

SUGARLOAF SENIOR HIGH SCHOOL GUIDANCE DEPARTMENT



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Introduction

Sugarloaf Senior High School is proud of the strong academic and extra-curricular programs offered at our high school. The students at Sugarloaf Senior High School have the opportunity to choose from a wide variety of courses and programs of study that provide the necessary competencies for success in post-secondary education and in the work world of the 21st Century.

This guidebook is intended to assist parents and students in making an informed decision with regard to high school course selection. It includes graduation requirements; second language proficiency levels; post-secondary university/college program options and admission requirements; course listings with descriptions; as well as a variety of options for students.

Parents and students are encouraged to contact the school's guidance counsellor to address any concerns or questions with regard to the course selection process, graduation, and career planning.



All courses are subject to limited enrollment and may be cancelled if numbers do not warrant a place in the timetable. Student course selections in spring of 2020 and staffing allocations ultimately determine the availability of sections/courses. Administration reserves the right to review course sections/numbers each semester and adjust accordingly.

Once a timetable is built, students are not permitted to make changes to their course selection - with the exception of adjusting for course failures or changes in post-secondary paths and requirements.



2020-2021 COURSE SELECTION PROCESS

GENERAL INFORMATION

Course Selection:

Each year, the Guidance Counsellor meets with all Grades 10 and 11 students by grade level. Students are made aware of the General Requirements for High School Graduation and Admission to University and College for various programs. This guidebook is distributed and explained, then students are advised to take this information home. However this year will be different as we will do Course Selection Virtually.

It is the individual student's responsibility to research his/her area of interest or specific Post-Secondary Institution to determine courses required for admission.

If students need assistance, the Guidance Counsellor is prepared to help.

Students, with the help of Parents, are encouraged to make careful and wise choices when looking at the Pre-Registration information (Course Selection Package). The Administration and Guidance Counsellor use this information to build the Master Timetable for the upcoming year.

Remember that the number of classes in each subject depends upon the number of students selecting that course. Therefore, it is crucial that each student choose the courses they really want because the school does not decide the number or types of classes – STUDENTS DO!

The school does not have unlimited resources to make extensive changes once the Master Timetable has been prepared, so please consider your options carefully, getting as much help and information as you need before you choose your courses.

The Individual Course Selection forms (from this package) will be used to complete the schedule. Parents may call the school to participate in the Course Selection Process.

COURSE LOAD:

Students are required to take a full course load each semester. **All students must attempt 20 credits and complete four semesters in order to be eligible for Graduation.** (*A student needing an additional Semester may take the Minimum Number of courses to complete Graduation Requirements.*)

CHOOSE YOUR COURSES CAREFULLY.

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

There are **two** occasions when Course Selection changes may be made:

1. End of June – Grade Level Meetings are held for each Grade Level after all exams and/or tests have been completed and marks have been finalized. After the Grade Level meetings are finished, the Guidance Counsellor will make changes to some schedules if students were unsuccessful in a Compulsory Course.
2. If you should fail to meet the course requirements of a Compulsory Course in the First Semester, some allowance may be made in the Second Semester to permit you to repeat that Compulsory Course. This is always subject to availability of space.

~Request for changes after a semester has commenced will not be accommodated~

Directed Intervention: Sugarloaf Senior High School staff has implemented a daily “Directed Intervention Period” everyday. The intent of the “Directed Intervention Period” is to allow students to get extra help in courses as required and to get homework completed when and if necessary.

On-Line Courses: The Department of Education offers a wide variety of courses to students via the internet. Students at Sugarloaf Senior High have access to these courses; however because the online courses are completed by students independently, without a classroom teacher, they are only available to students on an “as needed basis.” For more information, please check with the Guidance Counsellor.

Transfers and External Credits: Any credit not issued by a New Brunswick High School must be reviewed and evaluated by the Administration and Guidance Counsellor at SSHS - this includes out of province courses, etc. Credit will be given if the work accomplished meets the New Brunswick Curriculum.

Retaking a Course to Improve Mark: Grade 12 students may be permitted to retake a course to upgrade the mark. However, the school determines the spaces available at the beginning of each semester. Certain conditions apply. Two credits cannot be given for the same course; therefore a student may only retake a course when they have available credits.

Double Credit: Two credits CANNOT be given for the same subject taken at the same grade level, E.g. English 112 and English 113. Also, French Immersion Students must be sure that they register for the Compulsory French Immersion Courses to meet the Requirements for the French Immersion Certificate. Most of the courses needed to complete the French Immersion Certificate are also offered in English but cannot be taken if they are being used toward the French Immersion Certificate as the Curriculum is the same and credit cannot be given twice. E.g. FI World Issues 120 and World Issues 120

Examinations: Students not appearing for an examination must have a medical/doctor’s certificate. The school will then re-schedule the examination or assign a mark based on the total Semester’s work. A medical/doctor’s excuse does not exempt a student from any portion of the Semester’s work.

Post Grads: Students wishing to return after Graduation to improve their marks may do so only if there is space available and at the discretion of the School Administration. Application must be made through the Guidance Counsellor.

