High School Companion Document

New Brunswick / Nouveau Brunswick

Acknowledgements

Contents

Introduction

This guide has been developed to support high school leaders and staff to plan practices and course schedules that best serve their learners. The information is intended to provide standards expected from all high schools—large and urban to small and rural. It is understood that the high school experience will vary according to these contexts, but the goal is for all graduates to see value in having invested themselves in the learning offered at their school by knowledgeable, caring, and competent educators and mentors.

Transition from Middle to High School: Grade 9 Learners and Expectations

Between the ages of 14 and 21, youth are beginning to develop a greater sense of self, purpose and goals beyond high school. Grade 9 marks an important transition in an adolescent's life. Following middle school, learners are looking forward to having more choice and autonomy when they enter high school. They may be nervous about what to expect if they are moving to a new school, but they have a sense of anticipation with the course possibilities, friendships, and extracurricular activities ahead. Paramount to this is the message they get from the education community, which is one of hope for their future. Educators, support staff, and older peers are the support network who create a sense of belonging. This is the time when learners look to find their place as part of the school, community, and culture.

The Grade 9 year is considered a unique time to map a path for high school success and a good life. The common curriculum is completed over the year and Grade 9 students begin to select courses that reflect their interests and desired career pathways. The curriculum, along with life experiences, from the early years to Grade 9 will have impacted interests, developed skills, and established in the learner some ideas about their own competencies and goals which will influence decisions about the future.

A cornerstone for the Grade 9 year is career-connected learning. Career-connected learning is embedded in Personal Wellness 9, but is also important for other curricular areas, as this is foundational to individual decisions about courses and willingness to engage in the multi-faceted high school experience (e.g., courses, social activities, co- and extracurriculars, community involvement).

Parameters for Grade 9

Organizing the Curriculum in Grade 9

Subject area learning in Grade 9 will include learning expectations from the common curriculum continued from Grade 8. Developing assessment-capable learners—those who set goals and are accountable for their learning—is the choice and flexibility envisioned in this transition year. For those learners who master the expectations in the subjects prior to the end of Grade 9, they may be encouraged to begin to accumulate credits. Depending on the size and offerings of the school, choices may include online, face-to-face, and locally developed courses, and/or micro credits.

Approaching the end of the Grade 9 High School Block, learners have experienced a well-rounded curriculum with opportunities to practice and explore a variety of areas to nurture identity, foster learning, and increase capacity to make choices. These choices include what courses they want to follow and what they hope to gain toward their goals from the courses they will take.

Scheduling and Courses

- 45-, 90-, 135-, and 180-hour requirements have been removed to allow schools to develop a more flexible Grade 9 timetable.
- For French Immersion students, 50% of the curriculum must be offered in French.
- Learning in the common Grade 9 curricula is required of all students, unless on an alternate plan.
- Grade 9 students may be accelerated to begin credit-hours, if they have demonstrated mastery of learning expectations in a particular curricular area.
- The credited English as an Additional Language (EAL) courses may also be offered to students in Grade 9.
- Students who need additional time in a particular Grade 9 curricular area may move on to acquiring credit-hours in courses for which they have completed foundational Grade 9 learning.
- Courses can be offered over a term, semester, or variation that meets the school's needs.
- Courses can be combined into block formats that create a team and cross-curricular approach to learning.

Grades and Reporting

- All subject area curricula require a grade.
- Grades shall be reported on final reports using the 100-point scale which aligns with the rest of high school credited courses.
- Grade 9 courses will not receive credit-hours, nor will they be included on a student's transcript.
- The skill descriptors are considered the priority learnings in each subject.

Outcomes and Experiential Learning

- Students can demonstrate mastery of the learning outcomes in <u>any</u> Grade 9 course, based on a school-decided process that recognizes experiential learning. For example, Royal Conservatory of Music programming could satisfy the requirements in the Music 9 curriculum or competitive athletic programming at the school level could be used to meet the expectations of Physical Education 9.
- Experiential learning opportunities can be used to assign a grade to a course if identified in an alternate plan.

Grade 9 Learning Gaps

- Students who struggle to meet the essential Grade 9 outcomes in particular courses can be offered intervention courses that will support success in Grade 10, 11, and 12 courses.
- Scaffolding of outcomes should be considered in decisions. Grade 10 courses can be developed at the local level to support meeting the essential outcomes.

