individual and as a family member. Lessons are often done in a seminar setting where there is sharing of ideas and research. Videos and speakers from community service organizations are accessed whenever possible. Marks are based on class work, projects, tests and a final exam.

INTERNAL COMBUSTION ENGINES 110
This is a course designed to develop proficiency in the repair, overhaul, service and testing of the internal combustion engine and other automotive components. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits. This course should be of interest to students who wish to enter or learn about the opportunities and requirements of the motor vehicle service industry and students with a general interest in mechanics.

INTRO TO ENVIRONMENTAL SCIENCE 12O
The objective of this course is for students to develop the knowledge base skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others. Students will be able to outline the ecological processes inherent in natural ecosystems and how these can be impacted by human activity. Identify the impact of personal behaviors on the environment, and recognize that caring for and sustaining natural environments is an element of responsible global citizenship, demonstrate an understanding of the importance of sustainable development, considering environmental, social, cultural, and economic aspects, to effectively resolve issues, analyze and propose solutions to current environmental issues through research, experimentation and a presentation of their findings with respect to the issue.

J

JOURNALISM 120
Journalism 120 is primarily a writing course focusing on print and broad based journalism. Students will write, read, and analyze all forms of journalistic writing. Those choosing this course will be involved in peer-editing, interviewing and writing. Success is highly dependent on consistent class attendance, the ability to work in a team environment and good writing skills. Students will also be involved with the school website and the morning announcements

L

LAW 120
This elective course provides the student with a basic knowledge of the Canadian legal system, its operation, and an awareness of the impact of law on one's life. Major topics of the course include: legal systems, civil and criminal law, human rights, property law and labour law.

M

MEDIA STUDIES 120
This course is a literacy and production-based course. Students will be expected to examine and deconstruct a variety of mediums for example: film, radio, television, music, newspapers and the Internet. Students need to be self-directed and dedicated in presentations on such issues as advertising and popular culture. This course requires students to critically think and write about the effects of media on today's society.

METALS FABRICATION 110 (Welding)
This course is concerned with the processes used in industry to safely cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric-arc and oxy-acetylene welding and cutting processes including the preparation of material for welding. Machines and processes used to lay out, cut and form sheet metal are also introduced. It should appeal to students interested in entering occupations in metalworking, mechanical service, and primary resource industries. A suitable take-home project will be constructed during this course.

MILL & CABINET WORK 120
This course is designed to provide students the knowledge and skills required to build cabinets and various woodwork projects. Emphasis is placed on using and maintaining woodworking tools and machines. It should appeal to students interested in carpentry and various wood working projects. There is no prerequisite for this course and it is available for all Grade 11 and 12 students.

MODERN HISTORY 112
Modern History 112 presents a study of the principal developments that have occurred on the world scene in modern times. It is an overview of the major changes in political, social, and economic lifestyles beginning with absolutism. Other topics presented include: the French Revolution, Napoleon, Industrial Revolution, Nationalism, rise of Germany and Italy, World War I, post- World War I era, World War II, and Russian Revolution. In addition, it assists students to understand and use several of the skills used in historical research and writing such as recognition of a frame of reference, asking questions, forming a hypothesis, and evaluating a hypothesis. This course is accepted for university entrance. **Prerequisite: Social Studies 10**.

MODERN HISTORY 113
Modern History 113 is designed to provide an understanding of the main events of the twentieth century, as well as some familiarity with a few of the basic skills used to interpret historical accounts. A survey approach is given to the following topics: Basic World Geography, French Revolution, Industrialization, Life in the 1920's and 1930's, World War I, World War II, Cold War and United Nations. **Prerequisite: Social Studies 10. *Grade 11 History is a graduation requirement*.**

N

NUTRITION FOR HEALTHY LIVING 120
Through research, the science of nutrition continues to expand. It is important to understand information provided and to make smart, healthy decisions. Nutrition for Healthy Living 120 is designed to make students aware of preventative strategies to contribute to overall wellness, make healthy food choices and maintain a balance between eating habits and physical activity. Current issues relating to chronic diseases, lifestyles and food technologies will also be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyles choices. This is an excellent course for those concerned with personal wellness or for students who wish to pursue a career in science and nutrition or health-related fields. **Prerequisite: Science 10**

