

CNHS COURSE  
REQUEST GUIDE  
2021-2022

GRADE 12



# TABLE OF CONTENTS

Introduction .....	3
CNHS Vision and Mission Statements .....	3
General Information .....	4
Prerequisites, Co-requisites, and Preferred Prerequisites .....	5
Course applications/Local Options/Independent Study .....	6
Distance Education.....	6
Distance Education Course Link/Challenge for Credit/Course fees/Transcripts.....	7
Transfer students/Student Timetables .....	8
4-Year High School English (Prime) Program.....	8
French Immersion (FI) Certification .....	9
4-Year High School French Immersion (FI) Program.....	9
Certificate of French Second Language Proficiency .....	10
Mathematics Program Pathways.....	11
Pathways for University .....	12
Pathways for Community/Private Colleges .....	13-14
Graduation Requirements Checklist.....	15-16
Course Descriptions .....	17-27
Math.....	17-18
English and Related Courses .....	18-19
Social Studies .....	19-20
Sciences .....	20
Applied Technology .....	21-22
Business and Technology .....	22
Fine Arts and Music.....	23
French Immersion and French Language .....	24
Life Studies and Wellness .....	25-26
Courses requiring application .....	26
Distance Learning.....	26-27

# INTRODUCTION

This guide is designed for students entering Grade 12 in the 2021-2022 school year. It is designed to help you choose courses that will meet the New Brunswick High School Graduation requirements.

## Students should:

1. Read through the entire booklet and write notes or highlight important information.
2. Complete the high school requirement checklist as a guide to select courses (see course request sheet).
2. Choose the compulsory and optional courses that will enable you to qualify for a NB High School diploma.
3. Discuss the choices of courses at home. Speak with a CNHS Guidance Counsellor, teacher or administrator to ensure that the courses meet your needs.
4. Use the course selection sheet to choose courses that interest you and/or that you require. **Parents will have the opportunity to review and sign the course selection sheet before it is submitted to your English teacher. Just a reminder that these are only requests, and sometimes a requested course may not be able to be offered.**

**SCHOOL OFFICIALS WILL ADVISE STUDENTS, BUT THE ULTIMATE RESPONSIBILITY FOR COURSE SELECTION REQUESTS LIE 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 student and parents to ensure their course selections qualify students for admittance to further studies after high school.** Guidance Counsellors are available to assist students with making the choices to help ensure students' goals are met.

SOMETIMES THE SCHOOL IS NOT ABLE TO RUN ALL COURSES LISTED HERE. THIS COULD BE BASED ON REGISTRATION DATA, LOW ENROLMENT, AND AVAILABILITY OF TEACHING STAFF. SOME COURSES ARE OFFERED IN ALTERNATE YEARS.



Our VISION is to be:

**S**ELFLESS  
**T**RUSTWORTHY  
**A**MBITIOUS  
**R**ESOURCEFUL  
**S**TUDENTS AND STAFF

The graphic features a large yellow star with a blue crescent moon and the letter 'N' inside, positioned to the right of the text. Several smaller yellow stars are scattered in the bottom right corner.



Our MISSION is to foster our **STAR**s through:

- ★ A positive learning environment
- ★ Balanced academic programs
- ★ Diverse co-curricular and extra-curricular activities
- ★ Involvement and volunteerism in our communities

The graphic features a large yellow star with a blue crescent moon and the letter 'N' inside, positioned to the right of the text.

# General Information

## Choosing Courses:

Each spring, high school students select courses for the following academic year. There is a wide variety of courses from which to choose in grade 12, and a number of factors that should be considered when making these choices. In completing the course selection form, students must select ten (10) courses. One of these courses must be English 12.

It is important that students take time to carefully consider their options since it can be difficult to make changes once scheduling for the year is complete. Additional information may be obtained through the CNHS Guidance Department.

Students planning to go on to further education beyond high school, should select courses with care regarding entrance requirements at various post-secondary schools. It is the student's responsibility to check entrance requirements for post-secondary education.

## Course Load:

Students are required to take a full course load of five (5) courses/credits each semester. All students must attempt 20 credits and complete four (4) semesters in order to be eligible for graduation. Students are required to successfully complete 17 of 21 credits to graduate. A student needing an additional semester, past the grade 12 year, may take the minimum number of courses to complete graduation requirements.

## Course Descriptions:

All courses have a name and number. The first two digits indicate grade and the third digit indicates the level.

**Open or "0" courses** are offered at one level only.

Examples: Wellness 110, Law 120

**Level 2 courses** are academic/university/college preparatory.

Examples: Music 112, Biology 122

**Level 3 courses** are general/college preparatory.

Examples: Modern History 113, English 123

## Elective Courses:

Elective courses are designed to allow students flexibility in completing their requirements for graduation. Students may choose a broad program, or they may choose to concentrate in one specialized area of the curriculum, such as Science, Business Education, or Skilled Trades and Technology. Elective courses may be selected from any of the compulsory clusters (English Language Arts, Math, Science, History, or Fine Arts/Life Role Development) or from any of the prescribed courses. All courses are described on pages 17-27.

## Pre-requisites:

Many courses have prerequisites, co-requisites or recommended prerequisites. Please read the course descriptions and requirements carefully prior to course selection, as many courses have pre-requisites. Many courses must be taken in sequence to fulfill the pre-requisite; **students without pre-requisites cannot be allowed to take the course.**

**Prerequisite:** A course that must have been successfully completed prior to enrolling in a certain course.

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

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

## Prerequisite, Co-requisite & Recommended Prerequisite Guide

Course	Prerequisite	Co-requisite	Recommended Prerequisite
<b>MATH:</b>			
Financial Workplace 110	GMF 10		
Financial Workplace 120	Financial Workplace 110 or Foundations 110		
Foundations 110	GMF 10 & NRF 10		70%+ in Grade 10 NRF
Foundations 120	Foundations 110		
Pre-Calculus 110	Foundations 110 <b>OR</b>	Foundations 110	70%+ in Foundations 110
Pre-Calculus 120A	Pre-Calculus 110		
Pre-Calculus 120B	Pre-Calculus 120A <b>OR</b>	Pre-Calculus 120A	
Calculus 120	Pre-Calculus 120B		
NBCC Trades Math 120	Financial Workplace Math 110		
<b>ENGLISH COURSES:</b>			
English 112	English 10		70%+ in Eng. 10 and ELPA
English 122	English 112		
English 113	English 10		
English 123	English 113 or 112		
Journalism	English 11		
<b>SOCIAL STUDIES:</b>			
Modern History 112	Social Studies 10		70%+ in Social Studies 10
Modern History 113	Social Studies 10		
Canadian History 122			Modern History 11
World Issues 120	History 11		
Political Science 120	Social Studies 10		
<b>SCIENCES:</b>			
Biology 112	Science 10		70%+ in Science 10
Biology 122	Science 10		
Human Physiology 110	Science 10		
Chemistry 112	Science 10	Foundations 110	
Chemistry 122	Chemistry 112 & Foundations 110		
Physics 112	Science 10	Foundations 110	
Physics 122	Physics 112 & Foundations 110		
Environmental Science 120	Science 10		
<b>APPLIED TECHNOLOGY:</b>			
Automotive Electrical 120	Science 10, GMF 10		
Culinary Technology 120	Culinary Technology 110		
Introduction to Electronics 110	Science 10		GMF 10 & NRF 10
Metal Processing 120	Metal Processing 110		
Intro to Prod Welding & Coop 120			Metal Fabrication 110
<b>FINE ARTS &amp; MUSIC:</b>			
Visual Arts 120	Visual Arts 110		
Music 122	Music 112		
<b>FRENCH &amp; IMMERSION:</b>			
Post Intensive French 110	Post Intensive French 10		
Post Intensive French 120	Post Intensive French 110		
FI Language Arts 110	FI Language Arts 10		
FL Language Arts 120	FI Language Arts 110		
FI Modern History 112	FI Social Studies 10		
FI World Issues 120	FI History		
<b>LIFE AND WELLNESS:</b>			
Wellness 110	Health & Physical Education 10		
Culinary Technology 120	Culinary Technology 110		

## Course Applications:

Some courses (Physical Education Leadership 120, Outdoor Education 110, Welding Production 120, Agriculture Science 120, Distance Learning Courses, Career Exposure 110, and Cooperative Education 120) require applications to be completed. These application forms can be picked-up from Guidance and **must be submitted to Guidance by March 12<sup>th</sup>, 2021.**

## Local Options:

Students may take only two (2) Locally Developed Courses (Local Options) that are eligible for credits for graduation purposes; however these courses may not replace a compulsory course. Students may also take up to two (2) Challenge for Credit Courses. There is a form required for Challenge for Credit. The completed form must be submitted to guidance. Guidance and Administration will review all applications. Local Options at CNHS could include: Introduction to Production Welding 120 and Agriculture Science 120. These courses could be offered on a two-year rotation depending on number of students selecting the course and teacher availability.

## Independent Study:

Independent study courses are intended to encourage students to take more responsibility for their learning and to acknowledge this through the granting of a credit.

### GUIDELINES

Available to:

- Any student who has successfully completed the Year 9 and Year 10 programs and who can arrange regular supervision of a project with a teacher. Teacher participation is voluntary.
- Only one independent study may be taken throughout high school.