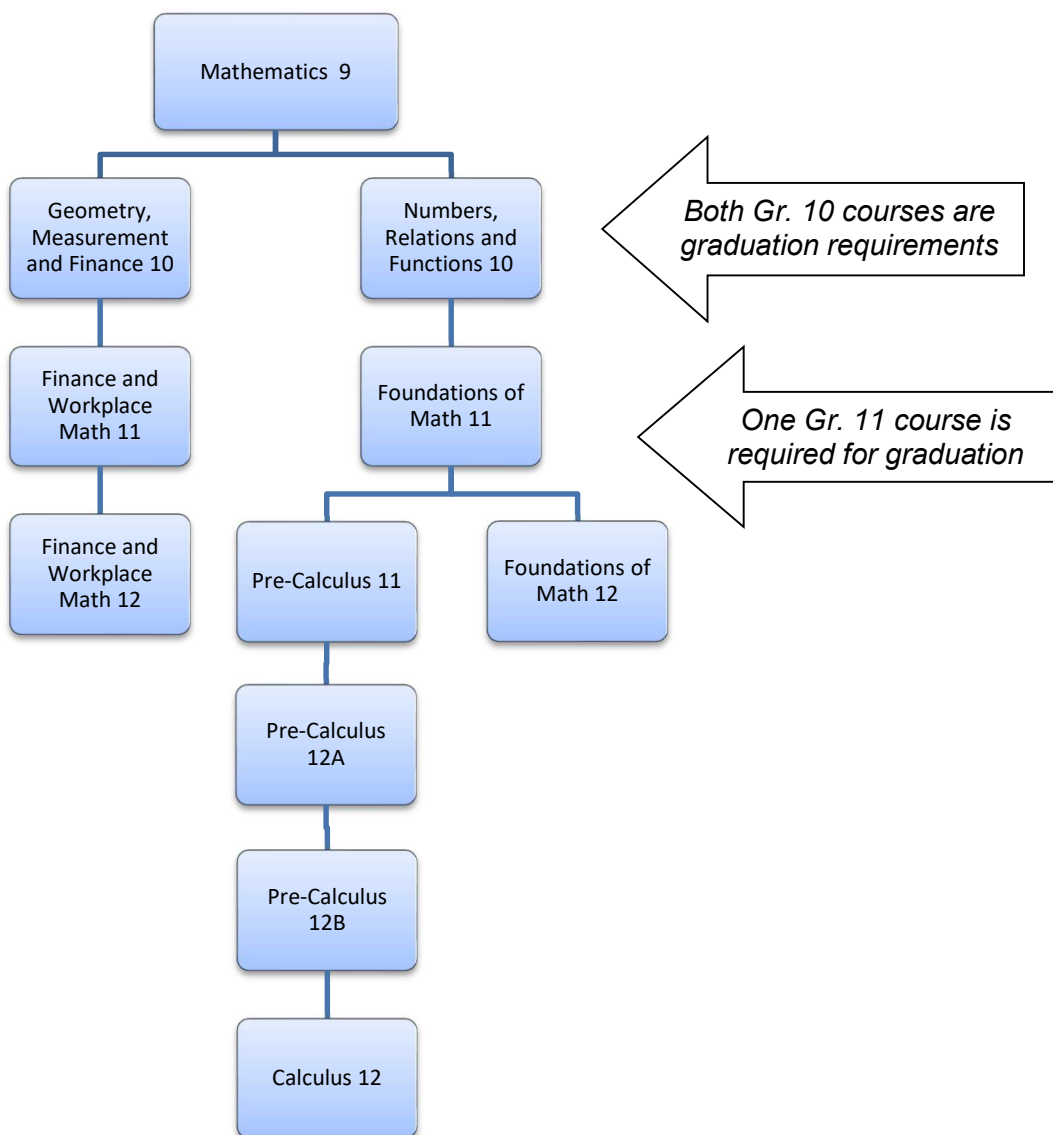
Course Sequence: Many courses are taken in sequence. E.g. Physics 112 must be completed before Physics 122.

After students have completed the two required grade 10 mathematics courses, they have to decide on which pathway they will be following in math as the mathematics curriculum is divided and organized into three pathways.

Mathematical Pathways

The goals of all three pathways are to provide prerequisite knowledge, skills and understandings for specific post-secondary programs or for direct entry into the work force.

All three pathways provide students with mathematical understandings and critical-thinking skills. When choosing a pathway, students should consider their current interests and future plans.



The Pathways Explained:

Financial and Workplace Mathematics:

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of the trades and for direct entry into the work force.

Foundations of Mathematics:

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus.

Pre-Calculus:

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

Which Courses Should I Take?

Students and parents are encouraged to research the administration requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested.

The following is a sample of courses for possible future plans:

| <i>Sample Future Plans</i> | <i>Most Relevant Course Work</i> |
|---|--|
| Technical college Trade School Direct Entry to Workforce | Financial and Workplace 110-120 |
| Social Studies Humanities Fine Arts Undecided <i>(Students interested in the possibility of studying in post secondary courses that do not involve Mathematics)</i> | Foundations of Math 110, followed by Foundations 120 |
| Math Science Computer Science Engineering Medicine Commerce | Foundations of Math 110 and Pre-Calculus 110 followed by Pre-Calculus 120 A , Pre-Calculus 120B and Calculus 120 |

- Foundations of Math 110 is a Pre-requisite for both Pre-Calculus 110 and Foundations of Math 120.
- Students enrolling in most grades 11 and 12 Science courses must have completed both grade 10 Math courses.
- Which Math Courses are Pre-requisites and/ or Co-requisites for Grade 11- 12 Science Courses?
Foundations of Math 110 is a Pre-requisite or Co-requisite for Chemistry 112, Physics 112
Chemistry 112 and Physics 112 are Pre-requisites for Chemistry 122 and Physics 122.



New Brunswick High School Graduation Requirements 2020 – 2021



- ❑ **A minimum of 17 credits which include 7 compulsory courses and 10 elective courses (Max. of 2 local option courses) is required to graduate with a New Brunswick High School Diploma.**
- ❑ **Of the 17 credits, the following 7 credits are compulsory:**
 - ✓ **One** English 112/113 (2 credits)
 - ✓ **One** English 122/123
 - ✓ **One** Financial and Workplace Mathematics 11 **or** Foundations of Mathematics 11
 - ✓ **One** Modern History 112/113 **or** FI Modern History 110
 - ✓ **One Science credit**
 - Biology 112
 - Chemistry 112
 - Human Physiology 110
 - Intro to Environmental Science 120
 - Physics 112
 - Introductory Electronics 110
 - Auto Electrical Systems 120
 - ✓ **One Fine Arts/Life Role Development credit**

| | |
|--------------------------|---|
| Visual Arts 110/120 | Individual and Family Dynamics 120 |
| Culinary Tech 110/120 | Cooperative Education 120 |
| Theatre Arts 120 | Entrepreneurship 110 |
| Growth, Goals & Grit 120 | Physical Education Leadership 120 |
| Intro Appl Tech 110 | Wellness through Physical Education 110 |
- ❑ **Students must have an English 12 and a minimum of four other credits at the grade 12 level.**
- ❑ **Success on the English Language Proficiency Assessment (ELPA) is required.**

