CNHS COURSE REQUEST GUIDE 2026-2027

GRADE 12

INTRODUCTION

This guide is designed for students entering grade 12 in the 2026-2027 school year. It is designed to help you choose courses that will meet the New Brunswick High School Graduation requirements.

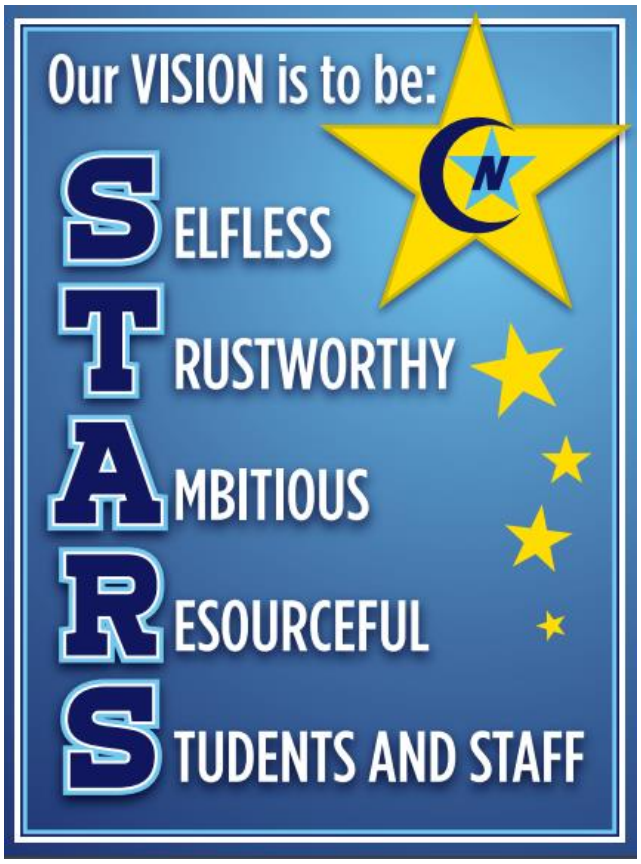
Students should:

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

SCHOOL OFFICIALS WILL ADVISE STUDENTS, BUT THE ULTIMATE RESPONSIBILITY FOR COURSE SELECTION REQUESTS LIE WITH STUDENTS AND THEIR PARENT(S) OR GUARDIAN(S).

Receiving a graduation diploma does not guarantee admission to further education. It is the **responsibility of student and parents to ensure their course requests qualify students for admittance to further studies after high school.** Mrs. Albright, School Counsellor, is available to assist students with making the choices to help ensure students' goals are met.

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



General Information

Choosing Courses: Each spring, high school students select courses for the following academic year. There is a wide variety of courses from which to choose in grades 11 and 12, and a number of factors that should be considered when making these choices. It is important that students take time to carefully consider their options since it can be difficult to make changes once scheduling for the year is complete. Additional information may be obtained through the CNHS School Counsellor, Mrs. Albright.

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

In completing the course request form, students must select ten (10) courses.

Pre-requisites:

Many courses have recommended prerequisites. Please read the course descriptions and requirements carefully prior to requesting courses, as many courses have recommended pre-requisites. Many courses should be taken in sequence to fulfill the recommended pre-requisite.

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

Recommended Prerequisite Guide:

To take this course:	Recommended Prerequisite:
MATH:	
Financial Workplace 110	GMF 10
Financial Workplace 120	Financial Workplace 110 or Foundations 11
Foundations 110	GMF & NRF 10
Foundations 120	Foundations 11
Pre-Calculus 110	Foundations 11
Pre-Calculus 120A	Pre-Calculus 11
Pre-Calculus 120B	Pre-Calculus 11
Calculus 120	Pre-Calculus 120A & B
NBCC Trades Math 120	Financial Workplace Math 110
ENGLISH COURSES:	
English 11	English 10
English 12	English 11
SCIENCES:	
Biology 11	Science 10
Biology 12	Science 10
Chemistry 11	Strong in Science 10 & Foundations 11
Chemistry 12	Chemistry 11 & Foundations 11
Physics 11	Strong in Science 10 & Foundations 11
Physics 12	Physics 11 & Foundations 11
APPLIED TECHNOLOGY:	
Automotive Electrical Systems 12	GMF 10
Culinary Technology 12	Culinary Technology 11
Introduction to Electronics 11	GMF 10, NRF 10 and Science 10
Metal Processing 12	Metal Processing 11
FINE ARTS & MUSIC:	
Visual Arts 12	Visual Arts 11
Music 12	Music 11
FRENCH & IMMERSION:	
Post Intensive French 11	Post Intensive French 10
Post Intensive French 12	Post Intensive French 11
FI Language Arts 11	FI Language Arts 10
FL Language Arts 12	FI Language Arts 11

Course Fees:

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

Transcripts:

All grades 10, 11 and 12 courses and final marks are permanently recorded on a student's transcript. The school transcript provides an ongoing record of high school courses taken and marks obtained. It is the official document required by post-secondary institutions to verify a student's academic record.

Transfer Students:

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

Student Timetables:

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

Challenge for Credit:

Challenge for Credit is an opportunity to recognize prior learning and to acknowledge this through the granting of one or two credits, maximum, for graduation purposes. The opportunity to challenge is available for students, who, outside the school have met all the learning, process, interpersonal participation objectives or outcomes of a course.

- There are specific parameters regarding Challenge for Credit and it requires the student to apply in writing (with parent's signature) *to the principal* prior to or within two weeks of the beginning of a semester/year. Students should see the school counsellor to collect the form.
- Includes clear evidence of appropriate prior learning congruent with the outcomes/requirements of an identified New Brunswick course and should be supported by at least one pedagogical professional.
- The school principal in conjunction with the school counsellor and a teacher, and in consultation with the student and his/her parent(s)/guardian(s) will advise on the validity of the application.
- Educators knowledgeable in the area of the challenge determines the most appropriate way to proceed. A New Brunswick educator is qualified to do so, although it is possible one may yield their position to a person from outside of the school who is knowledgeable in the subject area being challenged. The educator and administrator determines a timeline and the nature and extent of assessment requirements to be communicated to the student.
- On completion of the assessment process, an evaluation is made and recorded in the method used in the school, usually as a PASS or FAIL. Those who do not pass the challenge are not allowed a second attempt at the same course.

myBlueprint

Not sure what career path you would like to follow? myBlueprint is an academic planner that offers assessments, search tools, and videos to help you explore possible career paths. It is Canadian information and updated regularly. Most students would have used this program in Personal Wellness 9 class or Career-Life Advisory, but if you don't have an account, follow these steps to set one up. You might want to book an appointment with your School Counsellor about exploring your results and the questions that follow.

How to Create a New Account:
1. Visit myBlueprint.ca/anglophone west
2. Click 'Sign Up'
3. Select Your School: Carleton North High School
4. Select 'Create Account'
5. Select 'Student'
6. What Grade Are You In: Select
7. Enter Education Number (the long number next to your name on your schedule)
8. Enter Birthdate
9. Select an email you use and remember. Select Password you will remember.
10. For assessments, click the 'Who Am I' tab on left side of the screen. There are several.

FRENCH IMMERSION (FI) CERTIFICATE PROGRAM

Students in French Immersion take five (5) FI courses in Grade 9 and five (5) FI courses in Grade 10. Students in French Immersion, who wish to maintain and improve their proficiency level, are required to take a minimum of five (5) French Immersion courses in grades 11 and 12. Students can take three (3) FI courses in Grade 11 and two (2) FI courses in Grade 12 or students can take two (2) FI courses in Grade 11 and three (3) FI courses in Grade 12. This certificate is issued by Anglophone School District West (ASD-W) and is offered to all students who have completed at least **ten** courses in the **Immersion Program** during grades 10, 11 and 12. The certificate is awarded to students with their diploma at graduation.

