



High School Companion Document

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Department of Education and Early Childhood Development



Acknowledgements

This document is the result of the collective efforts of many individuals. Since 2016, teachers, students, families, school leaders, district and department staff, local registrars and admissions from post-secondary institutions, and staff at the NBTA have contributed to the development of changes to the high school through formal and informal engagement sessions. Special acknowledgements go to the high school principal leadership team, who set a course for change through their vision and guidance, and to the 2022-23 Early Adopter Schools, whose staff have provided invaluable insights, encouraged others, and consistently advocated for practical decisions. Throughout the 2023-24 and 2024-25 school years, teachers and school leaders have been further developing this vision through the creation of micro courses and innovative Grade 9 practices. Hopeful Transitions and Career Transitions coaches have been engaged in the essential work of supporting schools with career life planning for each student. As we collectively look ahead to the next phase of high school advancements, we are grateful for the ongoing contributions that are making a difference for New Brunswick students each and every day.

Early Adopter Schools:

Campobello Consolidated School (ASD-S)

Sir James Dunn Academy (ASD-S)

Simonds High School (ASD-S)

Hartland Community School (ASD-West)

James M. Hill Memorial High School (ASD-North)

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Introduction

This guide has been developed to support high school leaders and staff in planning practices and course schedules that best serve their students. 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, 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 Students 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, students look forward to having more choice and autonomy when they enter high school. They may be nervous about moving to a new school, but they also have a sense of anticipation regarding course possibilities, friendships, and extracurricular activities ahead. Paramount to this is the message students get from the education community, which is one of hope for their future. Educators, support staff, and older peers form the support network that creates a sense of belonging. This is the time when students seek 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 rewarding 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, including the learning from the [New Brunswick Career Education Framework](#), along with life experiences from the early years to Grade 9, will have impacted interests, developed skills, and established in the student some ideas about their own competencies and goals which will influence decisions about their 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). Personal Wellness 9 is the starting point for the development of the Career Life Plan graduation requirement.

Parameters for Grade 9

Organizing the Curriculum in Grade 9

Subject area learning in Grade 9 will include learning expectations from common curriculum continued from Grade 8. Developing assessment-capable students—those who set goals and are accountable for their learning—represents the choice and flexibility envisioned in this transition year. For students who master the expectations in the subjects prior to the end of Grade 9, they may be encouraged to begin accumulating 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. There will be continued conversations in the second phase of high school advancements based on promising practices demonstrated in high schools across the province.

Required Grade 9 courses for English and FI pathways

- English Language Arts 9
- FILA/PIF 9
- Mathematics 9
- Social Studies 9
- Science 9
- Art 9
- Music 9
- Physical Education 9
- Personal Wellness 9
- Technology 9

Scheduling and Courses

- Learning in the common Grade 9 curricula is required of all students unless on an alternate plan. All Grade 9 Skill Descriptors are required to be taught. Some schools may find that flexible course structures allow for more meaningful cross-curricular learning outside of a traditional course structure.
- Time-specific course requirements have been removed to allow schools to develop a more flexible Grade 9 timetable.
- 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.
- For French Immersion students, 50% of the curriculum must be offered in French.

- 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 earning credit hours in courses for which they have completed foundational Grade 9 learning.

Grades and Reporting

- All subject area curricula require a grade.
- Final grades shall be reported on report cards using the 100-point scale, which aligns with the rest of high school credited courses.
- Grade 9 level 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 any Grade 9 level course based on a school-decided process that recognizes experiential learning.
- 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 Grade 9 outcomes in particular courses can be offered intervention courses at the discretion of the school and school district that will support success in Grade 10, 11, and 12 courses.
- Scaffolding of outcomes should be considered in academic, assessment, and enrolment decisions. Grade 10 credit courses can be developed at the local level to support the needs of learners striving to meet 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 <https://curriculum.nbed.ca/>. Updated curricula, released to teachers but not yet in the public domain, can be accessed along with curriculum resources and support documents at [Curriculum Instructional Tools and Resources \(SharePoint\)](#).

