STUDENT HANDBOOK 2020-2021

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**North & South Esk Regional High School**

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#### SCHOOL HISTORY

The concept of a high school consolidation for most of the area including the parishes of North Esk and South Esk dates back to the spring of 1949 after rate payers voted to create a temporary school board to pursue construction of a new high school for the region.

The first meeting of this temporary board took place at the Orange Hall in Sunny Corner on May 10, 1949 with Howard Copp of Trout Book acting as its chairman, and Perely Vanderbeck of Sunny Corner as its secretary. Other members of this temporary board included C.E (Elmer) Parks of Red Bank, John Somers of Sillikers, Herb Estey of Sevogle and William Dunnett of Whitney. Hubert McKibbon of Matthews Settlement was added at a later meeting.

While early discussions centered on building an eight-room high school and auditorium, and tenders were called as early as July 10, 1950, no definitive decision was reached on construction until a meeting of rate payers took place on July 13, 1950. At this meeting, chaired by Harry Bryenton of Cassilis, approval was given by a vote of 104 in favor, versus 83 against to proceed with the project.

Immediately following the rate payers meeting, the temporary board met and voted to accept the tender of O’Dell Construction of Moncton in the amount of $83,400. At that meeting it was also agreed to purchase property from Wesley Tozer as a building site. Two other sites had also been discussed and rejected at Red Bank, one lot belonging to the Red Bank Indian Reserve and another belonging to Joseph White.

In October, 1950 an application was made to borrow $125,000 to build and equip the new school; however, by June, 1951 a decision had been made to award an additional contract to build a vocational wing onto the school at a price of $34,000.

In February, 1951 a tender in the amount of $28,742 was awarded to Flett Motors to purchase four new Ford buses, two which would seat 49 passengers for Red Bank and Whitney, and two accommodating 55 students for Little Southwest and the Northwest runs.

A decision was made to accept the Halcomb community into the consolidation in the summer of 1951. It was also decided to charge tuition of $25 per term, paid in advance, for students not included in the original North and South Esk consolidation. At this point the communities of Boom Road and Strathadam had not yet opted to join NSER, as it became popularly known, although many students from these areas attended, especially in the senior high school grade levels. Boom Road and Strathadam did not formally join NSER until 1958.

By the summer of 1951 NSER had hired its first principal, Harold Hatheway, who remained one year in the position before going on to a career with the Canadian Broadcasting Corporation. The first vice principal was Gerald McKiel. A decision was made to hire four bus drivers: Roland Goodfellow in Red Bank-Cassilis area, Eddie Stewart for the Sunny Corner-Whitney run, John Kingston for the Northwest run and Karl Johnston on a temporary basis for the Little Southwest run. Carl Stewart of Matthew Settlement took over the Little Southwest run on September 21, 1951. Weldon Tozer of Sunny Corner was hired as NSER first custodian.

NSER had its first graduation class in June of 1952 consisting of five ladies: Faye Sutherland, Doreen Silliker, Pat Jenkins, Rolla Taylor and Frances Hare.

The new principal, W.E (Elmore) Tufts, who had a great interest in music, remained only one school term. He was replaced by W.K Biggs in January of 1953. Mr. Biggs, who remained at NSER until 1960, was a former army captain who did much to promote the #2441 Army Cadet Corps at NSER, a corps which lasted until early 1970’s. In the later years of Mr. Bigg’s tenure as principal, a decision was made to expand the high school. A tender was awarded to Modern Construction Co. of Moncton to build an additional nine classrooms, a modest science lab and a new gymnasium. The facilities were ready for occupancy in the spring of 1959.

The next three principals, Ralph Hay, Medric LeBlanc and Glenden Rae served one year terms between 1960 and 1963. They were followed by Michael Coster who served as principal from 1963 to 1967 at which time he took on the role of District #8 Superintendent, a position he held until his retirement. During his tenure as principal, Mr. Coster did much to promote the school academically and in an extra-curricular fashion. He was extremely popular in the school with students and staff, as well as in the community. Mr. Coster was followed in the principal position by Aubrey Ayer, (1967-73), Ben Sullivan (1973-80), Vernon Goodfellow (1980-88) and Claude LeBerge (1988-2000).

During Mr. LeBerge’s principalship, which was the lengthiest at NSER, he supervised the expansion of NSER facility, which opened in 1994, to include the huge double gymnasium, the expanded cafeteria facilities, as well as science, art and music labs. During this expansion which radically changed the appearance of NSER, both inside and outside, the entire structure in 1951 was demolished so that anyone who attended the school from 1951 through 1958 and not visited since would see virtually nothing recognizable.

In the year 2000, after 49 years of existence, NSER saw its first graduate appointed to the principalship. Frederick Holmes, formerly of Halcomb, a graduate of the class 1964, was named to the position. Although no graduate of NSER had served as principal until this time, the position of vice principal was dominated by a graduate of the class of 1954, Theodore Stewart, Jr. Mr. Stewart diligently fulfilled his duties in this role from 1967 until his retirement in 1991, punctuated by a one-year sabbatical from 1972-1973. During the past 50 years, the NSER consolidation has seen many changes to the facility itself from the modest eight-room facility which opened in September 1951 to the sprawling complex it is now. It has seen major changes in the administration from the small 6 to 8 member school board, administered almost entirely from the most local and personal level to becoming part of a huge sprawling superintendency (which doesn’t even have a school board!). It has seen a teaching staff who at certain times lived almost entirely in the community change to one of which a majority live almost entirely outside North and South Esk parishes.

However, one thing which has remained stable in the school has been its students. Throughout the years NSER has seen its students excel academically with numerous scholarship winners over the years. It has been extremely active in school sports, originally hockey and softball, changing to basketball and volleyball (in which it was a powerhouse for many years). For many years, cadets were a dominant activity with the school. Throughout its history, NSER has taken several awards at the provincial level in oratory and drama.

There is no doubt, though, in the minds of anyone who worked or studied at NSER through its first half century that the real proof of NSER’s success is in the quality of the graduates it produced at all levels, be it academic, business education or vocational. In our community and communities throughout the province, indeed throughout the world there are hundreds of successful former NSER students who have found their niche in the professions, in the trades and in the business world. It is in recognizing their accomplishments that we can rest certain NSER graduates will continue to be produced and excel in the next half century.

#### SCHOOL MISSION STATEMENT

It is the mission of NSER to support and challenge students to meet and exceed their potential.