All students write the ELPA in grade 9. Students must achieve a minimum standard of “acceptable” in Reading Comprehension to receive a NB High School Diploma. Students who are unsuccessful in grade 9 have the opportunity to rewrite in their grade 11 year. Candidates are provided support in grade 10 and the opportunity for a diploma by re-writing the ELPA in grade 11 and, if necessary, again in grade 12.
- ❑ **All students must successfully complete either the Post Intensive French (PIF) or French Immersion Language Arts (FILA) course at the grade 10 level.**
- ❑ **All students must complete the two grade 10 Mathematics courses.**



Certificate of Second Language Proficiency

High school students following a second language are eligible in their graduation year for a Certificate of Second Language Proficiency. In order to receive this certificate, students must take an oral proficiency interview in grade 12. Only students taking a grade 12 French or French Immersion course are tested. The assessment fee is waived for these students. The fee is \$60 for other students who wish to be assessed. The certificate states that the student has achieved a level of proficiency as defined by the EEC. Students demonstrate mastery of spoken French in a face-to-face situation with a trained language interviewer.

The interview assesses pronunciation, grammatical accuracy, vocabulary, fluency, and listening comprehension. It produces a single, overall language proficiency score based on a scale from "Not Ratable" to "Superior". Some levels may have a plus, such as "Basic Plus" or "Intermediate Plus". The plus indicates that proficiency is higher than the level shown, but not high enough to warrant the next level.

Language Proficiency Levels:

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

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

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

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

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

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

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

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

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





Preparation for University **University?** **BOUND!**

Students planning to apply to a university upon high school graduation should carefully select courses for grades 11 and 12. This applies particularly to the 122 or 120 courses. It is important for students to confirm that particular subjects are accepted as entrance credits at their chosen universities. ~ It is crucial that students verify the Academic Calendar from each University of interest as the requirements may be different for each school. English 122 is required for most Post- Secondary University Programs.

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

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

| Degree | Required Courses | |
|--|--|--|
| Arts (BA) | English 122 | Canadian universities typically accept these electives: Calculus 120 Pre-Calculus A120/B120 Foundations of Mathematics 120 Biology 122 Canadian History 122 Chemistry 122 Post Intensive French 120 FI Language Arts 120 Physics 122 Political Science 120 |
| Science (BSc) | English 122, Pre-Calculus A120/B120, Two out of Biology 122, Physics 122, Chemistry 122 (UNB requires Chemistry 122 and Physics 122) | |
| Commerce (B. Com) Business Admin(BBA) | English 122, Foundations of Mathematics 120 or Pre-Calculus A120 | |
| Engineering (BEng) | English 122, Pre-Calculus A120/B120, Chemistry 122, Physics 122 | |
| Nursing (BN) | English 122, (UNB, for example, requires Pre-Calculus 110 or Foundations of Mathematics 120, Chemistry 122, Biology 122) | |
| Computer Science (BCSc) | English 122, Pre-Calculus A120/B120, (UNB requires Chemistry 122 or Physics 122) | Please consult the selected university when considering Business Org. & Man. 120 Coop Ed 120 Computer Science 120 Enviro Science 120 FI World Issues 120 PE Leadership 120 Int. to Accounting 120 Media Studies 120 Law 120 Theatre Arts 120 Visual Arts 120 World Issues 120 Journalism 120 |
| Fine Arts (BFA) | English 122, (Art Portfolio or Music Audition is usually required.) | |



Preparation for Community/Private College

Students planning to apply to a college upon high school graduation should also take care in choosing their high school courses. Admission requirements often differ significantly from program to program and institution to institution. Particular programs may require certain high school courses, a portfolio, a personal interview, or other additional qualifications. It is important for students to confirm that specific subjects are accepted as admission requirements at their chosen colleges. ~ It is crucial that students verify the Academic Calendar from each College of interest as the requirements may be different for each school. Most College Programs require English 122 or English 123



New Brunswick Community College programs are delivered at specific campuses in Moncton, Saint John, Fredericton, Woodstock, Bathurst, Edmundston, and Miramichi. Refer to the NBCC website for the exact location of the program in which you are interested.

The following chart is intended to give students and parents **examples** of which high school courses and diplomas satisfy admission requirements to selected college programs. For more precise admission information you are encouraged to contact the college directly or refer to the college calendar or website. Also consult your high school guidance counselor.

| College | Program | Admission Requirements |
|--|---|---|
| New Brunswick Community College (NBCC) | Accounting Technician, Automotive Service Technician, Bricklaying, Early Childhood Education, Education Assistant, Electrical, Hospitality and Tourism Operations, Human Services, Machinist, Office Administration, Police Foundations, Refrigeration and Air Conditioning Technician, Sheet Metal Fabrication | HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 |
| New Brunswick Community College (NBCC) | Business Administration, Business Administration: Sales and Marketing, Business Administration: Accounting, Business Administration: Investment Management, Business Administration: Marketing, Civil Technician, Electronic Game-3D Graphics, Welding Engineering Technology, | HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Foundations of Mathematics 110 |
| New Brunswick Community College (NBCC) | Health Information Management, Medical Laboratory Assistant, Pharmacy Technician, Process Control Technical | HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Foundations of Mathematics 110 2 Sciences from Biology 112 or 122, Chemistry 112 or 122, Physics 112 or 122 |