CERTIFICATE OF SECOND LANGUAGE PROFICIENCY

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

Language Proficiency Levels:

Not Ratable: Demonstration of functional ability in the language is nil.
Novice: Student is able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy **only** with memorized phrases or formulae. Vocabulary is limited to areas of immediate needs. Attempts at creating speech are usually unsuccessful.

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

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

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

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

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

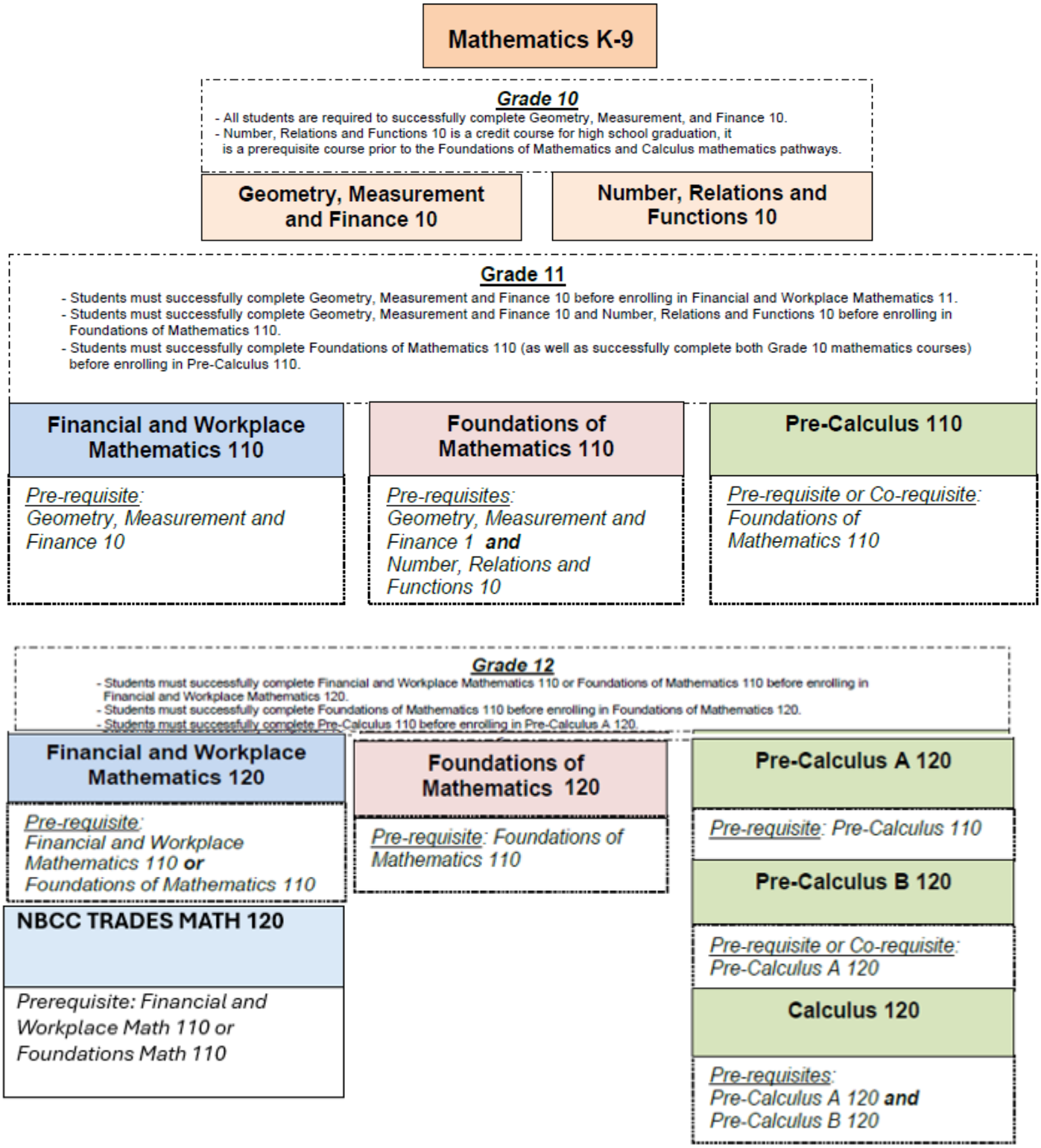
Advanced Plus: Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent is still faulty, and the speaker occasionally exhibits hesitancy, which indicates some uncertainty in vocabulary or structure.

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

MATHEMATICS PROGRAM PATHWAYS

<u>Three courses (12 credit hours) required for graduation must be math courses</u>. Geometry, Measurement and Finance 10 is required for everyone. Students should seek advice from their math teacher regarding the pathway that best suits their ability and interests. Should further information be required, School Counsellor, Mrs. Albright, and Math teachers may be contacted.

The graphic below summarizes the three mathematics pathways and courses currently offered.



Pathways for University

Students planning to apply to a university upon high school graduation should carefully select courses for grades 10, 11 and 12. It is important for students to confirm that particular subjects are accepted as entrance credits at their chosen universities.

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

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

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

Degree	Required Courses
Arts(BA)	English 12
Science (BSc)	English 12,Pre-Calculus A12/B12, Two out of Biology 12, Physics 12, Chemistry 12 (UNB requires Chemistry 12 and 1 of Biology 12 OR Physics 12)
Commerce (B. Com) Business	English 12, Foundations of Mathematics 12 or Pre-Calculus A12 & Pre-Calculus B12 (depending on University)
Engineering (BEng)	English 12, Pre-Calculus A12/B12, Chemistry 12, Physics 12
Nursing (BN)	English 12, (UNB, for example, requires Pre-Calculus 110 or Foundations of Mathematics 12, Chemistry 12, Biology 12)
Computer Science (BCSc)	English 12, Pre-Calculus A12/B12, (UNB requires Chemistry 12 or Physics 12)
Fine Arts (BFA)	English 12, (Art Portfolio or Music Audition is usually required.)

Canadian universities typically accept these electives:
Calculus 12
Pre-Calculus A12/B12 Foundations of Mathematics 12 Biology 12
Canadian Geography 12
Canadian History 12
Canadian Literature 12 FI Canadian History 12
Chemistry 12 Economics 12
French 12
FI Language Arts 12 Physics 12 Political Science 12

Please consult the selected university when considering the following electives for admission:
Wabanki Studies 12

Business Org. & Man. 12	Enviro Science 12
Computer Science 12	PE Leadership 12
World Issues 12	Journalism 12
FI World Issues 12	Visual Arts 12
Int. to Accounting 12	Coop Ed 12
Music 12	Media Studies 12
Theatre Arts 12	Law 12

Pathways for Community/Private College

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

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

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

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

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

Always check with college websites to confirm specific program requirements!
It's important to research programs that may offer similar training but have different admission requirements.

How to Apply:

Public Colleges – Online

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

Private Colleges

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

Admission Requirements

Many college programs accept a high school diploma while others require specific courses.

Some examples:

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

STUDENTS MUST CHECK REQUIREMENTS.

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

For more precise admission information you are encouraged to contact the college directly or refer to the college calendar or website. Also consult your High School Counsellor, Mrs. Albright.