Parameters for Grades 10–12

The following section provides information to guide planning and scheduling in Grades 10 to 12. The subject area curricula for the courses listed below can be accessed at Curriculum Development (Anglophone Sector) (gnb.ca) Updated curricula, released to teachers, but not yet in the public domain, can be accessed at Curriculum Concepts and Tools (SharePoint).

High School Graduation Requirements

Students in Grades 11 and 12 during the 2023-2025 school years will continue to work towards graduate requirements found in Policy 316A.

For students expected to graduate in 2026 and after, the graduation requirements will change. Policy 316B indicates that as of 2026, graduates must:

- have met learning requirements prescribed in Grade 9 curriculum
- have completed compulsory credit-hours in Grades 10 through 12
- have accumulated 100 credit-hours to apply for graduation
- have developed a documented career-life plan

Students can begin to accumulate credit-hours in courses once they have met the learning requirements prescribed for the Grade 9 curriculum in the corresponding subject area or equivalent. Students will be eligible to graduate when the graduation requirements are met.

The minimum acceptable grade of 60% is required in the learning expectations for high school courses. Students are required to accumulate the minimum credit-hours in each of the 7 subject area clusters and acquire a literacy credential by achieving a successful rating on the English Language Proficiency Assessment. Schools may apply to have a student exempted from the ELPA if the student is learning English as an additional language at A1-A2 levels in reading/writing. Students at B1 level and above should attempt the ELPA with universal accommodations.

Students are required to accumulate:

- 80 total credit-hours from the list of compulsory courses and options in the cluster areas. [72 credit-hours from list of compulsory outcomes + 8 credit-hours from any cluster]
- a minimum of 20 additional credit-hours which may include elective courses, up to 8 credit-hours from Challenge for Credit Courses, 4 credit-hours for Independent Study, and/or 8 credit-hours for Locally Developed Courses
- French Immersion students must complete 50% of the Grade 9 curriculum and 40 credit-hours in Grades 10–12 French

Graduation requirements for a student with a Personalized Learning Plan (PLP) may vary. A PLP can contain one or more of the following:

- **Accommodated**: Accommodations are strategies, technologies, or adjustments withoutwhich a learner would not be able to access the curriculum or demonstrate their knowledge.
- **Individualized**: Planning that supports student's skill development and does not followthe prescribed curriculum.
- **Adjusted Curriculum**: A course is adjusted when grade level curriculum outcomes of a subject have been changed or deleted 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.

Compulsory Credits

Core Clusters	Required	Compulsory
Language Arts and Languages	24 credit-hours	PIF/FILA 10, ELA 10 Foundational, ELA 11 Foundational, ELA 12 (all of these are 4 credits hours) AND 8 credit-hours of options from Language Arts and Languages Note: See Course Options Section for choices available to Newcomer and Indigenous students.
Humanities	8 credit-hours	Civics 10 and 4 credit-hours from Designated History Course List
Mathematics	12 credit-hours	Geometry, Measurement and Finance 10 and 8 credit-hours from Math Course List
Science	8 credit-hours	Options from Science
Creative Arts	4 credit-hours	Options from Creative Arts
Wellness and Physical Education	4 credit- hours	Options from Wellness and Physical Education
Career-Connected	4 credit-hours	Options from Career, Information Communication Technology, Occupational, and Skilled Trades
Options from the three Personalized Well-being clusters	8 credit-hours	Creative Arts, Wellness and Physical Education, and Career-Connected
Core cluster options	8 credit- hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career-Connected
Clusters Credit-hours Total	**80 credit- hours**	**Prescribed courses only**
Flexible Credit-hours Total	**20 credit-hours**	**Includes all options for credit**
Minimum Total Credit-hours for Graduation	**100 credit-hours**	**To apply to graduate**

Personalized Well-Being (label spanning Creative Arts through Options from the three Personalized Well-being clusters rows)

Parameters for Credit-Hours and Scheduling

Credit-hours are based on both outcomes and hours of instruction. Up to the 2022-23 school year, the credit system has been based on 1 credit = 90hrs of instruction. Credit-hours provide a more flexible system in which 4 credit-hours are assigned to the previously established 90hr courses and prescribed outcomes for Grades 10–12 courses. All courses where credits were earned since 2018 will be updated to make equivalent 4 credit-hours for each 1 credit earned. Each prescribed course in Grades 10–12 is designed for 90 hours (4 credit-hours) of instruction. Any variation of this must be approved through the district office and must not compromise the breadth of instruction expected in the curriculum.

