



# Simonds High School

# COURSE CALENDAR

## 2025-2026



1490 Hickey Road, Saint John, NB, E2J 4K7 • Phone: 506 658 5367 • Website: [sh.nbed.nb.ca](http://sh.nbed.nb.ca)

## **TABLE OF CONTENTS**

<b>Introduction and General Information</b>	<b>3</b>
<b>New Brunswick High School Graduation Requirements</b>	<b>4-5</b>
<b>List of Electives being Offered in 2025-2026</b>	<b>6</b>
<b>Courses with Pre-requisites and/or Applications</b>	<b>7</b>
<b>Mathematics Course Selection and Planning</b>	<b>8</b>
<b>French Immersion Course Selection and Planning</b>	<b>9</b>
<b>AP Program Information and Planning</b>	<b>10-11</b>
<b>The Grade 9 Year</b>	<b>12</b>
<b>Support for English Language Learners</b>	<b>12</b>
<b>Course Descriptions by Cluster</b>	<b>13-36</b>
<b>Cluster 1: Language Arts and Languages</b>	<b>13-15</b>
<b>Cluster 2: Humanities</b>	<b>16-17</b>
<b>Cluster 3: Mathematics</b>	<b>18-19</b>
<b>Cluster 4: Science</b>	<b>20-22</b>
<b>Cluster 5: Creative Arts</b>	<b>23-25</b>
<b>Cluster 6: Wellness and Physical Education</b>	<b>26-28</b>
<b>Cluster 7: Career-Connected</b>	<b>29-33</b>
<b>Advance Placement Course Descriptions (AP)</b>	<b>34-35</b>
<b>Available Flex Credit Courses</b>	<b>36</b>

## Introduction

This course calendar has been developed to aid our students in registering for the next school year. Parents are encouraged to discuss registration with their child and ask any questions they may have.

Teachers and guidance counselors will provide you with direction and information, and counsellors will assist you with the course planning and selection process. Students should take every opportunity to discuss course options and post-secondary learning and career plans with their parents, guardians, teachers and guidance counselors. ***We are here to help you, but it is ultimately up to the student and his/her/their parents or guardians to ensure courses are selected to meet post-secondary entrance requirements.***

## General Information

### Course Levels

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

**Level 0** courses are offered to all at one level only;

ex: Entrepreneurship 110

**Level 1** courses are enriched university preparatory.

ex: English 111, Physics 121

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

ex: Music 112, Biology 122

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

ex: English 123

Many electives are open to grades 10, 11 and 12; read descriptions and recommended pre-requisites carefully.

**Recommended Prerequisite:** A course that should be successfully completed prior to enrolling in the course. This is denoted by RPR on the Course Listings on page 6.

### Course Applications

Please note that some courses require applications - due April 8th to the guidance department.

# New Brunswick High School Graduation Requirements

## New 100 Credit Hour System (Graduating Class of 2026 and beyond)

To graduate, students must meet all the following requirements:

- Complete the entire Grade 9 program
- Accumulate 100 credit hours in Grades 10-12, 28 of which will come from compulsory courses listed below
- Pass the English Language Proficiency Assessment
- Develop a documented career-life plan

**Compulsory (must select and pass) courses:**

- PIF 10 or FILA 10
- ELA Foundations 10, ELA Foundations 11, and ELA 12
- Geometry, Measurement, and Finance 10.
- One of: Modern History 11, FI Modern History 11, Ancient & Medieval History 11, FI Ancient & Medieval History 11, Canadian History 12, Wabanaki Studies 12, World Issues 12
- Civics 10 or FI Civics 10

**Students will complete 80 credit hours from the Core Clusters**

Core cluster course options are listed in the course list on the next page. Students must complete a prescribed number of credit hours in each core cluster as follows:

Languages and Literacies Cluster: 24 credit hours

Humanities Cluster: 8 credit hours

Mathematics Cluster: 12 credit hours

Science Cluster: 8 credit hours

Personalized Well-Being Cluster: 20 credit hours as follows:

- 4 credit hours in Creative Arts
- 4 credit hours in Wellness and Physical Education
- 4 credit hours in Career, Information Communication Technology, Occupational, and Skilled Trades
- + 8 additional credit hours under the Personalized Well-Being Cluster

**Students will complete 20 Flexible credit hours.**

Students must complete 20 additional credit hours, which may be accumulated through a broader variety of options:

- Core cluster courses
- Locally developed courses
- Challenge for credit
- Independent study

For more information, students and families can contact the Guidance department.

**\*Notes** – French Immersion students must complete 40 credit hours in grades 10-12 in French to obtain their FI certificate in grade 12. To be eligible for the oral proficiency interview in grade 12, a grade 12 French course must be taken in grade 12.

## **Old 18-Credit System (Students in Grade 12 in Fall 2024)**

**To graduate, students must meet all the following requirements:**

- Complete the entire Grade 9-10 program
- Pass 18 out of 22 credits in Grades 10-12, eight of which are compulsory courses listed below
- Five of these credits must be Grade 12 courses including one English
- Pass the English Language Proficiency Assessment
- Have no more than two local options courses out of the 18 required courses
- Students are expected to attempt 22 credits

**Compulsory (must select and pass) courses:**

- English 11 (2 credits)
- Math – must pass GMF 10 and two more Math credit courses (2 credits total)
- Science (1 credit) *See below for a list of science courses.*
- One of: Modern History 11, Ancient & Medieval History 11, Canadian History 12, Indigenous Studies 12, World Issues 12 (1 credit)
- Fine Arts and Life Role Development (1 credit) *See below for a list of courses.*
- English 12 (1 credit)

**\*Notes** – French Immersion students must successfully complete five of their 22 credits (over the grade 11-12 years) in French to obtain their FI certificate in grade 12. To be eligible for the oral proficiency interview in grade 12, a grade 12 French course must be taken in grade 12.

*Science Courses for Graduation (1 credit required)*

Physics, Biology, Chemistry, Environmental Geoscience 110, Human Physiology 110, Introduction to Environmental Science 120, Robotics and Automated Technology 120, Introduction to Electronics 110,

*Fine Arts and Life Role Development (1 credit required)*

Visual Arts 110/120, Music 112, Graphic Art and Design 110, Individual and Family Dynamics 120, Co-op Ed 120, Outdoor Education 110, Sport and Recreation Leadership 120, Wellness Through Physical Education 110, Entrepreneurship 110, Reading Tutor 120, Nutrition and Healthy Living 120, Health Care 110, Goals Growth and Grit 120, Culinary Technology 110/120, Electrical Wiring 110, Fashion Design 120, Fashion Technology 110, Framing and Sheathing 110, Housing and Interior Design 120, Introduction to Applied Technology 110, Metals Fabrication 110, Metals Processing 110/120, Mill and Cabinet Work 120, Residential Finishing 120