### PROCESS

Student:

- Selects a topic or subject of particular interest to them that will enrich their learning experience.
- Develops a short rationale and an outline of their intended work.
- Presents the above to a teacher knowledgeable in the chosen area or topic.
- The teacher and student agree on:
  - o the nature and extent of the study
  - o how knowledge and research are to be demonstrated
  - o an assessment and evaluation plan
  - o the frequency of their meetings
  - o their roles and responsibilities
- The teacher assigns a mark that will be recorded on the student transcript.

The application form for an Independent Study must be completed by June 1, for a first semester course next year, or by December 1<sup>st</sup>, for the second semester of next year. There can be no considerations of an application submitted after these deadlines.

## Distance Education:

Distance Learning courses are an opportunity for students to take courses offered by the Province through online learning that could not be offered in the classrooms at CNHS due to limited enrollment or conflicts in scheduling.

Online teachers use online course chat rooms, discussion boards, email and videoconferencing to engage students in the learning process as well as to answer specific queries students may have. Online courses place a lot of responsibility for the learning directly on the student. It is recommended that students applying for online courses should review the following requirements for successful learners in online courses before making application:

- o View learning positively
- o Possess good reading comprehension and good writing skills
- o Think critically and problem-solve effectively
- o Work and learn well independently
- o Possess basic computer skills
- o Commit required time to manage and complete the online course

The Department of Education updates the courses being offered for each semester at the start of each year, so what is available now may not be offered next year, and/or new courses could be added. Students must submit an application form for online courses. Course descriptions can be obtained through Guidance or at:

[http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone\\_sector/elearning/distance.html](http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html)

### **Challenge for Credit:**

Challenge for Credit is an opportunity to recognize prior learning and to acknowledge this through the granting of one or more credits. The opportunity to challenge is consistent with the view of schooling that promotes and validates learning that takes place in a variety of circumstances including outside of the school.

#### **GUIDELINES**

Available to:

- Any student currently enrolled in a New Brunswick high school.
- Students who, outside school, have met all the learning, process, interpersonal, participation objectives or outcomes/requirements of a course.

Available in:

- Any grade 11 and 12 prescribed course in the New Brunswick public school system. Pilot and local option courses are not eligible for challenge. Prescribed courses are listed on the following website: <https://portal.nbed.nb.ca/sites/CourseManagement/Pages/CourseManagement.aspx>
- Any number of courses but limited to two (2) challenge credits for graduation purposes.
- Student applies in writing (with parent's signature) to the principal prior to or within two weeks of the beginning of a semester/year. Students should see guidance to collect the form.
- Includes clear evidence of appropriate prior learning congruent with the outcomes/requirements of an identified New Brunswick course and should be supported by at least one pedagogical professional.
- The school principal in conjunction with the guidance counselor and a teacher, and in consultation with the student and his/her parent(s)/guardian(s) will advise on the validity of the application.
- If for any reason a school is not able to offer a challenge opportunity, a student may request the challenge be taken in another school within ASD-W. This arrangement is subject to the same guidelines and conditions that apply to a challenge in the student's home school.

Assessment and Reporting

- A panel of three people knowledgeable in the area of the challenge determines the most appropriate way to proceed. The panel should be made up of three New Brunswick educators although it is possible one may yield their position to a person from outside of the school who is knowledgeable in the subject area being challenged. The panel determines a time-line and the nature and extent of assessment requirements to be communicated in writing to the student.
- On completion of the assessment process, an evaluation is made and recorded in the method used in the school, e.g. letter grade, percentage mark, descriptive performance indicator. Provincial examination results need to be included where appropriate. Students who do not pass the challenge are not allowed a second attempt at the same course.

French

- Students who were enrolled in a French Immersion Program or had previously been registered in the francophone sector are not eligible to challenge for Post- Intensive French courses or French Immersion Language Arts courses at grades 11 and 12, unless they have been in Post-Intensive French from grades 6 to 10.

### **Course Fees:**

Please note that some courses require additional supplies and/or payment of lab, studio or other fees.

### **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.

**Transfer Students:**

Students transferring to CNHS from other school systems will have their transcript assessed and graduation requirements adjusted accordingly. Every effort will be made to give credit for acceptable work completed.

**Student Timetables:**

For grade 12 students, certain courses required for university and college will not be completed in the first semester. However, applications to postsecondary institutions are usually assessed on past, present and predicted performance at the time of application.

**The Four Year High School – English (Prime) Program**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English 9 A &amp; B</b>	<b>English 10 A &amp; B</b>	<b>English 112 A &amp; B or English 113 A &amp; B</b> (Two courses = 2 credits)	<b>English 122 or English 123</b> (One semester = 1 credit)
<b>Math 9</b> (full year)	<b>GMF 10</b>	<b>Foundations 110 or Financial Workplace Math 110</b> (One semester = 1 credit)	<b>Financial Workplace Math 120 or NBCC Trades Math 120</b> <i>required for those who did not take NRF in grade 10</i> (One semester = 1 credit)
	<b>NRF 10</b> <i>(required if taking Foundations Math or Calculus pathways.</i> (One semester = 1 credit)		
<b>Science 9</b> (One semester)	<b>Science 10</b> (One semester)	<b>Science</b> (At least one semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>Social Studies 9</b> (One semester)	<b>Social Studies 10</b> (One Semester)	<b>Modern History 112 or Modern History 113</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>French (PIF) 9</b> (One semester)	<b>French (PIF) 10</b> (One Semester)	<b>Fine Arts/Life Role development</b> (At least one semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>Health &amp; Physical Education (HPE) 9</b> (One semester)	<b>Health &amp; Physical Education (HPE) 10</b> (One semester)	<b>Elective</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>Visual Arts 9</b> (45 hours = One term)	<b>Music 10</b> (45 hours = One term)	<b>Elective</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>Broad Based Technology (BBT) 9</b> (45 hours = One term)	<b>Broad Based Technology (BBT) 10</b> (45 hours = One term)	<b>Elective</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>Personal Development/Career Planning (PDCP) 9</b> (One Semester)	<b>IF NRF selected, then choose 1 elective</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
	<b>If NRF not selected, then choose 2 electives</b> (One semester = 1 credit)		<b>Elective</b> (One semester = 1 credit)



# FRENCH IMMERSION (FI) CERTIFICATE PROGRAM

Students in French Immersion take five (5) FI courses in Grade 9 and five (5) FI courses in Grade 10. Students in French Immersion, who wish to maintain and improve their proficiency level, are required to take a minimum of five (5) French Immersion courses in grades 11 and 12. Students can take three (3) FI courses in Grade 11 and two (2) FI courses in Grade 12 or students can take two (2) FI courses in Grade 11 and three (3) FI courses in Grade 12.

## CERTIFICATE OF IMMERSION

This certificate is issued by Anglophone School District West (ASD-W) and is offered to all students who have completed at least **ten** courses in the **Immersion Program** during grades 10, 11 and 12. The certificate is awarded to students with their diploma at graduation.

## The Four Year High School – French Immersion (FI) Program

Grade 9 (Five FI)	Grade 10 (Five FI)	Grade 11 (two or three FI)	Grade 12 (two or three FI)
<b>English 9 A &amp; B</b>	<b>English 10 A &amp; B</b>	<b>English 112A &amp; 112B or English 113A &amp; 113B</b> (Full year = 2 credits)	<b>English 122 or English 123</b> (One semester = 1 credit)
<b>FI Math 9</b> (full year – counts as two FI courses)	<b>FI GMF 10</b>	<b>Foundations 110 or Financial Workplace Math 110</b> (One semester = 1 credit)	<b>Financial workplace Math 120 or NBCC Trades Math 120</b> <i>required for those who did not take NRF in grade 10</i> (one semester = 1 credit) <b>Elective</b> (One semester = 1 credit)
<b>Science 9</b> (One semester)	<b>FI NRF 10</b> <i>(required if taking Foundations Math or Calculus pathways.</i> <i>(one semester = 1 credit)</i>	<b>Science</b> (At least one semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>FI Social Studies 9</b> (One semester)	<b>FI Social Studies 10</b> (One Semester)	<b>FI Language Arts (FILA) 110</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>FI Language Arts (FILA) 9</b> (One semester)	<b>FI Language Arts (FILA) 10</b> (One Semester)	<b>Fine Arts/Life Role development</b> (At least one semester = 1 credit)	<b>FI Language Arts (FILA) 120</b> (One semester = 1 credit)
<b>FI Health &amp; Physical Education (HPE) 9</b> (One semester)	<b>FI Health &amp; Physical Education (HPE) 10</b> (One semester)	<b>Elective: FI Culinary Tech 110</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)
<b>Visual Arts 9</b> (45 hours = One term)	<b>Music 10</b> (45 hours = One term)	<b>Elective: FI Law 120</b> (One semester = 1 credit)	<b>Elective: FI Law 120</b> (One semester = 1 credit)
<b>Broad Based Technology (BBT) 9</b> (45 hours = One term)	<b>Broad Based Technology (BBT) 10</b> (45 hours = One term)	<b>Elective: FI World Issues 120</b> (One semester = 1 credit)	<b>Elective: FI World Issues 120</b> (One semester = 1 credit)
<b>Personal Development/Career Planning (PDCP) 9</b> (One Semester)	<b>If FI NRF not selected, Must take FI Cul Tech 110</b> (One semester = 1 credit)	<b>Elective: FI Writing 110</b> (One semester = 1 credit)	<b>Elective: FI Writing 110</b> (One semester = 1 credit)
		<b>Elective: FI Mod History 110</b> (One semester = 1 credit)	<b>Elective</b> (One semester = 1 credit)

## CERTIFICATE OF SECOND LANGUAGE PROFICIENCY

The Grade 12 French Oral Proficiency Interview is mandatory for all Grade 12 Post Intensive French students registered in at least one French course, as well as all Grade 12 French Immersion students registered in at least a total of 5 courses while in Grades 11 and 12. The assessment fee is waived for these students. Although it is mandatory for these students only, other Grade 12 Anglophone students registered in a French second language course may participate in the oral proficiency interview in order to obtain their French oral proficiency certificate. Students who are not in Grade 12, not enrolled in a French second language course or course offered in French, or francophone students, do not participate in the oral proficiency interviews. The fee is \$60 for other students who wish to be assessed. The certificate states that the student has achieved a level of proficiency as defined by Early Education Childhood Development (EECD). Students demonstrate mastery of spoken French in a face-to-face situation with a trained language interviewer. The interview assesses pronunciation, grammatical accuracy, vocabulary, fluency, and listening comprehension. It produces a single, overall language proficiency score based on a scale from "Not Ratable" to "Superior". Some levels may have a plus which indicates that proficiency is higher than the level shown, but not high enough to warrant the next level. The certificate is presented upon completion at the end of the semester.