| College | Program | Admission Requirements |
|--|--|---|
| New Brunswick Community College (NBCC) | Chemical Technology (Co-op), Civil Engineering Technology (Building Systems, Architectural, Construction Management, Highway and Municipal), Civil Engineering: Structural, Electrical Engineering Technology (Generation and Distribution, Alternate Energy Systems, Electronics Design and Embedded Systems), Communication Systems (Co-op), Electronics Engineering Technology (Industrial, Telecommunications), Energy Systems Technology (Sustainable Energy), Environmental Technology, Industrial Control Technology (Co-op), Mechanical Drafting and Design, Mechanical Engineering Technology (Co-op), Power Engineering Technology (Co-op) | HS Diploma, or Adult HS Diploma, or GED Diploma of HS Equivalency English 122 or 123 Pre-Calculus 110 2 Sciences from Biology 112 or 122, Chemistry 112 or 122, Physics 112 or 122 |
| New Brunswick Community College (NBCC) | Practical Nurse | HS Diploma, or Adult HS Diploma or GED Diploma of HS Equivalency English 122 or 123 Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 1 Science from Biology 112 or 122, Chemistry 112 or 122, Physics 112 or 122 |
| Nova Scotia Community College (NSCC) | Aircraft Maintenance Engineer, Architectural Engineering Technician, Civil Engineering Technician, Electrical Engineering Technology, Health Information Management, Mechanical Engineering Technology, Medical Laboratory Technology (minimum grade of 70%), Pharmacy Technology, Practical Nursing | For all programs that state admission requirements for Academic Grade 12 Math, Foundations of Mathematics 120 is required. |
| NB College of Craft and Design | All programs | It is recommended that students take either Financial and Workplace Mathematics 120 or Foundations of Mathematics 120 for admission. |
| Maritime College of Forest Technology | All programs | It is recommended that students take Foundations of Mathematics 120 for admission. |
| Nova Scotia Agriculture College (NSAC) | Bachelor of Science (Agriculture), and Pre-Veterinary Medicine, Engineering, Bachelor of Technology in Applied Science, Diploma in Veterinary Technology | Students will need to successfully complete both Pre-Calculus A120 and B120 (or achieve 70% or greater in Foundations of Mathematics 120) for admission to these programs. |



➤ READ COURSE DESCRIPTIONS BEFORE SELECTING YOUR COURSES! SOME COURSES MAY HAVE PRE-REQUISITES



Course Descriptions

BUSINESS ED/TECHNOLOGY

BUSINESS ORGANIZATION and MANAGEMENT 120

This is an introductory course in business organization, operation and management designed for those students intending to pursue further study in Business Administration or Economics at a post-secondary institution. The understanding of business operations as practiced in Canada is a major objective of the course including legal forms of ownership, marketing, finance, set up and operation of a small business, and labor/management relations.

COMPUTER SCIENCE 110

Computer Science 110 teaches the fundamentals of structured programming and the program development cycle. Students will learn to use the basic programming constructs to write simple programs using the Visual Basic programming language. More advanced topics, including graphics and animation, are also introduced. **Computer Science 110 is recommended, but not required, as a prerequisite for Computer Science 120.**

DIGITAL PRODUCTION 120

This is a performance-based course that focuses on the applied use of digital media and explores the appropriate legal and ethical dealings. It is intended to develop digital literacy through a skills-based approach, challenging in terms of its requirements but flexible enough to accommodate students with a wide range of interests and abilities.

HOSPITALITY AND TOURISM 110

The Hospitality and Tourism industry is a rapidly growing industry. This course will provide students with lifelong learning skills that are transferable to future learning and/or the hospitality and tourism industry. The student will acquire career information, skill development and the talents for employment. This course relies on resource-based learning, practical experiences, and access to resource people and information that will help the individual in his/her career choice. Topics include the four main sectors of the tourism industry, influences on the tourism industry, personal and interpersonal skills regarding career opportunities available, travel industry and marketing strategies.

INTRODUCTION TO ACCOUNTING 120

This course is ideally suited for students who wish to pursue business studies at post-secondary institutions. It introduces the student to accounting procedures, concepts, and applications. Course topics include nature of business, accountancy as a career, bookkeeping procedures, accounting cycle and theory, subsidiary ledgers, accounting and inventory control systems, payroll, adjustments, accruals, partnerships, corporations, statement analysis, and electronic accounting through recommended software packages.

ENGLISH

ENGLISH 112–122

English 112–122 are courses appropriate for students intending to pursue studies at a post-secondary institution. Each of the English courses will provide a wide variety of experiences in speaking and listening, reading and viewing, writing and other ways of representing. English 112 will focus on information and media literacy, encouraging students' expansion and control of their own use of language. Significant literary pieces from the past plus those of contemporary and personal interest should be among the print and visual texts students encounter. English 122 will concentrate on critical and personal response to Canadian and world literature.

ENGLISH 113–123

English 113–123 are courses intended for students who do not plan to attend academic post-secondary institutions. These English courses provide a variety of experiences with language and texts to develop students' competencies in speaking, listening, reading, viewing, writing, and other ways of representing. English level 3 courses may differ in terms of pace, scope, emphasis and resources from level 2, but all students in all levels will work toward achieving the same English outcomes. High priority is given to student development of reading and viewing comprehension and to effective oral and written and other communication. Students will concentrate on improving strategies for learning from literary, technical and media texts; practical and personal writing is stressed.

MEDIA STUDIES 120

Media Studies 120 offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism, photography, drama, radio/sound communication, as local circumstances permit. The primary purpose of the course is to have students learn through experiment and exploration; the course is practical and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

JOURNALISM 120

Journalism 120 is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

FINE ARTS/ LIFEROLE

COOPERATIVE EDUCATION 120

(Students must successfully complete an interview to qualify for this course.)

This course provides a “hands-on” experiential work-based education that extends the learning process beyond the school into the workplace. It is a course that integrates classroom theory with practical experience and learning in the working world. Students are placed in workstations where they are provided with challenging tasks and responsibilities and they learn by doing. Students spend the equivalent of two periods (2 credits) normally on a daily basis, at the workplace. The course is based on a partnership between the school and business/industry, and involves the participation of students, teachers, employers and employees/supervisors.

CULINARY TECHNOLOGY 110/120

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 the program. It gives students life-long learning skills that may be transferable to future training and/or food services employment.