**SIMONDS HIGH SCHOOL COURSES 2025-2026**

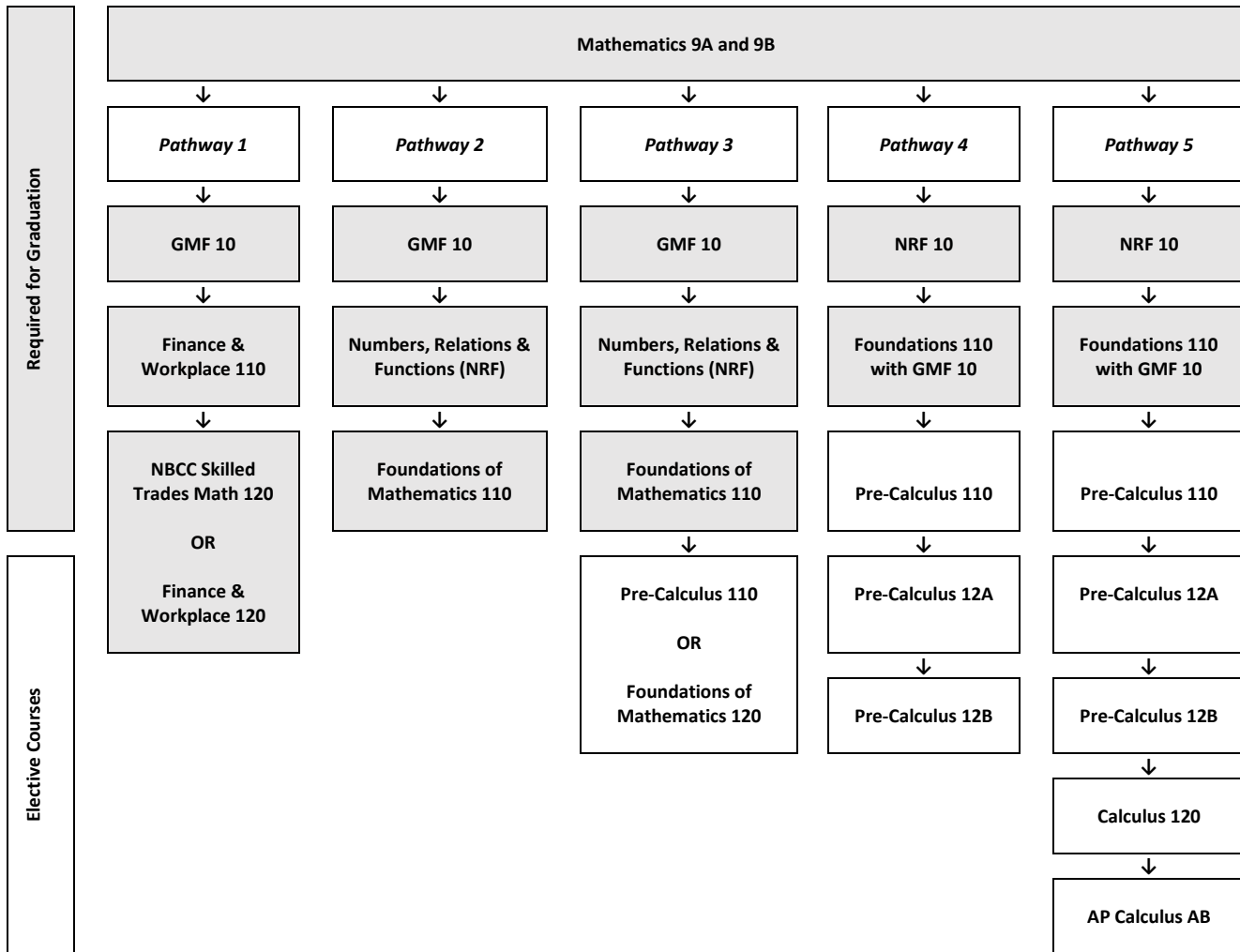
<b>Languages and Literacies</b>	Pre-Calculus A 120 (RPR)	Psychology 110
AP English Language & Composition	Pre-Calculus B 120 (RPR)	Psychology 120 (RPR)
AP English Literature & Composition (RPR)	<b>Science</b>	Skills for Success 120
AP French Language & Culture (RPR)	AP Biology (RPR)	Sport & Recreation Leadership 120
AP Research (PR)	Aquatic Science 120	Wellness through Phys. Ed. 110
AP Seminar	Biology 111 or 112 (RPR)	Yoga 110
Children's Literature 120	Biology 121 or 122 (RPR)	<b>Personalized Well-Being:</b>
ELA Extended 10 (RPR)	Chemistry 111 or 112 (RPR)	<b>Career-Connected</b>
ELA Extended 111, 112, 113 (RPR)	Chemistry 121 or 122 (RPR)	<b>Career and Occupational Learning</b>
<b>ELA Foundational 10</b>	Environmental Geoscience 110	Business Management 120
<b>ELA Foundational 111, 112, 113 (RPR)</b>	Environmental Science 120	Career Connected Experiences 110
<b>English 121, 122, or 123 (RPR)</b>	Forestry 110	Career Pathway Design 10
English as an Additional Language Courses	FSL Biology 111 or 112 (RPR)	Co-op Education 120 (2 or 3 periods) (RPR)
<b>FI Language Arts 10</b>	FSL Chemistry 111 or 112 (RPR)	Develop & Lead 110
FI Language Arts 11 (RPR)	FSL Human Physiology 110	Early Childhood Services 110
FI Language Arts 12 (RPR)	FSL Environmental Science 120	Entrepreneurship 110
FSL Techniques de Communication 120	FSL Science for Sustainable Societies 10	Fashion Technology & Design 110
FSL Writing 110	Human Physiology 110	Fashion Technology & Design 120 (RPR)
Graphic Novels 120	Introduction to Electronics 110 (RPR)	Financial Accounting 120
Journalism 120	Physics 111 or 112 (RPR)	Forestry 110
Media Studies 120	Physics 121 or 122 (RPR)	FSL Hospitality and Tourism 110
<b>Post-Intensive French 10</b>	Science for Sustainable Societies 10	Hospitality and Tourism 110
Post-Intensive French 110 (RPR)	<b>Personalized Well-Being:</b>	Housing & Interior Design 120
Post-Intensive French 120 (RPR)	<b>Creative Arts</b>	IDEA Center: Business & Venture (RPR)
Reading Tutor 120	Creative Arts 110	IDEA Center: Intro. to Education (RPR)
Spanish 110	Digital Production 120	Marketing 120
Writing 110	Dramatic Arts 110	Pre-Apprenticeship 1,2,3**
<b>Humanities</b>	Dramatic Arts 120 (RPR)	Skills for Success 120
Ancient and Med. History 111, 112, 113*	Fashion Technology & Design 110	<b>Digital and Information Technology</b>
AP African Studies	Fashion Technology & Design 120 (RPR)	Advanced Technology 120
AP Comparative Government & Politics	Film 110	AP Computer Science Principles (RPR)
AP European History	Graphic Art and Design 110	Computer-Aided Design 110
Canadian Geography 120	Graphic Art and Design 120 (RPR)	Computer Science 110
Canadian History 121, 122, 123*	Media Studies 120	Computer Science 120 (RPR)
<b>Civics</b>	Music 10	Cybersecurity & Technology Support 110
Economics 120	Music 112 (RPR)	Digital Production 120
FSL Ancient & Med. History. 111, 112,113*	Music 122 (RPR)	Information Technology 120
FSL Canadian History 121, 122, 123*	Photography 120	Robotics and Automated Process. 120
<b>FSL Civics</b>	Popular Music 120	<b>Skilled Trades</b>
FSL Modern History 111, 112, 113*	Visual Arts 10	Culinary Technology 110
FSL Wabanaki Studies 120*	Visual Arts 110 (RPR)	Culinary Technology 120 (RPR)
Law 120	Visual Arts 120 (RPR)	Electrical Wiring 110 (RPR)
Modern History 111, 112, 113*	World Music 120	Framing and Sheathing 110 (RPR)
Political Science 120	<b>Personalized Well-Being:</b>	Internal Combustion Engines 110 (RPR)
Sociology 120	<b>Wellness and Physical Education</b>	Introduction to Skilled Trades 110
Wabanaki Studies 120*	Advanced Training Principles 120	Metals Processing 110 (RPR)
World Issues 120*	AP Psychology (RPR)	Metals Processing 120 (RPR)
<b>Mathematics</b>	Basketball Academy	Mill and Cabinet Work 120 (RPR)
AP Calculus AB (RPR)	Bronze Cross & Medallion Swimming	Residential Finishing 120 (RPR)
Calculus 120 (RPR)	Dance 110	Welding/Metals Fabrication 110 (RPR)
Financial and Workplace Math 110 (RPR)	Early Child Development 120	Welding/Metals Fabrication 120 (RPR)
Financial & Workplace Math 120 (RPR)	FSL Individual & Family Well-Being 120	<b>Flex Credit Additional Options</b>
Foundations of Math 110 (RPR)	FSL Physical Education 10	Astronomy 110 (LD)
Foundations of Math 120 (RPR)	FSL Wellness through Phys. Ed. 110	Auto Care and Maintenance 110 (LD)
FSL Financial and Work. Math 110 (RPR)	Health Care 110	Ceramic Arts 120 (LD)
FSL Foundations of Math 110 (RPR)	Human Services 110	Gender, Media, & Culture 120 (LD)
<b>FSL Geometry Measurement &amp; Finance 10</b>	Individual & Family Well-Being 120	Human Anatomy 120 (RPR) (LD)
FSL Numbers, Relations, & Functions 10	Lifesaving	International Citizen & Underst. 110 (LD)
<b>Geometry, Measurement, &amp; Finance 10</b>	Nutrition for Healthy Living 120	Personal Interest Course 1
NBCC Skilled Trades Math 120	Outdoor Education 110	Personal Interest Course 2
Numbers, Relations, & Functions 10	Outdoor Education 120 (RPR)	Police Foundations 120 (LD)
Pre-Calculus 110 (RPR)	Physical Education 10	Yearbook 120 (LD)

**Notes:** Bold Text Courses in bold print are compulsory for graduation \* Must complete 1 of the humanities courses marked with \*  
 FI Course is for students in the French Immersion Program only (RPR) This course has a recommended prerequisite course  
 (LD) Locally developed course. These do not fulfill cluster requirements, but students can count two of these courses toward their 100 credit hours required to graduate. IDEA Centre Apply online at ideacentresj.ca \*\*Summer learning only--NBTA

Simonds High School Recommended Course Prerequisites	
Course	Recommended Prerequisite
AP Biology	Biology 111/112 and Chemistry 111/112
AP Calculus AB	Calculus 120
AP Computer Science Principles	Foundations of Mathematics 110
AP English Literature & Composition	English 121/122
AP European History	Modern History 111/112
AP French Language and Culture	For grade 12 students, FILA 120
Aquatic Science 120	Science for Sustainable Societies 10
AP Psychology	Psychology 120
AP Research	AP Seminar
Biology 111, 112	Science for Sustainable Societies 10
Biology 121, 122	Science for Sustainable Societies 10
Calculus 120	Precalculus A 120 and Precalculus B 120
Chemistry 111, 112	Science for Sustainable Societies 10
Chemistry 121, 122	Chemistry 111 or 112
Computer Science 120	Computer Science 110
Co-op Education 120	Grade 12 students preferred
Culinary Technology 120	Culinary Technology 110
Dramatic Arts 120	Dramatic Arts 110
ELA Extended 10	ELA Foundational 10
ELA Foundational 111, 112, 113	ELA Foundational 10
ELA Extended 111, 112, 113	ELA Foundational 111, 112, 113
Electrical Wiring 110	Introduction to Skilled Trades 110
English 121, 122, 123	ELA Foundational 111, 112, 113
Fashion Technology and Design 120	Fashion Technology and Design 110
FI Language Arts 110	FI Language Arts 10
FI Language Arts 120	FI Language Arts 110
Financial and Workplace Math 110	GMF 10 or FSL GMF 10
Financial and Workplace Math 120	Financial and Workplace Math 110
Foundations of Math 110	NRF 10 or FSL NRF 10
Foundations of Math 120	Foundations of Math 110
Framing and Sheathing 110	Introduction to Skilled Trades 110
FSL Biology 111, 112	FSL Science for Sustainable Societies 10
FSL Chemistry 111,112	FSL Science for Sustainable Societies 10
FSL Financial and Workplace Math 110	FSL GMF 10
FSL Foundations of Math 110	FSL NRF 10
Graphic Art and Design 120	Graphic Art and Design 110
Human Anatomy 120 (LD)	Human Physiology 110 or Biology 111/112 or 121/122 or Chemistry 111/112
Internal Combustion Engines 110	Introduction to Skilled Trades 110
Introduction to Electronics 110	Grade 10 math
IDEA Ctr: Business Sk & Lead a Venture	For gr. 12 students (Entrepreneurship 110 preferred)
IDEA Ctr: Intro to Educ and Teaching	For gr. 12 students
Metals Processing 110	Introduction to Skilled Trades 110
Metals Processing 120	Metals Processing 110
Mill and Cabinet Work 120	Introduction to Skilled Trades 110
Music 112	Music 10
Music 122	Music 112
Outdoor Education 120	Outdoor Education 110
Physics 111, 112	Science for Sustainable Societies 10 and Foundations 110
Physics 121, 122	Physics 111 or 112
Post-Intensive French 110	Post-Intensive French 10
Post-Intensive French 120	Post-Intensive French 110
Pre-Calculus 110	Foundations of Math 110
Pre-Calculus A 120	Pre-Calculus 110
Pre-Calculus B 120	Pre-Calculus 110
Psychology 120	Psychology 110
Residential Finishing 120	Introduction to Skilled Trades 110
Visual Arts 110	Visual Arts 10
Visual Arts 120	Visual Arts 110
Welding/Metals Fabrication 110	Introduction to Skilled Trades 110
Welding/Metals Fabrication 120	Welding/Metals Fabrication 110