High School Graduation Requirements

[Policy 316: Appendix B](#) indicates that the requirements for the Standard (100-credit hour) Graduation Program and the Essential Skills Achievement Pathway (ESAP) program are as follows:

1. Standard Graduation Program

For students following the 100-credit hour graduation pathway, they are required to:

- Meet the learning outcomes prescribed in the Grade 9 curriculum
- Complete compulsory credit hours in grades 10 through 12
- Accumulate 100 credit hours to apply for graduation
- Develop a documented Career Life Plan

To be eligible for graduation, students must complete required credit hours across the seven subject area clusters and achieve a minimum grade of 60% in high school courses. Additionally, they must acquire a literacy credential by achieving a successful rating on the English Language Proficiency Assessment (ELPA).

Students learning English as an additional language at A1-A2 levels in reading and writing may be considered for an exemption from the ELPA, while those at B1 level and above should attempt the assessment with universal accommodations.

In the Standard Program, 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 the 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, Personal Interest courses and other Flexible Credit Options, and 8 credit hours for Locally Developed and/or Micro Courses
- French immersion students must complete 50% of the Grade 9 curriculum and 40 credit hours in grades 10–12 in French

2. Essential Skills Achievement Pathway (ESAP)

The [ESAP graduation program](#) offers a personalized learning path allowing students to develop essential skills aligned with future learning and career opportunities. This pathway is designed for students who plan to enter the workforce directly after graduation or pursue post-secondary education through a hands-on, skills-based approach.

Students in the ESAP program:

- Meet the learning outcomes prescribed in the Grade 9 curriculum
- Begin the program in Grade 10 or the first semester of Grade 11
- Engage in a learning plan that integrates problem-solving, hands-on workplace experiences, and pathway-aligned coursework to build essential skills
- Complete either a 400-hour workplace placement (Workplace Entry Pathway) or a Final Capstone Project (Post-Secondary Pathway)
- Develop a documented Career-Life Plan
- Successfully complete the English Language Proficiency Assessment (ELPA)

Personalized Learning Plans (PLP)

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 without which a student would not be able to access the curriculum or demonstrate their knowledge.
- **Adjusted Curriculum:** a course is adjusted when the grade level curriculum outcomes of a subject have been changed or deleted to address the specific needs of the student. The integrity (general intent) of the course is maintained while the depth of treatment of the outcomes has been altered or deleted.
- **Individualized:** planning that supports the student's skill development and does not follow the prescribed curriculum.

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 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 |
| Personalized Well-Being | 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 and Occupational, Digital and Information Technology, 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 |

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 = 90 hours of instruction. Credit hours provide a more flexible system in which 4 credit hours are assigned to the previously established 90-hour courses and prescribed outcomes for grades 10–12 level courses. Since 2018, all courses where credits are earned have been updated to be equivalent to 4 credit hours for each 1 credit earned. Each prescribed course at the grades 10–12 level 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 | 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 a yearly basis.

*unless accumulating credits through the EAL pathway of courses.

| 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 | 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.

*unless accumulating credits through the EAL pathway of courses

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 Mathematics 120 | Environmental Science 120 |
| (FI) Social Studies 9 | Civics | 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 | Intro to Skilled Trades 110 | 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.

*unless accumulating credits through the EAL pathway of courses

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 | Financial and Workplace Mathematics 110 | NBCC Skilled Trades and Work-Ready Math 120 |
| FI Social Studies 9 | Civics | 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 | Intro to Skilled Trades 110 | Hospitality and Tourism 110 | Human Services 110 |
| Music 9 | Career Pathway Design | Outdoor 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.

*unless accumulating credits through the EAL pathway of courses

Course Options

- Courses can only meet the requirements of a single cluster.
- Grade 10, 11, and 12 level courses will:
 - Be listed on the transcript
 - Include a mark on the 100-point scale, in select courses a grade of Pass may replace 60% or higher
 - Show 4 credit hours unless another credit-hour value has been approved
- Develop and Lead 110 and 120 can be tailored to student leadership in any course cluster to meet non-compulsory options.
- The six high school EAL courses (EAL Essentials A1.1 110, EAL Essentials A1.2 110, EAL Connections A2.1 120, EAL Connections A2.2 120, EAL Expressions B1.1 120, EAL Expressions B1.2 120) 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 clusters.