ENTREPRENEURSHIP 110

Entrepreneurship education provides learning with experiences that accelerate the need for students to accept greater responsibility to acquire knowledge, skills, and attitudes that will contribute to their future success. The entrepreneurial process, as outlined in this course, encourages a strong connection between theory and action. This course promotes experiential learning, and recognizes the importance of nurturing an entrepreneurial spirit for personal and group success in and beyond the context of entrepreneurship.

GROWTH, GOALS & GRIT 120

Growth, Goals & Grit 120 will provide students in three main areas – positive and productive mindsets and behaviors, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how to support postgraduate pursuits.

INDIVIDUAL AND FAMILY DYNAMICS 120

The overall aim of Individual and Family Dynamics 120 is to provide students with the necessary knowledge, skills, and abilities to meet the challenges of our dynamic and complex society. The course focuses on the development of resourcefulness to assist students in viewing the family from various perspectives and to make informed decisions about solutions to existing and emerging difficulties occurring in everyday living. The interrelatedness between family and work life is addressed as well as the need to understand better daily family issues and their impact on both the family and work environments. Individual and Family Dynamics 120 has been designed for students who plan to undertake further studies in this field and those who wish to expand their knowledge of family studies.

INTRODUCTION TO APPLIED TECHNOLOGY 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. There will be a series of tests, a mid-term and an exam. Evaluation will consist of 70% hands on and 30% tests and exams.

PHYSICAL EDUCATION LEADERSHIP 120 (only for qualified students)

Physical Education Leadership 120 is an elective course for qualified students. This course develops leadership skills through involvement in physical activities. The class is subject to a limited enrollment. This course requires a minimum commitment of 30 volunteer hours in the area of leadership. Themes include management, teaching, coaching, officiating, first aid, and organizational planning and leadership theory.

THEATRE ARTS 120

This course deals with the major aspects of theatre performance, including acting and interpretation, stage-craft, play management, and theatre history. The course offers students an opportunity to deal with both practical and theoretical issues as they relate to drama and theatre arts.

VISUAL ARTS 110 (prerequisite: Art 10)

Visual Arts 110 builds on the experience and knowledge gained in Visual Arts 9/10. The studio work remains in the areas of drawing, painting, printmaking and 3-dimensional work and stresses personal expression and the development of individual imagery and there are further requirements in art criticism and art history.

VISUAL ARTS 120 (prerequisite: Visual Arts 110)

Visual Arts 120 is designed for students who wish to pursue art related courses or careers. Students work through a review of skills and concepts and choose blocks that lead to advanced work on a particular medium. Students are required to critique, in writing, aspects of process and product.

WELLNESS THROUGH PHYSICAL EDUCATION 110

The goal of Wellness through Physical Education 110 is to promote healthy active living for life. The course is intended to encourage a broad-based exploration of a variety of activities, highlighting non-traditional approaches to fitness and wellness (e.g. yoga, hiking, personal training, etc.). The course offers a range of learning experiences for students that encourage healthy active living, but are not sport specific. Students will personalize their learning by researching, self-assessing and determining personal preferences for engaging in lifelong physical activity. Students will apply knowledge of fitness and wellness concepts to the creation of a personal healthy active living plan. The curriculum includes a practical activity based segment (approximately 60%) as well as a classroom component (approximately 40%). **Students must have completed Grade 9/10 Physical Education and Health.**

SECOND LANGUAGE

POST INTENSIVE FRENCH 110, 120

The Post Intensive French Language program offers a multi-dimensional approach to the teaching and learning of a second language. These courses cover the language skills necessary for effective communication in French in daily situations. They are designed for students who wish to broaden their communicative ability in the second language. Post Intensive French 110 and 120 are not appropriate for students with a background in French Immersion.

Post Intensive French 110 is a prerequisite for Post Intensive French 120.

MI'KMAQ 110

This course will assist students in learning to read and write in Mi'kmaq. Introductory lessons focus on the letters and their corresponding sounds. Later lessons include pronouns, forming the possessive and verb conjugation. Basic vocabulary is introduced throughout the course. Students will be provided with opportunities to practice their newly acquired skills through dictations, question sheets and activities. This is a course that is taught by Listuguj Community Members. **Prerequisite: Mi'kmaq Language 9 & 10.**

FRENCH IMMERSION

FI INDIVIDUAL AND FAMILY DYNAMICS 120

See course description for Individual and Family Dynamics 120

FI LANGUAGE ARTS 110, 120

The French Immersion Language Program uses a multi-dimensional approach to the teaching and learning of a second language. These courses emphasize the use of the language as an instrument for communication and reflection and a factor in students' personal development. A variety of communication activities related to students' experiences have been designed to help them improve their linguistic skills. The study of literature is an integral part of the courses.

FI Language Arts 110 is a prerequisite for FI Language Arts 120.

FI MODERN HISTORY 112

See course description for History 112

FI WORLD ISSUES 120

See course description for World Issues 120

HOME ECONOMICS

CHILD STUDIES 120

This course is a study of "the most significant resource that we possess – children". Child Studies 120 explores how children develop physically, socially, emotionally, and intellectually. Issues are discussed regarding the "quality of life" and human development, "society's basic unit", the family plus parenting skills in our complex, consuming, and technological society. The importance of the need to provide love, continuity and stability, as well as the basic food, clothing, and shelter requirements is addressed. Child Studies 120 includes a variety of human centered experiences from conception through to the development of the school age child. Thus, ongoing observations and experiences with children is an essential part of this program.

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.

SCIENCE

AUTOMOTIVE ELECTRICAL SYSTEMS 120 (prerequisite: Internal Combustion Engines 110)

This course provides an introduction to the theory and operation of automotive electrical systems. Students will begin with a study of the basic principles of electricity, which includes electron theory, magnetism, and electrical symbols. They will then progress to the study of individual components throughout the vehicle. This course would benefit students considering an occupational area involving the maintenance in the automotive, aircraft and marine industries.

BIOLOGY 112

Biology 112 emphasizes the nature of life. Lecture and demonstration methods are used together with a laboratory program. Science 9/10 will prepare students for this Biology course. Topics include: biodiversity, cellular matter and energy flow, energy and matter exchange by humans and other organisms, and energy and matter exchange in ecosystems. This course offers a preparation for Biology 122.