### Language Proficiency Levels:

**Not Ratable:** Demonstration of functional ability in the language is nil.

**Novice:** Student is able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy **only** with memorized phrases or formulae. Vocabulary is limited to areas of immediate needs. Attempts at creating speech are usually unsuccessful.

**Basic:** Some creation with language is evident. Student is able to satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers used to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.

**Basic Plus:** Student is able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows spontaneity in language production, but fluency is very uneven. Range and control of the language is limited.

**Intermediate:** Student is able to satisfy routine social demands and limited work requirements; handles most social situations with confidence but not with facility. These include introductions and casual conversations about current events, as well as work, family and autobiographical information, can give directions from one place to another. Has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar. In complex situations, language usage generally disturbs the native speaker.

**Intermediate Plus:** Student is able to satisfy most work requirements and show considerable ability to communicate on concrete topics relating to particular interests and special fields of competence; often shows remarkable fluency and ease of speech, yet under tension or pressure language may break down; generally strong in either grammar or vocabulary but not both; normally controls general vocabulary with very little groping for every day words; participates in most formal and all informal conversations on practical, social and professional topics, although comprehension may be faulty at times.

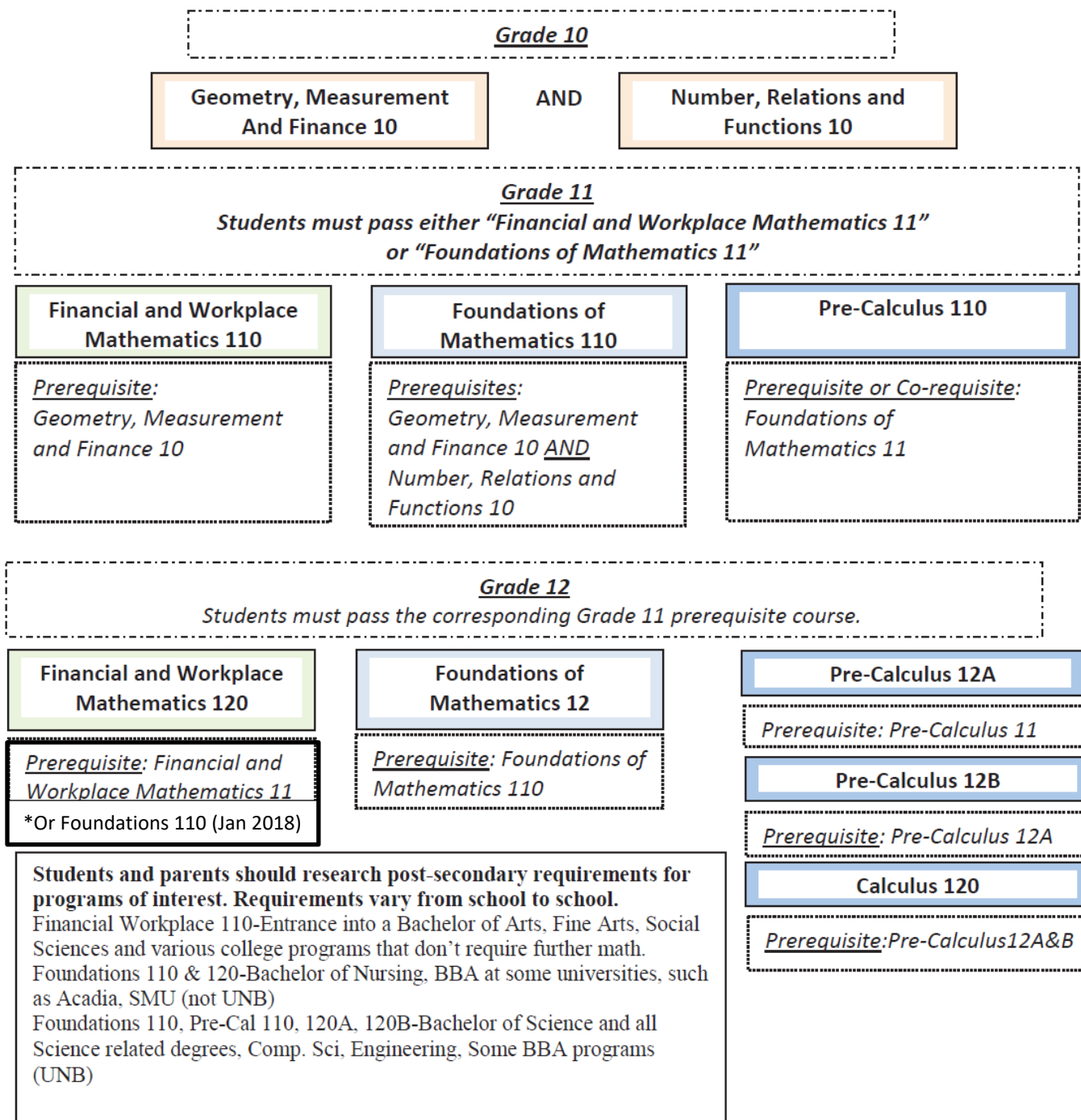
**Advanced:** Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Knowledge of vocabulary is broad enough that the speaker rarely has to grope for a word; accent may be obvious. Control of grammar good; errors virtually never interfere with understanding and rarely disturb the native speaker. Comprehension is quite complete.

**Advanced Plus:** Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent is still faulty, and the speaker occasionally exhibits hesitancy, which indicates some uncertainty in vocabulary or structure.

**Superior:** Able to use the language fluently and accurately on all levels normally pertinent to professional and participate in any conversation within the range of personal and professional experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would rarely be taken for a French first language speaker.

# MATHEMATICS PROGRAM PATHWAYS

The NB mathematics curriculum requires Grade 10 students to successfully complete two (2) 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 Counsellors and/or Math teachers may be contacted.



## Pathways for University

Students planning to apply to a university upon high school graduation should carefully select courses for grades 11 and 12. This applies particularly to the 121/ 122 or 120 courses. It is important for students to confirm that particular subjects are accepted as entrance credits at their chosen universities.

Students must also make certain they complete a sufficient number of these entrance credits. **It is imperative to check with selected universities.** A general guideline is a minimum of five (5) such credits for Maritime universities and a minimum of six (6) for Ontario universities. **It is an excellent idea to have at least one more acceptable credit than the required minimum.**

**PLEASE NOTE: IT IS THE STUDENT’S RESPONSIBILITY TO CHECK ENTRANCE REQUIREMENTS FOR POST SECONDARY EDUCATION.** You should check out websites or contact admissions advisors.

The following chart is intended to give students and parents **examples** of which high school subjects satisfy admission requirements to selected university programs. **These are only suggestions. University admission requirements will vary among institutions. Always refer to the university website or calendar or consult your high school guidance counsellor.**

Degree	Required Courses
Arts(BA)	English 121/2
Science (BSc)	English 121/2, Pre-Calculus A120/B120, Two out of Biology 12, Physics 12, Chemistry 12 (UNB requires Chemistry 12 and Physics 12)
Commerce (B. Com) Business	English 12, Foundations of Mathematics 120 or Pre-Calculus A120 & Pre-Calculus B120
Engineering (BEng)	English 121/122, Pre-Calculus A120/B120, Chemistry 12, Physics 12
Nursing (BN)	English 121/122, (UNB, for example, requires Pre-Calculus 110 or Foundations of Mathematics 120, Chemistry 12, Biology 12)
Computer Science (BCSc)	English 121/2, Pre-Calculus A120/B120, (UNB requires Chemistry 12 or Physics 12)
Fine Arts (BFA)	English 121/2, (Art Portfolio or Music Audition is usually required.)

**Canadian universities typically accept these electives:**  
 Calculus 120  
 Pre-Calculus A120/B120 Foundations of Mathematics 120 Biology 121/122  
 Canadian Geography 120  
 Canadian History 120  
 Canadian Literature 120 FI Canadian History 120  
 Chemistry 121/2 Economics 120  
 French 122  
 FI Language Arts 120 Physics 121/2 Political Science 120

**Please consult the selected university when considering the following electives for admission:**

Business Org. & Man. 120	Enviro Science 120
Computer Science 120	PE Leadership 120
World Issues 120	Journalism 120
FI World Issues 120	Visual Arts 120
Accounting 120	Coop Ed 120
Music 120	Media Studies 120
Theatre Arts 120	Law 120
And all other electives	

## Pathways for Community/Private College

Students planning to apply to a college upon high school graduation should also take care in choosing their high school courses. Admission requirements often differ significantly from program to program and institution to institution. Particular programs may require certain high school courses, a portfolio, a personal interview, or other additional qualifications. It is important for students to confirm that specific subjects are accepted as admission requirements at their chosen colleges.