#### GENERAL INFORMATION

### ACADEMIC INCENTIVES (Grades 9 to 12)

All students attending NSER and registered in courses with a final exam will be required to write that exam at a value of 30% unless otherwise directed by the District. The only exception will be when a student has met the requirements for the NSER Academic Incentive. To reach Academic Incentives a student must meet the following criteria:

If a student misses 5 or fewer classes in a particular subject (School Activities exempt), A student must be in good standing (no outstanding assignments or work). The subject teacher may apply one of the three following options to the student’s advantage:

* 15% Final Exam, 85% class mark
* 30% Final Exam, 70% class mark
* 100% Final

The only absences that will be excused is a death in the family or school sponsored activity. It is understood this policy does NOT apply to any District or Provincial assessments where the exam % is determined by those authorities.

Academic incentives will not apply during the 2020-2021 school year due to COVID 19

### ANNOUNCEMENTS

Announcements are made at the beginning of the day. Announcements regarding activities for the day are recorded and archived on the school’s web site.

### ATHLETE OF THE YEAR

NSER has a long history of athletic excellence and has produced many fine athletes over the years. The Male and Female Athlete of the year award should be bestowed upon a student who displays the pursuit of excellence both on and off the court of play. The following guidelines will be used by our coaches and the selection committee during the process of awarding this prestigious honor.

The recipient will have exhibited a high level of commitment to both practices and games. They will have fulfilled requested/required roles with regards to helping his/her team and/or other teams in the program (ie: refereeing /scorekeeping duties for other teams, carrying equipment, setup, takedown, fundraising events, etc…). They will abide by our school’s Code of Conduct while always displaying good behavior/character on and off the field of play.

The student can be in any grade from 9 to 12 but must be playing at the varsity level. Two distinct categories will be used during the selection.

### ATHLETE OF THE YEAR (continued)

**1. Athleticism:**

# i. Value to their team

# ii. Coachable

# iii. Team player

# iv. Pursuit of excellence

# v. Commitment to training

# vi. Consistent outstanding performance

# 2. Sportsmanship

# i. The exemplification of sportsmanship and fair play

# ii. Respect for referees

# iii. Respect to opponent’s team, coaches, fans, and facilities

# iv. Respect for self, teammates, coaches, others and the sport

# v. Be a positive role model with a positive attitude and excellent work ethic

# vi. Demonstrate caring, fairness, civility, honesty, integrity, and responsibility in their participation of athletics at NSER.

# All coaches of Varsity teams will be asked to nominate players who they feel should receive the Athlete of the year award. They are asked to submit names accompanied with a brief summary as to why they feel those particular players are deserving.

*Selection will be based upon a sixty percent weighting of athleticism along with a forty percent weighting of sportsmanship. Coach’s recommendations will be evaluated and the final decision will be determined by a committee comprised of our Principal, Vice Principal, Athletics Director, Guidance Counselor, and three other teaching staff.*

### ATTENDANCE INCENTIVE (Grades 7 and 8)

Regular attendance is mandatory for all students. Attendance and absenteeism will be monitored, and regulated to ensure everyone may be guaranteed the same opportunities for a basic education and a productive future.

To reach the Attendance Incentive a student must meet the following criteria:

If a student has 2 or fewer days absent (School Activities exempt) in a calendar month, the student will be rewarded with an activity period on the last Friday of that month.

**BELL SCHEDULE (2020-2021)**

|  |  |
| --- | --- |
| **Middle School Timetable** | |
| 8:20 | First Bell |
| 8:25 | Math |
| 9:25 | Humanities |
| 10:25 | Break |
| 10:40 | Humanities |
| 11:10 | Science |
| 11:40 | Lunch |
| 12:22 | Second Language |
| 1:22 | Advisory |
| 1:45 | STEAM/Phys Ed |
| 2:45 | Dismissal |

|  |  |
| --- | --- |
| **High School Timetable** | |
| 8:20 | First Bell |
| 8:25 | Period 1 |
| 9:27 | Period 2 |
| 10:27 | Break |
| 10:39 | Advisory |
| 11:00 | Period 3 |
| 12:00 | Lunch |
| 12:42 | Period 4 |
| 1:44 | Period 5 |
| 2:45 | Dismissal |

**BUS PROCEDURES** (Student Behavior on Buses)

The driver of the bus has the responsibility of maintaining order and discipline on the bus. The driver has the obligation to report any problems or incidents to the vice principal who in turn will investigate the incident.

Students who misbehave on the school bus and do not follow the directives of the bus driver will be subject to, but not limited to, the following consequences: detention, suspension from bus privileges for a period of time, or out-of-school suspension. Parents/Guardians will be notified of such a suspension and their rights/responsibilities in the matter.

# Students are expected to remain seated on the school bus, not make excessive noise, and not indulge in behavior that distracts the driver or is potentially harmful to the safety of other students.

### CELL PHONES

# Students are permitted to use cell phones while at school, however, they are not to be used during instructional time.

### COURSE SELECTIONS

Preliminary selections are made in April. The selection process involves those students already in attendance at NSER; transferring students will select when entering the school. Information sessions are held for students and parents to communicate details concerning course offerings, requirements for graduation, post‑secondary and university acceptance.

### COURSE SELECTION CHANGES

1. Any change for the upcoming year must be requested on or before the last day of school for students.
2. Changes during a semester will be effected only with teacher recommendation.
3. Changes for Semester II must be requested on the day reports are issued for Semester I. These changes will be carried out where possible and reasonable, with priority being given to graduating students.

### DRESS CODE

NSER is an education institution and should be an appropriate setting for studying and learning. The following modes of dress are not acceptable to a school/work environment:

1. Clothing with inappropriate language and/or symbols with reference to drugs, alcohol or sexual connotations.
2. Halter tops, belly tops, tube tops, spaghetti straps and muscle shirts.
3. Low cut, tight, see-through revealing tops.
4. Bare midriffs. Shirts and pants/shorts must overlap or be tucked in.
5. Pajama bottoms and/or clothing with messages across the bottom.
6. No caps are to be worn in the school – students are to remove their hats upon entering the main hallway. Hats are to be left in lockers.
7. Shorts and skirts must be an appropriate length.
8. Footwear is required at all times. Indoor sneakers are required in the gym.

**FIRE DRILL RULES**

1. In the event of a fire all students are to use the most convenient exit in the area in which they are located. School maps are posted in each classroom with the exit clearly marked.
2. Student located on the second floor are asked to use the stairs indicated on the map.
3. Before leaving classrooms close all doors. Do no go to lockers for any of your belongings – proceed directly outside.
4. Walk fast in single file but do not run. Limit your talking to only necessary questions.
5. Students will follow the directions of teachers and supervisors.
6. When outside the building, move away from it but remain with your groups for roll call.
7. Teachers are reminded to carry their class lists with them.