Pathways for Community/Private College

College	Program	Admission Requirements
New Brunswick Community College (NBCC)	Accounting Technician, Automotive Service Technician, Bricklaying, Early Childhood Education, Education Assistant, Electrical. Hospitality and Tourism Operations, Human Services, Machinist, Office Administration, Police Foundations, Refrigeration and Air Conditioning Technician, Sheet Metal Fabrication	HS Diploma, Adult HS Diploma, or GED Diploma of HS Equivalency English 12 Financial and Workplace Mathematics 11 or Foundations of Mathematics 11
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 12 or 12 Foundations of Mathematics 11
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 12 Foundations of Mathematics 11 **2 Sciences** from Biology 11 or 12, Chemistry 11 or 12, Physics 11 or 12
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 12 or 12 Pre-Calculus 11 **2 Sciences** from Biology 11 or 12, Chemistry 11 or 12, Physics 11 or 12
New Brunswick Community College (NBCC)	Practical Nurse	HS Diploma, or Adult HS Diploma or GED Diploma of HS Equivalency English 12 Financial and Workplace Mathematics 11 or Foundations of Mathematics 11 **1 Science** from Biology 11 or 12, Chemistry 11 or 12, Physics 11 or 12
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 12 is required.
NB College of Craft and Design	All programs	It is recommended that students take either Financial and Workplace Mathematics 12 or Foundations of Mathematics 12 for admission.
Maritime College of Forest Technology	All programs	It is recommended that students take Foundations of Mathematics 12 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 A12 and B12 (or achieve 70% or greater in Foundations of Mathematics 12) for admission to these programs.

GRADUATION REQUIREMENTS CHECKLIST

- ❑ Students must meet the requirements of the prescribed common curriculum of the Grade 9 program of studies**.**

Graduation Pathways:

1. High School Renewal (100+ Credit Hour System) - see your course request sheet.

2. PLP Graduation Requirements - Graduation requirements for a student with a Personalized Learning Plan (PLP) may vary.

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

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

 Justified Accommodations: Justified Accommodations are strategies, technologies or adjustments without which a learner would not be able to access the curriculum or demonstrate their knowledge.

 Ind (Individualized Plans): Individualized plans are for students who need planning outside of the curriculum.

 Adjusted Curriculum: A course is adjusted when grade level curriculum outcomes of a subject have been altered, deleted or added in order to address the specific needs of the learner. The integrity (general intent) of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.

3. Essential Skills Achievement Pathway – College Entry Program

4. Essential Skills Achievement Pathway – Workplace Entry Program

Numbers 3 and 4 above are The Essential Skills Achievement Pathway (ESAP) Program. It is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship or the world of work. The program consists of personalized learning opportunities that allow students to explore their skills, talents, abilities and interests while intentionally attaining the 9 federally identified Essential Skills. Proficiency in these skills are demonstrated and evaluated through problem and project-based learning in the essential skills classroom, content specific courses, community experiential learning and work place opportunities. The ESAP program prepares students for the current skills-based economy as well as future work, learning and life. Students apply for this in the fall of their grade 10 year and start the program semester 2 in grade 10. Only students with successful applications and a successful interview process will be selected for the Essential Skills Program.

Requesting Courses:

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

Please request your courses carefully.
• The number of classes offered in any given subject is dependent upon the number of students requesting that course at the time of the course requests.

• Once registered for a course, a commitment to regular attendance and course completion is expected.

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

Students must acquire a literacy credential by achieving 'Acceptable' or better on the reading components of the English Language Proficiency Assessment (ELPA) in grade 9. Students unsuccessful in Grade 9 have the opportunity to write the English Language Proficiency Re-Assessment (ELPR) in their grade 11 and 12 years. Special circumstances could result in an exemption for the student. Please consult the school for further information. Re-Assessment (ELPR) in their grade 11 and 12 years. Special circumstances could result in an exemption for the student. Please consult the school for further information.

Please choose your courses carefully.

• The number of classes offered in any given subject is dependent upon the number of students choosing that course at the time of the course selection.

• Once registered for a course, a commitment to regular attendance and course completion is expected.

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

MATH Courses:

FINANCIAL & WORKPLACE MATH 11

Students must pass GMF10 first. Students that did not take NRF math must take this course.

This course is the first of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Concepts of right triangles, trigonometry, and angles of elevation and depression are applied to contextual problems. Scale models and drawings of 2-D and 3-D objects are constructed from various views and perspectives. Students are challenged to solve problems that involve numerical reasoning. Costs and benefits of renting, leasing and buying are explored, investment portfolios analyzed and personal budgets developed. Students manipulate and apply formulas in a variety of ways and solve problems using proportional reasoning and unit analysis. Students have a choice of this course or **Foundations of Mathematics 11** to complete graduation requirements.

FINANCIAL & WORKPLACE MATH 12 (students can take this 2nd semester grade 11 OR in grade 12)

Prerequisite: Financial and Workplace Math11

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

NBCC SKILLED TRADES AND WORK-READY MATH 12 - Dual Credit with NBCC (MATH 1208). Students can take this 2nd semester grade 11 OR in grade 12).

Prerequisite: Financial Workplace Math 11

NBCC Skilled Trades and Work-Ready Math 12 gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Students should become familiar and proficient with the terms 'accuracy' and 'precision,' and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons could also feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units may be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATH 11

Prerequisite: GMF 10 and NRF 10

Recommended Prerequisite: 70%+ in NRF10

This course is a pre-requisite for a second **Foundations of Mathematics** course in Grade 12, providing a pathway designed for entry into academic programs not requiring pre-calculus. It is also a pre-requisite for the Pre-calculus pathway. Students planning to take Chemistry and Physics should take Foundations Math 11. Students develop logical reasoning skills and apply this to proofs and problems involving angles and triangles, the sine law and the cosine law. Students model and solve problems involving systems of linear inequalities in two variables and explore characteristics of quadratic functions. Costs and benefits of renting, leasing and buying are explored and investment portfolios are analyzed. Students have a choice of this course or **Financial and Workplace 11** to complete graduation requirements.

FOUNDATIONS OF MATH 12 (YOU CAN TAKE THIS COURSE IN GRADE 12)

Prerequisite: Foundations of Math 11

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

PRE-CALCULUS 11

Prerequisite/Co-requisite: Foundations of Math 11

Recommended Prerequisite : 70%+ in Foundations of Math 11

This course, followed by later courses in Pre-Calculus and Calculus is designed for entry into post-secondary programs requiring Pre-Calculus. Students demonstrate an understanding of absolute value of real numbers, and solve problems that involve radicals, radical expressions, and radical equations. Students determine equivalent forms, simplify rational expressions, and solve problems that involve rational equations. They develop an understanding of angles in standard position ($0°\text{to}360°$) 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.

PRE-CALCULUS A 12 (YOU CAN TAKE THIS COURSE IN GRADE 12)

Prerequisite: Pre-Calculus 11

Students demonstrate and apply an understanding of the effects of horizontal and vertical translations, horizontal and vertical stretches, and reflections on graphs of functions and their related equations. They are introduced to inverses of functions, logarithms, and the product, quotient and power laws of logarithms and use these laws and the relationship between logarithmic and exponential functions to solve problems. Students are introduced to angles in standard position, expressed in degrees and radians, and to the unit circle. The six trigonometric ratios, and the sine, cosine and tangent functions are used to solve problems. First and second degree trigonometric equations are solved algebraically and graphically with the domain expressed in degrees and radians. Trigonometric identities are proven.