**New Brunswick Community College (NBCC) programs are delivered at specific campuses in Moncton, Saint John, Fredericton, Woodstock, Bathurst, Edmundston, and Miramichi. Refer to the NBCC website for the exact location of the program in which you are interested. Check with your CNHS guidance counselor.**

**Public Colleges** - Offer a wide selection of many programs in many campus locations. Regional institutions include *New Brunswick Community College* (7 campuses), *Nova Scotia Community College* (14 campuses), *Holland College* (8 campuses across PEI), and *New Brunswick College of Craft & Design* (Fredericton). Public colleges receive funding from the government therefore have lower tuition fees.

**Private Colleges** - Sometimes called *Career* or *Vocational* colleges, feature a huge variety of programs that often focus on one or two employment sectors. Examples of Moncton area colleges include *Oulton*, *Eastern*, *BayTech*, *Jon Raymond*, *Majestany*, *McKenzie*, *Medes*, *Medavie HealthEd*, and *Moncton Flight College*. Fees tend to be higher because tuition must cover all operating expenses; these are private businesses and do not receiving funding from the government.

**University Transfer or Articulation Agreements or 2 + 2 Programs** are formalized agreements between universities and colleges that allow students to combine the college and university studies and graduate with a Bachelor's degree. Please note that not all programs offer articulation agreements.

**Always check with college websites to confirm specific program requirements!**

It's important to research programs that may offer similar training but have different admission requirements.

### How to Apply:

#### Public Colleges – Online

- Application form
- Fee (\$25 - \$60)
- Transcript

#### Private Colleges

Interested students are often encouraged to make an appointment with an admissions representative to determine if the program is right for you.

### Admission Requirements

Many college programs accept a high school diploma (e.g. completion of the required 17 credits) while others require specific courses.

Some examples:

- Practical Nurse: Science(s)
- Business: Math(s)
- Technology: Math(s) and Science(s)

Either English level 2 **or** 3 is acceptable for many college programs. STUDENTS MUST CHECK REQUIREMENTS.

The following chart is intended to give students and parents examples of which high school courses and diplomas satisfy admission requirements to selected college programs.

**For more precise admission information you are encouraged to contact the college directly or refer to the college calendar or website. Also consult your high school guidance counsellor.**

## Pathways for Community/Private College

College	Program	Admission Requirements
New Brunswick Community College (NBCC)	Accounting Technician, Automotive Service Technician, Bricklaying, Early Childhood Education, Education Assistant, Electrical, Hospitality and Tourism Operations, Human Services, Machinist, Office Administration, Police Foundations, Refrigeration and Air Conditioning Technician, Sheet Metal Fabrication	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Financial and Workplace Mathematics 110 or Foundations of Mathematics 110
New Brunswick Community College (NBCC)	Business Administration, Business Administration: Sales and Marketing, Business Administration: Accounting, Business Administration: Investment Management, Business Administration: Marketing, Civil Technician, Electronic Game-3D Graphics, Welding Engineering Technology	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Foundations of Mathematics 110
New Brunswick Community College (NBCC)	Health Information Management, Medical Laboratory Assistant, Pharmacy Technician, Process Control Technical	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Foundations of Mathematics 110 <b>2 Sciences</b> from Biology 112 or 122, Chemistry 112 or 122, Physics 112 or 122
New Brunswick Community College (NBCC)	Chemical Technology (Co-op), Civil Engineering Technology (Building Systems, Architectural, Construction Management, Highway and Municipal), Civil Engineering: Structural, Electrical Engineering Technology (Generation and Distribution, Alternate Energy Systems, Electronics Design and Embedded Systems), Communication Systems (Co-op), Electronics Engineering Technology (Industrial, Telecommunications), Energy Systems Technology (Sustainable Energy), Environmental Technology, Industrial Control Technology (Co-op), Mechanical Drafting and Design, Mechanical Engineering Technology (Co-op), Power Engineering Technology (Co-op)	HS Diploma, or Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Pre-Calculus 110 <b>2 Sciences</b> from Biology 112 or 122, Chemistry 112 or 122, Physics 112 or 122
New Brunswick Community College (NBCC)	Practical Nurse	HS Diploma, or Adult HS Diploma or GED Diploma of HS Equivalency English 122 or 123 Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 <b>1 Science</b> from Biology 112 or 122, Chemistry 112 or 122, Physics 112 or 122
Nova Scotia Community College (NSCC)	Aircraft Maintenance Engineer, Architectural Engineering Technician, Civil Engineering Technician, Electrical Engineering Technology, Health Information Management, Mechanical Engineering Technology, Medical Laboratory Technology (minimum grade of 70%), Pharmacy Technology, Practical Nursing	For all programs that state admission requirements for Academic Grade 12 Math, Foundations of Mathematics 120 is required.
NB College of Craft and Design	All programs	It is recommended that students take either Financial and Workplace Mathematics 120 or Foundations of Mathematics 120 for admission.
Maritime College of Forest Technology	All programs	It is recommended that students take Foundations of Mathematics 120 for admission.
Nova Scotia Agriculture College (NSAC)	Bachelor of Science (Agriculture), and Pre- Veterinary Medicine, Engineering, Bachelor of Technology in Applied Science, Diploma in Veterinary Technology	Students will need to successfully complete both Pre- Calculus A120 and B120 (or achieve 70% or greater in Foundations of Mathematics 120) for admission to these programs.

## GRADUATION REQUIREMENTS CHECKLIST

- Students must meet the requirements of the prescribed common curriculum of the Grades 9/10 program of studies. Check the programs below and identify any course that a student still needs to complete. Completing Information Technology outcomes in BBT 9 and 10 satisfies the Computer Literacy requirement for graduation.
  - Success on the English Language Proficiency Assessment (ELPA) is required. Students must acquire a literacy credential by achieving 'Acceptable' or better on the reading components of the English Language Proficiency Assessment (ELPA) in grade 9. Students who are unsuccessful in Grade 9 are provided further support in grade 10. Students unsuccessful in Grade 9 have the opportunity to write the English Language Proficiency Re-Assessment (ELPR) in their grade 11 and 12 years. Special circumstances could result in an exemption for the student. Please consult the school for further information.
  - Students must successfully complete either the Post Intensive French (PIF) or French Immersion Language Arts (FILA) course at the grade 10 level.
  - Students must have an English 12 credit and a minimum of four other credits at the grade 12 level.
  - Students must have a minimum 17 credits including the following 7 compulsory credits:
    - English grade 11A and English grade 11B **(2 credits)**
    - English grade 12 **(1 credit)**
    - Financial and Workplace Mathematics 11 **or** Foundations of Mathematics 11 **(1 credit)**
    - Modern History grade 11 **(1 credit)**
    - Science **(1 credit)** from:
      - Auto Electrical Systems 120 (if used as a Life Role credit, it is not permitted to use as a Science)
      - Biology 112/122
      - Chemistry 112/122
      - Human Physiology 110
      - Introduction to Electronics 110
      - Introduction to Environmental Science 120
      - Physical Geography 110 (only available on-line)
      - Physics 112/122**(Note there are prerequisites for some of these courses – see page 5 for details)**
  - Fine Arts/Life Role Development **(1 credit)** from:

Auto Electrical Systems 120 (if used as a Science credit, it is not permitted to use as a Life Role)	
Career Explorations 110	
Cooperative Education 120	Health Care 110
Culinary Technology 110/120	Individual and Family Dynamics 120
Dramatic (Theatre) Arts 120	Metals Fabrication 110
Entrepreneurship 110	Metals Processing 110/120
Fashion Technology 110	Mill and Cabinet Work 120
FI Culinary Technology 110	Music 112/113/122/120
Fine Arts 110 (available online only)	Nutrition for Healthy Living 120
Framing and Sheathing 110	Outdoor Education 110
Housing and Interior Design 120	Physical Education Leadership 120
Internal Combustion Engines 110	Power Train and Chassis 110
Introduction to Applied Technology 110	Residential Finish 120
Graphic Art & Design 110	Visual Arts 110/120
Goals, Growth and Grit 120	Wellness through Physical Education 110
- (Note there are prerequisites for some of these courses – see page 5 for details)**
- Only two (2) local options can be counted in the 17 required credits. Local options at CNHS include Ag-Science 120 and Introduction to Production Welding 120 (some of these are offered on a bi-yearly basis).
  - Students must take five (5) courses in each semester for four (4) semesters – 10 courses per year.
  - Students must attempt ten (10) courses during their Grade 12 year.

□ Students encountering academic difficulties or experience special circumstances might qualify for an Adult Diploma. Please contact the CNHS guidance counsellor for information.

**Graduation requirements for a student with a Personalized Learning Plan (PLP) may vary.**

A Personalized Learning Plan (PLP) is a plan for students that specifically identifies practical strategies, goals, outcomes, and educational supports to help students be successful.

A **PLP** can contain one or all of the following domains:

- **Justified Accommodations:** Justified Accommodations are strategies, technologies or adjustments without which a learner would not be able to access the curriculum or demonstrate their knowledge.
- **Ind** (Individualized Plans): Individualized plans are for students who need planning outside of the curriculum.
- **Adjusted Curriculum:** A course is adjusted when grade level curriculum outcomes of a subject have been altered, deleted or added in order to address the specific needs of the learner. The integrity (general intent) of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.