### GRAD FEE

### Grads will pay $100 to cover the cost of diploma jacket, flowers, graduation keepsake hat, and other related activities.

### GUIDANCE SERVICES

In rooms 152, 153, and 154, counselors provide services in such areas as career, academic, educational, personal and crisis counseling, consultation with staff and parents, referral to other help agencies in the community and the dissemination of career and educational information.

### HONOURS POLICY

Honours certificates will be issued to students who maintain an overall average of 85%. Graduates will receive Honour cords if they maintain an overall average of 85% in grade 11 & 12 courses.

**LEAVING SCHOOL PROPERTY**

### Students in grades 7 and 8 are not permitted to leave school property during the school day. Students in grades 9 to 12 are permitted to leave school property at lunch, however, they must have the Leaving School Property form completed and signed by a parent/guardian.

### LIBRARY

### In addition to books, there are many other resources in our library. A periodical index provides quick and easy access to the approximately fifteen magazine subscriptions. The library computers are available to students for doing research and typing reports.

### LOCKERS

Lockers are assigned to the student at the beginning of the school year. Only the assigned locker is to be used. Students are responsible for the neat and tidy upkeep of their lockers. Locker doors are to be kept closed and locked with a lock provided by the school. A lock fee of $10 will be charged to students.

***School Lockers Search Policy***

1. NSER provides school lockers for all students during the school year. You are required to use a school locker.
2. By using it, you agree to keep only your personal belongings in the locker. You also agree not to keep anyone else’s belongings in your locker.
3. We have a zero-tolerance school lockers policy at NSER. You cannot keep any of the following in your school locker:

* drugs
* alcohol
* stolen property
* anything that could be used as a weapon
* anything deemed by the school or police to be a danger to students
* anything that is illegal to possess.

You are permitted to keep prescription drugs in your locker if your doctor has prescribed those drugs for your personal use.

Even though students put locks on their school lockers, you do not have an expectation of privacy for your lockers. Lockers are the property of NSER. NSER has the right to open, search, and inspect your school locker without notice to you if NSER has reasonable grounds to believe that you have anything listed above in Section 2 in your school locker.

### SCHOOL and GRADUATION PHOTOS

All students will have their pictures taken for I.D. cards and yearbook. Graduation pictures are scheduled to be taken in the fall.

### SIGN-OUT PROCEDURE

Students who must leave school during the day for an appointment or other reason will sign out at the main office. A note from the student’s parent/guardian will be required. If an emergency arises where the student becomes ill, we will contact the home before the student leaves.

### STUDENT FEE - $50.00

The student fee provides a student agenda and a student ID card. A portion of the fee also goes to purchasing library materials.

### TELEPHONES

School telephones are not for student use, except in an emergency situation.

### TEXTBOOKS

1. Textbooks are the property of NSER and are loaned to students free of charge.

2. Students are required to care for textbooks in a responsible manner.

3. Texts that are subjected to abuse, lost, stolen or destroyed must be paid for before marks, transcripts, letters of recommendation etc. are issued to the student.

### VENDING MACHINES

Snacks, juice and bottled water are available in vending machines. Vending Machines are not to be used during class time.

### VISITORS/GUESTS

All visitors/guests in the building must report to the main office before proceeding to any other area. While on school property, visitors/guests are expected to adhere to school policies.

### YEARBOOK Students may wish to buy a yearbook, which will cost $60.00 (approximately).

#### SAFE AND ORDERLY LEARNING ENVIRONMENT GUIDELINES

In order to maintain a safe, orderly environment for teaching and learning, NSER has adopted:

1. A list of beliefs
2. A Five Step Team Discipline Program
3. A Student Code of Conduct

Interventions, strategies, and consequences will be utilized and deemed appropriate for the student behavior illustrated. The principle of “Escalation Sanctions of Consequences” will be applied for misconduct by students.

At NSER, we believe that:

1. Every student must strive to meet his or her potential.
2. Every student has the right to learn and receive instruction in an environment free from distraction and disruption.
3. Every teacher has the right and responsibility to teach in an orderly climate, free from disruption.
4. All students and staff have the right to attend school without fear or threat.
5. Discipline procedures must be fair and just proceeding from the premise that every individual student or teacher has the dignity and worth and should be treated with respect. Mutual respect must prevail at all times among all individuals within the school.
6. Each student is capable of making responsible decisions.

### STEP PROGRAM

It is the mission of NSER to support and challenge students to meet and exceed their potential. In order to achieve this goal, a TEAM approach to discipline and STEP PROGRAM will be utilized.

When a breach of discipline occurs, staff members will use the Behaviour Tracking Form to document the behavior. Based on the seriousness of the offence, staff members may directly refer students to Administration or assign consequences such as detentions. After a series of three detentions, students will be referred to Administration. Administration will meet each morning and will be comprised of the Principal and Vice-Principal, and at times, Guidance, classroom teachers, support staff, and outside agencies. The Educational Support Services Team will meet once a month to discuss student behavior and the Step Program.

In the majority of cases before a student is referred to Administration/Discipline Team, staff members will have applied all of the following:

1. Private consultation with the student
2. Contact parents/guardians
3. Individual discipline/consequences
4. Lunch time detentions

During discipline meetings, interventions, strategies and consequences will be utilized as deemed appropriate for the behavior. The principle of “Escalating Consequences” will be used for those students who continue to misbehave and students will move up the Step Program. During any discipline meeting, all parties present will have the opportunity to discuss all information pertinent to the case. Following discussion, an action plan will be developed and implemented. The intent of any stage of the Step Program is to initiate a positive change in student behavior. Improved student behavior, subject to monthly review, will be rewarded by the student being placed on a lower Step, or off the Step Program entirely.

Placement on each Step of the program may not be sequential, depending on the seriousness or frequency of the behavior.

Students not previously on a Step may move directly to suspension if the infraction is deemed to warrant such consequences.

**STEP 1**: After three detentions, the student will be advised that he/she is being placed on Step 1, and of the consequences to follow. Parents/guardians will be informed of action taken, and a letter from Administration will be sent home.

**STEP 2**: The student will meet with Administration and further detentions will be assigned. Referral to support services, if not already done, may be made. Parents/guardians will be informed by phone and by letter of action taken.

**STEP 3**: A minimum one-day in-school suspension will be issued. Parents/guardians and District Office will be informed by phone and letter of action taken. A meeting of the student, parents/guardians, Guidance, and Administration will be held upon re-entry.

**STEP 4**: A minimum three-day suspension will be issued. Parents/guardians, District Office will be informed, by letter and phone, of action taken. A meeting of student, administration, guidance, and District Office personnel will be help upon re-entry.