PRE-CALCULUS B 12 (YOU CAN TAKE THIS COURSE IN GRADE 12)

Prerequisite or Co-requisite: Pre-Calculus A 12

Students analyze arithmetic and geometric sequences and series to solve problems. They learn to factor polynomials of degree greater than 2, and to graph and analyze polynomial functions. They also graph and analyze radical, reciprocal and rational functions, building a function toolkit. Students are introduced to the concept of limits and determine the limit of a function at a point both graphically and analytically. They explore and analyze left and right hand limits as x approaches a certain value using correct notation, analyze the continuity of a function and explore limits which involve infinity.

CALCULUS 12 (YOU CAN TAKE THIS COURSE IN GRADE 12)

Prerequisite: Pre-Calculus B 12This is the last course offered in the Pre-Calculus Pathway, and follows Pre-Calculus B 120. The proposed course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

ENGLISH & RELATED COURSES

For English Language Arts, all students are expected to listen, view, read, and discuss increasingly complex informational and literary texts. With an emphasis on Canadian content, students will be exposed to a variety of texts representing diverse voices and perspectives (e.g., 2SLGBTQIA+, Black, Indigenous, neurodiversity, age, gender, ethnicity, culture, religion, ability, etc.).

ALL students must take English Language Arts 11 Foundational. Students must choose between 112 and 113 depending on needs, strengths, and future goals.

ENGLISH LANGUAGE ARTS (ELA) 112 FOUNDATIONAL
Prerequisite: English 10 Foundational
Recommended Prerequisites: Strong reading comprehension and writing skills, 70% + in English 10 Foundational, English 10 Extended, successful completion of the ELPA and the ability to work independently. **This course is designed for students intending to pursue academic studies at a university level**. Level 2 is appropriate for students whose aptitudes and interests in language/literature are average or above average. This course provides an enriched variety of experiences with language and texts, plus more independent and interdependent experiences which challenge students. Level 2 English will introduce critical analysis and critical comprehension. Students will concentrate on mastering the elements of academic writing, including MLA format.

ENGLISH LANGUAGE ARTS (ELA) 112 EXTENDED
Prerequisite: English 112 Foundational
This course is designed to *extend* a student's English Language Arts Foundational learning based on their interests, needs, and strengths. This course fosters students' ability to extend independence.

ENGLISH LANGUAGE ARTS (ELA) 113 FOUNDATIONAL
Prerequisite: English 10 Foundational
This course is intended for students who plan to attend community college, vocational school, or enter the work force after graduation. This course adjusts the pace and expectations for reading level while maintaining the integrity of the course content and concepts. High priority is given to practical writing skills and reading tasks are designed to improve comprehension.

ENGLISH LANGUAGE ARTS (ELA) 113 EXTENDED
Prerequisite: English 113 Foundational or English 112 Foundational
This course is designed to *extend* a student's English Language Arts Foundational learning based on their interests, needs, and strengths.

ENGLISH 122 (Required if taking level 2 pathway)
Prerequisite: English 112 Foundational
Recommended Prerequisite: 70% + in English 112 Foundational, English 112 Extended, and successful completion of the ELPA.
This course is designed for students **intending to pursue academic studies at a university**. As this course is a continuation of English 112, students entering this program are expected to have developed an adequate literary vocabulary, analysis techniques, and academic writing style. Students will be introduced to Critical Theory as an extension of comprehension and analytic skills.

ENGLISH 123 (Required if taking level 3 pathway)
Prerequisite: English 113 Foundational
This course is intended for students who plan to attend community college, vocational school, or enter the work force after graduation. Priority is given to practical writing and activities designed to foster life skills.

CHILDREN'S LITERATURE 12
This course is designed to offer students the opportunity to explore the evolution of children's literature, gain an understanding of the profound impact of representation, and analyze the various genres, to gain insight into the essential question: why is children's literature important? Students will engage in critical discussions on the ethical considerations surrounding children's literature, exploring how stories can promote empathy, understanding, and a sense of identity. The course components on representation will allow learners to understand that every child deserves to see themselves reflected in the stories they read. The final aspect of the course, focused on creation and communication, empowers learners to demonstrate their understanding in ways that align with their interests and abilities, encouraging creative and critical responses to the rich world of children's literature.

MEDIA STUDIES 12
Media Studies offers an introduction to the evolution and impact of mass media on the individual and society. Media Studies is designed to help students become media literate and centers on learning how to analyze the messages that inform, entertain and sell to us every day. The course includes units such as media literacy, film and television, advertising and marketing, social media and the internet. The course depends upon discussion, inquiry, group collaboration, and work on many multimedia projects.

WRITING 110
This course provides an opportunity for students to improve their writing skills. Students will be expected to write daily as they study the writing process. Various types of writing will be produced.

HUMANITIES COURSES:

MODERN HISTORY 112/113 (NOT FOR FRENCH IMMERSION STUDENTS; THEY TAKE THIS IN FRENCH)
(This course meets your Social Studies graduation requirement)
History 11 is designed to introduce students to some of the major historical events which have occurred since the eighteenth century. It emphasizes a western European frame of reference. The units of study may include, but are not limited to: The French Revolution, World War I, The Depression, The Holocaust, World War II, and The Cold War

CANADIAN HISTORY 12 (This course meets your Social Studies graduation requirement)
This course, designed for students interested Canadian historical studies, begins with Confederation and includes the study of immigration, industrialism, influences from Great Britain and the United States, Canada's participation in global conflicts, the French-English divide, multiculturalism, and Canada's place in the modern world. Topics examined include: The Confederation Era, the MacDonald Era, Expansion and Consolidation, The Laurier Era, WWI, The Interwar Period and the Great Depression, WWII, and Canada's role the modern world.

WABANAKI STUDIES 12 (This course meets your Social Studies graduation requirement)
Formerly called Indigenous Studies, this course is designed to help students gain an understanding of the Wabanaki Nations and traditional cultures of the maritime Atlantic region (past, present and future) and to see how First Nations and non-First Nations views have influenced the course of events in the Maritimes. Units include: language and culture, religion and spirituality, ancient times, arts and crafts, community and colonial relations with a focus on native culture and traditions. This elective is open to all students who are interested in developing an understanding of First Nations culture and perspectives.

WORLD ISSUES 12 (This course meets your Social Studies graduation requirement)
This course is a study of global issues and Canada's role and/or impact. It focuses on current world problems with emphasis on current events, their historical background, present situation, attempted solutions, and ongoing problems. As such, the nature of the course is fluid, and often controversial depending on what is going on in the world that semester. Regular attendance is critical to success in this course, as is a willingness to participate in discussion in a respectful manner.

SCIENCES

AGRICULTURE SCIENCE 11 (This course meets a Science graduation requirement)
The opportunities in agriculture are very extensive. In New Brunswick, particularly in Carleton County, agriculture and farming is a huge industry with many career options. This course is designed to provide introductory agri-science knowledge, skills, and experiential learning opportunities developed through science inquiry. To develop scientific literacy, learners require diverse learning experiences which provide an opportunity to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their future. The careers and innovative technologies referenced in the course include New Brunswick practices over time as well as contemporary contexts. Agriculture 110 includes First Nation ways of knowing, agricultural impacts on life in New Brunswick, and specific types of agriculture. Topics covered during this course will include knowledge of crops, livestock, and poultry, and their application to local contexts, such as the potato industry.

AUTOMOTIVE ELECTRICAL SYSTEMS 12 (This course meets a Science graduation requirement)
Recommended Prerequisites: Science 10, GMF10
This course introduces the student to the theory and operation of automotive electrical systems. Students will study the principles of electricity, including electron theory, magnetism and electrical symbols. Course content progresses on to components of the charging, ignition and starting systems. Study also includes engine management systems, scanning

on-board computers and diagnostics. This course may be used as a Science credit for graduation purposes. This course requires safety glasses and steel-toed work boots. Coveralls are also recommended. This course has a lab f.