**Please choose your courses carefully.**

- The number of classes offered in any given subject is dependent upon the number of students choosing that course at the time of the course selection.
- Once registered for a course, a commitment to regular attendance and course completion is expected.

When all timetables are deemed ready and the school schedule is settled, timetables will be distributed for the upcoming school year to all students at the same time-typically the first day of school. ***We are unable to entertain requests for early access to your timetable.***



# MATH

## **FINANCIAL & WORKPLACE MATH 110**

Prerequisite: GMF10

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 requirements.

## **FINANCIAL & WORKPLACE MATH 120**

Prerequisite: Financial and Workplace Math110

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the 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 profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile, and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

## **NBCC SKILLED TRADES AND WOR-READY MATH 120 - Dual Credit with NBCC (MATH 1208)**

Prerequisite: Financial Workplace Math 110

NBCC Skilled Trades and Work-Ready Math 120 gives students the opportunity to practice skills individually, to solve problems with others, and to work on projects that incorporate mathematics. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Students should become familiar and proficient with the terms 'accuracy' and 'precision,' and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons could also feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial

and S.I. units may be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

## **FOUNDATIONS OF MATH 110**

Prerequisite: GMF 10 and NRF 10

Recommended Prerequisite: 70%+ in NRF10

This course is a pre-requisite for a second **Foundations of Mathematics** course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for the Pre-calculus pathway. Students develop 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 11** to complete graduation requirements.

## **FOUNDATIONS OF MATH 120**

Prerequisite: Foundations of Math 110

This is the second of two courses in the Foundations of Math 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-CALCULUS 110**

Prerequisite/Co-requisite: Foundations of Math 110

Recommended Prerequisite : 70%+ in Foundations of Math

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 ( $0^\circ$  to  $360^\circ$ ) and solve problems for these angles using the three primary trigonometric ratios. Polynomial expressions are factored and absolute value functions and quadratic functions are analyzed and graphed. Students solve problems that involve quadratic equations and solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic-quadratic equations in two variables. They also solve problems that involve linear and quadratic inequalities in two variables, and quadratic inequalities in one variable.

## **PRE-CALCULUS A 120**

Prerequisite: Pre-Calculus 110

Students demonstrate and apply an understanding of the effects of horizontal and vertical translations, horizontal and vertical stretches, and reflections on graphs of functions and their related equations. They are introduced to inverses of functions, 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.

## **PRE-CALCULUS B 120**

Prerequisite or Co-requisite: Pre-Calculus A 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.

## **CALCULUS 120**

Prerequisite: Pre-Calculus B 120

This is the last course offered in the Pre-Calculus Pathway, and follows *Pre-Calculus B 120*. The proposed course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

## **ENGLISH & RELATED COURSES**

### **ENGLISH 112A & 112B**

Prerequisite: English 10A & 10B

Recommended Prerequisite: Strong reading comprehension and writing skills, 70% + in English 10, successful completion of the ELPA and the ability to work independently to complete the majority of assignments outside of class time.

Both of these courses (112A & 112B) must be taken in grade 11 for a total of two English credits. English 112 is designed for students **intending to pursue academic**

**studies at a university.** Level 2 is appropriate for students whose aptitudes and interests in language/literature are average or above average. This course provides an enriched variety of experiences with language and texts, plus more independent and interdependent experiences which challenge students. Level 2 English focuses on critical analysis, critical comprehension, argument, persuasion, fact and opinion. Course content includes independent and class novel studies, poetry, a Shakespearean play and other significant literary pieces. Students will concentrate on mastering the elements of academic writing, including MLA format.

### **ENGLISH 113A & 113B**

Prerequisite: English 10 A & 10 B

Both of these courses must be taken in grade 11 for a total of two English credits. English 113A & 113B is intended for students who plan to attend **technical institutions** such as NBCC or enter the **work force** after graduation. This course provides a variety of reading, writing, speaking and listening opportunities. High priority is given to practical writing skills with a focus on organizing and editing as well as basic grammar and spelling skills. Reading tasks are designed to promote interest and improve comprehension skills.

### **ENGLISH 122**

Prerequisite: English 112

English 122 is designed for students **intending to pursue academic studies at a post-secondary institution.** Level 2 is appropriate for students whose aptitudes and interests in language/literature are average or above average. This course provides an enriched variety of experiences with language and texts, plus more independent and interdependent experiences which challenge students. Level 2 English focuses on critical analysis, critical comprehension, argument, persuasion, fact and opinion. Course content includes independent and class novel studies, poetry, a Shakespearean play and other significant literary pieces. Students will concentrate on mastering the elements of academic writing, including MLA format. As this course is a continuation of English 112, students entering this program are expected to have acquired an adequate literary vocabulary, analysis techniques, formal essay style, and awareness of the principal literary genres.

### **ENGLISH 123**

Prerequisite: English 113 or English 112

English 123 is intended for students who plan to attend **technical institutions** such as NBCC or enter the **work force** after graduation. This course provides a variety of reading, writing, speaking and listening opportunities. High priority is given to practical writing skills with a focus on organizing and editing as well as basic grammar and spelling skills. Reading tasks are designed to promote interest and improve comprehension skills. A variety of employment related activities are provided.

## **GOALS, GROWTH AND GRIT 120**

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

## **JOURNALISM 120**

Recommended Pre-requisite: English 11

Journalism 120 is designed for those who wish to explore journalism as a career or field of study following high school. Participants will be involved in writing in a computer lab every day. The class is organized to mimic a real newsroom and therefore students will **have to meet strict deadlines**, work within time limits, conduct interviews and prepare pieces in a variety of styles, including newspaper articles, commercials and radio scripts. There is no exam in this course. The CNHS Journalism program is partnered with a local newspaper, the Bugle-Observer, and the final assessment for this course is having a piece published on a full page devoted to CN stories.

## **MEDIA STUDIES 120**

Media Studies offers an introduction to the evolution and impact of mass media on the individual and society. Media Studies is designed to help students become media literate and centers on learning how to analyze the messages that inform, entertain and sell to us every day. The course includes units such as media literacy, film and television, advertising and marketing, social media and the internet. The course depends upon discussion, inquiry, group collaboration, and work on many multimedia projects.

## **WRITING 110**

The course provides an opportunity for students to improve their writing skills, including those who write well but wish to improve their skills, and those who have some difficulties and would benefit from this "writing lab" approach. Students will study the writing process and complete a comprehensive portfolio of exercise, experimentations, and finished work.

## **DRAMATIC (THEATRE) ARTS 120**

Theatre Arts 120 will cover the major aspects of theatre performance, including acting and interpretation, stagecraft, play management, and theatre history. The course will capitalize on the individuality, confidence, creativity, and communication abilities of the student. Theatre Arts 120 is an elective course for students in Grade 11 and 12 who have an interest in theatre. Additional project and performance work outside of class time will be required. This course meets the Fine Arts/Life Role Development graduation requirement.

## **SOCIAL STUDIES**

### **MODERN HISTORY 112**

Prerequisite: Social Studies 10 (recommended mark 70%)  
History 112 is designed to highlight significant events in Western Modern History which are to be critically examined based upon three criteria: historical knowledge, historical thinking, and making connections. This course uses a chronological approach (Enlightenment – Cold War), however connections are made to contemporary events. It is an overview of the major changes in political, social, and economic institutions. Units of study include: the French Revolution, Industrial Revolution, Nationalism, World War I, the post-WWI period, the rise of Fascism, Holocaust, World War II, the post-World War II period, and the Cold War. In addition, it assists students in understanding and using several historical thinking concepts, such as recognition of a frame of reference, asking questions, forming hypothesis, and evaluating hypothesis.

### **MODERN HISTORY 113**

Prerequisite: Social Studies 10

History 113 is designed to introduce students to some of the major historical events which have occurred since the eighteenth century. It emphasizes a western European frame of reference. The units of study may include, but are not limited to: The French Revolution, World War I, The Depression, The Holocaust, World War II, and The Cold War. History 113 also emphasizes historical knowledge, historical thinking and making connections.

### **CANADIAN HISTORY 122**

Recommended Prerequisite: Modern History 112

This course, designed for students interested in further education in historical studies, begins with Confederation and includes the study of immigration, industrialism, influences from Great Britain and the United States, Canada's participation in global conflicts, the French-English divide, multiculturalism, and Canada's place in the modern world. Topics examined include: The Confederation Era, the MacDonald Era, Expansion and Consolidation, The Laurier Era, WWI, The Interwar Period and the Great Depression, WWII, and Canada's role in the modern world.

### **CANADIAN GEOGRAPHY 120**

This course is designed for students to become actively involved in learning more about their country. It explores Canada's position in the world and attempts to provide students with some understanding of our current circumstances. The geology and landscape patterns of Canada's regions and how it relates to resource development and environmental concern will be examined. It attempts to identify the issues and decisions, which lie ahead for Canadians, and attempts to establish a personal framework for dealing with these issues. A variety of audio-visual materials may be used to broaden the scope of the work.

## **INDIGENOUS STUDIES 120**

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

## **WORLD ISSUES 120**

Pre-requisite: Modern History 112 or 113

This course is a study of global issues and Canada's role and/or impact. It focuses on current world problems with emphasis on current events, their historical background, present situation, attempted solutions, and ongoing problems. As such, the nature of the course is fluid, and often controversial depending on what is going on in the world that semester. Regular attendance is critical to success in this course, as is a willingness to participate in discussion in a respectful manner.