**STEP 5**: A minimum five-day suspension and recommendation for long-term suspension will be issued. Parents/guardians and District Office will be informed by letter and phone of action taken.

### BEHAVIOURS NOT TOLERATED

***Skipped class, alternate setting, or detention***

Absence from class, alternate setting or detention without permission or excuse.

***Tardy and Chronic tardiness***

Lateness for class(es) and school, and recurrent lateness for class(es) and school.

***Walked out without permission; Failure to report***

Student left the classroom without permission; When asked to report to administration, student refused or ignored request.

***Failure to do class work; Incomplete homework; Unprepared for class***

Assignments are consistently and intentionally incomplete or undone by a student able to do the work assigned; Persistent failure to complete homework assignments which the student is able to do; Student is chronically unprepared to engage in classroom learning.

***Cheating and Plagiarism; Forge signature***

Presenting the work of another as one’s own; Falsifying another’s signature on an official document.

***Argumentative behaviour; Defiance; Disrespect***

Oppositional exchange with staff; Openly resisting or opposing authority and/or showing contempt; Rude verbal comments or gestures.

***Disorderly conduct; Failure to comply with school rules; Throwing objects***

Acting out that disrupts the learning environment.

***Dress code violations***

Clothing is inappropriate, as defined in the dress code.

***Inappropriate use of personal electronic device; Misuse of equipment***

Student misuses personal or school equipment or technology, either by damaging it or using it for inappropriate purposes.

***Inappropriate language; Inappropriate message; Name calling***

Language unsuitable to the school climate, including vulgarity, racial/sexual slurs; Inappropriate written or visual message; Rude or demeaning verbal threat.

***Loitering***

***Lying and False accusations***

Delivering a message that is untrue, actively or passively.

***Misbehaviour on a School Bus***

Not following the directives of the bus driver.

***Cyberbullying***

Including but not limited to posting inappropriate material online, sending harassing deliberate or repeated emails and posting items online without permission of those involved.

***Intimidation; Taunting***

Repeated, unkind, unwelcome put-downs.

***Tobacco/Vaping use***

Use of tobacco and Vaping is not permitted at any time in the school building or on school property.

***Misuse of Motorized Vehicles***

Unauthorized use of a motor vehicle or misuse of a motor vehicle on school property.

***Extra and Co-curricular Misconduct***

Misbehaviour while participating in an extra or co-curricular activity.

***Fighting; Rough play***

Causing physical harm; Shoving, pushing or minor physical altercation.

***Intentional property damage; Vandalism***

Causing damage to the property of others; Causing damage to school property and on school property.

***Drug and Alcohol policy violation; Illegal substances***

Possession of, under the influence of, or use of illegal drugs or associated paraphernalia, or alcoholic beverage at school or at any school sponsored event; Possession, use or selling of illegal or dangerous substances or objects, possession of drug paraphernalia and possession of explosives.

***Threats***

Communicating the intent to hurt or damage a person, animal, place, or thing.

***Theft***

Stealing from another student, staff or the school.

***Discrimination; Hate propaganda***

Based on gender, race, colour, national or ethnic origin, religion, culture, language group, sexual orientation, disability, age or grade level; Dissemination of any hate propaganda material, including hate literature.

***Physical Bullying; Physical violence; Personal harassment***

Kicking, pushing, tripping and punching; The use of force or inciting others to use force to cause physical injury; Causing a person to fear for their safety or the safety of a person known to them by repeatedly following them from place to place or repeatedly communicating directly or indirectly.

***Inappropriate sexual act; Sexual harassment; Pornographic material***

***Weapons***

A weapon is any object used, designed to be used, or intended to be used to cause injury or death, or to threaten or intimidate a person.

***Arson/Combustibles***

Possession and misuse of materials which can cause a fire.

***Disrupting school operations***

Any behaviour which threatens the health or safety of any person, including school personnel.

STUDENT COMPUTER LAB ACCEPTABLE USE REGULATIONS

1. It is the student’s responsibility to be familiar with the Department of Education Policy 311 regarding Acceptable Computer Use.
2. All students, before using any school computer, must sign and return the Acceptable Use Contract.
3. Computer equipment is very expensive and should be handled with care. Any rough use of hardware or vandalism may result in class or school suspension with payment of any necessary repairs. Any tampering with the hard-drive or school programs may result in course expulsion.
4. There are no computer games allowed at any time.
5. There is no printing, or e-mail allowed unless specified by a teacher for a specific course.
6. There is no chat allowed. Special permission may be granted if needed for a specific course as part of the course (distance courses only).
7. Students must save their work on their H drive.
8. No food or drinks are allowed in the labs at any time.
9. Keep your work area neat.
10. Regarding the Internet, proper use of it is required at all times (as outlined in Policy 311, Department of Education).

For the sake of other students, the guidelines above must be followed. Responsible use of computers will result in less disruption and repair time for the computers.

### GRADUATION REQUIREMENTS FOR A NEW BRUNSWICK HIGH SCHOOL DIPLOMA

### In the 20-credit system, students must

* meet the requirements of the prescribed common curriculum of the 9/10 program as outlined in the *Grades 9/10 Companion Document* (completing Information Technology outcomes satisfies Computer Literacy requirement);
* acquire a literacy credential by achieving a successful rating on the reading and writing components of the English Language Proficiency Assessment in grade 9. A reassessment in grades 11 and 12 is available to students who have not achieved a successful rating on the reading and/or writing components;
* attain 18 of 20 credits (including compulsory credits) as outlined in the *High School Program of Study;*
* accumulate a minimum of 5 credits at the grade 12 level.

There are 7 compulsory credits:

* English grade 11 (**2 credits**)
* English grade 12 (**1 credit**)
* Mathematics 11 (**1 credit**)
* Modern History grade 11 (**1 credit**)
* Science (**1 credit**) from Physics, Biology, Chemistry, Environmental Science, Robotics and Automated Technology 120, Automotive Electrical Systems 120, Micro Electronics 120, Introductory Electronics 110, Physical Geography 110
* Fine Arts/Life Role Development (**1 credit**) from Visual Arts 110, 120, Music 111/2, 113, 120, 122, Fine Arts 110, Theatre Arts 120, Graphic Art and Design 110, Individual and Family Dynamics 120, Co-op Ed 120, Career Explorations 110, Outdoor Pursuits 110 (regular course or Challenge for Credit with successful completion of Duke of Edinburgh’s Award Young Canadians Challenge Silver or Gold level), Health and Phys Ed 120, Entrepreneurship 110, Reading Tutor 120, Wellness Through Physical Education 110

### French language requirements are met in the grade 9/10 program. French Immersion Certificate requirements are outlined in Policy 309. Students may take up to 2 Challenge for Credit Courses and 1 Independent Study for graduation purposes. Only 2 Locally Developed Courses are eligible for credits for graduation purposes, but these courses may not replace a compulsory course. Graduation requirements for a student identified as being exceptional (as defined by the Education Act) may vary as documented in his/her Special Education Plan (SEP). Accommodation (ACC), modification (MOD), and/or individualization (IND) must be indicated on the transcript. No such indication will appear on the diploma.