BIOLOGY 112 (This course meets a Science graduation requirement)
Recommended Prerequisite: Strong science and math abilities
Topics that will be covered include: microscopy, cellular organics, principals of taxonomy, microorganisms, kingdoms of life and human physiology. (Digestion, Excretion, Circulation, Blood and Immunity and Breathing). Students will take part in laboratory sessions and will be assigned projects based on curriculum components.

BIOLOGY 122 (This course meets a Science graduation requirement)
Recommended Prerequisite: Strong science and math abilities
This course is the second of two level 2 Biology courses. Topics to be covered include: Mitosis/Meiosis, human reproduction, genetics, evolution, DNA, protein synthesis, the nervous system and the endocrine system. The course will consist of lectures, projects, research papers, presentations and labs. The program is designed for students who plan to proceed to university or community college after graduation.

FORESTRY 11 (This course meets your Science graduation requirement)
Forests and sustainable forest management have and will continue to play an essential role in the social, environmental, and economic well-being of New Brunswick. **Forestry 110** will create opportunities for learners to develop appreciation and understanding of the societal values placed on forested ecosystems, how forests are managed to achieve these values, and the interactions between humans and forests. The learning outlined will promote literacy, knowledge, and skills to enable students to meaningfully engage in public discourse around forests and the forest sector. The course will also identify multiple career pathways within the forest sector for rewarding employment within the province of New Brunswick. This course develops and utilizes the interdisciplinary skills of observation, reflection, documentation, purposeful/intentional planning, goal-setting, decision-making, and problem-solving. **Forestry 110** will incorporate a hands-on approach of both project-based and experiential learning which develops technical and adaptive skills.

HUMAN PHYSIOLOGY 110 (This course meets a Science graduation requirement)
The goal of this course is to build an understanding of the physiology of the human body. This course focuses on developing an understanding of the structure and functioning of each human body system, including the causes, symptoms, and treatments of diseases and conditions. This includes the ways in which the health of each system impacts on, and is impacted by the health of the whole body. By the end of the course students will have developed a holistic personal wellness plan, demonstrating their understanding of overall health, human physiology and the effect of disease and life style choices. **(Note: much of the material on systems of the body are also covered throughout the Biology 11 and Biology 12 courses.)**

CHEMISTRY 112 (This course meets a Science graduation requirement)
Recommended Prerequisites: Strong in Science 10 & Foundations of Math 11
Chemistry 11 is recommended for students who may be pursuing science, engineering or a related field at the university level. This course is the first of two sequential Chemistry courses and exposes students to the description, classification and structure of matter, bonding, names and formulae, chemical quantities and the mole, reactions, stoichiometry, solutions and quantitative problem-solving.

CHEMISTRY 122 (This course meets a Science graduation requirement)
Recommended Prerequisites: Strong in Science 10 & Foundations of Math 11, and successfully passed Chemistry 112.
Chemistry 12 is the second of two sequential chemistry courses. The course is intended for students who have an interest in science and/or plan to pursue a career in agriculture, forestry, engineering, nursing, pharmacy, medicine or sciences. Students must have completed Chemistry 11 as previous concepts will be applied to topics including organic chemistry, thermochemistry, kinetics & equilibrium, acids & bases and electrochemistry (redox).

PHYSICS 112 (This course meets a Science graduation requirement)
Recommended Prerequisites: Strong in Science 10 & Foundations of Math 11
Content reflects the importance of measurement in physics, emphasizing the use of SI units and significant digits. Content is introduced through student discussion and interaction and includes energy transfer by wave motions, sound, music. Kinematics and dynamics will explore velocity, acceleration, Newton's laws, applications, and friction.

PHYSICS 122 (This course meets a Science graduation requirement)
Recommended Prerequisite: Strong in Science 10, Foundations of Math 11, and have successfully passed Physics 112.
This is the second of two sequential Physics courses and is designed for students who have successfully completed Physics 11. Topics covered are: vectors, dynamics II, Newton's laws', applications, momentum and energy conservation,

projectile motion, circular motion, universal gravitation, Kepler's Laws, field theory, electrostatics, electricity, and electromagnetism.

ENVIRONMENTAL SCIENCE 12 (NOT FOR FRENCH IMMERSION STUDENTS; THEY TAKE THIS IN FRENCH).
(This course meets a Science graduation requirement)
This course is designed for grade 11 or 12 students who plan a post-secondary career in fields related to science. Areas of study will include: the physical and biological aspects for the environment, energy exchanges and nutrient cycles, the study of populations, man's impact on the ecosystems, current environmental problems, an outlook for the future, and urban studies.

PERSONALIZED WELLBEING COURSES: *WELLNESS AND PHYS ED CLUSTER*

PSYCHOLOGY 12
This course is designed to build on students' knowledge of how external influences guide the development of thoughts and behaviour. Students will gain transferrable skills to daily interactions to understand, communicate, empathize with others, cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. The course will cover a variety of areas related to psychology, including: social relationships, memory, learning, and how to apply their knowledge to consider current and ethical research practices. Students will have the opportunity to examine psychological disorders and their preventions and treatments. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

HUMAN SERVICES 11
This course is designed to introduce students to the skills and potential career pathways to the human services field. Human services aims to meet human needs through focusing on prevention and remediation of problems and maintaining a commitment to improving the overall quality of life for people. Human services is a rather broad term that involves a range of career options such as social work assistant, education assistant, outreach worker, respite worker, and child/family support worker/counsellor. There are more career opportunities, but in short, it is about serving people and improving their lives. Learners will connect skills and interests with various ways of caring for others. They will examine the impact of personal and systemic biases on individual care while exploring related responsibilities. This course will include an introduction to career-specific responsibilities to help support learners in making personal and career decisions.

NUTRITION FOR HEALTHY LIVING 12
Through research, the science of nutrition continues to expand. It is important to understand information provided to make smart, healthy decisions. Nutrition for Healthy Living 12 is designed to make students aware of preventative strategies to contribute to overall wellness, make healthy food choices and maintain a balance between eating habits and physical activity. Current issues relating to chronic diseases, lifestyles and food technologies will also be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices. This is an excellent course for those concerned with personal wellness or for students who wish to pursue a career in science and nutrition or health-related fields.

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

OUTDOOR EDUCATION 11
Maximum enrolment = 18 students per course offered
This course is designed to provide students with greater insight, appreciation, concern, and knowledge about the outdoor environment and the opportunities it holds for educational, recreational, and economic benefit. Acceptance into this course depends upon the recommendation from students' teachers as well as approval by administration. Students are advised that there will be some cost involved and that time commitment outside of class (noon hour, after school and/or weekends) will be required. Students may be expected to canoe after school and on weekends. Students will build a shelter and stay overnight in it, even in winter months. Students may be biking on pedal bikes long distances. Students will go downhill skiing at a local ski hill. **DO NOT** request this course if you cannot commit to the extra time it involves outside school hours and the various outdoor activities that will take place.

SPORT AND RECREATION LEADERSHIP 12
This course is a "selective-elective" course, which develops skills through involvement in physical activities. This is not

an advanced skills course. This course requires a minimum of 30 hours of out-of-class responsibilities in the area of leadership, which may focus on sport or recreational activities or other forms of community services. Themes include management, teaching, coaching, officiating, first-aid, organizational planning and leadership theory.