Courses and Cluster Options

Cluster descriptions can be found in Appendix A at the end of this document.

Language Arts and Languages

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

Compulsory:

- **PIF/FILA 10** (4CrH) or one of the EAL courses**
- **Grade 10:** ELA 10 Foundational (4CrH) **or** one of the EAL courses**
- **Grade 11:** ELA Foundational 111/2/3 (4CrH) **or** one of the EAL courses**
- **Grade 12:** ELA 121/2/3 (4CrH)
- **8 credit hours** from the following options: ELA Extended 10/11, one of the six EAL courses**, FILA 110/120, Post-Intensive French 110/120, Intro/Intermediate Mi'kmaw 110, Intro/Intermediate Wolastoqey 110, Writing 110 (FI), Canadian Literature 120, Journalism 120 (FI), Media Studies 120* (FI), Mandarin A1.1 120/A1.2 120, Reading Tutor 120 (FI), Spanish 110/120, French as an Additional Language A1.1/A1.2, Techniques de Communication 110/120, American Sign Language 1 Foundational 110, Children's Literature 120 (FI), Graphic Novel 120 (FI), Locally developed course: Writing 120, and approved AP/IB Language Arts and Languages Courses.

**Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

***EAL Essentials A1.1 110, EAL Essentials A1.2 110, EAL Connections A2.1 120, EAL Connections A2.2 120, EAL Expressions B1.1 120, EAL Expressions B1.2 120*

Humanities

Required: 8 credit hours from the Humanities

Compulsory: Civics (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), Wabanaki Studies 120 (FI), Modern History 111/2/3 (FI), World Issues 120 (FI)

Notes: For new Canadians who arrived in New Brunswick at age 14+, and who are demonstrating English language proficiency of A1-B1 (CEFR), Social Studies 9 may be counted as 4 credit hours.

Optional Humanities Courses for Core Cluster Requirement choice in addition to those from the designated History course list: Canadian Geography 120 (FI), Economics 120 (FI), Law 120 (FI), Political Science 120 (FI), Sociology 120 (FI), and approved AP/IB Humanities Courses.

Mathematics

Required: 12 credit hours from Mathematics

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

8 credit hours from the following options: Number, Relations and Functions 10 (FI), Financial and Workplace Mathematics 110 (FI) 120, Financial and Workplace Mathematics 120 (FI), Foundations of Mathematics 110 (FI), Foundations of Mathematics 120, Pre-Calculus 110 (FI), NBCC Skilled Trades and Work-Ready Math 120, Pre-Calculus 120A/B (FI), Calculus 120 (FI), and approved AP/IB Mathematics Courses.

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), Biology 121/2 (FI), Chemistry 111/2 (FI), Chemistry 121/2, Physics 111/2 (FI), Physics 121/2, Human Physiology 110 (FI), Introduction to Electronics 110, Aquatic Sciences 120, Environmental Science 120 (FI), Auto Electrical Systems 120* (FI), Forestry 110 (FI), Agriculture 110 (FI), Approved AP/IB Science Courses

**Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

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 110/120, Dramatic Arts 110/120 (FI), Graphic Art and Design 110/120, Music 10 (FI), Music 112 (FI), Music 122 (FI), World Music 120 (FI), Visual Arts 10 (FI), Visual Arts 110 (FI), Visual Arts 120, Fashion Technology and Design 110/120*, Media Studies 120* (FI), Digital Production 120* (FI), Film 110/120 (FI), Popular Music 110/120 (FI), Approved AP/IB Creative Arts courses

**Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

To support learning in this cluster schools offering the following approved Locally Developed Courses may accept these for the fulfillment of credit hours in the Creative Arts: Digital Animation 120, Mental Wellness through Music 120, Recording and Sound Design 120, Indigenous/Wabanaki Art 110, Contemporary Directors in Film 120, Art History 120, Art in Atlantic Canada 120, Photography 120, 3-D Studies 120. *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:

Nutrition 120 (FI), Outdoor Education 110 (FI), Physical Education 10 (FI), Psychology 110/120 (FI), Wellness through Physical Education 110 (FI), Sport and Recreation Leadership 120 (FI), Early Childhood Development 120 (FI), Individual and Family Wellness 120 (FI), Dance 110 (FI), Yoga 110 (FI), Advanced Training Principles 120 (FI), Introduction to Kinesiology 120, Physical Education through Sport 110, Outdoor Education 120, Approved AP/IB Courses

