Course Options

- Courses can only meet the requirements of a single cluster.
- Grade 10, 11 and 12 courses will:
    - Be listed on the transcript.
    - Include a mark on the 100% scale. In select courses, a Pass may replace 60% or higher.
    - Show 4 credit-hours, unless another credit-hour value has been approved.
- Personal Interest 1 and 2 courses can be used by schools to support meeting cluster requirements as indicated in the course options lists provided in the table below.
- Develop and Lead 110 can be tailored to student leadership in any course cluster to meet non-compulsory options.
- Applications for Locally Developed Courses are required for schools to be granted permission and provided the appropriate course codes.
- The 6 high school EAL courses: Essentials, Connections and Expressions are part of the Language Arts and Languages cluster.
- Mi'kmaw/Wolastoqey may replace French (PIF/FILA 10) as the language requirement for Indigenous Students. Newcomers in high school with English language levels of A1-B1 on the CEFR may take EAL classes in place of Post-Intensive French 10.
- Locally Developed Courses cannot be used to meet the core cluster criteria of 80 Credit-hours, with the exception of the approved courses in the Creative Arts and Physical Education and Wellness clusters.

Courses and Cluster Options

Cluster descriptions can be found in Appendix A

LANGUAGE ARTS AND LANGUAGES

Required: 24 credit-hours and successful completion of the English Language Proficiency Assessment

Compulsory:

- **PIF/FILA 10** (4CrH)
- **Grade 10**: ELA 10 (Foundational, Literary/Informational) (4CrH) and/or EAL Essentials A1.1 – Expressions B1.2
- **Grade 11**: ELA Foundational 111/2/3 (4CrH) and/or EAL Essentials A1.1 – Expressions B1.2
- **Grade 12**: ELA 121/2/3 (4CrH)
- **8 credit-hours** from the following options: ELA 10/11, ELA Extended 10/11, EAL Essentials A1 – Expressions B1, FILA 110/120, Post-Intensive French 110/120, Intro/Intermediate Mi'kmaw 110, Intro/Intermediate Wolastoqey 110, Writing 110, Canadian Literature 120, Journalism 120, Media Studies 120* (FI/FSL), Mandarin 12A/12B, Reading Tutor 120, Spanish 110/120, French as an Additional Language A1.1/A1.2, Techniques de Communication 110/120, and approved AP/IB Language Arts and Languages Courses

Courses with an asterisk may be used to meet a single cluster's requirement.

HUMANITIES

Required: 8 credit-hours from the Humanities

Compulsory: Civics 10 (FI) (4CrH)

4 credit-hours from one of the following designated History courses: Ancient and Medieval History 111/2/3 (FI), Canadian History 121/2/3 (FI/FSL), Indigenous Studies 120, Modern History 111/2/3 (FI), World Issues 120 (FI/FSL)

Notes: For Newcomers who arrived in New Brunswick at age 14+, and have ELL proficiency of CEFR A1-B1: Canadian Identities 9 may be 4 credit-hours.

Optional Humanities Courses for Core Cluster Requirement choice from the designated history course list: Canadian Geography 120 (FI/FSL), Economics 120 (FI/FSL), Law 120 (FI/FSL), Political Science 120, Sociology 120, and approved AP/IB Humanities Courses

MATHEMATICS

Required: 12 Credit-hours from Mathematics

Compulsory: Geometry, Measurement and Finance 10 (FI) (4CrH)

8 credit-hours from the following options: Number, Relations and Functions 10 (FI), Financial and Workplace Mathematics 110 (FI/FSL) and/or 120 , Foundations of Mathematics 110 (FI/FSL), Pre-Calculus 110 (FI/FSL), NBCC Math 1208 Dual Credit Skilled Trades Math 120, Pre-Calculus 120A/B (FI/FSL), Calculus 120

SCIENCES

Required: 8 Credit-hours from Science

Compulsory: No compulsory courses

8 credit-hours from the following options: Science for Sustainable Societies 10 (FI), Environmental Geoscience 110, Biology 111/2 (FI/FSL), Biology 121/2 (FI/FSL), Chemistry 111/2 (FI/FSL), Chemistry 121/2, Physics 111/2 (FI/FSL), Physics 121/2, Human Physiology 110, Introduction to Electronics 110, Approved AP/IB Science Courses, Advanced Environmental Science 120, Introduction to Environmental Science 120 (FI/FSL), Auto Electrical Systems 120*, Forestry 110*, Agriculture 110*

Courses with an asterisk may be used to meet a single cluster's requirement.