Credit-hours provide more flexibility to offer courses that do not run for an entire semester or that may continue beyond a semester. These alternative course lengths may be designed to award credit-hours outside the standard 4 credit-hours.

Sample Course Schedules

Pathways to Graduation for **English Prime** Students			
Grade 9 (no credits)	**Grade 10**	**Grade 11**	**Grade 12**
ELA 9	At least 1 course from ELA 10 Compulsory List	At least 1 course from ELA 11 Compulsory List	ELA 12
Mathematics 9	Geometry, Measurement and Finance 10	Mathematics Option	Mathematics Option
Social Studies 9	Civics 10	Course Choice	Humanities Option
Science 9	Science Option	Science Option	Course Choice
Art 9	Course Choice	Creative Arts Option	Course Choice
Music 9	Course Choice	Course Choice	Course Choice
Physical Education 9	Wellness and Physical Education Option	Course Choice	Course Choice
Personal Wellness 9	Career-Connected Option	Personalized Well-Being Option	Personalized Well-Being Option
Technology 9	Language Arts and Languages: PIF 10	Language Arts and Languages Option	Course Choice
PIF 9	Language Arts and Languages Option	Core Cluster Option	Core Cluster Option

Notes: Students may enroll in any course provided they meet the pre- or co-requisite, regardless of grade level.

Career-life plans in myBlueprint are recommended to be developed in Grade 9 and reviewed/updated on

Pathways to Graduation for **French Immersion** Students			
Grade 9 (no credits)	**Grade 10**	**Grade 11**	**Grade 12**
ELA 9	At least 1 course from ELA 10 Compulsory List	At least 1 course from ELA 11 Compulsory List	ELA 12
FI Mathematics 9	FI Geometry, Measurement and Finance 10	Mathematics Option	Mathematics Option
FI Social Studies 9	FI Civics 10	Course Choice	FI Humanities Option
FI Science 9	Science Option	Science Option	Course Choice
FI Art 9	Course Choice	Creative Arts Option	Course Choice
Music 9	Course Choice	FI Course Choice	Course Choice
FI Physical Education 9	FI Wellness and Physical Education Option	Course Choice	Course Choice
Personal Wellness 9	Career-Connected Option	Personalized Well-Being Option	Personalized Well-Being Option
Technology 9	Course Choice	FI Core Cluster Option	FI Core Cluster Option
FILA 9	Language Arts and Languages: FILA 10	Language Arts and Languages Option: FILA 11	Language Arts and Languages: FILA 12

Notes: Students may enroll in any course provided they meet the pre- or co-requisite, regardless of grade level.

Career-life plans in myBlueprint are recommended to be developed in Grade 9 and reviewed/updated on a yearly basis.

Pathways to Graduation for **Essential Skills Achievement Pathway – Post Secondary Education**			
Grade 9 (no credits)	**Grade 10**	**Grade 11**	**Grade 12**
ELA 9	At least 1 course from ELA 10 Compulsory List	At least 1 course from ELA 11 Compulsory List	ELA 12
(FI) Mathematics 9	(FI) Geometry, Measurement and Finance 10	Foundations of Math 12	Environmental Science 120
(FI) Social Studies 9	Civics 10	Canadian Geography 120	Entrepreneurship 110
(FI) Science 9	Science 10	Framing and Sheathing 110	Co-op 120
(FI) Art 9	Physical Education 10	Mill and Cabinet 120	Essential Skills Achievement Pathway – Capstone Project
Music 9	Applied Technology 11	Computer Aided Design 110	Essential Skills Achievement Pathway – Capstone Project
(FI) Physical Education 9	PIF 10	Essential Skills Achievement Pathway – Foundational Learning	
Personal Wellness 9	Essential Skills Achievement Pathway – Foundational Learning	Essential Skills Achievement Pathway – Post Secondary Learning – Forest Technology	
Technology 9			
FILA 9			

Notes: Students may enroll in any course provided they meet the pre- or co-requisite, regardless of grade level.

Career-life plans in myBlueprint are recommended to be developed in Grade 9 and reviewed/updated on a yearly basis.

