

Secondary Education in Canada: A Student Transfer Guide
10th Edition, 2008–2009

New Brunswick (Anglophone Sector)

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Part 1 – Summary Statement

1. Introduction

New Brunswick is a bilingual province. Education programs and services are offered in both official languages. The following information applies to the Anglophone sector that offers programs and services in English and has responsibilities for French as a Second Language, including French Immersion.

2. Organization of School System

In 1995, New Brunswick embarked on a new organization for high school education that included Grade 9 as the first year of high school. For most students, the high school experience will be four years in duration, covering Grades 9 to 12.

Grades 9 and 10 offer an opportunity for consolidation of, and growth in, necessary skills and knowledge across a broad common curriculum.

The Grades 9–10 program has the following characteristics:

- It offers a broad common curriculum (see Section 6 for subject area list).
- The curriculum is articulated in the form of learning outcomes.
- It is student-centred.
- It offers a flexible organizational structure.
- It encourages teaming; that is, groups of teachers of various subjects working with groups of students.
- There is no streaming in Grades 9 and 10, although temporary grouping and regrouping can occur to build and enhance skills in literacy and numeracy.

The pass mark is a minimum achievement of 60 per cent, Acceptable, or C, depending on the reporting system used by the school. At this time, there are no credits awarded for subjects in Grades 9 and 10, but students are expected to meet the outcomes in all subject areas to prepare them for the credit-bearing courses they will be taking. Students in Grade 10 may earn credits in one or two Grades 11–12 courses if their timetables permit.

The Grades 11–12 program leads to a New Brunswick High School Diploma. Learning in Grades 11 and 12 is organized into credit-bearing courses that may have different levels

according to degree of difficulty or to the range available. To obtain the diploma, students must pass specific compulsory courses (see Section 8) and take advantage of the opportunity to choose elective courses that reflect their personal interests, post-secondary intentions, and career aspirations. Many courses are offered on-line through teacher distance facilitators. This allows flexibility and support for those students who choose or need it.

School programs and activities are organized on a ten-month basis, with the school year extending from the day after Labour Day in September through to late June of the following year. The school year consists of 195 days for teachers and 185 days for students. Hours of instruction are a minimum of 5.5 hours per day.

3. Explanation of Terms Used

Public education in New Brunswick has three sections:

Primary/Elementary	Kindergarten to Grade 5
Middle School	Grades 6 to 8
High School	Grades 9 to 12

4. Course Designation

In Grades 9 and 10, the subjects in the common curriculum are designated by subject name and year (for example, Mathematics 10 or Music 9). All students are expected to complete the learning outcomes for the subject in a given year. There are no designated levels of difficulty, although temporary grouping and regrouping can occur to build and enhance skills in literacy and numeracy.

Courses for credit in Grades 11 and 12 are named by subject, and each is assigned a three-number designation. The first two numbers designate the year of the course (11, 12), and the third designates the level of difficulty (see below).

- 111 – Grade 11, enriched
- 112 – Grade 11, regular
- 113 – Grade 11, developed for students who may have difficulty with level 2 or do not intend to pursue post-secondary study

- 120 – Grade 12, designed to accommodate all students, or a course that is not offered at another level of difficulty

Course codes are comprised of seven digits, each with an inherent significance, and are actively used when compiling and analysing data gathered through the student information system.

5. Time Allotments and Course Load

In Grades 9 and 10, schools may organize differently to meet the expected learning outcomes and course requirements. English and mathematics are taught throughout the year, while other compulsory subject areas may be semestered or blocked over different periods of time.

In Grades 11 and 12, a credit is granted for successful completion (minimum achievement of 60 per cent) of work that usually requires 90 hours of instructional time. The move from a 110-hour credit course to a 90-hour credit course began in 1999.

Over the two senior years, students may earn up to 20 credits. Some schools are working to integrate subject areas to create increased relevance and focus for students. As long as all outcomes are met, credits can be awarded for the subject area(s) involved.

Students have opportunities to challenge for credit (up to two challenges allowed in Grades 11 and 12) to take independent study (one independent study allowed in Grades 11 and 12) and may take two provincially approved locally developed courses to count towards graduation requirements. For further information on these processes, please refer to the Web links provided below.

http://www.gnb.ca/0000/publications/curric/Challenge_for_Credit.pdf

http://www.gnb.ca/0000/publications/curric/Independent_Study_Application.pdf

http://www.gnb.ca/0000/publications/curric/Locally_Developed_course_Application.pdf

6. Curriculum Organization

The following summaries offer curriculum information by subjects, both for Grades 9 and 10 and the credit courses in Grades 11 and 12.