The school year is divided into two semesters: September to January and January to June. Each student follows five courses per semester for a total of ten courses per year. Examinations are written at the end of each semester. Credits are awarded for courses successfully completed with the pass mark of 60%.

During the semester, frequent testing is carried out and a major examination or test is written in each subject at the end of the semester. Diagnostic reports indicating the student’s progress in each subject are issued mid‑semester; a formal report of a student’s final marks is issued at the end of the semester.

#### STUDENT ACTIVITIES

### STUDENT COUNCIL

The Student Council Executive for 2020-2021 consists of Fran Stewart President; , Aiden O’Shea Vice-President; and , Secretary.

### EXTRA AND CO-CURRICULAR CONDUCT

A student who misbehaves while participating in an extra or co-curricular school activity will face consequences as deemed appropriate. Such consequences may include, but are not limited to suspension from extra or co-curricular activities, detention, and/or suspension.

1. No foul or abusive language is to be used by coaches or the team.
2. Respect for the feelings and property of others must be adhered to at all times. Coaches and teams will conduct themselves in a disciplined and well-mannered way at all times. This includes behavior in restaurants, in other schools, on the field etc. Any behavior to the contrary is to be reported to the principal immediately upon returning home.
3. The use of alcohol by either a coach or team members is strictly forbidden while involved with practice, road trips, or games.
4. Smoking is not permitted by team members during practices, games or while traveling.
5. Students who miss a practice without an acceptable reason face the possibility of being dropped from the team.
6. Any form of initiation to a team is not permitted. Any occurrence of this type of activity will result in disciplinary action.

Students must be aware of the fact that all extra-curricular events fall under the regular discipline policy, and the students disobeying the previous guidelines not only face the consequences of that policy, but may also face suspension from their sport/activity or suspension from other sports/activities.

# STUDENT ACTIVITY FEES

Students who participate in the activities listed below will be required to pay a flat rate fee and participate in fundraising campaigns in order to raise the monies necessary for their sport. Fees have been reduced for some sports because of Covid 19

**Minor Activities**

Middle School Boys Basketball $75

Middle School Girls Basketball $75

Middle School Boys Soccer $20

Middle School Girls Soccer $20

Middle School Boys Volleyball

Middle School Girls Volleyball

Golf TBA

BadmintonTBA

**Major Activities**

Girls Softball N/A

Senior Soccer $30

Senior Girls Basketball $125

Senior Boys Basketball $125

Senior Girls Volleyball TBA

Senior Boys Volleyball TBA

**NEW BRUNSWICK SCHOOL CALENDAR 2020-2021**

|  |  |  |
| --- | --- | --- |
| **MONTH** | **DATES** | **EVENTS** |
|  |  |  |
| August | 25-26 | Administrators’ Meetings |
|  | 27-28 | Principal/Vice-Principal In-School Meetings |
|  | 31 | Full Administration Day – School-Based |
|  |  |  |
| September | 1 | NBTA Council Day – School-Based |
|  | 2 | NBTA Council Day – School-Based |
|  | 3 | EECD Professional Learning Day K-12 (Full Day) |
|  | 4 | Full Administration Day – School-Based |
|  | 7 | Labour Day |
|  | 8 | First Day of Classes |
|  |  |  |
| October | 12 | Thanksgiving Day |
|  | 13-16 | Registration for Students Entering Kindergarten in 2021-2022 |
|  |  |  |
| November | 11 | Remembrance Day |
|  | 12 | Report Cards Issued – Grades 9-12 |
|  | 20 | K-8 Full Day – Professional Learning (Report Cards-1/2 Day; School-Based PL-1/2 Day) |
|  | 20 | 9-12 Full Day – Parent/Teacher Interviews (1/2 Day); School-Based PL (1/2 Day) |
|  |  |  |
| December | 1 | Report Cards Issued – K-8 |
|  | 4 | K-8 Full Day – Parent/Teacher Interviews (1/2 Day); EECD Improvement Planning (1/2 Day) |
|  | 4 | 9-12 Full Day - School-Based PL (1/2 Day); EECD Improvement Planning (1/2 Day) |
|  | 18 | Last Day of Classes |
|  | 21-31 | Christmas Holidays |
|  |  |  |
| January | 1-3 | Christmas Holidays |
|  | 4 | First Day for Students |
|  | 25-29 | Assessment/Demonstration of Learning Week – High School Only |
|  |  |  |
| February | 1 | K-8 Professional Learning Day (Full Day) – School-Based |
|  | 1-2 | Turnaround Days – High School Only (No School for High School Students) |
|  | 3 | Semester 2 Begins – High School Only |
|  | 15 | Family Day |
|  |  |  |
| March | 1-5 | March Break |
|  | 26 | K-8 Full Day – Professional Learning (Report Cards-1/2 Day); EECD PL-1/2 Day) |
|  | 26 | 9-12 Full Day – School-Based PL (1/2 Day); EECD PL (1/2 Day) |
|  |  |  |
| April | 1 | Report Cards Issued - K-8 |
|  | 2 | Good Friday |
|  | 5 | Easter Monday |
|  | 14 | Report Cards Issued – 9-12 |
|  | 16 | K-12 Full Day – Parent/Teacher Interviews (1/2 Day); School-Based PL (1/2 Day) |
|  |  |  |

**K-8 Terms:**

**T1 –** Sept. 7 – Nov. 27

**T2 –** Nov. 28 – Mar. 28

**T3 –** Mar. 29 – June 25

**High School**

**Term Dates:**

**Q1 –** Sept. 7 – Nov. 8

**Q2 –** Nov. 9 – Feb. 2

**Q3 –** Feb. 3 – Apr. 9

**Q4 –** Apr. 10 – June 25

#### COURSE DESCRIPTIONS

**THE ARTS**

# THEATRE ARTS 120 presents the exciting world of theatre and provides students with an opportunity to develop speaking and delivery skills, critical and creative thinking skills, and to build self‑confidence. Group activities (charades, pantomime, and skits) and presentations are major course components and are 75% of the student’s mark. Students learn terminology related to the theatre, theatre history (Greek, Roman and Elizabethan periods) and the roles of the various individuals involved in the theatre.