## Graduation Pathways for Mathematics

Each pathway is designed to provide students with the mathematical competencies and critical thinking skills they will need after high school. Students should select courses in the pathway that best fits their interests and plans for after high school. Students may choose to take additional mathematics courses beyond the graduation requirements to better prepare them for what they want to do following high school.



Opportunities for each Pathway	
<b>Pathway 1</b>	<p><b>College Diplomas:</b> Early Childhood Education, Firefighting, Drafting, Welding, Plumbing, Carpentry, Art and Design, Forest Technology, and Practical Nursing</p> <p><b>Bachelor's Degrees:</b> Arts, Applied Arts and Fine Arts</p>
<b>Pathway 2</b>	<p><b>College Diplomas:</b> Medical Technology, Business Administration, Civil Technician, Engineering Technology, Computer Technician, Pharmacy Technology</p> <p><b>Bachelor's Degrees:</b> Arts, Applied Arts and Fine Arts</p>
<b>Pathway 3</b>	<p><b>College Diplomas:</b> Chemical Technology, Industrial Control Technology, Environmental Technology, Opticianry, Respiratory Therapy</p> <p><b>Bachelor's Degrees:</b> Health, Nursing, Recreation &amp; Sport Studies</p>
<b>Pathways 4 &amp; 5</b>	<p><b>Bachelor's Degrees:</b> Business, Science, Computer Science, Engineering, Forestry, Health Sciences, Kinesiology, Medical &amp; Laboratory Sciences</p> <p><b>Note:</b> Calculus is not required for acceptance to any of the above programs. However, it is recommended for any student entering Engineering or Sciences.</p>
<p><b>Note:</b> It is important to confirm entrance requirements for the specific program(s) in which you are interested. Requirements may vary between institutions and programs of study.</p>	



## SHS French Immersion Program

<b>Grade 9</b>		
FI students in grade 9 will spend a minimum of 50% of their instruction time in French. <i>The grade 9 curriculum is prescribed: all FI students will take the same courses.</i>		
Grade 9 FI Courses	FILA 9 FI Math A 9 FI Science 9	FI Social Studies 9 FI Math B 9

<b>Grades 10-12</b>			
FI students will take a minimum of 10 courses (40 credit hours) in French. <i>It is recommended that students complete 5 courses in grade 10, 3 in grade 11, and 2 in grade 12.</i>			
Possible Pathway ➔	General <i>(work/college prep)</i>	Academic <i>(college/university prep)</i>	Enriched <i>(university prep)</i>
Grade 10	FILA 10 * FI Civics* FI GMF Math 10* FI Fin. & Work Math 110  + 1 elective FI course	FILA 10 * FI Civics* FI GMF Math 10* FI NRF Math 10  +1-2 elective FI courses	FILA 10 * FI Civics* FI NRF Math 10 FI Foundations Math 110 <i>(with FI GMF Math 10* embedded)</i>  +1-2 elective FI courses
Grades 11-12	+5 Elective FI Courses	+4-5 Elective FI Courses	+4-5 Elective FI Courses
Elective FI Course Options	FI Anc. & Med. Hist 112/113 FI Canadian History 122/123 FI Environmental Sci 120 FI Fin. & Work. Math 110 FI Hospitality & Tourism 110 FI Human Physiology 110 FI Wabanaki Studies 120 FI Ind & Family Well 120 FILA 110 FILA 120 FI Law 120 FI Modern Hist. 112/113 FI Physical Education 10 FI Tech de Comm 120 FI Wellness Phys. Ed. 110 FI Writing 110	AP French Lang & Culture PR FI Anc. & Med. Hist 111/112 FI Biology 111/112 PR FI Canadian History 121/122 FI Chemistry 111/112 PR FI Environmental Sci 120 FI Hospitality & Tourism 110 FI Human Physiology 110 FI Wabanaki Studies 120 FI Ind & Family Well 120 FILA 110 FILA 120 FI Law 120 FI Modern Hist. 111/112 FI Physical Education 10 FI Science 10 FI Tech de Comm 120 FI Wellness Phys Ed 110 FI Writing 110	AP French Lang & Culture PR FI Anc. & Med. Hist 111/112 FI Biology 111/112 PR FI Canadian History 121/122 FI Chemistry 111/112 PR FI Environmental Sci 120 FI Hospitality & Tourism 110 FI Human Physiology 110 FI Wabanaki Studies 120 FI Ind & Family Well 120 FILA 110 FILA 120 FI Law 120 FI Modern Hist. 111/112 FI Physical Education 10 FI Science 10 FI Tech de Comm 120 FI Wellness Phys Ed 110 FI Writing 110

\*Compulsory course for graduation.

PR This course has a recommended prerequisite.



## Advanced Placement at Simonds High School

**What does a Simonds AP student look like?** Students should have honours or high honours. AP students should be independent thinkers who are curious learners, hardworking, and self-motivated.

**What is AP?** Advanced Placement courses enable willing and academically prepared students to pursue introductory university level studies while still in high school and, if successful on the standardized exam, earn a university credit. Students can take AP courses in a variety of subject areas to enrich student interest and engagement.

**Why take AP?** Students who pursue AP courses stand out on college applications. Students with AP courses on their transcript show they have challenged themselves with the most rigorous courses available to them and indicate they are ready for university level coursework. Students who participate in AP courses are ahead of their peers when they enter post-secondary studies, and those who successfully challenge the exam receive a free university credit.

**AP Capstone Diploma Program** – AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. Rather than teaching subject-specific content, AP Seminar and AP Research develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students must successfully pass the exams for the required courses in addition to passing four other AP Course exams of their choice. The AP Capstone Diploma Program is valued by post-secondary institutions around the world.

**AP is for everyone** – While students are free to take a selection of whatever AP courses they like, we offer AP courses in several subject areas to enrich students who have a passion in a particular subject. Courses are available in English, Math, Science, French, and History.

## AP Subject Pathways

	Grade 9	Grade 10	Grade 11	Grade 12
Capstone		AP Seminar	AP Research AP Choice	AP Choice AP Choice AP Choice
English	ELA 9A ELA 9B	ELA 10 Foundations ELA 10 Extended	ELA 111/112 Foundations ELA 111/112 Extended	ELA 121/122 AP English Language AP English Literature
Mathematics	Math 9A Math 9B	GMF 10 & NRF 10 Foundations 110	Pre-Calculus 110 Pre-Calculus 120A Pre-Calculus 120B	Calculus 120 AP Calculus AB
History	Social Studies 9	Civics 10	Modern History 111/112 AP European History	AP Comparative Government
French	FILA 9 or PIF 9	FILA 10 or PIF 10	FILA 110 or PIF 110	FILA 120 or PIF 120 AP French Language
Science (Biology)	Science 9 Science 10	Biology 111/112 Chemistry 111/112	Biology 121/122 Chemistry 121/122	AP Biology
Science (Chemistry)	Science 9 Science 10	Chemistry 111/112	Chemistry 121/122	AP Chemistry

## **The Grade 9 Year**

The Grade 9 year is considered a unique time to map a path for high school success and a good life. The common curriculum is completed over the year and Grade 9 students begin to select courses that reflect their interests and desired career pathways. The curriculum, along with life experiences, from the early years to Grade 9 will have impacted interests, developed skills, and established in the learner some ideas about their own competencies and goals which will influence decisions about the future.

A cornerstone for the Grade 9 year is Career Connected Learning. Career Connected Learning is embedded in Personal Wellness 9, but is also important for other curricular areas, as this is foundational to individual decisions about courses and willingness to engage in the multi-faceted high school experience (e.g., courses, social activities, co- and extracurriculars, community involvement).

Subject area learning in Grade 9 will include learning expectations from the common curriculum continued from Grade 8. This curriculum includes: English Language Arts, Mathematics, Social Studies, Science, Art, Music, Personal Wellness, Physical Education, Technology, Post Intensive French (English Prime students) or French Immersion Language Arts (French Immersion students). French Immersion students will receive 50% of the curriculum in French.

### **Support for English Languages Learners**

#### **English as an Additional Language Curriculum**

##### *EAL 110 Essentials A1.1*

This course will build essential English skills in the areas of speaking, listening, reading, and writing, with a particular focus on building foundational literacy and communicative skills. In addition to focusing on foundational literacy and basic oral communication skills, this course provides the opportunity for students to learn new cultural norms in a supportive environment.