YOGA 110 – It's back this year!
Yoga 11 introduces students to Yoga and its vast capacity to bring health to body, mind and emotions. The intention is for students to develop a lifelong personal practice of yoga not only to maintain exceptional physical condition, but also to develop healthy relationships with self and others. Students will participate in various activities, including the physical practice, personal reflection, partner exercises, group discussion and classroom theory. The physical aspect of yoga involves the acquisition and development of skills such as strength, flexibility, cardiovascular endurance, balance, regulation of energy through breathing and mental focus. Each of these skills is of significant benefit to one's overall health and well-being as well as other physical pursuits. Classroom sessions will address topics such as: the essentials of good nutrition, ethical principles (like kindness, generosity and mutual respect) and exercises which empower students to become positive and purposeful members of society.

PERSONALIZED WELLBEING COURSES:
SKILLED TRADES, INFORMATION TECH, and OCCUPATIONAL CLUSTER

COMPUTER AIDED DESIGN 11 (CAD)
Students will work in the technology choice centre (upstairs B wing) where there are computers, simulators, machines and tools. Students will work hands-on with AutoCad, and will create products with these devices, such as the 3D printer to create a product. The teacher, who is skilled in technology, will facilitate student learning and creativity for these outcomes. Computer Aided Design is the foundation of digital design through the use of computers to aid in the creation, modification, analysis, or optimization of a design.

CULINARY TECHNOLOGY 11 (NOT FOR FRENCH IMMERSION STUDENTS; THEY TAKE THIS IN FRENCH)
This course is designed to prepare students for employment and/or future education in the food service industry. It involves not only the "how and why" of food service preparation, but the development of personal skills and knowledge that can be applied in other subject areas. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills. A lab fee will be required.

CULINARY TECHNOLOGY 12
Recommended Prerequisite: Culinary Technology 11 or FI Culinary Technology 11
Culinary Technology 12 is a continuation of Culinary Technology 11. The Grade 12 skill sets include, a review of skills learned in Grade 11, and the development of skills and knowledge needed in the food service industry, understanding sanitation and safety challenges in food service, and gaining knowledge in standard procedures used in food preparation and service. Students are encouraged to learn through enterprise activities. Labs include influences on North American cuisine, food for meals (legumes, fruits, vegetables, shellfish, and meat cuts), menu management, plating, and additional food preparation skills. Additional theory includes the planning of quality meals, ordering, pricing, preparation, and service. **Lab Fee - $35.00**

EARLY CHILDHOOD SERVICES 110
This course is designed to help students realize and appreciate the role parents, caregivers and early childhood educators play in a child's early learning and development. Students will gain a greater understanding of how children develop emotionally, socially, intellectually and physically through the first five years of life. Through early learning settings and experiences with children ages 3-5, students will have the opportunity to implement many of the practices and competencies they have learned Additional observations of infants and toddlers will also occur. If you are interested in working with children as a career or becoming an informed parent, this is a course for you. Post-secondary employment opportunities will be researched as well.

FASHION TECHNOLOGY 11
This course explores the various techniques and equipment used in the Fashion Industry to construct and assemble various garments and products within the industry. The students will examine the world of textiles including such areas as natural and man-made classification of fibers, yarn and fabric structure and finishing fabrics. Learning involves basic construction techniques, small projects and completions of personal garment. Students will learn the operation of sewing machines and sergers. There will be a lab fee with this course.

HOUSING AND INTERIOR DESIGN 12

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

AUTOMOTIVE ELECTRICAL SYSTEMS 12 ***– this course is also listed in the Science section above. This is because it will count as a science for graduation purposes OR you can count it as one of your electives.***

Recommended Prerequisites: Science 10, GMF10

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

INTRODUCTION TO SKILLED TRADES 11

This introductory shop course introduces students to a variety of careers in the skilled trades pathway. Whether you are a trades-oriented person or academic this is a good course to take! Emphasis is placed on providing opportunities to explore and participate in practices allowing for skill development required for education or employment. Problem identification, teamwork and leadership skills are reinforced. Learner creativity and life skill development in the design, construction, repair, and maintenance unit modules reinforce situations that are found in industry. You will receive valuable hands-on training and will learn how to competently and safely use various tools in settings that may include work with metals, engines and/or wood. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

INTERNAL COMBUSTION ENGINES 11

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

POWER TRAIN AND CHASSIS 11

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

FRAMING AND SHEATHING 11

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

RESIDENTIAL FINISH 12

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

MILL AND CABINET WORK 12

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

METALS PROCESSING 11

This course introduces the students to the basic principles of metals processing. This course will give the student the opportunity to develop skills in safety, WHMIS, blueprint reading, CAD, the use of non-precision measuring tools, layout

tools, metal cutting, drilling machines, threading and bending tools, lathes and milling machines. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

METALS PROCESSING 12 (can take after completing metals processing 11 first)

Recommended Prerequisite: Metals Processing 11

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

METALS FABRICATION/WELDING 11

This course covers the processes used in industry to cut, form and fasten metal. Emphasis is placed on the development of basic skills needed to use electric arc welding, MIG welding, oxy-acetylene cutting and plasma cutting processes. Machines and processes used for blueprints and to layout, cut and form steel are also introduced. This course should appeal to students interested in entering occupations in metalworking, mechanical service, automotive service and primary resource industries. Students will be required to purchase safety glasses, welding rods, leather work/welding gloves a tape measure and pay a lab fee. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. There is a lab fee with this course.

METALS FABRICATION/WELDING 12 (can take after completing metals fab/welding 11 first)

This course introduces the students to more advanced principles of metals fabrication and welding. This course requires safety glasses and steel-toed boots. Coveralls are also recommended. This course has a lab fee.

BUSINESS MANAGEMENT 12

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

DEVELOP AND LEAD 11

This course is designed to facilitate leadership experiences by creating opportunities for students to act as agents of change and facilitate their growth. Students will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with community members. Students will plan, organize, and create projects within their schools and communities to leave a positive legacy. You will be supported by a teacher.

FINANCIAL ACCOUNTING 12

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

ENTREPRENEURSHIP 11

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

SKILLS FOR SUCCESS 12

Skills for Success 12 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organization skills, as well as functional and critical literacy. Students will explore specific success skills, strategies, and helpful practices. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. Essentially, this course teaches skills for life.

COMPUTER AIDED DESIGN (CAD) 11

Students will work in the technology choice centre (upstairs B wing) where there are computers, simulators, machines and tools. Students will work hands-on with AutoCad, and will create products with these devices, such as the 3D printer to create a product. The teacher, who is skilled in technology, will facilitate student learning and creativity for these outcomes. Computer Aided Design is the foundation of digital design using computers to aid in the creation, modification, analysis, or optimization of a design.

PERSONALIZED WELL-BEING: CREATIVE ARTS CLUSTER

VISUAL ARTS 11 (NOT FOR FI STUDENTS; THEY CAN TAKE THIS IN FRENCH)
This course is for serious art students who wish to improve their technical skills. Media such as drawing and watercolor painting are covered in more detail. New materials and techniques, such as clay sculpture and printmaking, are introduced. Students are expected to keep a sketchbook with weekly home drawing assignments. Theory includes studying a variety of artists through the ages and looking at issues in art. There is a course fee of $10.00. Students are provided with all the supplies they need, including sketchbooks and a kit of drawing materials.

VISUAL ARTS 12 (NOT FOR FI STUDENTS; THEY CAN TAKE THIS IN FRENCH)
Recommended prerequisite: Visual Arts 11
This course is ideal for students who are considering post-secondary studies in art. Refining technical skills and building a portfolio of quality work is the main focus. Painting and drawing techniques are refined even more in this course, introducing new media, such as charcoal and acrylic paint. Sculpture is also explored more at this level, using a variety of materials and techniques. Students are encouraged to work more in the materials that interest those most. They are expected to have advanced technical skills and a more creative, individual approach to their art production. Issues in art are explored through written assignments and class discussions. There is a course fee of $10.00. Students are provided with all the supplies they need, including sketchbooks and a kit of drawing materials.