**ENGLISH LANGUAGE ARTS**

**ENGLISH LANGUAGE ARTS 112** is designed to provide the academic student with exposure to various literary genres and to enhance reading, writing, speaking and literary skills. Students will study the short story, essay, novel, poetry and drama (Shakespeare or contemporary). An exam, worth 30% of the final mark, is written at the end of the course. English 112 is a full year, two-credit course. Prerequisite: English 10 and a teacher recommendation.

**ENGLISH LANGUAGE ARTS 113** is designed to allow students to read and respond to a wide variety of texts. Units of study will allow students to explore different forms of public speaking and oral presentations, from debates to seminars and speeches. There will also be an emphasis upon contemporary drama. Special consideration will be given to developing various reading and comprehension strategies in students, as well as to projects which consider the philosophies of a differentiated curriculum. English 113 is a full year, two credit course. Prerequisite: English 10 and teacher recommendation.

# ENGLISH LANGUAGE ARTS 122 as with English 112, examines the various genres introduced in English 10 and 11, but uses a more advanced level of subject matter. Prerequisite: English 112.

# ENGLISH LANGUAGE ARTS 123 is designed to enable students to examine a variety of texts and to provide students with a variety of writing/responding situations. Special attention will be given to developing various reading and comprehension strategies in students, as well as projects which consider the philosophies of a differentiated curriculum. Prerequisite: English 112 or 113.

**WRITING 110 (on line)** explores the craft of writing. It is divided into four units: The Writing Process, The Essay, Writing Styles, and Kinds of Writing. Through content, websites, videos, and discussions, students will learn about the different components in writing. In the final unit, Kinds of Writing, students will compile various forms of writing. Students will engage in writing conferences with the instructor, for the purpose of editing/revising writing drafts. Students will take these drafts to the publishing stage of writing. Both process (assignments, discussions, conferences) and product (final copies of revised drafts) contribute to the final grade.

# JOURNALISM 120 provides students intensive practice in writing and editing. Students learn to identify or generate story ideas, to gather pertinent information and to write and edit their stories with a view to publication. The activities accompanying preparation for publication engage students in creative skills such as writing, design, layout and photography, and in practical skills such as budgeting, meeting deadlines and working with others. Examining examples of journalistic style is an element of the course, but writing for publication is the focus.

# MEDIA STUDIES 120 offers an introduction to the impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism, photography, drama, radio/sound communication. Primarily, the student learns through experiment and exploration; the course is practical and activity based. Students must be mature enough to meet high levels of independence, reliability and responsibility.

# READING TUTOR 120 pairs students with struggling readers. Teachers coordinate the program, provide tutor training, oversee the activities of the partners and offer guidance and support to both tutors and readers. Tutors select the reading materials and plan and implement the daily activities for the readers. Tutors acquire reading/writing tutoring skills and develop interpersonal, organizational, planning and problem solving.

###### LANGUAGES

# FRENCH 112 builds on the skills acquired in the Post Intensive French 10 program. Modules covered are:

1. C’est injuste
2. Le pouvoir de la photo
3. Les relations personnelles

It is expected that students will score at the Intermediate or Intermediate Plus or Advanced level on the Provincial Second Language testing done at the end of this course. Prerequisite: French 10.

# FRENCH 122 builds on the skills acquired in French 112. Modules covered are:

1. Moi, dans 10 ans
2. Les defis planetaires
3. Semblables, mais differents

It is expected that students will score at the Intermediate, Intermediate Plus or Advanced level on the Provincial Second Language Testing done at the end of this course. Prerequisite: French 112.

**SPANISH 110** **(on-line)** employs an interactive tutorial method of course delivery to introduce students to the basic elements of the Spanish language and Hispanic culture. Students will have the opportunity to practice the language and learn through live, online group sessions. Course themes, including Who Am I?, My friends, This Is my Family, My House Is Your House and My Town, and topics for virtual partner projects have been selected with the interests of the student in mind.

**SPANISH 120** **(on-line)** requires students to improve their knowledge and ability level in the language. This will be accomplished by engaging students in the exploration of the Hispanic culture through the areas of travel, fashion and music. Over the course of the term, students will be required to engage in various online group sessions and will be expected to complete projects with a virtual partner.

**MI’KMAQ 110** **(on-line)** students learn to read and write in Mi'kmaq using the Francis Smith writing system. Introductory lessons focus on the letters and their corresponding sounds. Later lessons include pronouns, forming the possessive and verb conjugation. Basic vocabulary is introduced throughout the course. Students will be provided with opportunities to practice their newly acquired skills through dictations, question sheets and online activities.

## SOCIAL STUDIES

# MODERN HISTORY 112 is a compulsory course for academic students, History 112 covers topics from the end of traditional society in Western Europe (17th and 18th century) to the end of the 20th century. It includes such areas as the French and Industrial Revolutions, 19th Century Conflict Ideas and the 20th Century-World Wars, Totalitarianism, the Holocaust, and the Cold War. This course is primarily research based and requires the completion of a series of assignments.

# MODERN HISTORY 113 is delivered using traditional and non-traditional methods, This course covers the period of the 20th century. It includes a mix of lectures, question and answer, group and individual assignments and projects. Topics include World Wars I and II, Totalitarianism, the Holocaust, the Roaring Twenties, and the Great Depression and the world since 1945.

**PHYSICAL GEOGRAPHY 110 (on line)** is considered both a science and a social studies credit. It introduces students to the earth's physical systems. A general introduction is followed by studies of the universe, the earth in space, map reading and imagery interpretation. Students may then decide to study either climate or geology. Climate includes the study of weather systems, weather maps and forecasting as well as the world's natural regions. Geology includes, among other topics, the study of continental drift, volcanoes, earthquakes and weathering. Weekly assignments must be submitted and tests will be written as each unit is completed

**CANADIAN GEOGRAPHY 120 (on line)** is an introductory course on the economic and social geography of Canada. The course is designed to introduce Canada, its landforms and climate, and how these have related to our patterns of settlement and the development of our economic base. It is a study of the ever-changing cultural and physical landscapes of Canada and how they impact on each other. It examines physical systems and how they inter-relate with man-made systems and structures. The course concludes with a look at an environmental issue currently of importance to the lives of Canadians. The course is completed through a series of specific subject-related projects.

**CANADIAN HISTORY 122** is a study of Post-Confederation with an emphasis on the 20th century. Units are: MacDonald Era: Expansion and Consolidation; 1867-1896, Canada’s Century Begins: 1896-1920, New Challenges and New Ideas: 1920-1945, Canada and the Global Community; 1945-Present. Themes may include English-French relations, First Nations, Continentalism, Regionalism, Canadian Identity and social themes. The roots of these themes will be woven in the Post-Confederation study.