##### *EAL 110 Essentials A1.2*

This course will build essential English skills in the areas of speaking, listening, reading, and writing through meaningful and authentic task-based learning. The focus is placed on communicative tasks required for common social interactions and immediate needs. In addition to focusing on oral communication skills, high frequency language, and essential vocabulary, reading and writing are supported explicitly through foundational literacy skills. This course provides students with essential strategies for successful English-language learning and cultural competency.

##### *EAL 120 Connections A2.1 and EAL 120 Connections A2.2 (A2 level)*

These courses will further strengthen English skills, with the focus placed on communicative tasks that support the development of reading, writing, and interacting (speaking/listening) in English. Learners are provided with opportunities to develop writing skills, academic vocabulary, reading strategies, reading comprehension, socio-cultural competencies, and strategies for academic success.

##### *EAL 120 Expressions B1.1 and EAL 120 Expressions B1.2 (B1 level)*

These courses will further enhance English skills, with the focus placed on developing a wide range of literacy and language skills through interacting (speaking/listening), reading, and writing for a variety of purposes and audiences. Learners are provided with opportunities to expand on writing skills, academic vocabulary, reading strategies, socio-cultural competencies, and strategies for academic success.

## **CLUSTER 1: LANGUAGE ARTS & LANGUAGES COURSE DESCRIPTIONS**

Language Arts and Languages courses prepare learners to develop communication skills; decode, understand, evaluate, and write; access information via oral histories, text, or media; make and receive meaning; make connections and judgments; form hypotheses, analyze, and synthesize; compose and create texts; enhance creative thinking; and foster an understanding and appreciation for languages and cultures.

### **Children’s Literature 120**

Do you love reading? Do you ever think about where your love of reading began? For many of us, it began when we were children through the reading of many children’s classics. In this course we will explore the history of children’s literature, how images and text work together to create meaning, and social representation in children’s books. Students will also use their knowledge while engaging with groups of younger students at neighboring daycares/schools.

**English Language Arts Extended 10** is an elective one semester course worth 4 credit hours. It is designed to extend a student’s English Language Arts learning based on their interests, needs, and strengths. RPR

**English Language Arts 111/112/113 Extended** is an elective one-semester course worth 4 credit hours. It is designed to extend a student’s English Language Arts learning based on their interests, needs, and strengths. RPR

### **English Language Arts Foundational 10 (Compulsory Course)**

In Grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., 2SLGBTQIA+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word — other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

**English Language Arts 111/112/113 Foundational (Compulsory Course)** is a required one-semester course worth 4 credit hours (ELA Foundational 111, ELA Foundational 112, ELA Foundational 113). RPR

In Grade 11, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing multiple voices, for enjoyment, learning, advocacy, and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., 2SLGBTQIA+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. Texts include a range of forms, such as written language, musical scores, artwork, mathematical equations, dance, formulae, games, networks, advertisements, recipes, outfits, etc. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

### **English Language Arts 121**

121 are designed for students whose aptitudes and interests in language/literature are above average. These courses will provide an enriched variety of experiences to challenge and refine students’ competencies. Greater range and depth

of the content plus more independent and interdependent experiences will accommodate students' interests and talents. RPR

### **English Language Arts 122**

English 122 is appropriate for students intending to pursue studies at a post-secondary institution. Each of the courses will provide a wide variety of experiences. English 122 will concentrate on critical comprehension and evaluation skills of Canadian and world literature. Students will demonstrate proficiency in speaking, writing, and listening to explore and reflect on challenging texts and issues. RPR

### **English Language Arts 123**

English 123 is a course intended for students who do not plan to attend university. These English courses provide a variety of experiences with language and texts to develop students' competencies in thinking, reading, viewing, writing, listening, and speaking. High priority is given to comprehension and to effective written and oral communication. Students will concentrate on improving strategies for learning from literary, technical and media texts. Practical and personal writing is stressed. RPR

### **French Immersion Language Arts 10 (Compulsory for French Immersion students)**

This course is designed to further develop vocabulary, oral expression, grammar, written expression, and composition. The objectives of the course will be realized through exposure to various texts, novels, and short stories as well as the French culture. There will be a continued insistence on the use of French both as the language of instruction and communication in the classroom.

The full course description is available [here](#).

### **French Immersion Language Arts 110**

The full course description is available [here](#). RPR

### **French Immersion Language Arts 120**

The full course description is available [here](#). RPR

### **FSL Techniques de Communication Orale 120**

The full course description is available [here](#). This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). RPR

### **Graphic Novels 120**

Students will explore graphic novels as a form of literature used to communicate story. Student will explore literacies through graphic novels and delve into themes including gender, heroism, and justice. Student will study the history of graphic novels, exploring comics and their place in world culture.

### **Journalism 120**

Journalism 120 provides students with intensive practice in writing and editing. Students learn to identify or generate story ideas, to gather pertinent information and to write and edit their stories with a view to publication or broadcast.

### **Media Studies 120**

Media Studies 120 offers opportunities for learners to take part in critical inquiry and analysis of media in a range of contexts. This course is framed around two key themes: consumption and creation of media. Learners will have an opportunity to explore contemporary issues related to media on global and local scales. In addition to fostering critical skills as media consumers, Media Studies 120 provides a space for learners to develop capacity as critical media creators.

### **Post Intensive French 10 (Compulsory for English Prime students)**

Intensive French is a literacy-based approach to teaching French as a second language in which students are required to use French to speak, read and write for authentic purposes. Skills are developed in an integrated fashion through interactive learning experiences built around age appropriate and interesting themes. Intensive French programs focus on oral language (fluency and accuracy) first, helping students to develop an internal grammar of correct forms and structures; reading and writing are integrated to help students learn aspects of written language (i.e., external grammar).

### **Post Intensive French 110**

The goal of this course is to further enhance the oral and written communication skills. The course continues the sequence of the Post Intensive French Program. This course extends the range of language skills: listening, speaking, reading, and writing, structures and concepts for effective communication in French in a variety of situations. It is designed for students who have successfully completed PIF 10 and who wish to broaden the scope of their communicative skills in the second official language. Oral presentations in pairs or in small groups are part of this course. An individual exit project with an oral, reading, and written component is part of the formal evaluation. **RPR**

### **Post Intensive French 120**

This course continues the sequence of the Post Intensive French 110. It is for student who enjoy French and are interested in an enriched atmosphere. This course extends the range of language skills: listening, speaking, reading, and writing, structures and concepts for effective communication in French in a variety of situations. It is designed for students who have successfully completed PIF 110 and who wish to broaden the scope of their communicative skills in the second official language. Oral presentations in pairs or in small groups are part of this course. An individual exit project with an oral, reading, and written component is part of the formal evaluation. **RPR**

### **Spanish 110**

Spanish 110 introduces students to the basic elements of the Spanish language and Hispanic culture. Students will have the opportunity to practice the language and learn. Course themes, including Who Am I?, My Friends, My Family, My House and topics for partner projects will be selected with the interests of the student in mind.

### **Writing 110 Available in English or FI**

This course offers students opportunity to reinforce and enrich their writing skills through a “writing lab” approach where exploring, drafting, revising, proofreading, sharing and reflection are encouraged. Students may enter the course with varying skill levels, from university bound students looking to enhance their essay writing to students with basic literacy requirements.

## **CLUSTER 2: HUMANITIES COURSE DESCRIPTIONS**

Humanities courses prepare learners to be active and informed citizens. They are designed to engage learners with principles of democracy such as freedom, equality, human dignity, justice, rule of law, human rights, and civic responsibilities. They provide opportunities to examine multiple worldviews, experiences, and approaches to engage with historical and contemporary issues and dilemmas. In humanities courses, learners examine issues involving individuals, societies, their environments, and the interrelationships between human and natural systems. They prepare learners to question and respond to these issues critically and creatively. Components of a humanities course include building capacity to work with disciplinary skills, concepts, tools and methods in civics, geography, history, economics, Indigenous worldviews and perspectives, law, politics, and sociology.

### **\*Ancient and Medieval History 111/112/113 Available in English or FI**

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others.

### **Canadian Geography 120**

This human geography course builds on the general introduction to geography in the Grade 9 Canadian Identities course and explores how geographical thinking can be applied to many Canadian spaces, places and peoples. Learners will examine Indigenous perspectives on land and place, develop a personal concept of place, address interdisciplinary questions about Canadian places, human movement and migration, and explore concepts of stewardship. The Canadian Geography 120 course brings awareness to collective experiences, interactions with, and views about the natural and human worlds. Learners will have opportunities to explore themes relating to the latest technologies, Canadian treaties, laws, and policies. They will engage with demographic realities, examine resource management, discuss economic challenges, research migration and immigration, examine geopolitical investment and security, and analyze how geography influences each of these realms. By the end of the course, learners will be able to express an awareness of the interrelationships between their physical space, perspectives on place, treaties and other key factors that influence those relationships. Learners will be able to articulate the ethical implications of stewardship and discuss the collective responsibilities of Canadians to Canadian places, spaces and peoples.

### **\*Canadian History 121/122/113 Available in English or FI**

This course presents the history of Canada from the early years of the nineteenth century to the present. Topics examined include: The Maritime Provinces (1815-1864), the Canadas, the Confederation Era, the MacDonald Era: Expansion and Consolidation, the Laurier Era: Prosperity and Development, Years of Crisis, Between the Wars, Canada in World War II, and Canada in the Modern World.

### **Civics /FI Civics (Compulsory Course) Available in English or FI**

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four



domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

### **Economics 120**

Economics 120 examines economic theory and practice. Students will analyze fundamental economic concepts including the interaction of supply and demand, the fundamentals of money and banking, producing, and trading. The course will provide students with a basic understanding of our Canadian economic system and will explore the various factors that affect economic decision-making as individuals and as groups.

### **Law 120 Available in English or FI**

This course is designed to give students knowledge of the law, the courts' changing trends, and the major changes the constitution has brought about. Areas of study include the origins of the Canadian legal system, criminal law, civil and human rights, torts/civil law, and contracts. Actual case studies are used to illustrate situations within these areas of law.