The four-year High School Program has the following courses in each grade:

Grade 9	Grade 10	Grade 11	Grade 12
English (year-long)	English (year-long)	English (2 credits)	English
Mathematics (year-long)	Mathematics (year-long)	Mathematics (1 credit)	Elective
French	French	Science ^[a]	Elective
Social Studies	Social Studies	Modern History	Elective
Science	Science	Fine Arts/Life Role Development ^[b]	Elective
		Elective	Elective
90 hours minimum in each of the following: <ul style="list-style-type: none"> • Art, Music, Physical Education, Technology (or 135 hours in one, 45 in another, and 90 in two) • Guidance — 40 hours over two years • Family Studies — 40 hours over two years 		Electives	Electives
^[a] or approved technology course ^[b] Fine Arts Cluster: Visual Arts 110/120; Music 112/113/122; Fine Arts 110; Theatre Arts 120; Graphic Arts and Design 110. Life Role Development Cluster: Family Living 120; Cooperative Education 120; Outdoor Pursuits 110; Health and Physical Education 120; Entrepreneurship 110. Courses included in this cluster must contribute in a meaningful way to either development of artistic/aesthetic expression and understanding or development of interpersonal skills and human relationships.			

7. Testing and Grading Practices

Testing, assessment, and grading for subjects and courses are the responsibility of the school. The pass is a minimum achievement of 60 per cent, Appropriate, or C, depending on the reporting system used by the school. Students are required to successfully complete provincial reading and writing assessments (English Language Proficiency Assessment) administered in Grade 9.

Students who fail the provincial English Language Proficiency Assessment in Grade 9 are offered further opportunities to pass it in Grades 10, 11, and 12. Passing this assessment is a requirement for high school graduation. The Potential Graduate Reassessment is a final opportunity to acquire this requirement.

Grade 10 French Immersion reading and writing assessment, Grade 10 French Oral Proficiency (sample size administered every other year), and Grade 12 French Oral Proficiency (annual) are provincial assessments that inform instructional practice decisions.

8. Requirements for Graduation

New Brunswick high schools generally organize the two senior years in a 20-credit system. Grades 11 and 12 are designed to allow considerable flexibility for students who have differing skills, abilities, and needs. Students begin to earn credits for graduation during Grades 11 and 12 after having successfully met learning outcomes in Grades 9 and 10. Some are able to earn one elective credit or two during Grade 10.

<http://www.gnb.ca/0000/pol/e/316AA.pdf>

Students who entered Grade 11 in September 1999 or later must

- meet the requirements of the prescribed common curriculum of the compulsory 9/10 program as outlined in the Grades 9/10 Companion Document
http://www.gnb.ca/0000/publications/curric/Grade_910Companion.pdf
- successfully pass seventeen courses, including seven compulsories (note opportunities for challenge for credit, independent study, and locally developed courses as outlined in Section 5)

Compulsory Courses

Grades 11 and 12

- English 11 (2 credits)
- Mathematics (1 credit)
- Geometry and Applications in Mathematics 111/112 or Applications in Mathematics 113
- Modern History II (1 credit)
- Science or approved Technology course (1 credit)
- Fine Arts / Life Role Development (1 credit)
- English 12 (1 credit)
- accumulate a minimum of 5 credits at the Grade 12 level
- pass the English Language Proficiency Assessment (see Section 7)

High School Diploma

The responsibility for issuing a high school diploma lies with the Department of Education, with individual schools acting on the Departments' behalf in determining that students attain the requirements before a diploma is issued.

Students who plan to attend postsecondary institutions are encouraged to consult the calendars of such institutions to ensure the student includes courses required by the institution in their high school program course selection.

9. Prerequisites and/or Co-requisites

There are few prerequisites for senior secondary courses; however, students are usually expected to complete the lower-level course before enrolling in the next level. Schools, in consultation with parents and students, make the appropriate placement decision.

10. Other Types of Programs

Special Education Program (SEP) refers to an education program for an exceptional student experiencing difficulties over an extended period of time who is not making progress even with the additional support that a teacher would typically employ in the classroom.

11. Assessment of Out-of-Province and Foreign Studies

Students who wish to attend high school in New Brunswick must present their credentials to their receiving school. The school usually evaluates these credentials, sometimes with the assistance of the Department of Education.

Part 2 – Summary of Course Content

12. English (First Language)

Grades 9–10

English Language Arts 9 (1000017) – 10 (1000027)

English language arts outcomes focus on language and knowing how to use language to communicate in many contexts and for a wide range of purposes. Students are expected to meet a number of outcomes in each of speaking and listening, reading and viewing, and writing and representing, using a diversity of print and media texts of varying difficulty. As the program progresses, the level of complexity and refinement will increase to continually challenge students. The aim is to enable students to be confident, effective communicators.