GRAPHIC ART AND DESIGN 11
This course gives students a chance to pursue the commercial side of art production. The course focuses on topics such as advertising layout, logo design, designing for the media, such as CD covers, posters, magazine covers, and 3D design. Students who are interested in pursuing a career in graphic design will find that the course provides a useful springboard for post-secondary studies. For other students, it will serve to sharpen their visual awareness and visual presentation skills. Digital imaging and computer graphics are components of the course, but it should be noted that this is an Art course, rather than a Technology course. There is a course fee of $10.00. Students are provided with all the supplies they need, including a kit of personal drawing/design materials.

MUSIC 112
This course consists of practical performance (playing an instrument), music theory, listening, and music technology and music history. This course is designed for students who have had previous musical experience in addition to the music component provided in the Music 10 program. A student registering for this course will be expected to be musically literate and be able to play an instrument at more than a beginner level. Most instruments are available but in some circumstances students may be required to provide their own instrument for this course. Final project will include writing and performing an original song.

MUSIC 122 (General) (STUDENTS CAN TAKE THIS COURSE IN GRADE 12)
Prerequisite Music 112 (General)
The Music 122 course is designed for the advanced and serious student of music who wishes to pursue the subject in more depth practically, theoretically and historically. The course assumes an advanced level of musical background. Students who have completed Music 113 may be considered with permission from the teacher, or students who have advanced private study in their backgrounds (such as grade 6 practical, and grade 2 theory offered by the Royal Conservatory of Music or equivalent).

FLEXIBLE COURSE CREDITS

LAW 12
This elective course provides the student with a basic knowledge of the Canadian legal system. It increases awareness of the impact of law on one's life. Students will learn how laws are created in Canada through theoretical and practical examples. Major topics of the course include: The origins of law; Civil Law; Criminal Law; Youth & the Law and other topics if time permits.

MAINTENANCE OF AUTOMOBILES 11
This course is intended to introduce new and prospective drivers to the basic operation of automobiles - fuel, electrical, lubrication, tires, exhaust, and cooling systems. Students learn repair and maintenance procedures typically performed by car owners and enthusiasts in a well-equipped shop. *This course cannot be taken by students who are taking other automotive courses.*

FRENCH AND FRENCH IMMERSION

TECHNIQUES DE COMMUNICATION ORALE 12

Recommended prerequisite: PIF 11 or FILA 10

This course is open to both English Prime and French Immersion Students. It will count as a FI course requirement for the FI students.

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains some reading, viewing and writing, the primary purpose of the course is to promote the development of oral competences: listening, speaking, and taking part in conversation. This course is intended for both FI and Prime students, so it is very learner focused, and the content is highly individualized. Learners self-assess and are assessed by their teacher in the first two weeks of the course. Then students set goals in collaboration with their teacher. Expectations are adjusted based on each individual's level of language competence.

FI LANGUAGE 12 (FI students must select this)

Prerequisite for FILA 12: FILA 11

The FI Language Arts 11/12 programs offer a multi-dimensional approach to the teaching and learning of a second language. These courses cover the language skills necessary for effective communication in French. They are enriched courses designed for students who evidence a high level of interest in strengthening their communicative abilities in French.

FI VISUAL ARTS 11

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

FI VISUAL ARTS 12

Recommended prerequisite: FI Visual Arts 11 or English Visual Arts 11

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

FI WELLNESS 11 – Wellness and Healthy Living

This course is intended to allow the student an opportunity to be active, while further enhancing their decision-making skills towards personal wellness. 40% of the course will be theoretical, in a classroom setting, with the remaining 60% spent on practical work, in an active setting. This course will help students increase their awareness of the role of physical activity towards a healthy, active lifestyle.

FI MODERN HISTORY 11

This course presents a study of the principal historical events that have occurred in modern times. It is an overview of the major changes in political, social, and economic institutions beginning with absolutism. Topics presented are the French Revolution, Napoleon, Industrial Revolution, Nationalism, the rise of Germany and Italy, World War I, post-World War 1 era, World War II, Russian Revolution, Fascism, Marxism, post-World War II period, and current problems in Southeast Asia and Middle East.

FI CULINARY TECHNOLOGY 11

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

COURSES REQUIRING APPLICATIONS

If you apply for these courses, you will be given application forms to complete and pass in. Simply requesting these courses does not guarantee acceptance. You must apply. We will call you down with the forms soon after you submit your course request forms.

CO-OPERATIVE EDUCATION 12 (12 credits hours) – **for Grade 12 students only**
Co-operative Education provides "hands-on" learning where students spend a full morning at work in a business, an industry, or an institution. Participation in Co-op Ed extends learning beyond the school and into the workplace. This course creates an opportunity for students to explore career opportunities, to experience being a member of the workforce, and to accept responsibility for their performance. This course is open to students in their third or fourth year of high school and who are at least 16 years of age.

BWS WELDING CO-OPERATIVE EDUCATION 12 (12 credit hours)
BWS would love to provide you with an opportunity to be challenged, get out of the classroom, meet some new mentors and gain some hands-on welding experience in a production environment.
Co-operative Education provides "hands-on" learning where students spend a full morning at work in a business, an industry, or an institution. Participation in Co-op Ed extends learning beyond the school and into the workplace. This course creates an opportunity for students to explore career opportunities, to experience being a member of the workforce, and to accept responsibility for their performance. This course is open to students in their third or fourth year of high school and who are at least 16 years of age.

BWS INVENTORY MANAGEMENT (PARTS) CO-OPERATIVE EDUCATION 12 (12 credit hours)
BWS would love to provide you with an opportunity to be introduced to the world of inventory, picking part kits, obtaining computer experience, working in a team to ensure parts arrive where they need to be. This will include receiving, issuing, counting parts on a regular basis to maintain a JIT inventory system while keeping turning over inventory and keeping costs down. Co-operative Education provides "hands-on" learning where students spend a full morning at work in a business, an industry, or an institution. Participation in Co-op Ed extends learning beyond the school and into the workplace. This course creates an opportunity for students to explore career opportunities, to experience being a member of the workforce, and to accept responsibility for their performance. This course is open to students in their third or fourth year of high school and who are at least 16 years of age.

BWS FINISH OFF CO-OPERATIVE EDUCATION 12 (12 credit hours)
BWS would love to provide you with an opportunity to be a part of a team that puts the final touches on each and every trailer. This includes wiring, hosing air lines and fittings, installing floors, applying decals, testing. Learn to work in a production environment, interpret drawings all while working with your hands.
Co-operative Education provides "hands-on" learning where students spend a full morning at work in a business, an industry, or an institution. Participation in Co-op Ed extends learning beyond the school and into the workplace. This course creates an opportunity for students to explore career opportunities, to experience being a member of the workforce, and to accept responsibility for their performance. This course is open to students in their third or fourth year of high school and who are at least 16 years of age.

BWS OFFICE CO-OPERATIVE EDUCATION 12 (12 credit hours)
BWS would love to provide you with an opportunity to work in an office setting, learning to follow procedures, improving processes within various systems. This includes accounting, sales, engineering, bill of materials
Co-operative Education provides "hands-on" learning where students spend a full morning at work in a business, an industry, or an institution. Participation in Co-op Ed extends learning beyond the school and into the workplace. This course creates an opportunity for students to explore career opportunities, to experience being a member of the workforce, and to accept responsibility for their performance. This course is open to students in their third or fourth year of high school and who are at least 16 years of age.