O

OUTDOOR EDUCATION 110
The course will develop personal outdoor recreation skills based on environmental ethics. Students must satisfy the required series of out-trips that may be daytrips, overnight excursions or extended trips. The course may include but is not limited to camping, hiking, Kayaking, climbing, skiing and other outdoor adventure activities. **Pre-Requisite: HPE 10**

P

PERSONAL INTEREST 110
The purpose of this course is to recognize and provide credits to students who initiate and assist in the development of courses tailored to their needs, abilities and interests.

Projects may include:

- A topic or theme that extends the curriculum of a prescribed course (Example: Grade 12 Physics student may wish to do an in-depth study of quantum mechanics)
- A topic or theme chosen by the student including work that combines several subject areas. (Example: A study of Indigenous Issues in Canada, which may include research and study in Canadian History, Canadian Geography, Canadian Politics, Language Arts, Visual Arts and Music)

PHYSICAL EDUCATION LEADERSHIP 120
This course is an elective course intended for students who wish to develop leadership skills. It is hoped that the leadership opportunities experienced in this course will develop an awareness of the need for dynamic, professional and affective volunteer leadership within the community. The course will deal with the theoretical and practical aspects of leadership, characteristics and qualities of leaders, coaching, fitness, officiating, first aid, teaching, professional presentations and evaluation. All students must

complete 30 hours of community volunteer services (opportunities provided in class) to be successful in this course. **Pre-Requisite: HPE 10**

PHYSICAL GEOGRAPHY 110
This course involves students in an examination of the current state of planet Earth. Students will determine how it got to be this way and look at the long-term future of the planet and its passengers. The course is particularly recommended to students interested in the environment, space, geology, and mapping. The course presents an introduction to geographical skills and methods that are basic to further study of this subject. Note: Physical Geography 110 may be counted as a Science credit for graduation. **Pre-Requisite: Science 10**

PHYSICS 112
This course is the first of two sequential Physics courses. Successful completion of Physics 112, as well as giving a science credit for high school graduation, provides valuable background for those university-bound students interested in such fields as engineering, physics, oceanography, meteorology, astronautics, any of the physical sciences, or any program for which Physics is a prerequisite. UNB requires students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College also requires credits in Physics 112 and 122 for entrance to some technology courses. The topics covered are: measurement, motion, forces, wave motion, sound, light, work and energy. Students will have several laboratory sessions on these topics. **Prerequisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10, Science 10, Prerequisite or Co-requisite: Foundations of Mathematics 110**

PHYSICS 122
This course is the second of two sequential Physics courses and is designed for students who have successfully completed Physics 112 or equivalent. Topics covered include: vectors, circular motion, projectile motion, momentum, mechanics, universal gravitation and fields. Students will have several laboratory sessions on these topics. UNB requires students entering Science, Engineering, and Forestry to have credits in Physics 112 and 122. NB Community College also requires credits in Physics 112 and 122 for entrance to some technology courses. **Prerequisite: Physics 111 or 112 AND Foundations of Mathematics 110**

POLITICAL SCIENCE 120
Political Science 120 is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons. Canadian municipal, provincial and federal governments will be examined, as will various international bodies, especially the United States. This course is particularly useful for students planning university study in the Humanities.

POST INTENSIVE FRENCH 110
This course continues the sequence of Post Intensive French courses. This course extends the range of language skills, structures and concepts for effective communication in French in a variety of situations. It is designed for students who have successfully completed Post Intensive French 10. Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second language. Themes at this level include: mysteries, injustices, and the power of photography. **Note also that if a student achieves a level of intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post-Intensive French courses in grades 11 and 12.* **Prerequisite: Post Intensive French 10**

POST INTENSIVE FRENCH 120
This is the final course in the program of Post Intensive Language courses. This course deepens and sharpens the language skills, structures and concepts for effective communication acquired in Post Intensive French 110. Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of intermediate at the end of grade 10, he or she may select to enroll in French immersion*

courses (including online options) in addition to or in place of Post-Intensive French courses in grades 11 and 12. The New Brunswick Oral Proficiency Interview is a required part of this course. **Prerequisite: Post Intensive French 110**

POWER TRAIN & CHASSIS 110
This course is designed to develop proficiency in the service and maintenance of the vehicle chassis and power train. Emphasis is placed on the function, repair and replacement of components and includes spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differentials, and drivelines.