Reading Workshop 9 (1001617) – 10 (1001627)

This intervention experience is for high school students to improve their engagement with reading and their ability to comprehend what they read. Teaching methodology of offering students choice, time to read, and mini-lessons to increase reading comprehension is an extension of the good teaching practices expected in all English Language Arts classes.

Grades 11–12

English Language Arts 111 (1000031) – 121 (1000041)

English 111 – 121 are courses designed for students whose aptitudes and interests in language/literature are above average. The courses will provide an enriched variety of experiences with language and texts to challenge and refine students' competencies. Grade 11 English is year-long and is worth 2 credits in the 20-credit system.

English Language Arts 112 (1000032) – 122 (1000042)

English 112 – 122 are courses appropriate for students who plan to pursue studies at a post-secondary institution. Each course provides a wide variety of experiences with literacy skills and writing formats in an effort to have students achieve the learning outcomes. English 112 focuses on argument, persuasion, fact and opinion, and significant and varied literary pieces. English 122 concentrates on critical comprehension and evaluation skills of information text and Canadian and world literature. Grade 11 English is year-long and is worth 2 credits in the 20-credit system.

English Language Arts 113 (1000033) – 123 (1000043)

English 113 – 123 are courses that provide a variety of experiences with language and texts to develop student competencies in thinking, reading, viewing, writing, listening, and speaking. Priority is given to effective written/digital and oral communication. English 113 is year-long and is worth 2 credits in the 20-credit system.

Writing 110 (1000130)

Writing 110 allows students to practise and experiment with the language in written form. It offers opportunities to reinforce and enrich writing skills through processes where exploring, drafting, revising, editing, designing, sharing, and reflecting are encouraged.

Media Studies 120 (1000440)

Media Studies 120 is an introduction to the evolution and impact of mass media on the individual and society. The course, which is practical and production-based, aims to have students learn through critiquing and creating.

Canadian Literature 120 (1000540)

Canadian Literature 120 permits students to encounter the characters, ideas, values, and experiences that have motivated the people of Canada through succeeding generations. The course has seven units, four of which are compulsory: Canadian identity, historical and literary highlights, the Canadian novel, and publication of a class literary magazine.

Journalism 120 (1000340)

Journalism 120 is an intensive course focusing on 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.

Reading Tutor 120 (1000640)

Reading Tutor is a course that pairs senior student tutors with younger readers. Tutors provide readers with assistance in achieving an acceptable standard of literacy and meeting the outcomes for English Language Arts.

13. French (First Language)

Described in New Brunswick, Francophone Sector, Français langue première, 8–12.

**14. French Second Language Programming at the high school level
(grades 9-12)**

Students in grades 9 and 10 follow one of two French second language programs—French immersion (either Early or Late) or Post-Intensive French or Core French. Post-Intensive French is a literacy-based, non-immersion program for students in grades 6-10 that is being

introduced as a follow-up to Intensive French at grade 5. Students who did not have the opportunity to participate in intensive French at grade 5 continue in Core French.

At the end of grade 10, students decide if they wish to continue to follow French courses. Currently, French immersion students have a range of French courses from which they can select. Students who are not in an immersion program can select Core French in grades 11 and 12 or Post-Intensive French. Once all changes recommended to French second language programming on August 5, 2008 are implemented, if a student achieves a level of intermediate or higher on the provincial oral proficiency assessment at the end of grade 10, he or she may select to enrol in French immersion courses or Post-Intensive French courses.

French second language program requirements are outlined in the New Brunswick Department of Education Policy Statement 309. <http://www.gnb.ca/000/pol/e/309A.pdf>

New Brunswick offers an extensive program in French immersion at the secondary level. Many courses offered in the Anglophone program have French immersion counterparts (See section 12).

Post Intensive French

Grades 9–10

French 9 (1005017) – 10 (1005027)

French Language Arts 9 and 10 courses focus on the language skills necessary to satisfy routine social demands and requirements in school and social settings. Communication is in French with a multi-dimensional approach to the teaching and learning of a second language. French in New Brunswick is compulsory until the end of Grade 10, and as of 2014, until the end of Grade 12. These courses are not appropriate for students with a background in French Immersion.

The goal upon completion of Grade 12 Post Intensive French is for students to attain a minimum of an Intermediate level on the New Brunswick Oral Proficiency Scale.