**ECONOMICS 120 (on line)** provides students with a basic understanding of the Canadian economic system and the interacting roles of its major economic institutions. The course is designed to develop an awareness of the concepts and techniques used in making economic decisions and to ensure a better understanding of the major economic problems of the day. Students will be required to complete several assignments as well a one major research project in this course.

# LAW 120 introduces students to general concepts of the law and the courts. Areas of study include the origins of the Canadian legal system, criminal law, civil and human rights and torts/civil law. Case studies are used to illustrate situations within these areas of law. Students will communicate with the distance facilitator using email and chat. Communication will also involve an oral component, using Interwise, to increase students' aural communication skills.

**POLITICAL SCIENCE 120 (on line)** is an introductory course designed to develop a basic understanding and knowledge of the world's political ideologies and systems. Throughout the course students will be expected to assess and compare the merits of those ideologies and systems to the Canadian system.

# PHYSICAL EDUCATION

# HEALTH AND PHYSICAL EDUCATION 120 is designed for grade 12 students interested in physical activities and healthful living, combined with a desire to develop leadership skills. Time outside of regular school hours is required for some class projects. Projects undertaken involve both the school and the community. Themes may include management, teaching, coaching, officiating, first aid, organizational planning and leadership theory.

**OUTDOOR PURSUITS 120** will develop personal outdoor recreation skills based on environmental ethics. Students will gain a greater appreciation for the natural environment and its potential to enhance an active living lifestyle. Students must complete a series of out-trips that may be day-trips, overnight excursions or extended trips. This course will take advantage of local outdoor access and could include camping, hiking, canoeing, archery and other adventure activities. Students must be prepared to lead and evaluate out-trip experiences from personal and group dynamic perspectives.

**WELLNESS THROUGH PHYSICAL EDUCATION 110** is designed to promote healthy active living for life. The course is intended to encourage a broad-based exploration of a variety of activities, highlighting non-traditional approaches to fitness and wellness (e.g. yoga, hiking, personal training, etc.). The course offers a range of learning experiences for students that encourage healthy active living, but are not sport specific. Students will personalize their learning by researching, self assessing and determining personal preferences for engaging in lifelong physical activity.

**FAMILY STUDIES**

**HUMAN SERVICES 110** increases student awareness of the importance of human service work and aims to prepare them for future employment and/or post secondary education. Due to the increasing elderly population and the trend towards “at home care” versus “institutional care,” there is a need for trained human service workers. The course focuses on the skills to prepare people to work with the elderly and the handicapped, and involves community activities.

**CHILD STUDIES 120** explores how children develop physically, socially, emotionally, and intellectually. Issues are discussed regarding the “quality of life” and human development, “society’s basic unit,” the family plus basic parenting skills in our complex, consuming, and technological society. The importance of the need to provide love, continuity and stability, as well as basic food, clothing, and shelter requirements is addressed. The course includes a variety of human-centered experiences from conception through to the development of the school age child. Observations and experiences with children are an essential part of this program.

**NUTRITION FOR HEALTHY LIVING 120** studies the science of food relating to Canada’s Food Guide and the relationship between food and nutrition and wellness. Safety and sanitation, dietary planning, food preparation and the concept of nutritional wellness are emphasized. Nutrition issues are discussed regarding food on a global and regional level, food trends and lifestyles, eating disorders, and new food technologies. Hands-on experiments are an integral part of this course.

**INDIVIDUAL and FAMILY DYNAMICS 120** takes a look at life and living within the family. Topics of the course include: personality development, understanding of self, adult roles and relationships, marriage preparation and planning, pregnancy and infant development, social issues and family crises. Students have an opportunity to examine their own family roles and to look ahead to roles they may hold in the future.

# SCIENCE

# BIOLOGY 112 is a life science course which encourages students to develop their scientific thinking skills and conceptual ability through the use of class discussions, biological theory and lab investigations. Topics include: Characteristics of living thing; Cell structure and function; Classification systems; Bio-diversity; specialized systems; Adaptations and interactions that allow survival in the natural world.

# BIOLOGY 122 is a further study of life sciences, issues in biology and biological systems that builds upon previously explored topics of 112. Biology 122 curriculum is enhanced with class discussions of current biological issues and advanced lab investigations. Topics include: organ systems; reproduction; genetics; ecology. Prerequisite: Biology 112.

# INTRODUCTION TO ENVIRONMENTAL SCIENCE 120 The objective of this introductory course is for students to develop the knowledge base and skills for investigating and analyzing environmental issues and for communicating their knowledge and analysis to others.  Students will investigate population growth and resource limitations, ecology of natural systems, historical and current approaches to the environment from various worldviews, and sustainability of natural environments.  They will explore the interconnectedness of natural ecosystems and human dependence and impact on these systems.  They will recognize the importance of considering environmental, social, cultural and economic aspects of an issue to find solutions.  Students will complete a research project on a current issue and present their findings, and will further explore this and other environmental issues through various methods of inquiry.

**CHEMISTRY 111 (on line)** is recommended for students who may be pursuing science or engineering at the university level. Students choosing this course should have a genuine interest and a better than average ability in science and mathematics. Students will be expected to engage in individual projects and research. Topics covered (matter and energy in chemical change, matter as solutions and gases, quantitative relationships in chemical changes, chemical bonding in matter and some organic chemistry) will be the same as those for Chemistry 112, but the depth of coverage will be greater. Additional topics will be covered in exchange for a decreased lab component.

**CHEMISTRY 112** include the study of Atoms; Molecules; Atomic Theory; Periodic Table of Elements; Compounds; Mixtures; Chemical formulas and equations; Solutions; Stoichiometery of solids, liquids and gases. This course is a prerequisite for Chemistry 122.

# CHEMISTRY 122 topics include: Energy changes; Reaction enthalpies; Equilibrium in chemical systems; Acid-base chemistry and Organic Chemistry. Quantitative and graphical analysis skills are an integral component of this program. Prerequisite: Chemistry 112.

# PHYSICS 111 (on line) is the first of two physics courses designed for students who intend to go to university or technical school. Topics of study, including one-dimensional kinematics and dynamics, wave motion, sound and light, introduction to electromagnetic radiation and work/energy/power, are investigated in great depth. The course aims to engage students in relating physics concepts to societal contexts and applications. A student-centered approach to theoretical and practical investigations is the basis of the curriculum.