## **POLITICAL SCIENCE 120**

Prerequisite: Social Studies 10

The goals of this course are to provide a basic understanding of how the various levels of government in Canada function and to compare our governmental system with those of various other nations. This course will cover such topics as Canadian government and political parties, characteristics of political systems, the role of politics on international relations and current political happenings locally, nationally and globally. Students will develop an understanding of the historical roots of political ideologies like democracy, communism, and fascism, and how they are reflected in present day governments and groups. Activities will include, but not be limited to discussion, research and critical thinking.

# **SCIENCES**

## **BIOLOGY 112**

Prerequisite: Science 10

Recommended Prerequisite: Strong science and math abilities (70% in Science 10)

This course is the first of two Biology courses. Topics that will be covered include: microscopy, cellular organics, principals of taxonomy, microorganisms, kingdoms of life and human physiology. (Digestion, Excretion, Circulation, Blood and Immunity and Breathing). Students will take part in laboratory sessions and will be assigned projects based on curriculum components.

## **BIOLOGY 122**

Prerequisite: Science 10

This course is the second of two level 2 Biology courses. Topics to be covered include: Mitosis/Meiosis, human reproduction, genetics, evolution, DNA, protein synthesis, the nervous system and the endocrine system. The course will consist of lectures, projects, research papers, presentations and labs. The program is designed for students who plan to proceed to university or community college after graduation.

## **HUMAN PHYSIOLOGY 110**

Prerequisite: Science 10

The goal of this course is to build an understanding of the physiology of the human body. This course focuses on developing an understanding of the structure and functioning of each human body system, including the causes, symptoms, and treatments of diseases and conditions. This includes the ways in which the health of each system impacts on, and is impacted by the health of the whole body. By the end of the course students will have developed a holistic personal wellness plan, demonstrating their understanding of overall health, human physiology and the effect of disease and life style choices. **(Note: much of the material on systems of the body are also covered throughout the Biology 112 and Biology 122 courses.)**

## **CHEMISTRY 112**

Prerequisites: Science 10

Co-requisite: Foundations of Math 110

Chemistry 112 is recommended for students who may be pursuing science, engineering or a related field at the university level. This course is the first of two sequential Chemistry courses and exposes students to the description, classification and structure of matter, bonding, names and formulae, chemical quantities and the mole, eactions, stoichiometry, solutions and quantitative problem-solving.

## **CHEMISTRY 122**

Prerequisite: Chemistry 112 and Foundations of Math 110  
Chemistry 122 is the second of two sequential chemistry courses. The course is intended for students who have an interest in science and/or plan to pursue a career in agriculture, forestry, engineering, nursing, pharmacy, medicine or sciences. Students must have completed Chemistry 112 as previous concepts will be applied to topics including organic chemistry, thermochemistry, kinetics & equilibrium, acids & bases and electrochemistry (redox).

## **PHYSICS 112**

Prerequisites: Science 10

Co-requisite: Foundations of Math 110

This course is the first of two sequential Physics courses. Content reflects the importance of measurement in physics, emphasizing the use of SI units and significant digits. Content is introduced through student discussion and interaction and includes energy transfer by wave motions, sound, music. Kinematics and dynamics will explore velocity, acceleration, Newton's laws, applications, and friction.

## **PHYSICS 122**

Prerequisite: Physics 112 and Foundations of Math 11

This is the second of two sequential Physics courses and is designed for students who have successfully completed Physics 112. Topics covered are: vectors, dynamics II, Newton's laws', applications, momentum and energy conservation, projectile motion, circular motion, universal gravitation, Kepler's Laws, field theory, electrostatics, electricity, and electromagnetism.

## **INTRO TO ENVIRONMENTAL SCIENCE 120**

Prerequisite: Science 10

This course is designed for grade 11 or 12 students who plan a post-secondary career in fields related to science. Areas of study will include: the physical and biological aspects for the environment, energy exchanges and nutrient cycles, the study of populations, man's impact on the ecosystems, current environmental problems, an outlook for the future, and urban studies.

## **APPLIED TECHNOLOGY**

### **AUTOMOTIVE ELECTRICAL SYSTEMS 120**

Recommended Prerequisite: Science 10, GMF10

This course introduces the student to the theory and operation of automotive electrical systems. Students will study the principles of electricity, including electron theory, magnetism and electrical symbols. Course content progresses on to components of the charging, ignition and starting systems. Study also includes engine management systems, scanning on-board computers and diagnostics. This course may be used as a Science credit for graduation purposes. This course requires safety glasses and steel-toed work boots. Coveralls are also recommended. This course has a lab fee.

### **INTRODUCTION TO ELECTRONICS 110**

Prerequisite: Science 10

Recommended Prerequisite: GMF 10 and NRF 10

Resistors, transformers, batteries, capacitors, inductors, and basic circuit analysis...sound interesting? Students with a career objective in the technical trades, an interest in this technology as a hobby, or for those who plan to pursue a career in engineering will benefit from this course. Final assessment is the construction and programming of a robot. This course meets the science graduation requirement.

### **INTERNAL COMBUSTION ENGINES 110**

This course is a study of the theory of operation and function of engine systems. Students learn the safe operation of tools and equipment used to disassemble, diagnose, service and repair components and systems. Emphasis is placed on the development of basic skills essential for persons entering the automotive, aircraft or marine service industries. This course requires safety glasses and steel-toed work boots. Coveralls are also recommended. This course has a lab fee.

### **POWER TRAIN AND CHASSIS 110**

This course is designed to develop proficiency in the service and maintenance of automobile chassis and power train. Emphasis is placed on the function, repair and replacement of these components. Topics include steering systems, suspension systems, brake systems, wheel bearing, axles and drivelines, manual transmissions, differentials and tires. This course will be of interest to students planning to enter the motor vehicle service industry. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

## **FRAMING AND SHEATHING 110**

This course will provide students with skills and knowledge associated with the framing-in or shell construction of typical single family dwellings. Students will learn the safe operation of carpentry tools and equipment. Emphasis will be placed upon the interpretation of the National Building Code, blueprint reading, and estimating and material layout. This course will be of interest to students exploring career opportunities in the building construction industry. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

### **MILL AND CABINET WORK 120**

Students in this course build a series of wooden products to learn the safe operation of woodworking tools and equipment, project planning and estimating and finish and installation of cabinets and furniture. This course will be of interest to students exploring career opportunities in the building construction industry as well as those with a general interest in woodworking. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

### **RESIDENTIAL FINISH 120**

This advanced building construction course focuses on the acquisition of skills and knowledge associated with the completing of a modern wood frame residential building. Students work with lab based projects to select and install insulation, wall and ceiling cladding as well as finish trim, doors and windows. The course has a lab fee.

### **METALS PROCESSING 110**

This course introduces the students to the basic principles of metals processing. This course will give the student the opportunity to develop skills in safety, WHMIS, blueprint reading, CAD, the use of non-precision measuring tools, layout tools, metal cutting, drilling machines, threading and bending tools, lathes and milling machines. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

### **METALS PROCESSING 120**

Prerequisite: Metal Processing 110

This course introduces the students to more advanced principles of metals processing. This course will give students the opportunity to develop skills in safety, WHMIS, blueprint reading, CAD, the use of non-precision measuring tools, layout tools, metal cutting, drilling machines, threading and bending tools, lathes and milling machines. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

### **METALS FABRICATION 110**

This course covers the processes used in industry to cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric arc welding, MIG welding, oxy-acetylene cutting and plasma cutting processes. Machines and processes used for blueprints and to layout, cut and form steel are also introduced. This course should appeal to students interested in entering occupations in metalworking,

mechanical service, automotive service and primary resource industries. Students will be required to purchase safety glasses, welding rods, leather work/welding gloves a tape measure and pay a lab fee. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. There is a lab fee with this course.

### **INTRODUCTION TO APPLIED TECHNOLOGY 110**

Whether you are a trade's oriented person or academic this is a good course to take! You will receive valuable hands-on training and have a chance to learn valuable life skills. You will learn how to competently and safely use various tools in settings that may include work with metals, engines and/or wood. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

### **HOUSING AND INTERIOR DESIGN 120**

Housing and Interior Design 120 is designed to show the relationship between different types of housing and the housing needs of individuals, families and communities. The influences of cultural, psychological and aesthetic aspects of housing are examined. The value of creativity and individuality in a living environment is an important element of this course. Course topics span factors including housing in various cultures, historical and modern trends in housing and lifestyle needs, financial and legal costs and requirements, basic floor plans and arrangements, plus the principals and elements of design. This course would be of interest to students who are interested in the field of architectural design, drafting or home economics.

## **BUSINESS AND TECHNOLOGY**

### **BUSINESS ORGANIZATION AND MANAGEMENT 120**

This is an introductory course in the understanding of business operations as practiced in Canada. The major objective of the course is to expose students to effective present day and historically proven management theories applied to how businesses operate. The main areas of study include: Types of business, management theories, marketing, and labour relations. Considerable project and group work with and without computers will be required and the use of a computer simulation will be used to tie the course together.

### **ACCOUNTING 120**

This course will provide you with the basic accounting principles and practices used in all types of business. General journals, accounts payable, accounts receivable, depreciation and analyzing financial statements will be the focus. You will convert from a manual accounting system to a computerized system using Simply Accounting. A financial literacy computer simulation will also be used. Whether you plan to join the workforce or pursue post-secondary studies immediately following high school, this course will be of benefit to you. Purchase of a workbook is required.