Grades 11–12

French 111 (1005031) – 121 (1005041)

French 111 – 121 cover the language skills necessary for effective communication in French with a multi-dimensional approach to the teaching and learning of a second language. These are enriched courses designed for students who show a high level of interest in strengthening their communicative ability in the second language. They are not appropriate courses for students with a background in French Immersion.

French 112 (1005032) – 122 (1005042)

French 112 – 122 provide 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. As oral and aural skills develop, an increased emphasis is placed on reading and writing skills. The courses are not designed for students with a French Immersion background.

French 113 (1005033)

French 113 is designed to further the acquisition of oral communication skills for students who have a limited background, or no background, in French as a second language. The course covers the skills necessary for basic communication in French in daily situations.

15. French (Immersion)

New Brunswick offers an extensive program in French Immersion at the secondary level. Many courses offered in the Anglophone program have French Immersion counterparts.

Grades 9-10

FI Language Arts 9 (1507517)

FI Language Arts 10 (1507527)

French Immersion Language Arts is compulsory.

Grades 11–12

French Immersion Language Arts 110 (1507530) – 120 (1507540)

The French as a Second 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 as 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.

16. Mathematics

Grades 9–10

Mathematics 9 (1030017) – 10 (1030027)

In Grades 9 and 10, all students currently follow a common mathematics curriculum (Mathematics 9 and Mathematics 10) designed at the Atlantic Canada level to develop mathematical problem solving, reasoning, communication, and connections. The curriculum

is organized within four strands: number and operations, patterns and relations, shape and space, and data management and probability. In Grade 10, the curriculum is focused in seven units: data management; networks and matrices; patterns, relations, and equations; modelling and functions; right triangle trigonometry; geometry of packaging; and linear programming. Differentiation of instruction is encouraged to ensure all students have ways to meet the required outcomes. Particular emphasis on possible application of mathematics in skilled trades is encouraged for all students. As curriculum at the K–8 level is restructured to follow the Western Northern Curriculum Protocol Framework, high school curriculum restructuring in New Brunswick will occur.

Grades 11–12

Geometry and Applications in Mathematics 111 (1030131)/112 (1030132)

Geometry and Applications in Mathematics (or Applications in Mathematics 113) is compulsory for high school graduation and follows Mathematics 10. Students study statistics (analyzing and applying sampling techniques, sampling variability, and confidence intervals), probability (applications involving the fundamental counting principle, area models, factorials, permutations and combinations, and binomial expansions and distributions), circle geometry (both Euclidean and analytical), and also pursue an independent study.

Applications in Mathematics 113 (1030233)

Applications in Mathematics 113 (or Geometry and Applications in Mathematics 111/112) is compulsory for high school graduation and follows Mathematics 10. Students study statistics (analyzing and applying sampling techniques, sampling variability, and confidence intervals), probability (applications involving the fundamental counting principle, area models, factorials, and simple permutations and combinations), and decision making in consumer situations, and also pursue an independent study.

Functions and Relations 111 (1030331)/112 (1030332)

This elective course follows Geometry and Applications in Mathematics 111/112 and may be taken by students in Grades 11 or 12. Students study applications of trigonometry (particularly the Sine and Cosine Laws), quadratics (exploring sequences, modelling with and analyzing quadratic functions, transformations, finite differences, and developing and applying the general quadratic formula), rate of change (including average versus instantaneous rate of change in quadratic situations), and exponential growth (modelling with and analyzing exponential and logarithmic functions, transformations, properties of exponents and logarithms, and exponential and logarithmic equations).

Patterns and Relations 113 (1030433)

This elective course follows Applications in Mathematics 113 and may be taken by students in Grades 11 or 12. Students study applications of trigonometry (particularly the Sine and Cosine Laws), patterns (exploring and differentiating among patterns and sequences, including arithmetic, power, geometric, and Fibonacci), quadratics (exploring, describing,

and graphing quadratic relationships to solve problems, modelling using technology, and applying the general quadratic formula), and exponential growth (exploring, describing, and graphing exponential relationships to solve problems, modelling using technology, applying rules for exponents, and solving problems involving compound interest and annuities).

Trigonometry and 3-Space 121 (1030541)/122 (1030542)

Generally, students in Grade 12 would take this elective course. Students study the algebra of 3-space (modelling and sketching points, lines, and planes in 3-space, solving systems of equations both algebraically and using matrices, and developing an understanding of matrix characteristics such as identities, inverses, and determinants), trigonometric functions (characteristics, transformations, reciprocals, inverses, and applications), and trigonometric equations and identities (solving equations and related problems and proving identities). Students work with both degree and radian measure.