COOP 120 (INTRO TO EARLY CHILDHOOD) (12 credit hours)
Early Childhood Coop is a two or three-period coop program where you work in a licensed childcare centre and complete the Early Childhood 90-hour online course. You will complete the coop program as normal, but you will also spend time working with a childcare expert to complete the online part of the program. If successful, you will earn the Early Childhood Certificate that shows you are ready to work in any licensed childcare centre in the province. Transportation is required. Enrolment is limited. Only students seriously planning a career working in a day care should apply.

COOP 120 (LONG TERM CARE) (12 credit hours)
Long-term Care Coop is a three-period coop program at a licensed long-term care facility with seniors and other individuals needing long-term care. You will spend the morning at a care facility near your school and earn either 8 credit hours in Co-op 120 and either four credit hours in Health Care 110, or 12 credit hours in COOP. This is an opportunity for students interested in Personal Support Worker careers. Enrolment is limited.

PERSONAL INTEREST COURSES:

Personal Interest 1 and Personal Interest 2 (4 credit hours per course)

Personal Interest 1 and 2 courses promote learner agency and support personalized learning. They are designated to provide students with the time, opportunity, and resources to develop and pursue their personal interests. Students can take one course or both. The programming for these courses will be designed by the student with the support of their teacher and/or other mentors in the school or community (local/global).

A few examples include: a Capstone Project (local or community action), an in-depth study of a specific problem, the study of and support to the Calls to Action in the Truth and Reconciliation Recommendations, development of a relevant skill set or methodology such as project management, time to pursue a life skill such as financial literacy, or an additional language, or to perfect a particular gift or talent that increases personal well-being.

Assessment for the completion of this course will be outlined as part of the course design and will be based on the "I" statements for the global competencies. Personal Interest 1 and 2 is assessed with a with pass/fail grading. Criteria for assessment are clear (co-constructed with the student based on "I Statements" for the NB Global Competencies).

The second section of this course (Personal Interest 2) may be an extension to or deepening of the learning in the first course, or it may be an entirely different course.

Resources for this course will be accessed through the school, the community or through grants and accessing these resources will be part of the learning process. Students must follow safety guidelines and review and follow policies related to their projects.

DISTANCE LEARNING COURSES

Distance Learning courses are an opportunity for students to take courses offered by the Province through online learning that could not be offered in the classrooms at CNHS due to limited enrollment or conflicts in scheduling. The Department of Education updates the courses being offered for each semester at the start of each year, so what is available now may not be offered next year, and/or new courses could be added.

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

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

Students wanting to take a distance learning course (online course) will be required to submit an application form. Application forms will be given to you at a later date and you are required to complete them and pass them back in.

Course descriptions can be obtained through the School Counsellor or at the site below:

http://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html

The courses listed below have been offered as options for online learning in the past. The Department of Education updates the courses being offered for each semester at the start of each year, so what is available now may not be offered next year, and/or new courses could be added. Course descriptions can be obtained through the School Counselling Department or at:

A list of possible choices are listed below. More are available on the website (see above).

Distance Learning Courses offered may vary from year-to-year.

NBVLC Distance Learning Course Offerings 2025-2026

Updated January 2026

Key: orange – new course / blue – FSL course / yellow – other language / purple – micro-courses

	Semester 1	Semester 2
Language Arts and Languages		American Sign Language 1 Foundational (AM only)
	English Language Arts 10: Extended	English Language Arts 10: Extended
	English Language Arts 10: Foundational	English Language Arts 10: Foundational
	English Language Arts 112: Extended	English Language Arts 112: Extended
	English Language Arts 112: Foundational	English Language Arts 112: Foundational
	English Language Arts 122 (updated)	English Language Arts 122
	English as an Additional Language 120 A2.1	English as an Additional Language 120 A2.1
	English as an Additional Language 120 A2.2	English as an Additional Language 120 A2.2
	English as an Additional Language 120 B1.1	English as an Additional Language 120 B1.1
	English as an Additional Language 120 B1.2	English as an Additional Language 120 B1.2
		FSL Techniques de communication orale 120
	FSL Writing 110	FSL Writing 110
	French as an Additional Language 110 A1.1	
	Introductory Mi'kmaw 110	Introductory Mi'kmaw 110
	Introductory Wolastoqey 110 (AM only)	Introductory Wolastoqey 110 (AM only)
	Intermediate Mi'kmaw 110	Intermediate Mi'kmaw 110
	Intermediate Wolastoqey 110 (AM only)	Intermediate Wolastoqey 110 (AM only)
	Media Studies 120	Media Studies 120
	Post-Intensive French 110	Post-Intensive French 110
	Post-Intensive French 120	Post-Intensive French 120
	Spanish 110	Spanish 110
	Writing 110	Writing 110
Humanities	Canadian History 122	Canadian History 122
	Civics	Civics
	FSL Law 120	FSL Law 120
	Law 120	Law 120
	Modern History 112	Modern History 112
	Modern History 113	Modern History 113
	Political Science 120	Political Science 120
	World Issues 120	World Issues 120
		AP European History
Mathematics	Financial and Workplace Math 110	Financial and Workplace Math 110 (updated)
	Foundations of Math 110	Foundations of Math 110
	Foundations of Math 120	Foundations of Math 120
	Geometry, Measurement and Finance 10	Geometry, Measurement and Finance 10
	Math 9A	Math 9A
	Math 9B	Math 9B
	Number, Relations and Functions 10	Number, Relations and Functions 10
	Pre-Calculus 110	Pre-Calculus 110 (updated)
	Pre-Calculus A 120	Pre-Calculus A 120
	Pre-Calculus B 120	Pre-Calculus B 120
		AP Calculus AB
Science	Biology 112	Biology 112
	Biology 122	Biology 122
	Chemistry 112	Chemistry 112
	Chemistry 122	Chemistry 122
	FSL Environmental Science 120	FSL Environmental Science 120
	Environmental Science 120	Environmental Science 120
	Physics 112 (updated)	Physics 112
	Physics 122	Physics 122
	Science 10	Science 10
Creative Arts	Creative Arts 110	Creative Arts 110
Career Connected	Business Management 120	Business Management 120
	Career Connected Experiences 110	Career Connected Experiences 110
	Computer Science 110	Computer Science 110
	Computer Science 120	Computer Science 120
		Cybersecurity 120 (updated)
	Digital Production 120	Digital Production 120
	Entrepreneurship 110	Entrepreneurship 110
	FSL Career Pathway Mentorship 120 (Hybrid)	FSL Career Pathway Mentorship 120 (Hybrid)
	FSL Hospitality and Tourism 110	FSL Hospitality and Tourism 110
	Health Care 110	Health Care 110
	Hospitality and Tourism 110	Hospitality and Tourism 110
	Intro to Accounting 120	Intro to Accounting 120
	Nutrition for Healthy Living 120	Nutrition for Healthy Living 120
Micro-courses	Career Life Plan	Career Life Plan

Reminder: most of these courses are available for blended and PL use by classroom teachers.

Course Description Website / https://nbvlc.nbed.nb.ca

Enhanced Coop Programs (registrations need to be confirmed based on partner site availability and program capacity)

Semester 1	Semester 2
Early Childhood Coop (2 or 3 period, morning or afternoon)	Early Childhood Coop (2 or 3 period, morning or afternoon)
	Long-Term Care Coop (3 period, mornings only)