PRE-CALCULUS 110
This course, followed by later courses in Pre-Calculus and Calculus, is designed for entry into post-secondary programs requiring Pre-Calculus. Students demonstrate an understanding of absolute value of real numbers, and solve problems that involve radicals, radical expressions, and radical equations. Students determine equivalent forms, simplify rational expressions, and solve problems that involve rational equations. They develop an understanding of angles in standard position (0 degrees to 360 degrees) and solve problems for these angles using the three primary trigonometric ratios. Polynomial expressions are factored and absolute value functions and quadratic functions are analyzed and graphed. Students solve problems that involve quadratic equations and solve, algebraically and graphically, problems that involve systems of linear- quadratic and quadratic-quadratic equations in two variables, and quadratic inequalities in one variable. **Pre-requisite: Geometry, Measurement and Finance 10 AND Number, Relations and Functions 10 AND Foundations of Mathematics 110 (Pre or Co-requisite)**

PRE-CALCULUS 120A
This course follows Pre-Calculus 110 and precedes Pre-Calculus 120B. Students demonstrate and apply an understanding of the effects of horizontal and vertical translations, horizontal and vertical stretches, and reflections on graphs of functions and their related equations. They are introduced to inverses of functions, logarithms, and the product, quotient and power laws of logarithms and use these laws and the relationship between logarithmic and exponential functions to solve problems. Students are introduced to angles in standard position, expressed in degrees and radians, and to the unit circle. The six trigonometric ratios and the sine, cosine and tangent functions are used to solve problems. First and second degree trigonometric equations are solved algebraically and graphically with the domain expressed in degrees and radians. Trigonometric identities are proven using reciprocal, quotient, Pythagorean, sum or difference, and double-angle identities. **Pre-Calculus 110 is a pre-requisite for this course, and this course is a pre OR co-requisite for Pre-Calculus 120B.**

PRE-CALCULUS 120B
This course follows **Pre-Calculus 120A** and precedes **Calculus 120.** Students analyze arithmetic and geometric sequences and series to solve problems. They are introduced to concepts of probability including permutations, combinations and binomial expansion. They learn to factor polynomials of degree greater than 2, and to graph and analyze polynomial functions. They also graph and analyze radical, reciprocal and rational functions, building a function toolkit. Students are introduced to the concept of limits and determine the limit of a function at a point both graphically and analytically. They explore and analyze left and right hand limits as *x* approaches a certain value using correct notation, analyze the continuity of a function and explore limits which involve infinity. **Pre-Calculus 120A is a pre OR co-requisite for this course.**

R

RESIDENTIAL FINISH AND INSULATION 120
This course is designed to provide the instruction and practical experience necessary for the completion of the exterior and interior of houses. Included in this course are the use of tools and techniques required to install roofing, siding (vinyl and wood), exterior trim, doors, windows, insulation, drywall and interior trim. This course would appeal to students interested in carpentry. Good attendance is mandatory in this course.

T

THEATRE/DRAMATIC ARTS 110 AND THEATRE/DRAMATIC ARTS 120

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. Theatre/Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110.In each course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. In Theatre/Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities. STUDENTS WILL BE REQUIRED TO ATTEND AN OVERNIGHT DRAMA FESTIVAL TRIP

TOURISM 110

The Hospitality/Tourism industry is identified in Canada, and particularly New Brunswick, as a rapidly growing industry. This course will provide students with lifelong learning skills that are transferable to future learning and/or the hospitality and tourism industry. The student will acquire career information, skill development and the talents for employment. This course relies on resource-based learning, practical experiences, and access to resource 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.