Advanced Mathematics with an Introduction to Calculus 120 (1030640)

This elective course is designed to follow Functions and Relations 111/112 and Trigonometry and 3-Space 121/122. Students study sequences and series (finite and infinite, convergent and divergent, sigma notation, concept of a limit, and mathematical induction), advanced topics with functions (combinations and compositions, polynomial, rational, irrational, and absolute value functions, and solving equations and inequalities), elements of differential calculus (rate of change, slope of a tangent to a curve, limits, derivatives from first principles, and power rule), and complex numbers (rectangular and polar forms and graphs, operations, and De Moivre's Theorem).

17. Science

Grades 9–10

Science 9 (1025017) – 10 (1025027)

Science outcomes parallel the general science curriculum outcomes found in the *Foundation for Science Curriculum, Atlantic Canada*. Students will understand the nature of science and scientific knowledge and the nature of technology, and also learn that science, technology, the environment, and society are interrelated. Study includes properties of living things, density, particles, pressure, forces and motion, energy conversions, atomic structure, the periodic table, formulas and equation writing, cellular structure, and osmosis.

Grades 11–12

Physics 111 (1025431) – 121 (1025441)

Physics 111 – 121 are sequential courses that utilize the discovery approach to scientific learning. Since these are enriched courses, students should have a genuine interest in science and better-than-average achievement in science and mathematics. The scientific method is used in gathering experimental data, and laboratory work is the focus of these courses. Topics are the same in Physics 112 – 122, but the depth of coverage is greater.

Physics 112 (1025432)

Physics 112 is the first of two physics courses designed for students who intend on going to university or technical school. Topics include one-dimensional kinematics and dynamics, wave motion, sound and light, introduction to electromagnetic radiation, and a study of work/energy/power. The course aims to engage students in relating physics concepts to societal contexts and applications. A student-centred approach to theoretical and practical investigations is the basis of the curriculum.

Physics 122 (1025442)

Physics 122 is the second of two physics courses designed for students who intend on going to university or technical school. Topics include linear motion, forces, two-dimensional motion, projectiles, circular motion and gravitation, fields (gravitational/electric/magnetic), electric circuits, electric motors, and generators. As with Physics 112, each of the topics is studied in its societal context. Student experiences include library research, laboratory investigations, and multiple sources of information, including print, software, DVDs, and guest speakers.

Chemistry 111 (1025331) – 121 (1025341)

Chemistry 111 – 121 are sequential courses recommended for students who may intend to pursue science or engineering at the university level. Since these are enriched courses, students will have a genuine interest and a better-than-average ability in science and mathematics. Students are expected to engage in individual projects and research. Topics covered are similar to those in Chemistry 112 – 122, but the depth is greater.

Chemistry 112 (1025332)

Chemistry 112 is designed so that students make observations and draw conclusions that lead directly to important principles in chemistry. 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 (1025342)

Chemistry 122 is the second of two chemistry courses that emphasize teaching chemistry using the scientific method. Experiments are designed so that students make observations and draw conclusions that lead directly to important principles in chemistry. Topics include organic chemistry, thermo-chemical changes, equilibrium, acids and bases, and electrochemical changes.

Biology 111 (1025131) – 121 (1025141)

Biology 111 – 121 are sequential courses recommended for students who may intend on pursuing science at the university level. Since these are enriched courses, students will have a genuine interest and a better-than-average ability in science and mathematics. Students are expected to engage in individual projects and research. Topics covered are similar to those in Biology 112 – 122, but the depth is greater.

Biology 112 (1025132)

Biology 112 is a 1-credit course emphasizing the nature of life. Inquiry and project-based learning are used, and laboratory and research skills are developed. Topics of study include cellular structure and functioning, classification and study of a diversity of life forms, and human systems structure and functioning. Biology 112 is a good preparation for further study in Biology 122.

Biology 113 (1025133)

Biology 113 is a 1-credit course with special emphasis on human life functions such as nutrition, transport, respiration, excretion, regulation, and reproduction. Other topics include ecology, cell structure and function, and health and disease.

Biology 122 (1025142)

Biology 122 is a 1-credit course emphasizing genetics and the continuity of life. Biology 111/112 and Chemistry 111/112, though not required, are strongly recommended as prerequisites to this course. Topics include growth and reproduction, the history, mechanisms, and ethics of genetics and inheritance, the theory and mechanisms of evolution, and the electrochemical functioning of human systems.

Environmental Science 122 (1025242)

Environmental Science 122 includes topics on the environmental structure and attitudes, the ecosystem concept, natural resources and population, urbanization, energy, and current environmental problems. Local interests in any of the topics may play an important role in the development of the course.