### **ENTREPRENEURSHIP 110**

This course is designed for students interested in developing the skills essential for starting a small business. Through a combination of classroom theory, group tasks, and individual work, students will develop their own comprehensive business plan, based on an original idea. This course meets the Fine Arts/Life Role Development graduation requirement and employs a computer simulation and group work.

### **LAW 120**

This elective course provides the student with a basic knowledge of the Canadian legal system. It increases awareness of the impact of law on one's life. Students will learn how laws are created in Canada through theoretical and practical examples. Major topics of the course include: The origins of law; Civil Law; Criminal Law; Youth & the Law and other topics if time permits.

### **COMPUTER SCIENCE 110**

This course 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 computer graphics, game development, and animation, are also introduced.

### **INFORMATION TECHNOLOGY 120**

In this course students will study how hardware and software enables data to be digitally processed, stored and communicated using project-based learning. The four main units of study are Word Processing/Desktop Publishing, Spreadsheets, Presentation and presenting tips, and Database Management. Students will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or information systems architect. Students will become work ready and solve real world and unpredictable situations using 21<sup>st</sup> century skills.

### **HOSPITALITY AND 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, access to resource people and information that will help the individual in his/her career choice. Topics include the four main sectors of the tourism industry, influences on the tourism industry, personal and interpersonal skills regarding career opportunities available, travel industry and marketing strategies.

### **ECONOMICS 120**

This course provides a basic understanding of our economic system and how it works. The role of Canada's major economic institutions and how they interact are examined. It is designed to develop an understanding of the concepts and techniques needed in making economic

decisions and develop an awareness of the major economic problems and issues of the day.

### **EXPERIENTIAL LEARNING ENTREPRENEURSHIP AND BUSINESS PLANNING COURSE**

This a two period and two credit course where students can work toward obtaining credits from the CNHS Business Program. One credit will be titled “Personal Interest” and one credit will be the business course you select from the options listed below. Courses include: Entrepreneurship 110, Business 120, and Economics 120. The course relies on students acquiring essential skills and knowledge in their chosen course while allowing a project-based, independent hands-on final project. Students will work with local mentors to help develop a final business plan. Students must create a product or service available for sale by the end of the program. Students will present their business plan at a showcase event that will involve community members, students, teachers, parents and local businesses. Courses draw concepts from the NB Global Competencies document with a focus on “Future Ready Learning”. More information can be found at the website: [cnhschoice.com](http://cnhschoice.com)

## **FINE ARTS & MUSIC COURSES**

### **VISUAL ARTS 110**

This course is for serious art students who wish to improve their technical skills. Media such as drawing and watercolor painting are covered in more detail. New materials and techniques, such as clay sculpture and printmaking, are introduced. Students are expected to keep a sketchbook with weekly home drawing assignments. Theory includes studying a variety of artists through the ages and looking at issues in art. There is a course fee of \$10.00. Students are provided with all the supplies they need, including sketchbooks and a kit of drawing materials.

### **VISUAL ARTS 120**

Prerequisite: Visual Arts 110

This course is ideal for students who are considering post-secondary studies in art. Refining technical skills and building a portfolio of quality work is the main focus. Painting and drawing techniques are refined even more in this course, introducing new media, such as charcoal and acrylic paint. Sculpture is also explored more at this level, using a variety of materials and techniques. Students are encouraged to work more in the materials that interest those most. They are expected to have advanced technical skills and a more creative, individual approach to their art production. Issues in art are explored through written assignments and class discussions. There is a course fee of \$10.00. Students are provided with all the supplies they need, including sketchbooks and a kit of drawing materials.

### **GRAPHIC ART AND DESIGN 110**

This course gives students a chance to pursue the commercial side of art production. The course focuses on topics such as advertising layout, logo design, designing for the media, such as CD covers, posters, magazine

covers, and 3D design. Students who are interested in pursuing a career in graphic design will find that the course provides a useful springboard for post-secondary studies. For other students, it will serve to sharpen their visual awareness and visual presentation skills. Digital imaging and computer graphics are components of the course, but it should be noted that this is an Art course, rather than a Technology course. There is a course fee of \$10.00. Students are provided with all the supplies they need, including a kit of personal drawing/design materials.

### **MUSIC 112 (General)**

This course consists of practical performance (playing an instrument), music theory, listening, and music technology and music history. This course is designed for students who have had previous musical experience in addition to the music component provided in the Music 10 program. A student registering for this course will be expected to be musically literate and be able to play an instrument at more than a beginner level. Most instruments are available but in some circumstances students may be required to provide their own instrument for this course. Final project will include writing and performing an original song.

### **MUSIC 113 (General)**

This course consists of practical performance (playing an instrument), music theory, listening, and music technology and music history. This course is designed for students who have had little or no previous musical experience in addition to the music component of the Music 10 course. A student registering for this course will be expected to work from a beginner level to increase their playing ability as well as their ability to read and write music. Most instruments are available but in some circumstances students may be required to provide their own instrument for this course.

### **MUSIC 112/113 (Vocal)**

This course is similar to the courses described above except the performance requirements will be met with voice (not an instrument). Students will sing individually, in small ensembles and as a full class. **All students who take this course will be singing as their performance experience.**

### **MUSIC 122 (General)**

Prerequisite Music 112 (General)

The Music 122 course is designed for the advanced and serious student of music who wishes to pursue the subject in more depth practically, theoretically and historically. The course assumes an advanced level of musical background. Students who have completed Music 113 may be considered with permission from the teacher, or students who have advanced private study in their backgrounds (such as grade 6 practical, and grade 2 theory offered by the Royal Conservatory of Music or equivalent).

## **MUSIC 122 (Vocal)**

Prerequisite: Music 112 (Vocal)

This course is the same basic structure as Music 122 with the exception that the performance requirements will be met with voice. Students will sing individually, in small ensembles and as a full class. **Take this course if you wish to sing as your performance option.**

## **MUSIC 120 World Music**

Music 120 is a course for the student who is interested in the various music styles that exist in cultures around the world and are available to us in the Global Village. The course looks at music and the role it plays in a variety of cultures, including our own. The course is primarily listening, research, and discussion. Previous music experience is not required. The course looks at music from four or five different cultures that may include Atlantic Canadian, Native Canadian, African, Latin American, Asian, Eastern or Middle Eastern. The cultural context of the music will be looked at and there will be some playing of various instruments, hand drums along with singing or chanting. Students require an open mind and must be prepared to participate in class activities. Final exam may include a performance demonstration of some of the techniques and music learned in the class.

# **FRENCH AND FRENCH IMMERSION**

## **POST INTENSIVE FRENCH 110**

Prerequisite: PIF 10

This course is based on authentic oral communication through complete sentences. Each unit covers specific themes of interest to guide discussion, reading and writing in their second language. The goal is to improve oral proficiency in their second language. It is designed for students who have followed Post Intensive French Program and opt to remain in the course. An oral proficiency of intermediate may allow the student to pursue the Blended High School Program permitting them to enter French Immersion courses.

## **POST-INTENSIVE FRENCH 120**

Prerequisite: Post-Intensive French 110

This course is based on authentic oral communication through complete sentences. Each unit covers specific themes of interest to guide discussion, reading and writing in their second language. The goal is to improve oral proficiency in their second language. It is designed for students who have followed Post Intensive French Program and opt to remain in the course.

## **FI LANGUAGE ARTS 110 AND 120**

Prerequisite for FILA 110: FILA 10

Prerequisite for FILA 120: FILA 110

The FI Language Arts 110/120 programs offer a multi-dimensional approach to the teaching and learning of a second language. These courses cover the language skills necessary for effective communication in French. They are enriched courses designed for students who evidence a high level of interest in strengthening their communicative abilities in French.

## **FI HOSPITALITY AND 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, access to resource people and information that will help the individual in his/her career choice. Topics include the four main sectors of the tourism industry, influences on the tourism industry, personal and interpersonal skills regarding career opportunities available, travel industry and marketing strategies.

## **FI INDIVIDUAL FAMILY DYNAMICS 120**

This course is designed to give students a number of life coping skills. It looks at the family from various perspectives and helps students make informed decisions about solutions to existing and emerging problems occurring in daily life. Topics include teen problems such as substance abuse, pregnancy, suicide, relationships, married vs. single life, conception and birth, parenting, and aging. Any related topics are open for discussion. Group projects as well as individual work are provided. This course is of benefit to everyone for personal growth.

## **FI LAW 120**

This course provides students with a basic knowledge of the Canadian legal system. It increases awareness of the impact of law on one's life. Students will learn how laws are created in Canada through theoretical and practical examples. Major topics of the course include: The origins of law; Civil Law; Criminal Law; Youth & the Law and other topics if time permits.

## **FI MODERN HISTORY 112**

Prerequisite: FI Social Studies 10

FI Modern History 110 presents a study of the principal historical events that have occurred in modern times. It is an overview of the major changes in political, social, and economic institutions beginning with absolutism. Topics presented are the French Revolution, Napoleon, Industrial Revolution, Nationalism, the rise of Germany and Italy, World War I, post-World War I era, World War II, Russian Revolution, Fascism, Marxism, post-World War II period, and current problems in Southeast Asia and Middle East.

## **FI CULINARY TECHNOLOGY 110**

This course is designed to prepare students for employment and/or future education in the food service industry. It involves not only the "how and why" of food service preparation, but the development of personal skills and knowledge that can be applied in other subject areas. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills. A lab fee will be required.