### **\*Modern History 111/112/113 Available in English or FI**

Modern History studies major events in modern European history that have shaped the 21<sup>ST</sup> century. Topics discussed include the French Revolutions, the Revolutions of 1848, the Industrial Revolution, the Russian Revolution, the World Wars and the Cold War.

### **Political Science 120**

Political Science 120 is an introductory political science course designed to develop an understanding of various political ideologies and systems. The merits of each will be compared and contrasted to the Canadian system.

### **Sociology 120**

Sociology 120 is a humanities course that provides a systematic way of understanding the structures that run our daily lives. The course explores how people behave and live their lives, and why. Learners will apply social theories to current events, pervasive social issues and urgent social problems at local, national, and international levels. In this course, learners will address the challenges facing their communities and examine research and lived experiences that can inform solutions to these problems. The course is framed by care and concern for society as a whole and focuses on our responsibilities to and for one another. It is for any learner open to challenging their perspectives and analyzing social aspects of the world.

### **\*Wabanaki Studies 120 (formerly Indigenous Studies) Available in English or FI**

This course primarily designed to promote understanding of Mi'kmaq and Wolastoqiyik perspectives on life in the Maritime Provinces. Past, present, and future implications are explored through an often intersectional and interdisciplinary approach that looks at elements such as land, language, sport, story, sovereignty, and various artistic forms. Awareness is also enhanced by evaluating Indigenous contexts within the National and Global spheres.

### **\*World Issues 120**

This course examines various issues that are global in nature and that require a global solution. An examination of how countries are working independently and collaboratively to solve world issues is at the forefront. The concept of the global village is studied, as is the relationship between nations in the global community.

***\* In addition to Civic/FI Civics, students must complete one of these designated history courses prior to graduation.***

### **CLUSTER 3: MATHEMATICS COURSE DESCRIPTIONS**

Mathematics courses prepare students to use mathematics confidently to solve problems; communicate and reason mathematically; appreciate and value mathematics; and make connections between mathematics and its applications. Components of a math course include building capacity to apply understanding of change, constancy, number sense, patterns, relationships, spatial sense, and uncertainty.

#### **Calculus 120**

This one semester course is recommended for students who wish to enter the sciences or engineering at university. It includes the following topics: limits, slopes and rates of change, differentiation rules for sums, differences, products and quotients of functions including trigonometric, exponential and logarithmic functions, applications of derivatives such as curve sketching, velocity, acceleration and related rates. RPR

#### **Financial & Workplace Mathematics 110 Available in English or FI**

Concepts of right triangles, trigonometry, and angles of elevation and depression are applied to contextual problems. Scale models and drawings of 2D and 3D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning related to financial mathematics and personal budgets. Students manipulate and apply formulas in a variety of ways and solve problems using proportional reasoning and unit analysis. RPR

#### **Financial & Workplace Mathematics 120**

Topics covered include: measuring (instruments, precision, accuracy, uncertainty, tolerance); solving problems involving triangles, quadrilaterals and regular polygons, sine and cosine laws; transforming 2-D shapes and 3-D objects; analysing puzzles and games; critiquing the viability of small businesses; exploring linear relationships; solving problems involving mean, median and mode; analyzing problems involving probability; developing an appreciation for the role of mathematics in society. RPR

#### **Foundations of Mathematics 110 Available in English or FI**

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 in relation to financial mathematics. RPR

#### **Foundations of Mathematics 120**

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

#### **Geometry, Measurement and Finance 10 (GMF 10) and FI GMF 10 (Compulsory) Available in English or FI**

This is a one semester course that includes the following topics: unit pricing and currency exchange, earning an income (net income, deductions), financial services (such as choosing an account, simple and compound interest, credit cards), measurement involving surface area and volume, angles and parallel lines, and right triangular trigonometry.

#### **NBCC Skilled Trades and Work-Ready Math 120**

The purpose of this course is to refresh skills in mathematics developed throughout school in areas deemed essential for the successful completion of trades programs. Although the topics covered in this course are common to any math

program, every effort is made to illustrate their usage in the trades' professions. Upon completion of this course students will receive a high school credit and, in addition, if they attend a trades program at NBCC they may apply for the Math 1208 credit thus this course provides dual credit at high school and NBCC. Topics include decimals, fractions, percentages, measurement, area, volume and perimeter. **RPR**

### **Numbers, Relations and Functions 10 (NRF 10) and FI NRF 10 Available in English or FI**

This is a one semester course that includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire radicals, fractional and negative exponents, relations and functions, graphs, linear functions, and systems of linear equations.

**RPR**

### **Pre-Calculus 110**

This is a one semester course designed for students who are interested in attending university or community college and taking post-secondary programs that require mathematics. Specifically, this pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into postsecondary programs that require the study of theoretical calculus. Topics include algebra and numbers, trigonometry, relations and functions, and more. **RPR**

### **Pre-Calculus 120A**

The Pre-Calculus pathway is designed for entry into post-secondary programs that require the study of theoretical calculus. Topics include in-depth study of trigonometry and various functions both graphically and algebraically. This course will allow students demonstrate and apply an understanding of the effects of transformations on graphs of functions and their related equations. It includes an introduction to inverses of functions, logarithms, and the relationship between logarithmic and exponential functions to solve problems. **RPR**

### **Pre-Calculus 120B**

The Pre-Calculus pathway is designed for entry into post-secondary programs that require the study of theoretical calculus. Topics include sequences and series, factoring analyzing and graphing polynomial functions, rational and reciprocal functions. Students will also be introduced to the concept of limits and determine the limit of a function at a point both graphically and analytically. **RPR**

## **CLUSTER 4: SCIENCE COURSE DESCRIPTIONS**

Science courses prepare students to hypothesize; inquire, pursue, acquire, and apply knowledge about the physical and natural world; be curious; plan, create and action change; apply a systematic methodology based on scientific evidence and grounded in observation and experimentation; find problems and make decisions by critical evaluation of evidence and applying knowledge and evidence to novel situations; and apply science values and attitudes.

### **Aquatic Science 120**

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

### **Biology 111/112 Available in English or FI**

Biology 112 is designed to support learners who have plans for post-secondary education in areas of biology, health sciences, ecology, forestry, and environmental science. Learners can expect to participate in a variety of engaging instructional practices and group activities. To develop scientific literacy, learners require diverse learning experiences which provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their future. Observations, systems thinking, and inquiry will be used as tools to study the history of the natural world from the cell to ecological systems. Topics covered during this course will include cellular organizations and processes, classification systems, evolutionary concepts, and application skills. **RPR**

### **Biology 121/121**

Biology 122 is designed to support learners who have post-secondary plans in the areas of biology, health sciences, ecology, forestry, and environmental science. Learners can expect to participate in a variety of engaging instructional practices and group activities. To develop scientific literacy, learners require diverse learning experiences which provide an opportunity to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their future. Observations, systems thinking, and inquiry will be used as tools to study the history of the gene, and how biological information in the form of genetics is used in the natural world from cellular processes to evolution. Topics covered during this course will include heredity, DNA replication, gene expression, and evolutionary concepts **RPR**

### **Chemistry 111 Available in English or FI**

Topics covered will be the same as those for Chemistry 112, but the depth of coverage will be greater. In addition to these, each Chemistry 111 student must complete a chemistry research project on a topic of their choice. **RPR**

### **Chemistry 112 Available in English or FI**

Chemistry 112 is the first of a two-year sequential course in which emphasis is placed on teaching chemistry using the scientific method. The experiments are designed so students make observations and draw conclusions, which lead directly to important chemical principles. Topics include matter and energy in chemical change, matter as solutions and gases, quantitative relationships in chemical changes, and chemical bonding. **RPR**

### **Chemistry 122**

Chemistry 122 is the second of a two-year sequential course in which emphasis is placed on teaching chemistry using the scientific method. The experiments are designed so the students make observations and draw conclusions, which lead directly to important chemical principles. Topics include organic chemistry, thermo chemical changes, equilibrium, acids

and bases. RPR

### **Chemistry 121**

Topics covered will be the same as those for Chemistry 122, but the depth of coverage will be greater. In addition to these, each Chemistry 121 student must complete a chemistry research project on a topic of their choice. RPR

### **Environmental Geoscience 110**

Geoscience, the study of planet Earth, can include geochemistry, geology, geomatics, geophysics, hydrogeology, palaeontology, physical geography, etc. Environmental geoscience can also include environmental sciences, meteorology, soil sciences, oceanography, etc. In Environmental Geoscience 110, learners will consider how Earth systems change over time. Geographic science is applied to the arrangement, interaction, and change of physical/natural features and human activity on and near Earth's surface including safer and more sustainable ways of searching for Earth resources, disposing of waste, selecting places to live and constructing new buildings, etc. Geomatics, a subset of geographic science, allows learners to explore technologies for collecting, managing, and analyzing data about Earth and phenomena arranged on and near its surface.

### **Environmental Science 120 Available in English or FI**

This course provides an overview of environmental science; the issues, population growth and resource limitations, and research of current issues. Student will explore sustainable development while studying ecology, environmental awareness and sustainable ecosystems and communities. Finally, students will investigate environmental issues while considering the ecosystem and human impact, and social, cultural and economic aspects. They will investigate human and environmental perspectives and solutions.

### **Forestry 110**

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

### **Human Physiology 110 Available in English or FI**

Human Physiology 110 is designed to build an understanding of the physiology of the human body as complex and dynamic, which is impacted and responsive from both internal and external environments. This course is designed to support learners with post-secondary plans in the areas of social sciences, health care, and kinesiology. Learners can expect to participate in a variety of engaging instructional practices and group activities. The course focuses on developing an understanding of the structure and functions of each human body system with relation to other body systems and the overall health of learners. Topics covered during this course will include human movement, nutrition and gas movement, and response to changes occurring within the human body.