Environmental Science 123 (1025243)

Environmental Science 123 is a general course designed for students who wish to become more familiar with their environment. Emphasis is placed on classroom discussion. Topics include supply and demand within the environment, the nutrient cycles of ecosystems, the impact of human populations, urbanization, energy forms, and their effects, and global/localized challenges to sustain environmental quality.

Science 122 (1025042)

Topics of study in this course include oxidation/reduction, electro-chemistry, atomic and nuclear structure, magnetism, electro-magnetism, and application of electro-magnetism. This course is intended for students who plan to pursue post-secondary study in chemistry, physics, or some branches of engineering.

18. Social Studies

Grades 9–10

Social Studies 9 (1010117) – 10 (1010127)

The goal of social studies education is to develop students as learners so they become informed, active, responsible citizens who understand their roots, have a clear vision of their futures, are willing to confront issues, and participate in local, national, and world affairs. The learner is capable of inquiry, analysis, synthesis, and evaluation. In Grade 9, the Canadian Identity curriculum focuses on geographical, historical, and citizenship aspects of identity. The Grade 10 curriculum, Ancient and Medieval History, is principally a historical study of the roots of Western civilization.

Grades 11–12

Modern History 111 (1010231)

Modern History 111 is an enriched, in-depth, thematic study of modern European history, examining the liberal revolutions of 1848, the French Revolution, the Industrial Revolution, the Communist Revolution, and the Fascist Revolutions.

Modern History 112 (1010232)

Modern History 112 is a study of the evolution of the peoples of the West during the nineteenth and twentieth centuries and their widening involvement in global issues. The course examines 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 (1010233)

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 basic world geography, industrialization, life in the 1920s and 1930s, World Wars I and II, and the Cold War.

Physical Geography 110 (1010330)

Physical Geography 110 is the study of the physical features of the Earth and their effects on humans. It examines the interaction among all components of the environment and emphasizes the relationship between the land and humanity, as well as climatology and meteorology and their impact on people.

Canadian Geography 120 (1010440)

Canadian Geography 120 is a study of the ever-changing cultural and physical landscapes of Canada and how they have an impact on each other. It examines physical systems and interrelates them with structures and systems made by people, and it involves environmental issues that are currently pertinent to the lives of Canadians. Geographic understandings and skills are integrated throughout the course.

Canadian History 121 (1010541)

Canadian History 121 is a thematic study of Canada over the last century. Themes included are constitutional (dilemma or identity), social (ethnic clash), and economic (economic nationalism versus economic internationalism).

Canadian History 122 (1010542)

Canadian History 122 presents the history of Canada from the early years of the nineteenth century to the present. It includes the Maritime Provinces (1815–1864), the Canada, the Confederation era, the Macdonald era, expansion and consolidation, the Laurier era, prosperity and development, the years of crisis between the wars, Canada and World War II, and Canada and the modern world.

Economics 120 (1010640)

Economics 120 provides a basic understanding of the economic system and how it works. The role of Canada's major economic institutions and how they interact is examined. The course also looks at the concepts and techniques needed to make economic decisions and to develop an awareness of the major economic problems and issues of the day.

Law 120 (1010740)

Law 120 is an introduction to Canada's legal system. Students undertake three compulsory units of study: Foundation of the Law, Criminal Law, and Civil Law and the Law of Torts. Students will also study at least two of the following: Contracts, Family Law, Estate Law, Environmental Law, Consumer Law, Aboriginal Peoples and Law, International Law, Labour Law, Youth and the Law, Human Rights, and Property Law.

Native Studies 120 (1014040)

Native Studies 120 is designed to promote understanding of Mi'kmaq and Maliseet peoples in the Maritimes. In particular, it examines the differing cultural perspectives of the Mi'kmaq and Maliseet on one hand and Europeans on the other, and it examines how these differences in perspectives have affected relationships and, at times, have led to conflict. Topics include language and culture, relationship to the land, colonial relations, and contemporary issues.

Political Science 120 (1010840)

Political Science 120 is an introductory course that examines various political ideologies and systems, as well as assessing the merits of each and making comparisons (particularly with respect to the Canadian system).

World Issues 120 (1010940)

World Issues 120 examines various issues that are global in nature and require a global solution. The concept of the global village is studied, as is the relationship between nations as players in the global community. Issues are looked at with a view to acknowledging that events in any part of the world have a reverberating effect. The future of the global community is also a part of the course.

19. Other Courses beyond English, French Second Language, Mathematics, Science, Social Studies**Grades 9–10****Visual Arts (1020617)**

Variation in seven digit course codes will depend upon grade level and number of hours offered.

