

**APPLICATION FOR A LOCALLY DEVELOPED COURSE
HIGH SCHOOL GRADES 11-12*
(Please Type or Print)**

*See the *High School Course Codes Data Standard* document (section 4.8) for possible 9/10 exceptions restricted to the NB3 priority.

DEADLINE

Applications must be received at the Department of Education by December 1st for the following September, and June 1st for the following February.

To: Director, Educational Programs and Services
Department of Education
P. O. Box 6000
Fredericton, N.B. E3B 5H1

_____ District _____ School

Name of Proposed Locally Developed Course _____

Is this a new Locally Developed Course? Yes _____ No _____
Or,
Continuing Locally Developed Course? Yes _____ No _____
Please check one.

Please note: Students may count only two locally developed courses as credit towards graduation requirements. A locally developed course will receive approval for a three-year period.

Does the school making the application have in place all compulsory programs, subjects, and courses at all grade levels? Yes _____ No _____

Supported by: _____
Principal Director of Education

Superintendent Date

To be completed by the Department of Education

Approval Date: _____

This course must be re-approved _____ if re-offered.
(date)

Director, Educational Programs and Services: _____
(signature)

Course Code: _____*

* A locally developed course must have a Department of Education course code to be accepted on a student transcript.

INFORMATION ON LOCALLY DEVELOPED COURSE

Name of Course

1. Please explain the local nature of this course.

2. Which of the following Essential Graduation Learnings does this course support in a *substantial way*? Please check all that apply.

AESTHETIC EXPRESSION

Students will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

CITIZENSHIP

Students will be able to assess social, cultural, economic and environmental interdependence in local and global context.

COMMUNICATION

Students will be able to use the listening, viewing, speaking, reading and writing modes of languages as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.

PERSONAL DEVELOPMENT

Students will be able to learn and to pursue an active, healthy lifestyle.

PROBLEM SOLVING

Students will be able to use the strategies and processes needed to solve a wide variety of problems including those acquired in language, mathematics and scientific concepts.

TECHNOLOGICAL COMPETENCE

Students will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

FURTHER EXPLANATION

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3. In addition to the above Essential Graduation Learnings, New Brunswick, in partnership with the other Atlantic Provinces, has developed foundation documents in the following curricular areas: English language arts, mathematics, science, social studies, the arts (visual arts, music, dance, drama), technology, and French as a second language. Each foundation document contains general curriculum outcomes grouped under broad strand headings. (Please see the Atlantic Canada Education Foundation website <http://www.apef-fepa.org/> and click on the Library icon.) All courses at the grades 11 and 12 level in the above areas have been or will be developed around the strands and outcomes identified in the foundation documents.

A locally developed course must follow the strand/outcome format.

What will students know and be able to do on completion of this course (Outcomes)? Please group the outcomes under broad strands. (The number of strands and outcomes below is an example that may be adapted to reflect the nature of the proposed course.)

Strand No. 1 _____

Outcome 1 _____

Outcome 2 _____

Outcome 3 _____

Strand No. 2 _____

Outcome 1 _____

Outcome 2 _____

Outcome 3 _____

Strand No. 3 _____

Outcome 1 _____

Outcome 2 _____

Outcome 3 _____

4. What topics, content, and activities will be undertaken by students to achieve the outcomes listed in 3 above?

5. What instructional materials, equipment, facilities, and resources have been identified to support student learning?

6. What types of assessment strategies will be used to monitor and measure student progress and achievement in meeting the outcomes of the course? Please check all that apply and give relevant examples.

- Research paper
- Essay
- Portfolio
- Performance Assessment
- Student Demonstration
- Tests and Exams
- Other. Please elaborate.

7. How will the success of this course be assessed?