BIOLOGY 122

Biology 122 is a challenging one-semester course. Previous Chemistry courses are not required but would provide good preparation for this course. Laboratory and/or demonstration periods are an integral part of this course. Major topics covered are: systems regulating change in human and other organisms, reproduction and development, chromosomes, genes, DNA; and change in populations, communities and species.

CHEMISTRY 112

Chemistry 112 emphasizes learning chemistry through the scientific method. The experiments are designed so that 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, chemical bonding in matter and some organic chemistry

CHEMISTRY 122

Chemistry 122 emphasizes learning chemistry using the scientific method. The experiments are designed so that students make observations and draw conclusions, which lead directly to important chemical principles. Topics include: organic chemistry, thermo chemical changes, equilibrium, acids and bases, and electrochemical changes.

HUMAN PHYSIOLOGY 110

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology and health care. This course focuses on the biology and healthy functions of all major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

INTRODUCTION TO ENVIRONMENTAL SCIENCE 120

The objective of this introductory course is for students to develop the knowledge base and skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others. Students will investigate population growth and resource limitations, ecology of natural systems, historical and current approaches to the environment from various worldviews, and sustainability of natural environments. They will explore the interconnectedness of natural ecosystems and human dependence and impact on these systems. They will recognize the importance of considering environmental, social, cultural and economic aspects of an issue to find solutions. Students will complete a research project on a current issue and present their findings, and will further explore this and other environmental issues through various methods of inquiry.

INTRODUCTORY ELECTRONICS 110

This course introduces electronic 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 are 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.

PHYSICS 112

Physics 112 includes the following topics: wave motion, sound and light, electricity and magnetism, atomic and nuclear structure including harnessing nuclear energy. This course is designed to engage students in relating physics concepts to societal contexts and applications. It may be taught from context to concept or the reverse sequence. A student-centered approach to theoretical and practical investigations is the basis of this curriculum. Information from a variety of sources is encouraged.

PHYSICS 122

Physics 122 includes the following topics: linear motion, forces, two dimensional motion, impulse and momentum, work energy and power. As with Physics 112, each of these topics is studied in its societal context. Student experiences should include library research, laboratory investigations, multi-sources of information including print, software, video and guest speakers. Emphasis is placed on student-centered activities.

SOCIAL SCIENCES

CANADIAN HISTORY 122 (prerequisite: Modern History 112/113, FI Modern History 112)

Canadian History 122 is a study of Post-Confederation with an emphasis on the 20th century. The curriculum is organized by outcomes in four units: MacDonald Era: Expansion and Consolidation; 1867- 1896, Canada's Century Begins: 1896-1920, New Challenges and New Ideas: 1920-1945, Canada and the Global Community; 1945 - Present. There is an emphasis on a selection of themes including English- French relations, First Nations, Continentalism, Regionalism, Canadian Identity and social themes. The roots of these themes should be woven into the Post-Confederation study.

INDIGENOUS STUDIES 120

This course is designed to assist students develop an appreciation of Maliseet and Mi'gmaq cultures and of their many contributions in the development of Canada in general and the Maritimes in particular. The students examine both historical and contemporary contributions. In addition, students are encouraged to recognise and understand the perceptions, needs, values, cultures, lifestyles, and aspirations that characterise Maliseet and MicMac founding peoples.

LAW 120

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 112

Modern History 112 is a rigorous study of the evolution of the peoples of the west during the nineteenth and twentieth century and their widening involvements in global issues. The course describes the rise of nationalist and socialist movements, the international connections growing out of the World Wars and the Cold War era, and the widening global contacts of the contemporary world.

MODERN HISTORY 113

Modern History 113 is designed to provide an understanding of the main events of the twentieth century, as well as some familiarity with basic skills used to interpret historical accounts. A survey approach is given to the following topics: Basic World Geography, Industrialization, Life in the 1920's and 30's, World War I, World War II, 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, as well as the ability to assess the merits of each and to make comparisons, particularly with respect to Canadian systems.

WORLD ISSUES 120 (prerequisite: Modern History 112/113, FI Modern History 112)

World Issues 120 examines various issues that are global in nature and that require a global solution. The concept of the global village is studied, as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined.

VOCATIONAL EDUCATION

COMPUTER AIDED DESIGN 110

Primarily, this is an architectural drafting course with emphasis placed on the skills and techniques involved with Computer Aided Drafting. As well as spending considerable time on task at CAD stations, students will be involved with developing their planning, sketching, instrument drawing, and work organizational skills. Course content includes plot plans, floor plans, elevations and wall sections. Also included are an electrical and survey drawing unit. Students who seek employment in the drafting industry or who plan to study in post-secondary technology/engineering will benefit from this course.

INTERNAL COMBUSTION ENGINES 110

This course is a study of the operation of the internal combustion engine including the construction, theory of operation and function of its systems. Students disassemble and assemble engines, checking, servicing and repairing components and systems. Emphasis is placed on the development of basic skills essential for persons entering the motor vehicle service trades and other allied occupations. This course should be of interest to students interested in entering or learning about the opportunities and requirements of the motor vehicle service industry and students with a general interest in mechanics

METALS FABRICATION 110

This course is concerned with the processes used to cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric-arc and oxyacetylene welding and cutting processes. Machines and processes used to lay out, cut and form sheet metal are also introduced. This course will appeal to students interested in entering occupations in metal working, mechanical technology, mechanical service and primary resource industries.

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 and the development of basic skills needed to use electric-arc and oxyacetylene welding and cutting processes. 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.

METALS PROCESSING 120 (prerequisite: Metals Processing 110)

This course allows students to continue to explore the process used in the manufacture of metal products.

POWER TRAIN AND CHASSIS 110

This course is designed to develop skill and knowledge in the service and maintenance of the automobile chassis and power train. Emphasis is placed on the function, repair and replacement of components. Topics include spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differential and drive lines. Students seeking admission to the motor vehicle service industry, as well as those seeking guidance about a career choice, should benefit from this course.