Students create art, examine the language of art, respond to art, and critique and explain historical, cultural, and contemporary issues. They have opportunities to explore both two- and three-dimensional possibilities in different media. Students are participants in solving problems, working cooperatively and independently, developing skills and specialized knowledge, and making connections between art and society.

Music (1020917)

Variation in seven digit course codes will depend upon grade level and number of hours offered.

Music students study a variety of musical areas. There is stress on musical literacy and the practical application of the conceptual knowledge in rhythm, harmony, and melody. The broad curriculum includes performing music, composition, reading music, and responding to music. Students also examine music's relationship to other arts and the place of music in history and culture.

Technology (1040117)

Variation in seven digit course codes will depend upon grade level and number of hours offered.

Broad-Based Technology Education is an approach to technology education that serves to reinforce and broaden student understanding of general technological knowledge, skills,

and attitudes. The purpose of Broad-Based Technology Education is for students to explore a comprehensive range of relevant career opportunities and to develop an understanding of a variety of technology fields and applications.

The expanded learning opportunities of the BBTE program allow students to practise many essential workplace skills, including communication, collaboration, cooperation, creative and innovative problem solving, logical thinking, and self-motivated independent learning skills. The BBTE program makes allowances for individual learning differences with a variety of instructional, assessment, and evaluation strategies. The inclusion of this dimension emphasizes the learner taking more responsibility for the learning.

Physical Education and Health (1017817)

Variation in seven digit course codes will depend upon grade level and number of hours offered.

The goal of the Physical Education and Health 9–10 curriculum is to promote healthy active living for life.

Guidance/Family Studies (1015517) and Personal Development and Career Planning (1015617)

Variation in seven digit course codes will depend upon grade level and number of hours offered.

The quality of life for individuals, families, and communities can be significantly enhanced by students' acquisition of life skills that recognize the interrelationship of life roles, settings, and events. Studies include decision making and problem solving in health, relationships between self and others, safety practices, environmental effects on health, career exploration and planning, consumerism, financial management, independent living, and family relationships.

Learning Strategies 110 (1000230), 120 (1000240)

Learning Strategies is a course designed as part of a continuum of support programs and services designed to assist students with identified processing difficulties who have academic potential and whose goals are to take post-secondary studies.

Grades 11–12

Note: The New Brunswick curriculum offers a range of elective courses in arts education, physical education and health, transition education, family studies/home economics, technology/vocational-skilled trades and other languages that provide for individual challenges and interests and enable students to obtain a quality transcript of compulsory and elective courses.

ARTS EDUCATION

The Arts Education general curriculum outcomes are grouped according to the types of understanding and processes that are common to all arts disciplines: creating works of art; responding critically to their own works and the works of others; and making connections in local, global, and historical contexts.

Visual Arts 110 (1020040)

Visual Arts 110 builds on the experience and knowledge gained in Visual Arts Grades 9–10. The studio work remains in the areas of drawing, painting, printmaking, and three-dimensional work and stresses personal expression and the development of individual imagery, and there are further requirements in art criticism and art history. Students must have a minimum of 90 hours in Grades 9–10 to enter this course.

Visual Arts 120 (1020030)

Visual Arts 120 is designed for students who wish to pursue art-related interests 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. Visual Arts 110 is a prerequisite for this course.

Theatre Arts 120 (1020140)

This course deals with the major aspects of theatre performance, including acting and interpretation, stagecraft, 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.

Music 111 (1020231)/112 (1020232)

The course consists of three major outcomes that require students to demonstrate achievement in performing music, in the application of theoretical and aural skills and concepts, and in understanding music in a historical context. The course lists a series of performance indicators that will assist in determining the course level. Music 111/112 is designed to articulate with Music 122. **Note:** Students entering Music 111/112 will normally have taken at least 90 hours or more of music study in Grades 9–10.

Music 113 (1020233)

Music 113 is designed for students who wish to continue their musical studies on guitar, keyboards, or beginning band. Students are required to demonstrate increased playing skills and an understanding of basic musical structures.

Music 122 (1020242)

Music 122 is designed for the advanced and serious student of music who wishes to pursue the subject as an avocation or who may be interested in further studies at the post-secondary level. The course assumes an advanced level of musical literacy, good aural skills,

a sound theoretical background, knowledge of historical styles and forms, and an interest in improving upon and expanding his or her areas of musical knowledge and expertise.

Students may enter Music 122 by passing Music 111/112 or Music 113 with teacher's permission, or by having private study equivalent to Grade 6 practical and Grade 2 theory offered by the Royal Conservatory of Music or equivalent.