Pathways to Graduation for **Essential Skills Achievement Pathway – Workplace Entry**			
Grade 9 (no credits)	**Grade 10**	**Grade 11**	**Grade 12**
ELA 9	At least 1 course from ELA 10 Compulsory List	At least 1 course from ELA 11 Compulsory List	ELA 12
FI Mathematics 9	Geometry, Measurement and Finance 10	Finance and Workplace Math 110	NBCC Math 1208 Dual Credit Skilled Trades Math 120
FI Social Studies 9	Civics 10	Culinary Technology 110	Culinary Technology 110 (Co-op placement)
FI Science 9	Physical Education 10	Culinary Technology 120	Culinary Technology 120 (Co-op placement)
FI Art 9	Applied Technology 11	Hospitality and Tourism 110	Human Services 110
Music 9	Career Pathway Design 10	Outdoor Pursuits/ Education 110	Essential Skills Achievement Pathway – Workplace Entry 400 Hour Work Placement
FI Physical Education 9	PIF 10	Essential Skills Achievement Pathway – Foundational Learning	
Personal Wellness 9	Introductory Mi'kmaw 110	Essential Skills Achievement Pathway – Workplace Entry – Workplace Readiness	
Technology 9	Essential Skills Achievement Pathway – Foundational Learning		
FILA 9			

Notes: Students may enroll in any course provided they meet the pre- or co-requisite, regardless of grade level.

Career-life plans in myBlueprint are recommended to be developed in Grade 9 and reviewed/updated on a yearly basis.

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

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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.

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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

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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.
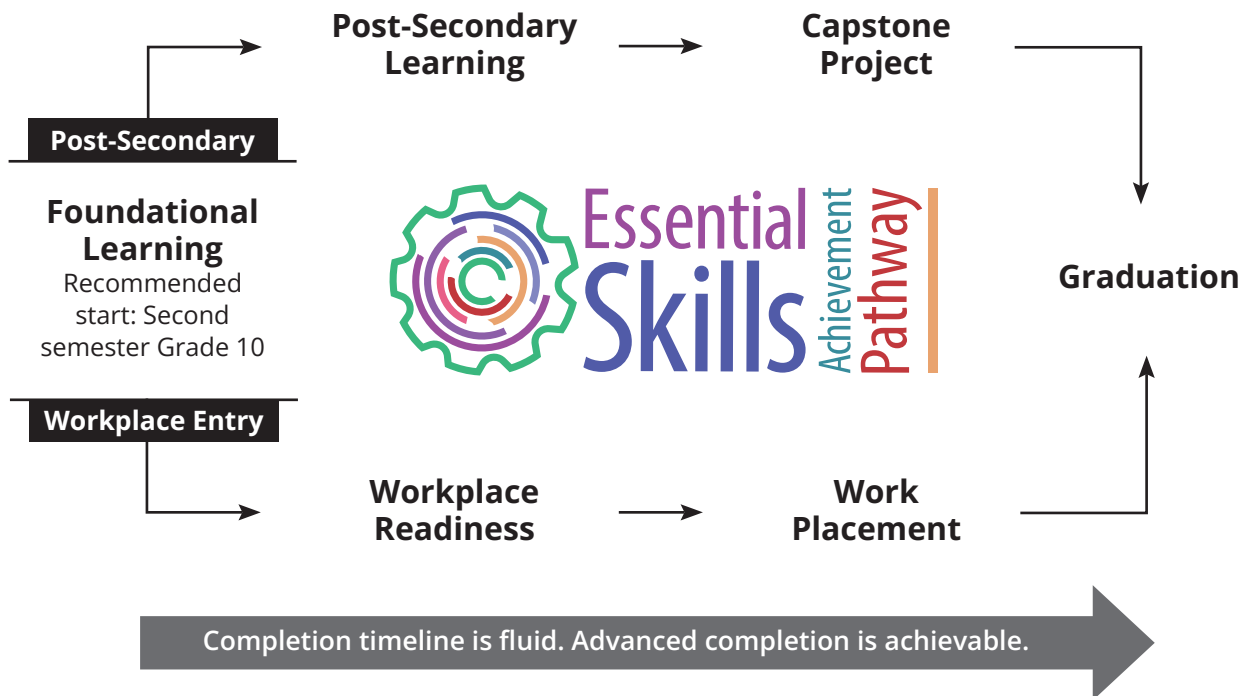
Information for High School Planning

ESSENTIALS SKILLS ACHIEVEMENT PATHWAY (ESAP)

The Essential Skills Achievement Pathway (ESAP) Program is a student driven high school graduation program focussed on skills-based learning, knowledge acquisition, and experiential learning opportunities. This program prepares students 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 Skills for Success. Proficiency in these skills is demonstrated and evaluated through problem and project-based learning in the essential skills classroom, content specific courses, community experiential learning, and workplace opportunities.