TUNE-UP AND EMISSIONS 120 (prerequisite: Internal Combustion Engines 110)

This course is designed to provide students with a practical approach to diagnosing, servicing, and repairing of automobile fuel and emission systems and to performing engine tune-ups.

FRAMING AND SHEATHING 110 (must be taken in conjunction with Residential Finish)

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.

RESIDENTIAL FINISH 120 (must be taken in conjunction with Framing and Sheathing)

This course examines the work required to finish a family dwelling once it is framed-in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry.

MATHEMATICS

FOUNDATIONS OF MATHEMATICS 110

This course is a pre-requisite for a second **Foundations of Mathematics** course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for the pre-calculus pathway. Students develop logical reasoning skills and apply this to proofs and problems involving angles and triangles, the sine law and the cosine law. Students model and solve problems involving systems of linear inequality in two variables and explore characteristics of quadratic functions. Costs and benefits of renting, leasing and buying are explored and investment portfolios are analyzed. Students have a choice of this course or **Financial and Workplace 110** to complete graduation requirements. This is a pre-requisite for **Foundations of Mathematics 120** or **Financial and Workplace 120**. It is also a pre-requisite or co-requisite for **Pre-Calculus 110**.

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.

The pre-requisite for this course is **Foundations of Mathematics 110**.

Foundations of Mathematics 120 completes the Foundations of Mathematics pathway.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This course is the first of two courses designed for entry into many trades and technical programs, and for direct entry into the work force. Concepts of right triangles, trigonometry, and angles of elevation and depression are applied to contextual problems. Scale models and drawings of 2-D and 3-D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning. Costs and benefits of renting, leasing and buying are explored, investment portfolios analyzed and personal budgets developed. Students manipulate and apply formulas in a variety of ways and solve problems using proportional reasoning and unit analysis.

Students have a choice of this course or **Foundations of Mathematics 110** to complete graduation requirements. This is a pre-requisite for **Financial and Workplace Mathematics 120**.

FINANCIAL AND WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile, and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

Financial and Workplace Mathematics 110 or **Foundations of Mathematics 110** can serve as a pre-requisite for this course.

Financial and Workplace Mathematics 120 completes the Financial and Workplace pathway.

PRE-CALCULUS 110

This course, followed by later courses in Pre-Calculus and Calculus, is designed for entry into post-secondary programs requiring Pre-Calculus. Students demonstrate an understanding of absolute value of real numbers, and solve problems that involve radicals, radical expressions, radical equations. Students determine equivalent forms, simplify rational expressions, and solve problems that involve rational equations. They develop an understanding of angles in standard position (0° to 360°) and solve problems for these angles using the three primary trigonometric ratios. Polynomial expressions are factored and absolute value functions and quadratic functions are analyzed and graphed. Students solve problems that involve quadratic equations and solve, algebraically and graphically, problems that involve systems of linear-quadratic and quadratic-quadratic equations in two variables. They also solve problems that involve linear and quadratic inequalities in two variables, and quadratic inequalities in one variable.

This course is a pre-requisite for **Pre-Calculus A120**.

PRE-CALCULUS A 120

This course follows **Pre-Calculus 110** and precedes **Pre-Calculus B120**. Students demonstrate and apply an understanding of the effects of horizontal and vertical translations, horizontal and vertical stretches, and reflections on graphs of functions and their related equations. They are introduced to inverses of functions, logarithms, and the product, quotient and power laws of logarithms and use these laws and the relationship between logarithmic and exponential functions to solve problems. Students are introduced to angles in standard position, expressed in degrees and radians, and to the unit circle. The six trigonometric ratios, and the sine, cosine and tangent functions are used to solve problems. First and second degree trigonometric equations are solved algebraically and graphically with the domain expressed in degrees and radians. Trigonometric identities are proven using reciprocal, quotient, Pythagorean, sum or difference, and double-angle identities.

Pre-Calculus 110 is a pre-requisite for this course.

Pre-Calculus A120 is a pre-requisite or co-requisite for **Pre-Calculus B120**.

PRE-CALCULUS B 120

This course follows or is concurrent with **Pre-Calculus A120** and precedes **Calculus 120**. Students analyze arithmetic and geometric sequences and series to solve problems. They learn to factor polynomials of degree greater than 2, and to graph and analyze polynomial functions. They also graph and analyze radical, reciprocal and rational functions. These functions along with those studied in previous math courses are used to build a function tool kit. Problems are solved using the fundamental counting principle, permutations, combinations and the binomial theorem. Students explore and analyze limits as x approaches a certain value and left and right hand limits using correct notation. The continuity of a function and limits which involve infinity are also investigated.

Pre-Calculus A120 is a pre-requisite for this course.

Pre-Calculus B120 is a pre-requisite for **Calculus 120**.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows **Pre-Calculus B 120**. This course develops the concepts of average and instantaneous rates of change. Derivatives are determined by applying the definition of a derivative and the derivative rules including the Chain Rule, and are determined for trigonometric functions. Limits and derivatives of exponential and logarithmic functions are found. Calculus techniques are used to sketch graphs of functions and to solve optimization problems. Problems are solved involving inverse trigonometric functions, related

rates, and the application of the integral of a function from a variety of fields. The definite integral and the anti-derivative of a function are determined. This course is recommended for students interested in post-secondary programs in science, engineering and mathematics, though it may not be a required entrance requirement. Students should check entrance requirements for the specific program and institution in which they are interested.

Pre-Calculus A120 and **Pre-Calculus B120** are pre-requisites for this course.