Music 120 (1020240)

The course is designed to encourage research, presentations, discussion, and musical learning in and about a variety of different world music. The course is modular in design, requiring the study of one of the following two modules:

- Traditional Music of Canada's Peoples
- Music in the Atlantic Provinces

In addition, students must choose at least three of the other world music modules. In keeping with the intent of the regional work in arts curriculum, the courses address issues in creating, making, and presenting music, understanding connections among time, places, and community, and perceiving, reflecting, and responding to music.

Fine Arts 110 (1020330)

This course is an introduction to the arts in general. The emphasis is not on performance or production, but on understanding how to perceive the expressiveness in various art forms, particularly visual art, music, and drama.

Graphic Arts and Design 110 (1020430)

Graphic design is the creative planning and presentation of visual communication to attract attention or communicate effectively. The course promotes the skills and knowledge necessary to understand and develop images, signs, symbols, logos, and so on that communicate a message or value. The development of visual communication skills is assisted by technology. **Note:** This course is included under Arts Education as a Visual Arts course. The course utilizes technology as a means of supporting the acquisition of skills in, and knowledge of, visual arts.

PHYSICAL EDUCATION AND HEALTH

Outdoor Pursuits 110 (1017530)

Students have the opportunity to become directly involved in the planning and organization of outdoor recreational activities. Students take on roles of responsibility as they participate in challenging activities and learn about ecological issues within the natural environment.

Health and Physical Education 120 (1017640)

Students plan, organize, and administer their own recreational plans and programs developed for others. The course seeks to use physical education and recreation activities as vehicles for the development of concrete leadership experiences and the development of leadership potential.

TRANSITION EDUCATION

Career Explorations 110 (1045530)

Variation in seven digit course codes will depend upon course duration and credits assigned.

Career Explorations 110 is an experiential course that offers a sequence of activities aimed at furthering the career skill development of youth in Grades 11–12. Students explore personal characteristics, assess various career options, have the opportunity to engage in two unique work placements, and learn about themselves and about the world of work.

Cooperative Education 120 (1045040)

Check for variation in codes depending upon course duration and credits assigned.

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.

Note: Additional courses included in Transition Education are Entrepreneurship 110, Hospitality and Tourism 110, and Orientation and Mobility 120.

FAMILY STUDIES/HOME ECONOMICS

Related courses include Human Services 110 (1015030), Early Childhood Services 110 (1015130), Early Childhood Services 120 (1015140), Child Studies 120 (1015240), Nutrition for Healthy Living 120 (1015440), and Family Living 120 (1015340).

TECHNOLOGY/VOCATIONAL-SKILLED TRADES

Related courses include Internal Combustion Engines 110 (1036030), Power Train and Chassis 110 (1036130), Automotive Electrical Systems 120 (1036240), Tune-Up and Emissions 120 (1036340), Accounting 120 (1036440), Business Communications 110 (1036630), Business Organization and Management 120 (1036740), Introduction to Accounting 120 (1036840), Introduction to Office Technology 120 (1036940), Office Administration 120 (1037040), Framing and Sheathing 110 (1037130), Mill and Cabinet Work 120 (1037340), Residential Finish 120 (1037440), Electrical Wiring 110 (1037530), Electrical Wiring 120 (1037540), Introduction to Electronics 110 (1037630), Micro Electronics 120 (1037740), Culinary Technology 110 (1037830), Culinary Technology 120

(1037840), Fashion Technology 110 (1038030), Fashion Technology 120 (1038040), Fashion Design 120 (1038140), Housing and Interior Design 120 (1038240), Technical Support 110 (1038430), FI Technical Support (*1738430*), Computer Science 110 (1038530), Computer Science 120 (1038540), Information Technology 110 (2038630), Information Technology 120 (*1238640*), Introduction to Applied Technology 110 (1038830), Computer Aided Design 110 (1038930), Computer Assisted Manufacturing 110 (1039030), Drafting – Computer Aided Graphics 120 (1039140), Metals Fabrication 110 (1039230), Metals Processing 110 (1039330), Robotics and Automated Technology 120 (1039440), Networking Basics 110 (*9239630*), Routers & Routing Basics 110 (*9239730*), Switching Basics & Intermediate Routing 120 (*9239840*), WAN Technologies 120 (*9239940*).

Note: Course codes shown in italics indicate that the course is available only on-line.

OTHER LANGUAGES

Related courses include Spanish 110 (1005130), Spanish 120 (1055140), and Mi'kmaq 110 (on-line only, *9214430*).

20. Contact Information

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