V

VISUAL ARTS 110

The visual experiences and technical processes in this course are organized in themes. These themes are designed to stimulate the imagination, encourage interpretation, expression and development of personal imagery. Each unit of study will include art theory, art of different cultures and time periods, studio applications and experimentation in one of the following: Drawing, Painting, Printmaking and Sculpture, sketchbook assignments and critiques. At this level the student is given opportunities to work independently and to explore, in greater depth, materials and concepts touched on in Visual Arts 10. There is a research presentation and an exit project requirement. Students are required to supply a sketchbook, art kit, and a portfolio. **Students should have experience and/or interest in the Arts. A background in Visual Arts 10 is recommended.**

VISUAL ARTS 120

Visual Arts 120 is designed for the student who has shown an intense interest in Art and who may be considering further education or a career in Art or an Art related field. The Grade 12 program focuses on 20th century Art and artists, and portfolio building. There is a major research presentation at mid-term and a final exhibition at the end of term. Students are required to supply sketchbooks, art kit and portfolio. **Prerequisite: Visual Arts 110 (or equivalent experience).**

W

WELLNESS THROUGH PHYSICAL EDUCATION 110
The goal of the Wellness through Physical Education 110 curriculum is to promote healthy active living for life. Students will experience a variety of wellness activities and are expected to create and implement a personal healthy active living plan. The course is intended to allow a broad-based exploration of various dimensions of wellness and encourage a healthy, balanced lifestyle. **Prerequisite: Successful completion of Grade 9 and 10 Physical Education and Health.**

WORLD ISSUES
World Issues 120 examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the world can have a profound effect on Canada. The future of Canada within the global community is also examined. **Pre-requisite: Modern History 112 or 113**

WRITING 110
Writing 110 is an elective course designed for students who may need extra practice developing competence in composing skills and also for those students who want to further their existing proficient writing skills to prepare them for higher level English courses and for university and community college. There is an emphasis in this course for students to further develop their creative writing skills. This course includes an exit project.

WOODLOT MANAGEMENT 120 (*Local Option Course)*
Working in the school's woodlot students will learn the practices of managing a woodlot in an effective and environmentally sensitive manner.

NOTES:

2020/2021 Course Selection Dates to Remember

To be Determined

GRADE 11 &12 COURSE SELECTION PLANNING FORM 2019-2020

Name: _____ Advisor: _____ 2019/20 Grade _____

Planning: Check off the Grade 10 courses above that you have successfully completed and select any you haven't completed yet first. Then complete the Grade 11 and/or Grade 12 chart below to ensure graduation requirements will be met.

- ☐ Geometry, Measurement & Finance 10
- ☐ Numbers, Relations and Functions 10
- ☐ English 10
- ☐ Social Studies 10
- ☐ Science 10
- ☐ French 10
- ☐ PDCP 10
- ☐ Broad Based Technology 10
- ☐ Music 10
- ☐ Phys. Ed. 10
- ☐ Art 10

(Any 2 of the above)

- ☐ English Language Proficiency Assessment
- ☐ FILA 10

GRADE 11

1. English 111 ☐ 112 ☐ 113 ☐ (full-year, 2 credits)
2. Financial & Workplace Mathematics ☐

   OR Foundations of Mathematics 11 ☐
3. Modern History 112 ☐ 113 ☐

   FI Mod History 112 ☐
4. Science (see below) _____
5. Fine Arts & Life Role (see below) _____
6. _____
7. _____
8. _____
9. _____

Alternate #1: _____
Alternate #2: _____

ENTERING GRADE 12

1. English 12 _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Alternate #1: _____
Alternate #2:_____

SCIENCE OPTIONS

Biology
Chemistry
Physics
Human Physiology 110
Introduction to Environmental Science 120
Automotive Electrical Systems 120
Physical Geography 110

FINE ARTS AND LIFE ROLE DEVELOPMENT OPTIONS

Dramatic/Theatre Arts 120
Cooperative Education 120
Entrepreneurship 110
Individual & Family Dynamics 120
Outdoor Pursuits 110
Fine Arts 110
Physical Education Leadership 120
Music 112, 122
Wellness through Physical Education 110

Grade 12's:
5 grade 12 credits must be picked.

Parent Signature_____