PERSONALIZED WELL-BEING

Required: 20 credit-hours from the subclusters of Creative Arts; Wellness and Physical Education; and Career, Information Communication Technology, Occupational, and Skilled Trades

CREATIVE ARTS

Compulsory Creative Arts 4 credit-hour minimum:

Preferred Options for Scheduling: Creative Arts 110, Dramatic Arts 110/120 (FI/FSL), Graphic Art and Design 110, Music 10 (FI), Music 111/2 (FI), Music 120, Music 122, Visual Arts 10 (FI), Visual Arts 110 (FI) or 120, Fashion Technology and Design 110/120*, Media Studies 120* (FI/FSL), Digital Production 120* (FI/FSL), Approved AP/IB Creative Arts courses

Courses with an asterisk may be used to meet a single cluster's requirement.

To endeavour to support this cluster in the development of a well-rounded citizen, schools with approved Locally Developed Courses identified as Creative Arts may accept these for the fulfillment of credit-hours in the Creative Arts. **Active courses: Indigenous/ Wabanaki Art 110, Recording and Sound Design 120, Contemporary Directors in Film 120, Introduction to Cinema 120, History of Rock and Roll 120, Popular Music 120, Art History 120, Art in Atlantic Canada 120, Photography 120, 3-D Studies 120; others may be considered in the future**.

Note: EECD will expand the variety of prescribed creative arts curriculum over the next few years.

Wellness and Physical Education

Compulsory Wellness and Physical Education 4 credit-hour minimum:

Health Care 110, Nutrition for Healthy Living 120, Outdoor Education 110 (FI/FSL), Physical Education 10, Psychology 110/120, Wellness through Physical Education 110 (FI/FSL), Sport and Recreation Leadership 120 (FI/FSL), Approved AP/IB, Child Studies 120, Human Services 110, Individual Family Dynamics 120 (FI/FSL)

For 2023-24 the following list of Locally Developed Courses (already approved for the school) will be considered options for the Wellness and Physical Education cluster as these will become prescribed in 2023: Dance 110, Yoga 110, Advanced Training Principles 120

Career Connected

Compulsory Career, Information Communication Technology, Occupational, and Skilled Trades 4 credit-hour minimum:

Career: Career Pathway Design 10 (FI/FSL), Coop 120 (FSL), Goals, Growth, and Grit 120, Pre-apprenticeship 1, 2, and 3 (Summer Learning Only)

Note: Personal Development and Career Planning 10 can be used upon special request during the 2023/24 school year.

Information and Communication Technology: Computer Aided Design 110, Computer Science 110/120, Cybersecurity and Technology Support 110, Cybersecurity 120, Digital Production 120* (FI/FSL), Information Technology 120, Robotics and Automated Technology 120

Note: Courses with an asterisk may be used to meet a single cluster's requirement.

Occupational: Agriculture 110*, Business Organization and Management 120, Early Childhood Services 110 and/or 120, Entrepreneurship 110 (FI/FSL), Fashion Technology and Design 110/120*, Forestry 110*, Housing and Interior Design 120, Hospitality and Tourism 110, Intro to Accounting 120, Marketing 110, Develop and Lead 110

Note: Courses with an asterisk may be used to meet a single cluster's requirement.

Skilled Trades: Automotive Electrical Systems 120*, Culinary Technology 110/120 (FI/FSL), Electrical Wiring 110/120, Framing and Sheathing 110, Internal Combustion Engines 110, Intro to Applied Tech 110 (FI/FSL), Metals Fabrication/Welding 110 (FI/FSL)/120, Metals Processing 110/120 (FI/FSL), Mill and Cabinet Work 120, Power Train and Chassis 110, Residential Finish 120, Tune-up and Emissions 120

Note: Courses with an asterisk may be used to meet a single cluster's requirement.

Appendix A: Cluster Descriptions

The following information will support the development of options for credit at the school level, specifically when submitting an Independent Study, Locally Developed Course Application or making decisions about an internal Challenge for Credit.

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

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

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

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

Creative Arts: The concepts Create, Connect and Communicate are central to learning in and through creative arts. Create refers to the learner's ability to create artistic works, compose music, sing, play instruments, and perform individually or within a group. Create also balances process with product. Connect and Communicate refer to the learner's ability to analyze, appreciate, and evaluate creative arts.

Through prescribed creative arts courses, learners develop skills and concepts related to drama, music, and visual art. Learners also develop confidence as performers and creators; develop understanding of the role of the arts in society and its power to effect change; practice respect for varying opinions and tastes; and potentially discover lifelong learning pathways.

Wellness and Physical Education: Wellness courses prepare students to make informed decisions, recognize personal health and growth, develop positive relationships, and be an advocate for inclusivity. Components of a wellness course include healthy lifestyle, mental fitness, positive relationships, understanding stages of human growth and development, and connecting to future pathways.

Physical education courses prepare students to engage in goalsetting, enhance physical, emotional, and social well-being, and understand the importance of cooperative participation in physical activities. Components of a physical education course include movement skills and concepts, strategies and tactics, and well-being.

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

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

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