### **Introduction to Electronics 110**

This is an introduction to electronics, introducing basic electronics components such as diodes, transistors, integrated circuits, inductors, and capacitors, along with basic electronic circuitry. Introductory electronics is application based using the components and circuitry in such applications as rectification, filtering, and amplification. Computer assisted instruction and computer simulation of electrical circuits is an integral part of this course. Introductory Electronics will be of interest to students with a career objective in the electrical occupational area as well as those who plan to continue their education at the technical or engineering level.

## **Science for Sustainable Societies 10 Available in English or F**

The social and environmental contexts of advancement of science and technology are the central focus of the course. A contemporary approach for teaching physical sciences is applied so that students may become familiar with evolving theories and principles shaping how science is applied to design creative solutions. The connections that exist between matter and energy are explored through a systems thinking frame. Systems thinking will help students determine ways to connect chemical reactions to planetary cycles, and to weave core chemistry concepts into sustainability discourse. 1 Using systems thinking to consider the complex interplay of chemical processes with scientific, societal and environmental systems provide students with critical knowledge required for upper-level high school science courses; specifically, chemistry, environmental science and physics.

### **Physics 111/112**

This course is designed to support learners who plan on taking university or college programs in the fields of science, kinesiology, computer science, engineering, and technology. Learners can expect to participate in a variety of engaging instructional practices and group activities such as demonstrations and investigations. Learners will develop scientific literacy skills, including critical thinking, problem-solving, and collaboration. Algebra, systems thinking, and technology will be used as tools to spark curiosity and enhance their understanding of the physical universe. Topics covered during this course will include how things move (kinematics), why things move (dynamics), energy transformations, and waves.

RPR

### **Physics 121/122**

Topics include linear motion, forces, static equilibrium, two-dimensional motion, impulse and angular momentum, work energy and power. As with Physics 112, each of these topics is studied in its societal context. Students will complete laboratory investigation. RPR

**CLUSTER 5: CREATIVE ARTS**

The concepts Create, Connect and Communicate are central to learning in and through creative arts. Create refers to the learner's ability to create artistic works, compose music, sing, play instruments, and perform individually or within a group. Create also balances process with product. Connect and Communicate refer to the learner's ability to analyze, appreciate, and evaluate creative arts. Through prescribed creative arts courses, learners develop skills and concepts related to drama, music, and visual art. Learners also develop confidence as performers and creators; develop understanding of the role of the arts in society and its power to affect change; practise respect for varying opinions and tastes; and potentially discover lifelong learning pathways.

**Creative Arts 110**

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

Students will be exposed to a wide range of media for purposes of analysis, application, historical research, and demonstration of understanding. Students are encouraged to participate in activities and art experiences outside the school day. For example, attending music concerts, art exhibits or dramatic presentations or, in lieu of live events, respond to recordings, live stream, virtual tours and other online resources may enhance the learning experience.

**~Digital Production 120**

Students will learn to demonstrate an awareness of the ethical and copyright implications of media creation. They will explore principles of effective design and communication and design and create media products in a variety of formats. Units of study include: digital imaging, web design, digital audio, and digital video production.

**Dramatic Arts 110**

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. Students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purposes of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) due to the many and varied manifestations of theatre activities. Students are also strongly encouraged to participate in extracurricular and community-based opportunities.

**Dramatic Arts 120**

Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. Students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purposes of creating, analyzing, conducting research, and performing. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) due to the many and varied manifestations of theatre activities. Students are also strongly encouraged to participate in extracurricular and community-based opportunities. **RPR**

### **~Fashion Technology and Design 110**

Students will examine the world of textiles, their production process, and explore various fibers and fabrics. Students will reflect on their own clothing needs and choices, examine the environmental impact of those choices, and hypothesize potential solutions for improvement. Students will learn to follow commercial patterns and apply current construction techniques. This course is primarily skills based and project based. As such, the “process” is just as important as the “product”. Teachers will act as an instructor but also as a facilitator. Assessments should reflect what students know as well as what they can do.

### **~Fashion Technology and Design 120**

Students will have the opportunity to create, learn, and explore in the field of fashion design. In addition to theory, students will work hands on with a variety of technologies to create their own designs. Students will develop sketching techniques to create fashion illustrations, learn the basics of pattern drafting and garment construction, put together a design portfolio, and learn about fashion marketing and promotion. Students are encouraged to challenge the status quo of the fashion industry to create a more ethical and sustainable future. Fashion Technology and Design 120 is primarily skills based and project based. As such, the “process” is just as important as the “product”. Teachers will act as an instructor but also as a facilitator. Assessments should reflect what students know as well as what they can do **RPR**

### **Film 110**

**Film 110** is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. While the focus of **Film 110** is to create short film(s), viewing and analysing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure.

### **Graphic Arts and Design 110**

Graphic Art and Design 110 will provide the opportunity for learners to explore the skills, processes and knowledge involved in graphic art and design. This includes developing foundational skills such as drawing, understanding various media, working with principles and elements of art and design, and image manipulation. Students will produce and will be assessed on many projects that may include an original layout for a newsletter, catalogue, logos, and brochures as well as designing and crafting effective promotional pieces, publications, and digital art. Students will be introduced to creative problem solving and design processes to create art and design products. Learning expectations include a special emphasis on critical visual literacy in the industry of graphic art and design.

### **Graphic Arts and Design 120**

Graphic Arts and Design 120 extends the learning from Graphic Art and Design 110.

### **History of Rock and Roll 120**

### **~Media Studies120**

As technology and media increase human connectedness around the world, it has never been more imperative to understand the role and power that media holds in society. As technology evolves, learners must be prepared to navigate the new complexities of ever-changing media landscapes. Media Studies 120 offers opportunities for learners to take part in critical inquiry and analysis of media in a range of contexts. This course is framed around two key themes: consumption and creation of media. Learners will have an opportunity to explore contemporary issues related to media on global and local scales. In addition to fostering critical skills as media consumers, Media Studies 120 provides a space for learners to develop capacity as critical media creators.



## **Music 10**

Learners will:

- connect music learning to personal experiences
- explore musical examples from multiple cultural contexts
- explore the role of the arts in society and its power to affect change
- use music with intention to communicate, create, and compose with intention
- continue to develop practical skills in music performance
- display increased confidence as performers and creators
- practise respect for varying opinions, tastes, capacity for sharing music

**Music 112** – follows Music 10 and continues with more in depth work on the outcomes. RPR

**Music 122** - follows Music 112 and continues with more in depth work on the outcomes. RPR

## **Photography 120**

Photography 120 gives you the opportunity to sharpen your camera skills and harness your creativity through visual storytelling. Some topics explored include: Camera Basics, Composition Techniques, Elements and Principles of Design, Film and Digital Techniques, Photo Editing Software, Analyzing/Critiquing Photographs, History of Photography, Developing a Portfolio, Creating an Exhibit. \* Having your own DSLR camera would be an asset but is not required.

## **Popular Music 120**

This course will cover the major styles of popular music from the 1950's to the present, from rhythm and blues to hip hop, from Elvis Presley to The Beatles to Eminem. The course will examine the musical elements, major artists, and social, political, and economic aspects related to each style and era in popular music. Some of the styles covered as well as the respective artists include: Rhythm and Blues, Country and Western, Pop Rockabilly, Folk, Rock, Fusion, Disco, Rap, Punk, Grunge, Motown, and Alternative.

## **Visual Arts 10**

Learners will:

- Create art to express personal values, beliefs, ideas, and experience
- Create art with skill and purpose using a variety of media
- Create art using a variety of technologies
- Develop skills to support making art in a specific medium
- Create and respond to art that is important to communication, history and understanding each other
- Create a body of work with artistic intent
- Present work for specific purpose
- Analyze artistic intent in the work of others using the language of visual art

**Visual Arts 110** – follows Visual Arts 10 and continues with more in depth work on the outcomes. RPR

**Visual Arts 120** – follows Visual Arts 110 and continues with more in depth work on the outcomes. RPR

## **World Music 120**

Students will learn to demonstrate an understanding of the importance of music to a wide variety of peoples and cultures, demonstrate an understanding of the value of music as a form of cultural expression and its relationship to other art forms and influences, demonstrate musical growth through creating and performing musical examples in a variety of styles, and demonstrate how research and presentation skills relate to music and culture using a variety of resources including current technology.

## **CLUSTER 6: WELLNESS AND PHYSICAL EDUCATION**

Wellness and Physical Education: Wellness courses prepare students to make informed decisions, recognize personal health and growth, develop positive relationships, and be an advocate for inclusivity. Components of a wellness course include healthy lifestyle, mental fitness, positive relationships, understanding stages of human growth and development, and connecting to future pathways. Physical education courses prepare students to engage in goalsetting, enhance physical, emotional, and social well-being, and understand the importance of cooperative participation in physical activities. Components of a physical education course include movement skills and concepts, strategies and tactics, and well-being.

### **Advanced Training Principles 120**

This course develops physical fitness of students as they learn practical (power lifting techniques, body building, plyometric exercises, cross-, endurance-, alternative and speed-training) and theoretical (sport nutrition, supplementation issues, physiology, biomechanics, sport specific training programs) aspects of physical training.

### **Basketball Academy**

This course will cover the outcomes required for HPE 10 but with basketball specific elements. Training will focus on improving individual skills such as shooting, ball handling, passing and one on one moves. Defensive and offensive team tactics will also be taught, but the emphasis will be on the individual skills required to perform at game speed. Physical fitness training will also be included and will emphasize how to train in season with students following their own plans to improve flexibility, strength, aerobic and anaerobic capacity.