LOCAL OPTION COURSES

INTRODUCTION TO DEBATE 110

The most common activity in class will be prepared debates. Students will each take part in several debates and these will involve a number of different formats. They will be required to do research and develop logical arguments. Students are expected to keep track of all arguments and responses. Some debates will be recorded and viewed later with the students for a more detailed analysis and critique. Students will also prepare and present a variety of other types of speeches including persuasive, after-dinner, and congratulatory speeches, as well as interpretive readings. Students will learn structure of arguments and how to use informal logic both to develop and attack arguments. These lessons will be reinforced by practice through both oral and written arguments drawn from class debates, the media, the Internet and everyday life.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

COURSE PLANNING GUIDE

GRADE 11

1. English A 112 or English A 113
2. English B 112 or English B113
3. Financial & Workplace Math 110 or Foundations of Math 110
3. Modern History 112 or Modern History 113 or FI Modern History 112

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

➤ **French Immersion Students** must choose the following Compulsory Immersion courses!

4. FI Language Arts 110
5. FI Individual and Family Dynamics 120
6. FI Modern History 112

GRADE 12

1. English 122 or English 123

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

➤ **French Immersion Students** must choose the following Compulsory Immersion courses!

2. FI Language Arts 120
3. FI World Issues 120

➤ A total of 17 courses are needed by the end of Grade 12 to meet the New Brunswick Graduation Requirements (**Max. 2 Local Option Courses**). Five of the 17 courses have to be at the Grade 12 level.

➤ One Fine Art must be taken in Grade 11 or Grade 12 to meet the Graduation Requirements.

➤ One Science must be taken in Grade 11 or Grade 12 to meet the Graduation Requirements.

NOTE- Listed above are the minimum requirements for a New Brunswick High School Diploma. Be sure to check the Admission Requirements for each Post-Secondary Institute you are interested in!

Elective Courses

- Automotive Electrical Systems 120 (Science)
- Biology 112 (Science)
- Business Organization & Management 120
- Calculus 120
- Canadian History 122
- Chemistry 112 (Science)
- Chemistry 122 (Science)
- Child Studies 120
- Computer Aided Design 110
- Computer Science 110
- Co-op Education 120 (Fine Art/Life Role)
- Culinary Tech 110 (Fine Art/Life Role)
- Culinary Tech 120 (Fine Art/Life Role)
- Digital Productions 120
- Entrepreneurship 110 (Fine Art/Life Role)
- Introduction to Environmental Science 120 (Science)
- Financial & Workplace Math 120
- Framing and Sheathing 110 (Must be taken at the same time as Residential Finish 120)
- Foundations of Math 120
- Hospitality and Tourism 110
- Human Physiology 110 (Science)
- Indigenous Studies 120
- Individual and Family Dynamics 120 (Fine Art/Life Role)
- Internal Combustion Engines 110
- Introduction to Accounting 120
- Introduction to Applied Technology 110 (Fine Art/Life Role)
- Introduction to Debate 110
- Introduction to Electronics 110 (Science)
- Journalism 120
- Law 120
- Media Studies 120
- Metals Fabrication (Welding) 110
- Metals Processing 110
- Metal Processing 120
- Mi'gmaq Language 110
- Nutrition for Healthy Living 120
- PE Leadership 120 (Fine Art/Life Role) – (Restricted to Grade 12 students only)
- Physics 112 (Science)
- Physics 122 (Science)
- Political Science 120
- Post-Intensive French 110 or 120
- Power Train & Chassis 110
- Pre-Calculus 110
- Pre-Calculus 120A
- Pre-Calculus 120B
- Residential Finish 120 (Must be taken at the same time as Framing and Sheathing 110)
- Theatre Arts 120 (Fine Art/Life Role)
- Tune-up and Emissions 120
- Visual Arts 110 (Fine Art/Life Role)
- Visual Arts 120 (Fine Art/Life Role)
- Wellness through Physical Education 110 (Fine Art/Life Role)
- World Issues 120
- Yoga 110

SSHS COURSE REGISTRATION FORM (GRADES 11 & 12) 2020 – 2021

STUDENT NAME

GRADE (IN SEPT 2020)

BUSINESS ED/TECHNOLOGY

Business Organization & Management 120
Computer Science 110
Digital Productions 120
Hospitality & Tourism 110
Introduction to Accounting 120

ENGLISH

English Language Arts A 112 (1 credit)
English Language Arts B 112 (1 credit)
English Language Arts 113 A (1 credit)
English Language Arts 113 B (1 credit)
English Language Arts 122 (1 credit)
English Language Arts 123 (1 credit)
Journalism 120
Media Studies 120

FINE ARTS/LIFE ROLE

Coop Education 120 (2 credits)
Culinary Tech 110
Culinary Tech 120
Entrepreneurship 110
Growth, Goals & Grit 120
Individual & Family Dynamics 120
Into Appl Tech 110
PE Leadership 120
Theatre Arts 120
Visual Art 110
Visual Art 120
Wellness through Phys. Ed 110

SECOND LANGUAGE

Post-Intensive French 110
Post-Intensive French 120
Mi'kmaq 110

FRENCH IMMERSION

FI Individual and Family Dynamics 120
FI Language Arts 110
FI Language Arts 120
FI Modern History 112
FI World Issues 120

HOME ECONOMICS

Child Studies 120
Nutrition for Hlthy Living 120

SCIENCE

Automotive Electrical Systems 120
Biology 112
Biology 122
Chemistry 112
Chemistry 122
Human Physiology 110
Intro to Environmental Science 120
Introduction to Electronics 110
Physics 112
Physics 122

SOCIAL SCIENCES

Canadian History 122
Indigenous Studies 120
Law 120
Modern History 112
Modern History 113
Political Science 120
World Issues 120

VOCATIONAL EDUCATION

Computer Aided Design 110
Internal Combustion and Engines 110
Metal Fabrication 110
Metal Processing 110
Metal Processing 120
Power Train and Chassis 110
Tune Ups and Emissions 120

↪ Framing and Sheathing 110
Residential Finish 120

Must be taken
together

MATHEMATICS

Calculus 120
Foundations of Math 110 (academic)
Foundations of Math 120
Financial & Workplace 110
Financial & Workplace 120
Pre-Calculus 110
Pre-Calculus A 120
Pre-Calculus B 120

LOCAL OPTIONS

Introduction to Debate 110
Yoga 110

Due to scheduling conflicts:

Your initial elective
selections may not
be possible,
therefore please list
1 alternate elective
that would be of
interest to you.