The experiential, problem-, and project-based learning environment positions the student at the center, and the teacher as a trusted mentor and guide on the side. This program gives students the opportunity to drive their own learning, prepare for the current skills-based economy, and be best positioned to engage in future work, learning, and life.

NEW BRUNSWICK ESSENTIAL SKILLS GRADUACTION PATHWAY

Post-Secondary → Post-Secondary Learning → Capstone Project

Foundational Learning
Recommended start: Second semester Grade 10

Workplace Entry → Workplace Readiness → Work Placement

Graduation

Completion timeline is fluid. Advanced completion is achievable.

The Structure of the Essential Skills Achievement Pathway

- A school-based team involving the classroom teacher, guidance counsellor, and an administrator (most often the Vice Principal).
- Recommendation: 12-24 students per class during a two-period class block.
- Beginning second semester Grade 10, students complete a foundational learning block to ground them in problem- and project-based essential skill learning.
- When attained, students move into their personalized post-secondary pathway or workplace readiness pathway, based on their skills, talents, abilities, and preferred future.
- To finish the post-secondary education pathway (ESAP-PSE), students complete a Capstone project, which allows them to showcase their achievements throughout the pathway.
- To finish the workplace entry pathway (ESAP-WE), students engage directly with the workplace for an extended 400-hour placement during school hours.
- Once the student has successfully completed all three components within their pathway, the graduation pathway is complete. This usually requires 2.5 years of engaged demonstration of learning.

The Course Cluster Descriptions in Appendix A will be helpful to school-based decisions about options for credit.

Local Developed Course (LCD) Options

Locally developed courses are unique, stand-alone courses that serve to fill a particular need

unmet by currently prescribed high school curriculum. Schools can apply to offer a Locally Developed course through the SharePoint Site https://nbed.sharepoint.com/sites/LDCA. Approved courses may be cloned. All support materials are on the site. Applications are submitted by the offering teacher and must be approved by the school principal, the District Director of Curriculum and Instruction on behalf of the Superintendent, and the Director of Learning and Achievement at EECD. Approved courses expire after three years. A student may count two approved LDCs for their graduation requirements.

Personal Interest 1 and 2

Personal Interest 1 and 2 courses provide the opportunity for students to pursue an individual interest or passion. Students will determine the focus of their learning with help from educators and other mentors in the school or local/global community. Schools may offer this as a class, or learners may apply to complete the course independently. This course can meet elective cluster requirements.

Challenge for Credit

Challenge for Credit Notice of Intent and Letter of Agreement can be used for any course that is not required. Two courses may be challenged for credit in use towards meeting graduation requirements. Currently, if a course is challenged for credit, students will receive a Pass on the transcript if successful. Generally, compulsory courses are not challenged.

"Fast Track" Options

Fast track options provide learners with 4 credit-hours by simply submitting proof of completion. Current "fast track" options include: CADET level 4, Scout Exploration Activity Award, Duke of Edinburgh, Imagine NB, National Lifesaving Society, Girl Guides Trailblazer Award, Coach NB, Junior Achievement, Université de Moncton Explore Jeunesse and Junior High Programs, the Immersion Program of Université Saint-Anne, and les Jeunes chanteurs d'Acadie.

Dual Credit Courses

Dual credit courses allow learners to earn both high school credit-hours and credit(s) or program recognition toward a post-secondary certificate, diploma, degree, or Certificate of Apprenticeship. An example of a current option is NBCC Skilled Trades Math.

Independent Study

Independent Study is an opportunity to extend learning beyond high school courses through a student-developed course! Students collaborate with a supervising teacher or mentor to create learning outcomes, activities, and a plan for assessment. No Independent Studies will be approved unless the curriculum has been developed specifically for the student as an Independent Study. Students accessing post-secondary courses will use either the Personal Interest Course Codes or the Early Start Credit option, whichever best applies. A transcript from the institution they attend may be included as part of their package when applying to post-secondary.

Early Start Credits

Early Start Credits provide Grade 12 students who are on track to graduate the option to enroll in an online course from UNB, STU, Mt. Allison University, NBCC, or Crandall University. Tuition costs apply, although funding options are available. The school counsellor can direct students to the list of courses from each institution and help them get registered.