## **FI WORLD ISSUES 120**

Prerequisite: FI Social Studies 10

This course is a study of global issues and Canada's role and/or impact. It focuses on current world problems with emphasis on current events, their historical background, present situation, attempted solutions, and ongoing problems. As such, the nature of the course is fluid, and often controversial depending on what is going on in the world that semester. Regular attendance is critical to success in this course, as is a willingness to participate in discussion in a respectful manner.

## **LIFE AND WELLNESS STUDIES**

### **CULINARY TECHNOLOGY 110**

This course is designed to prepare students for employment and/or future education in the food service industry. It involves not only the "how and why" of food service preparation, but the development of personal skills and knowledge that can be applied in other subject areas. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills. A lab fee will be required.

### **CULINARY TECHNOLOGY 120**

Prerequisite: Culinary Technology 110 or FI Culinary Technology 110

Culinary Technology 120 is a continuation of Culinary Technology 110. The Grade 12 skill sets include, a review of skills learned in Grade 11, and the development of skills and knowledge needed in the food service industry, understanding sanitation and safety challenges in food service, and gaining 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, vegetables, shellfish, and meat cuts), menu management, plating, and additional food preparation skills. Additional theory includes the planning of quality meals, ordering, pricing, preparation, and service.

**Lab Fee - \$35.00**

### **EARLY CHILDHOOD SERVICES 110**

The overall aim of this course is to help students realize and appreciate the role parents, caregivers and early childhood educators play in a child's early learning and development. Students will gain a greater understanding of how children develop emotionally, socially, intellectually and physically through the first five years of life. Through early learning settings and experiences with children ages 3-5, students will have the opportunity to implement many of the practices and competencies they have learned. Additional observations of infants and toddlers will also occur. If you are interested in working with children as a career or becoming an informed parent, this is a course for you. Post-secondary employment opportunities will be researched as well.

### **EARLY CHILDHOOD SERVICES 120**

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.

### **NUTRITION FOR HEALTHY LIVING 120**

Through research, the science of nutrition continues to expand. It is important to understand information provided 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 lifestyle choices. This is an excellent course for those concerned with personal wellness or for students who wish to pursue a career in science and nutrition or health-related fields.

### **INDIVIDUAL FAMILY DYNAMICS 120**

This course is designed to give students a number of life coping skills. It looks at the family from various perspectives and helps students make informed decisions about solutions to existing and emerging problems occurring in daily life. Topics include teen problems such as substance abuse, pregnancy, suicide, relationships, married vs. single life, conception and birth, parenting, and aging. Any related topics are open for discussion. Group projects as well as individual work are provided. This course is of benefit to everyone for personal growth.

### **FASHION TECHNOLOGY 110**

This course explores the various techniques and equipment used in the Fashion Industry to construct and assemble various garments and products within the Industry. The students will examine the world of textiles including such areas as natural and man-made classification of fibers, yarn and fabric structure and finishing fabrics. Learning involves basic construction techniques, small projects and completions of personal garment. Students will learn the operation of sewing machines and sergers. There will be a lab fee with this course.

### **WELLNESS 110 – Wellness and Healthy Living**

Prerequisite: Health and Phys. Ed. 10

This course is intended to allow the student an opportunity to be active, while further enhancing their decision-making skills towards personal wellness. This course will be offered to grade 11 and 12 students only. 40% of the course will be theoretical, in a classroom setting, with the remaining 60% spent on practical work, in an active setting. This course will help students increase their

awareness of the role of physical activity towards a healthy, active lifestyle.

## **COURSES REQUIRING APPLICATIONS**

**Applications for these courses are available from the Guidance Office. Deadline for course applications is Friday, March 12<sup>th</sup>.**

### **PHYSICAL EDUCATION (LEADERSHIP) 120**

This course is a "selective-elective" course, which develops skills through involvement in physical activities. This is not an advanced skills course. The class should be limited to a maximum of 25 students. This course requires a minimum of 30 hours of out-of-class responsibilities in the area of leadership, which may focus on sport or recreational activities or other forms of community services. Themes include management, teaching, coaching, officiating, first-aid, organizational planning and leadership theory.

### **OUTDOOR EDUCATION 110**

This course is designed to provide students with greater insight, appreciation, concern, and knowledge about the outdoor environment and the opportunities it holds for educational, recreational, and economic benefit. Acceptance into this course depends upon the recommendation from the students' teachers as well as approval by the selection committee. Students are advised that there will be some cost involved and that time commitment outside of class (noon hour, after school and/or weekends) will be required. Limited enrollment.

### **AGRICULTURAL SCIENCE 120 (2 credits) Local Option**

This is a 2-credit science course designed for students who have an interest in agriculture and who may wish to pursue a career in farming, agriculture and/or agri-business. Students are introduced to animal husbandry, plant and crop science, soil science, food science, biotechnology, technology, marketing, financing and management. Students participate in a 6 to 8 week co-op experience in the spring. Students will need access to their own transportation for the co-op experience work placement.

### **INTRODUCTION TO PRODUCTION WELDING 120 & CO-OP 120 (Combined 2 credits)**

Recommended Pre-requisite: Metal Fabrication 110  
This course presents students with opportunities to use math and science in relevant and interesting ways. This production-oriented course integrates concepts of appropriate material selection, significance of design, appropriate levels of precision welding and the necessity to learn and adhere to safe practices when using hand tools and stationary equipment. The goals of the co-op component are to introduce students to concepts of Production Welding including career opportunities in the local area, expose students to real-world experiences in the Manufacturing Industry and expose students to specific

concepts related to Production Welding. This course requires safety glasses and steel-toed boots. Coveralls are recommended. This course has a lab fee.

### **CAREER EXPLORATION 110 (3 credits)**

A three credit course aimed at offering students the opportunity to explore their personal potential and learn about areas of interest through the combination of in school and out of school learning experiences. A variety of work placement options will be available. Regular attendance and appropriate behavior at school and at work are essential expectations. Not meeting the expectations may result in removal from the work placement, resulting in the loss of three credits.

### **CO-OPERATIVE EDUCATION 120 (3 credits)**

Co-operative Education provides "hands-on" learning where students spend a full morning at work in a business, an industry, or an institution. Participation in Co-op Ed extends learning beyond the school and into the workplace. This course creates an opportunity for students to explore career opportunities, to experience being a member of the workforce, and to accept responsibility for their performance. This course is open to students in their third or fourth year of high school and who are at least 16 years of age.

## **DISTANCE LEARNING COURSES**

**Students wanting to take a distance learning course (online course) will be required to submit an application form. These are available in the guidance office and are due on March 12th.** Distance Learning courses are an opportunity for students to take courses offered by the Province through online learning that may not be offered in the classrooms at CNHS due to student enrollment or would not work in their schedule due to priority conflicts.

Online teachers use online course chat rooms, discussion boards, email and videoconferencing to engage students in the learning process as well as to answer specific queries students may have. Online courses place a lot of responsibility for the learning directly on the student. It is recommended that students applying for online courses should review the following requirements for successful learners in online courses before making application:

- View learning positively
- Possess good reading comprehension and good writing skills
- Think critically and problem-solve effectively
- Work and learn well independently
- Possess basic computer skills
- Commit required time to manage and complete the online course

The courses listed below have been offered as options for online learning in the past. The Department of Education updates the courses being offered for each semester at the start of each year, so what is available now may not be

offered next year, and/or new courses could be added. Student must submit an application form for online courses. Course descriptions can be obtained through Guidance or at:

[http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone\\_sector/elearning/distance.html](http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html)

Distance Education course availability may vary from year-to-year. A list of possible choices of courses offered next year are listed below:

### **The Arts**

- [Creative Arts 110](#)

### **Mathematics**

- [Financial and Workplace Mathematics 110](#)
- [Foundations of Mathematics 110](#)
- [Foundations of Mathematics 120](#)
- [Pre-Calculus 110](#)
- [Pre-Calculus 120 A](#)
- [Pre-Calculus 120 B](#)
- [Calculus 120](#)

### **Languages**

- [Introductory Mi'kmaw Language 110](#)
- [Introductory Wolastoqey Latuwewakon 110](#)
- [Spanish 110](#)
- [Post Intensive French 110](#)

### **COOP**

- [Early Childhood Education COOP and online course](#)
- [Long Term Care COOP and online course](#)

### **French Immersion**

**NOTE – If you select an online French Immersion course, you may be scheduled during a period with other peers taking another online FI courses. You will have a French Second Language Teacher in the class for support; however, your primary instructor is online and FI certified. The point of allowing online FI courses is to allow student choice and flexibility.**

- [FI Introduction to Environmental Science 120](#)
- [FI Writing 110](#)

### **Social Studies**

- [Law 120](#)
- [Modern History 111/112/113](#)
- [World Issues 120](#)
- [Canadian History 122](#)
- [Canadian Geography 120](#)
- [Political Science 120](#)

### **English Language Arts**

- [English 112A](#)
- [English 112B](#)
- [English 122](#)
- [Media Studies 120](#)
- [Writing 110](#)

### **Science**

- [Biology 112](#)
- [Biology 122](#)
- [Chemistry 112](#)
- [Chemistry 122](#)
- [Introduction Environmental Science 120](#)
- [Physics 112](#)
- [Physics 122](#)
- [Physical Geography 110](#)

### **Skilled Trades and Technology Education**

- [Business Organization and Management 120](#)
- [Computer Science 110](#)
- [Computer Science 120](#)
- [Digital Production 120](#)
- [Information Technology 120](#)
- [Introduction to Accounting 120](#)
- [Nutrition for Healthy Living 120](#)
- [Hospitality and Tourism 110](#)