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

# PHYSICS 112 includes the study of energy transfer by waves; properties of sound; fundamentals of light; reflection and refraction; mirrors and lenses; static and current electricity as well as an introduction to linear motion. This course is a prerequisite for Physics 122.

**PHYSICS 122** Topics include: Linear motion; 2D-Forces; Impulse; Momentum; Conservation Laws and Power. Since quantitative and graphical analysis skills are a large component of this program, students should have good math skills. Prerequisite: Physics 112.

**MATHEMATICS**

**GEOMETRY, MEASUREMENT and FINANCE 10** is intended to provide students with mathematical understanding and critical thinking skills necessary for everyday life. It also serves as an introduction to the Financial and Workplace Mathematics 11 pathway.

**NUMBER, RELATIONS and FUNCTIONS 10** this course focuses on developing algebraic reasoning and number sense, as well as developing algebraic and graphical reasoning through the study of relations. It serves as an introduction to the Foundations 11 and Pre-Calculus 11 pathways.

# FINANCIAL and WORKPLACE MATHEMATICS 11 is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include geometry, financial mathematics, number, algebra, measurement, statistics and probability.

**FOUNDATIONS of MATHEMATICS** **11** is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include geometry, financial mathematics, number, algebra, measurement, statistics and probability.

# PRE-CALCULUS 11 is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, trigonometry, relations and functions, function toolkit, limits and derivatives.

**FOUNDATIONS of MATHEMATICS 120** is designed for entry into post-secondary academic programs not requiring calculus. Topics include statistics, probability, data exploration and representation.

**FINANCIAL AND WORKPLACE MATHEMATICS 120** is designed for entry into post secondary trades and technical programs, or for direct entry into the workforce. Topics include geometry, transformations, and graphing relations.

**PRE-CALCULUS A 120** introduces students to the concepts of trigonometry, functions, and logarithms. This course follows Pre-Calculus 110 and is a prerequisite for Pre-Calculus B 120, and is designed for post-secondary academic programs requiring calculus.

**PRE-CALCULUS B 120** is a continuation of Pre-Calculus A 120 and covers such topics as arithmetic and geometric sequences, graphing functions, and left and right hand limits**.**

**TECHNOLOGY / VOCATIONAL EDUCATION**

# INTERNAL COMBUSTION ENGINES 110 is designed to develop proficiency in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

##### POWER TRAIN AND CHASSIS 110 is designed to develop proficiency in the service and maintenance of the automobile chassis and power train. Emphasis is placed on the function, repair and replacement of components and includes spring and shock assemblies, brakes, steering, wheel bearings, tires, transmissions, differentials and drive lines.

**AUTOMOTIVE ELECTRICAL SYSTEMS 120** features tools and equipment, fastening devices, and safety and care of the work area. It includes service information, electrical symbols, electron theory, electrical circuits, circuit protecting devices, magnetism, magnetic switches, batteries, ignition systems, cranking motors, and D. C. and A. C generators.

##### TUNE-UP AND EMISSIONS 120 is designed to introduce the student to the theory of operation and basic service procedures of engine fuel and emission systems. The student will study functions of the fuel and emission systems and practice basic service procedures.

# ACCOUNTING 120 examines the electronic application of accounting for merchandising or service businesses. Students will learn to establish/convert a company from a manual to an electronic system, the routine accounting procedures and the preparation of financial documents.

# INTRODUCTION TO ACCOUNTING 120 introduces students to skills necessary for general accounting and bookkeeping. The course emphasizes steps of the service industry’s accounting cycle, accounting processes from a business event to year-end reporting and the basics of spreadsheets. Students will understand obligations of business owners, and will receive a solid grounding for post-secondary study in business, as well as skills for employment and/or personal finance.

**FRAMING AND SHEATHING 110** develops knowledge and skills required in the construction of frame buildings. Students study the methods and materials used in framework, from the foundation to the roof, including basic rafters and trusses.

##### MILL AND CABINET WORK 120 stresses safety in the use of hand tools, power tools and machines in the carpentry shop. It includes practical planning and project work.

**RESIDENTIAL FINISH 120 includes** instruction in the safe use of hand tools, power tools, and machines in the carpentry shop. Methods of preparing, joining and finishing stock are covered. Projects are used as a means to develop practical skills.

**CULINARY TECHNOLOGY 110** is designed to prepare students for employment or future education in the food service industry. This technology-driven and skill oriented program involves the “how and why” of food service preparation, and the development of personal skills and knowledge that can be applied to the food service industry. Laboratory experimentation, food preparation and service are an integral part of the program.

**CULINARY TECHNOLOGY 120** focuses on learning skills that are transferable to future learning and/or food service employment. New technology is introduced, as well as food preparation in quantity, using standardized recipes. Sanitation and safety are stressed. Students work together as an effective team.

**TECHNICAL SUPPORT 110 (on-line)** provides opportunities for students to gain foundation skills and knowledge in servicing microcomputers and peripheral devices. Topics include: PC Hardware, DOS and Windows, Macintosh, Networking, Printers and troubleshooting. Hands-on activities and a variety of resources aid students in achieving course outcomes. Resources include e-mail, chat, web-board and other distance education applications. Flexibility is built into the course to meet the learning needs of all students. Upon completion, the student is prepared to write the A+ certification exam.

**DIGITAL TECHNOLOGIES 120** is a skill-based course. Students will study Web development, digital imaging, digital animation and digital audio. The skills that are developed will allow students to build complex Web and Multimedia productions.

**COMPUTER SCIENCE 120** **(on-line)** is recommended for students with a strong interest in computer programming. Students will learn the basic syntax of the Java language, program Java Applets and write simple programs using object-oriented design principles. The course provides a good foundation for students who wish to pursue a post-secondary program in computer science.

# COMPUTER AIDED DESIGN 110 (on line) is designed to give students a solid knowledge base of drafting as well as to introduce them to the actual skills necessary to visualize and graphically represent design. The nature of the activities and the use of AutoCAD LT 2004 will interest a wide range of students beyond those preparing to pursue a career in the drafting/ technology/engineering areas.

**ENTREPRENEURSHIP 110 includes** studies on the organizing and management of a business, including the risks taken for the sake of profit.

**HOSPITALITY AND TOURISM 110** is designed to help students acquire career information, develop skills to work in the hospitality and tourism industry, and gain practical experience in that industry.

**CO-OPERATIVE EDUCATION 120** provides experiential work-based education that extends the learning process into the workplace. It integrates classroom theory with employability and career skill development. After completing the pre-employment course component, students are placed in work where they are provided with challenging tasks and responsibility, and learn by doing. Students spend the equivalent of two periods, normally on a daily basis, at the workplace. The course is based upon a collaborative partnership between the school and business/industry.