Pre-Apprenticeship Credits

Students participating in the New Brunswick Teen Apprenticeship Program (NBTAP), doing a summer placement with a Journeyperson in the skilled trades, will be able to complete some additional assignments each summer, and over the course of two summers, may receive twelve hours of course credits (4cr hrs for every 200 apprenticeship hours). This is the equivalent of the current three-hour Coop (12 credit-hours starting in September 2023). This learning experience allows for a clear pathway in the skilled trades and supports learners to gain credit for graduation. The apprenticeship model is ideal for skilled trades career-oriented students. Information can be accessed through the school-based NBTAP Champion or the Pre-Apprenticeship Coordinator at EECD.

Micro-courses and Credits

Micro-courses are short, compact learning solutions that provide credited opportunities for students to explore and develop global competencies, skills, and knowledge relevant to their interests and needs. They can be condensed or extended adaptations of full-length prescribed courses or other existing options for credit, such as locally developed courses. Duration and intensity of these courses is defined by the credit-hours assigned to the course (1-3 credit-hours).

Micro-credits are credits that are offered that do not fit in the 4 credit-hour-per-course structure. Micro-credits may be assigned to micro-courses, used as an extension for currently prescribed courses, or offered in 1, 2 or 3 increments.

Processes to develop and offer micro-courses and credits are not yet developed.

Documented Career-Life Plan and myBlueprint

A Documented Career-Life Plan is a comprehensive education, career, and life plan that documents the learning needs, interests, and aspirations of all students. A recommended and provincially supported student tool is the online career-life planning tool, myBlueprint.

Effective September 2023, schools will have access to a Hopeful Transitions model and tool to support the planning process with learners.

myBlueprint Sign-up with Unique District Landing Page

Visit the correct district landing page:

- www.myBlueprint.ca/anglophonesouth
- www.myBlueprint.ca/anglophonenorth
- www.myBlueprint.ca/anglophoneeast
- www.myBlueprint.ca/anglophonewest

Students: Click School Account Login and sign in with your school credentials.

Educators: When creating an account for the first time, select your role and the grades you require access to.

Families: Select your school from the drop-down list and click **Create Account**. Enter your child's school email address (NBSS) that they use to log in to their myBlueprint account and click **Add Student**. (*Note: your child will have to approve your link request.*)

For more information and printable documents, please visit Career Connected Learning (gnb.ca)

Early Application to Graduate Process

Students who have met the graduation requirements in Policy 316 Appendix A or B have the option of applying to graduate. This provides flexibility for students, regardless of age or grade level.

Students shall be permitted to attend school-sanctioned activities during their current graduation year, provided they are in good standing with the school and district.

Students who graduate before June of their graduation year will be permitted to participate in all regular gradation activities, provided students have met all of the school's requirements, which may include graduation fees.

Students are recommended to have a plan that can include work, college, university, GAP, exchange, or another plan that the school, family and student have agreed upon.

The process will require both a signed letter and a review of graduation status and post-secondary requirements by the school, family/guardian, and student.

The signed letter will include confirmation of:

- Graduation status
- Post-secondary entrance requirement comparison to completed courses
- Signatures of the following:
    - School Counsellor
    - Administration
    - Parent and/or Guardian
    - Student
- Acknowledgment of all agreed upon parties that the student has met graduation requirements and will not be attending school after the signed date.

Online Courses

New Brunswick Virtual Learning Centre (NBVLC) offers expanded learning opportunities to all high school students in the province by allowing registered students to access courses online, anywhere, anytime. Course offerings currently consist of over 50 high school courses, including all required courses at the Grades 11 and 12 levels as well as many optional and advanced level courses. This allows students to access courses that, because of scheduling conflicts, illness, or limited course availability in their own schools, might not otherwise be available to them.

New Brunswick Virtual Learning Centre (NBVLC), which is constantly being improved, updated and expanded, emphasizes a facilitated learning approach. In such an approach, 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. Local facilitators are on hand at the students' schools to ensure that the students can access and use all of the tools and equipment they need to complete the course. Students, for their part, work independently, completing online interactive activities, assignments, and tests as they progress through the course.

Classroom teachers can also take advantage of the online course offerings by registering an entire class in a specific course. In this way, teachers can use elements of the online course, such as interactive activities and animated demonstrations, to enhance their instruction and students' learning.

Contact Distance.Learning@nbed.nb.ca for more information.

New Brunswick Virtual Learning Centre (NBVLC) (gnb.ca)

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.