### **Bronze Cross and Bronze Medallion Swim**

### **Dance 110**

Do you love moving and being active? Do you love music and hearing the different beats? Would you like to explore the history of dance while learning the different styles yourself? Would you enjoy learning: Tap, Jazz, Hiphop, The Tango, and so much more? Then this class is for you!

### **Early Childhood Development 120**

The vision of Early Childhood Development 120 is to engage learners in the developmental processes of young children. Understanding the stages of growth from conception to toddler will encourage learners to develop healthy strategies related to caregiving and recognize how to access supports as future caregivers and family leaders. Learners will consider the role they play in their own families' and communities' wellness and well-being. Learners in Early Childhood Development 120 will explore the importance of creating a nurturing environment that includes emotional support, safety awareness, and access to basic requirements. This course is designed for learners who plan to undertake further studies in this or related fields, as well as learners who wish to expand their knowledge of the developing child. The topics include the physical, cognitive, and social-emotional well-being of the child from conception to toddler. This course also examines the importance of community and self-care in a healthy family.

### **Health Care 110**

Welcome to Health Care 110. This course was first developed here at Simonds High in 2009, and it has been offered here since then. It is now offered throughout the province. During this course, you will learn about and experience many different aspects of our healthcare system in New Brunswick. You will explore various Health Care careers, different medical cases, and supplies used by healthcare personnel. As well, you will have hands-on practice where you will learn basic skills such as: making a hospital bed, using a wheelchair, taking vital signs, and applying tensor bandages and slings. We will also have guests visit from different healthcare professions. It is truly an interactive experience.

### **Human Services 110**

The overall aim of Human Services is to increase students' awareness of the importance of human service work and to prepare them for future employment and/or post-secondary education. This course also explores supporting families at

all stages. Due to the increasing elderly population and the trend towards “at home care” versus “institution care”, there is a need for trained human service workers. The course will focus on the skills to prepare people to work with youth, elderly and the disabled. It may include community activities.

### **Individual & Family Wellness 120 Available in English or FI**

The vision for Individual and Family Wellness 120 is to engage learners in making connections between well-being, personal growth and relationships. Learners will develop sound decision-making for positive mental health, sexual health, and transitions to adulthood. Learners will discover how personal responsibilities relate to the building and maintaining of intrapersonal and interpersonal relationships. Learners in Individual and Family Wellness 120 will explore the importance of taking responsibility for personal well-being, establishing healthy relationships, and building skills for a growth mindset. This course will help learners appreciate the diversity of cultures in relation to individuals and the family unit. Learners will practise skills to help cope with transitions and life stressors.

### **Lifesaving RPR**

### **Nutrition for Healthy Living 120**

This course studies the science of food relating to Canada's Food Guide and the relationship between food, nutrition, and wellness. It emphasizes the decision-making process concerning the use of both human and non-human resources required for safety and sanitation, dietary planning, food preparation and the concept of nutritional wellness. Nutrition issues are discussed regarding food on a global and regional level, food trends and lifestyles, eating disorders and new food technologies. Hands on laboratory experiments provide an integral part of this program.

### **Outdoor Education 110**

Outdoor Pursuits allows students to step outside of their comfort zone to take part in various outdoor activities such as snowshoeing, hiking, skiing, and canoeing in a safe and respective environment. They will learn the values of intelligent risk taking, perseverance and resilience.

### **Physical Education 10 Available in English or FI**

Physical Education 10 provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. By engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles. Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork. Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness. Through Physical Education 10, learners will explore different types of functional movement, resistance programs and create a resistance program to improve personal fitness.

### **Psychology 110**

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology, including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

### **Psychology 120**

The vision for Psychology 120 is to build on learners' knowledge of how external influences guide the development of thoughts and behaviour. In Psychology 120 learners will gain transferrable skills to daily interactions, to understand, communicate, empathy, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners in Psychology 120 will cover a variety of areas related to psychology, including social relationships, memory, learning, and how to apply their knowledge to consider current and ethical research practices. Learners will have the opportunity to examine psychological disorders and their preventions and treatments. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology. **RPR**

### **Sport and Recreation Leadership 120**

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

### **Wellness through Physical Education 110 Available in English or FI**

This course is designed to promote physical and mental well-being. Topics covered: mental health, stress, strategies for coping with stress/anxiety, how to identify the signs of anxiety/mental health issues, risky behaviours and the implications (substance abuse, addictive behaviors, sexual decision-making, etc.), proactive decision-making, healthy relationships, fitness, and how to evaluate and address personal wellness needs.

### **Yoga 110**

Do you want to: Increase your flexibility? Increase your strength? Learn to meditate? Sleep better? Find peace and quiet in your busy life? Then Yoga is the course for you! No experience required!

## CLUSTER 7: CAREER CONNECTED

### **A. Career and Occupational Courses**

Career and Occupational Learning prepares learners to develop an informed vision for the future linked to their interests, preferences, values, and abilities; critically investigate the labour market and career pathways that they expect to find most fulfilling; and learn about career pathways of interest by engaging in frequent ongoing career-connected experiential learning.

#### **Career Pathway Design 10**

Students will research labour market information while work on career pathway planning. Focusing on wellness, students will learn how designing career pathways supports their personal wellness and impacts their financial wellness. They will learn to explain potential barriers in desired career pathways. Students will develop the knowledge and skills needed to access employment, engage in career-connected learning conversations, and explore the range of post secondary pathways. They will engage in frequent and ongoing career-connected experiential learning related to designing a career pathway. Students will explore the realities and possibilities of incorporating extra-curriculars into designing career pathways.

#### **Co-operative Education 120 (8 credit hour or 12 credit hour)**

Cooperative Education 120 is an experiential course that offers youth in grades 11/12 the opportunity to engage in a work placement in a chosen area of career interest. A detailed workplace skills learning plan is developed to support a focused learning experience in the workplace. **RPR**

#### **Business Organization and Management 120**

This course will allow students to work successfully in small business, by providing the students with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become more creative innovators who will be able to quickly adapt to an ever-changing business environment.

#### **Develop and Lead 110**

In Develop and Lead 110, learners will have the opportunity to plan, organize, and administer projects within their schools and communities. Regardless of their comfort level or previous experience, learners will develop leadership potential in a safe and inclusive space. Learners will explore various roles in group dynamics, including being a leader, collaborating with others, and contributing positively to learning experiences. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members.

#### **Early Childhood Services 110**

This course helps students understand the role of the caregiver as well as the parent in a child's development. It prepares students with the skills needed for entry-level jobs in the childcare profession through knowledge of physical, social, emotional, and intellectual development. This course will focus on the skills to prepare young people to understand and work with children in large group settings at an Early Learning Centre. This is a "how to" program applying basic theory to hands-on activities including preparing for and running our 8-week preschool program.

**Early Childhood Services 120** – offered in conjunction with COOP 120.

#### **Entrepreneurship 110**

This course is an introductory course to the world of owning your own business. Students will study various types of businesses, consumer wants and needs, marketing and advertising, competition in business and organizing a professional business plan. This class is a project-based class and presentations are mandatory. Students will be expected to create their own business, write a business plan, and sell their products/services to students and staff.

### **~Fashion Technology and Design 110**

Students will examine the world of textiles, their production process, and explore various fibers and fabrics. Students will reflect on their own clothing needs and choices, examine the environmental impact of those choices, and hypothesize potential solutions for improvement. Students will learn to follow commercial patterns and apply current construction techniques. This course is primarily skills based and project based. As such, the “process” is just as important as the “product”. Teachers will act as an instructor but also as a facilitator. Assessments should reflect what students know as well as what they can do.

### **~Fashion Technology and Design 120**

Students will have the opportunity to create, learn, and explore in the field of fashion design. In addition to theory, students will work hands on with a variety of technologies to create their own designs. Students will develop sketching techniques to create fashion illustrations, learn the basics of pattern drafting and garment construction, put together a design portfolio, and learn about fashion marketing and promotion. Students are encouraged to challenge the status quo of the fashion industry to create a more ethical and sustainable future. Fashion Technology and Design 120 is primarily skills based and project based. As such, the “process” is just as important as the “product”. Teachers will act as an instructor but also as a facilitator. Assessments should reflect what students know as well as what they can do. RPR

### **Financial Accounting 120**

This course introduces the student to accounting procedures, concepts, and applications. Course topics include nature of business, accountancy as a career, bookkeeping procedures, accounting theory, the accounting cycle, subsidiary ledgers, inventory control systems, accounting controls, payroll, adjustments, accruals, partnerships, corporations, statement analysis, and automated accounting. The course is designed for those students intending to study business at post-secondary institutions.

### **Forestry 110**

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

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

### **Hospitality & Tourism 110 Available in English or FI**

This course is an introductory course providing students with an awareness of career opportunities in a dynamic and growing industry sector. Students are made aware of potential social and economic benefits. Emphasis is placed on Tourism in Atlantic Canada. A combination of sound business principles and vision are demonstrated throughout the course.

### **IDEA Centre: Accelerated Business and Leading a Venture.**

The IDEA Centre is a co-op style program designed to develop student-led businesses in the Anglophone South School District ASD-S in Saint John, New Brunswick. Students from various schools gather for 2 periods each day during the school year in a dynamic, supportive workspace in uptown Saint John to develop and grow their business and social enterprises. They receive mentorship and expertise from entrepreneurs, social innovators and community builders while receiving school credits for their work. *Preferred pathway:* Entrepreneurship 110

## **IDEA Centre: Introduction to Education and Teaching**

### **Marketing 120**

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

### **Pre-Apprenticeship 1, 2, 3 (Summer Learning Only)**

### **Skills for Success 120**

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

### **B. Digital and Information Technology**

Digital and information technology courses are designed for students to learn about a diverse set of digital technologies used to create, store, share, or exchange information. The technologies include both hardware (physical devices) and software (instructions for devices). Most familiar technologies include computers, computer languages, internet and digital communications, cybersecurity, and software (apps) associated with these devices.

### **Advanced Technology 120**

The objective of this course is for students to construct technological solutions to real-world problems. Students will identify a problem, develop a plan, research/collect data, analyze a design, implement a plan, and test their solution. The course follows Intro to App Tech 110 where students continue to apply the 4 C's...Creativity, Critical Thinking & Problem Solving, Collaboration, and Communication in the SHS Makerspace. Students will develop a detailed project proposal, develop an instructible to journal their progress and present their results to not only their peers but also invited guests.

### **Computer Aided Design 110**

This is an introductory course designed to give students a solid base of knowledge and skill in the drafting area. Through various activities, including sketching, and computer assisted drawing (CAD), students gain the skills necessary to both visualize and present ideas graphically. As use of this form of graphic communication is so universal, this course would be of interest and benefit to a wide range of students beyond those pursuing a career specifically in the drafting industry or technology/engineering areas.

### **Computer Science 110**

This is a practical, introductory course in programming (coding) using PYTHON. Students will acquire skills in using Python the third most popular programming language in the world. Creating video games and working on projects of their own design, students will experience some of what it is like to work in the CS field. It is estimated that hundreds of thousands of jobs in the computer science field are unfilled each year. Students graduating from university with a CS degree are almost guaranteed employment upon graduation.

### **Computer Science 120**

This course builds on CS 110. Curriculum to be updated before September. **RPR**

### **Cybersecurity and Technical Support 110**

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges.

### **~Digital Production 120**

Students will learn to demonstrate an awareness of the ethical and copyright implications of media creation. They will explore principles of effective design and communication and design and create media products in a variety of formats. Units of study include: digital imaging, web design, digital audio, and digital video production.

### **Information Technology 120**

Information Technology 120 focuses on 3 major learning modules: Windows, Internet Search Techniques, and the Microsoft Office Suite (MS Word, MS Excel, MS PowerPoint, and MS Access). Each of the modules will provide the student with a good understanding and introduction to some of the higher-level operations of a computer system and to some of the available software applications and functions of the workplace computing environment. This course is designed for career and personal use.

### **Robotics and Automated Technology 120**

This course explores the field of robotics and automated systems. Experimenting and building projects of their own design, students will learn and apply automation concepts such as logic programming and integration of technologies including electrical, mechanical and computer. The knowledge and skills developed in this course would be an asset to any student who will at some point become involved in exploration, system design, processing, or manufacturing whether at the entrepreneurial, administration, engineer, and technologist or technician level.

### **C. Skilled Trades**

Skilled trades courses prepare learners to become self-reliant, understand the applied principles of math and science, develop creativity, find their strengths, and obtain skills that can lead to a career in the trades. Components of a skilled trades course include developing self-care practices, design and plan reading, manipulating shapes and patterns, acquisition of trade-specific skills, construction of a product to satisfy a need or solve a problem, and career exploration.

### **Culinary Technology 110**

This course is an introduction to the food service industry. Through participation in different experiences within a quantity food service, the student learns both to master skills through practice and to become familiar with the required qualities for employment. Some areas to which the students are exposed include personal hygiene, sanitation, safety precautions, time management, the basic principles of food preparation, and the importance of serving nutritious and appetizing meals.

### **Culinary Technology 120**

The Culinary Technology Program is designed to prepare students for employment and/or future education in the food service industry. This technology driven and skill-oriented program involves not only the "how and why" of food service preparation but focuses on the development of personal skills and knowledge that can be applied to the food service industry. Laboratory experimentation, food preparation and service are an integral part of this program. It gives students lifelong learning skills that may be transferable to future training and/or food services employment at an advanced level. **RPR**

### **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 participate in construction and planning activities which include interpretation of the National Building Code, blueprint reading, estimating and material layout. **RPR**

### **Introduction to Skilled Trades 110**



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

### **Metals Processing 110**

This course is a study of standard machine shop processes used in the manufacture of metal products. Proper operating instruction will be given on a variety of machine tools common to the machine shop trade. Students will apply theory as well as develop practical skills through the production of practical projects. Instructional time of the course will benefit and appeal to those students interested in pursuing a career in the metals processing areas, those who are considering a future education in mechanical engineering or drafting technology areas, and those who would like to explore this area for personal interest or career guidance reasons. RPR

### **Metals Processing 120**

This course is the study of advanced machine shop processes used in the manufacture of metal products. Proper operating instructions will be given on a variety of machine tools common to the machine shop trade, focusing on more complex and intricate projects made of metal. RPR

### **Mill and Cabinet Work 120**

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

### **Residential Finish 120**

Residential Finish 120 introduces learners to the skills and knowledge required to work in the field of residential construction. Learners will create, design, construct and/or renovate and repair a series of products demonstrating their carpentry skills and utilize both custom and mass production principles. Opportunities for industry standard safety training, skill development with tools and equipment, and a variety of workplaces specific to the carpentry trade are available to explore. Learners participate in experiential hands-on projects that engage their knowledge of building materials, design, and measurement skills, while manufacturing or safely repairing and renovating a simple building. The development of skills will prepare learners for post-secondary education or transition to workplace in the carpentry field. RPR

### **Welding /Metals Fabrication 110**

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

### **Welding/Metals Fabrication 120**

This course requires Welding/Metal Fabrication 110 as a pre-requisite or a blocked co-requisite with the same group of students. Welding/Metal Fabrication 120 introduces students to advanced skills and practices, building upon the theory and practical skills obtained in Welding/Metal Fabrication 110. This advanced course encapsulates and reinforces theory

in Math, SMAW, GMAW, PAW, OFC, all of which lead to a capstone project. Students will learn valuable safety procedures, tool skills and engage with the NB global competencies. RPR

## **AP COURSE DESCRIPTIONS**

### **AP African Studies**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

### **AP Biology**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. *Prerequisite:* Biology 11 and Chemistry 12

### **AP Calculus AB**

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Using big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. *Prerequisite:* Calculus 120

### **AP Comparative Government and Politics**

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States/Canada. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

### **AP Computer Science Principles**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems - including the internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. *Recommended Prerequisite:* Foundations of Math 110

### **AP English Language and Composition**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts - including images as forms of text, from a range of disciplines and historical periods.

### **AP English Literature and Composition**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. *Recommend:* English 121/122

### **AP European History**

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. *Recommend:* Modern History 111/112

### **AP French Language and Culture**

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). *Recommend:* FILA 12

### **AP Psychology**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims, and evidence, and effectively communicate ideas. *Recommend:* Psychology 120

### **AP Research**

AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

### **AP Seminar**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to

investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

## **FLEX CREDITS:**

### **Astronomy 110**

Astronomy 110 is designed for students who have an interest in space science. The course is meant as a survey for various topics in astronomy (History of Astronomy, Stellar Evolution, Space Exploration, and Celestial Objects) that are not addressed in the prescribed physics curriculum. Emphasis will be based on a conceptual understanding of the subject, while minimizing the mathematical methods of astronomy. The intention of this course is to explore the subject through projects, articles, and activities.

### **Auto Care and Maintenance 110**

Automotive Care and Maintenance is an introductory course for learners looking to develop skills and knowledge that will be helpful as they obtain driving privileges. Vehicle ownership, operation, and maintenance will be the focus of learning. Special emphasis will be placed on real-world situations related to the use of a vehicle.

### **Ceramic Arts 120**

Ceramic Arts 120 is a practical skills course designed for students to learn the basics of pottery design, production, and marketing. Students completing this course will have a strong understanding of what it takes to produce ceramic pottery commercially and will know if a career or a hobby as a Ceramic Artist could be a future goal. Students will produce a portfolio of ceramic pottery using hand-building and wheel-throwing techniques, employing a variety of surface texturing and glazing methods. The course culminates in a craft sale where student work will be displayed and sold. This course is intense and hands-on, a strong work-ethic and excellent attendance are expected.

### **Gender Media and Culture 120**

Students explore the identities of women and gender through a complex interplay among individuals, social groups, and institutions – the family, peers, cultural and religious groups, the media, educational institutions, and so on. They will gain an understanding of critical theory as a tool to examine systems of power and privilege and of their impact on individuals and groups both within Canada and elsewhere in the world. Students explore power dynamics and various manifestations of oppression, including sexism, racism, homophobia, religious intolerance, and gender-based violence.

### **Human Anatomy 120**

This course will explore beyond the basics of the systems of the human body (Bio 11 & 12) and delve into the medical aspects associated with each. It will explore the design of the human body in substantial detail. This course will introduce educational content associated with pre medicine, the health sciences, and even animal sciences. **RPR**

### **International Citizenship and Understanding 110**

This course is designed to provide students with the tools that they need to develop the competencies necessary to contribute to problem-solving and future-building in a productive, respectful, and fulfilling way. Students will be given the tools to cope with both interpersonal and global problems. They will learn to understand and empathize with the impact of actions on those in their immediate environment and those around the world while getting to know others beyond their own cultural circle."

### **Police Foundations 120**

Introduction to Police Foundations will study a variety of subject areas, including human behaviour, criminology, communication, sociology, law, community policing, the Criminal Code, safety, policing interventions, ethics, and physical demands of working in this sector. Students interested in criminology, policing and security services as a career path would find this course interesting.

## **Yearbook 120**

The yearbook is a yearlong project that requires a substantial amount of time. Yearbook students use cross-curricular academic skills in a real-world context: they collaborate to run a business, creating and marketing a product for their peers. In the process they communicate through interviews, writing, and presenting stories with both photos and words. They think critically as they plan, create, edit, market, and track to goals. They collaborate as they individually contribute to a group venture, and they think creatively as they come up with solutions to problems and create layouts. Any student can take this course and contribute to the school yearbook.