The following list of Locally Developed Courses can be used to meet the Wellness and Physical Education requirement: Exercise Science 120

Career Connected

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

Career and Occupational: Career Pathway Design (FI), Career Pathway Mentorship (formerly Coop) 120 (FI), Skills for Success 120 (FI), Pre-apprenticeship 1, 2, and 3 (New Brunswick Teen Apprenticeship (NBTAP) Summer Learning Only), Business Management 120 (FI), Early Childhood Services 110/120, Health Care 110 (FI), Entrepreneurship 110 (FI), Fashion Technology and Design 110/120*, Housing and Design 120, Hospitality and Tourism 110 (FI), Human Services 110 (FI), Financial Accounting 120 (FI), Marketing 120 (FI), Develop and Lead 110/120 (FI), Indigenous Engagement and Leadership 120, Career Connected Experiences 110.

Information and Communication Technology: Computer Aided Design 110 (FI), Computer Science 110/120 (FI), Cybersecurity and Technical Support 110, Cybersecurity 120 (FI), Digital Production 120* (FI), Information Technology 120, Robotics and Automated Processing 120, Computer Assisted Manufacturing 110 (FI), Advanced Technology 120.

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

**Note: Courses with an asterisk may be used to fulfill the requirements for no more than one cluster.*

Information for High School Planning

Information about Flexible Options for Credit is found on the [Options for Earning Credits](#) page of Curriculum Instructional Tools and Resources (SharePoint).

Locally Developed Courses (LDC) and Micro Courses

Locally Developed Courses are unique, stand-alone courses that serve to fill a particular need unmet by currently prescribed high school curriculum. Micro Courses are 1-credit hour Locally Developed Courses that comprise 22.5 hours of learning. They can be condensed or extended adaptations of full-length prescribed courses or other existing options for credit. The duration and intensity of these courses is defined by the credit hours assigned to the course. Schools can apply to offer a [Locally Developed Course](#) or a [Micro Course](#) through the respective SharePoint site pages. Applications are completed by the offering teacher and submitted by the school principal. New applications, as well as requests to clone courses, must be approved by the school principal, the District Director of Curriculum and Instruction on behalf of the Superintendent, and the EECD Learning and Achievement Director of 9-12 Curriculum and Programs. Approved courses expire after three years, schools must reapply to renew the course. A student may count two approved LDCs toward their graduation requirements.

Personal Interest 1 and 2

Personal Interest 1 and 2 courses provide students with the opportunity 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 students may apply to complete the course independently.

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 toward meeting graduation requirements. Currently, if a course is successfully challenged for credit, students will receive a Pass on the transcript. Generally, compulsory courses are not challenged.

“Fast Track” Options

Fast track options provide students 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 students to earn high school credit hours and credit(s) or program recognition toward post-secondary certificates, diplomas, degrees, or Certificate of Apprenticeship. An example is NBCC Skilled Trades and Work-Ready Mathematics 120.

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 either use 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

For Grade 12 students who are on track to graduate, Early Start Credits provide the option to enroll in an online course from University of New Brunswick, St. Thomas University, Mount Allison University, New Brunswick Community College, or Crandall University. Tuition costs apply, although funding options are available. The school guidance 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 Journey person in the skilled trades, will be able to complete some additional assignments each summer and over the course of two summers may receive 12 hours of course credits (4 credit hours for every 200 apprenticeship hours). This is the equivalent of the current 12-credit-hour Career Pathway Mentorship 120. This learning experience allows for a clear pathway in the skilled trades and supports students 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 EECD Pre-Apprenticeship Coordinator.

Documented Career Life Plan and myBlueprint

A documented Career Life Plan is a comprehensive life, learning, and work plan that documents the learning needs, interests, and aspirations of all students - a requirement for all students graduating in 2026 and beyond. A recommended and provincially supported online career-life planning student tool is myBlueprint.

Schools have access to a [Hopeful Transitions](#) model and tool to support the planning process with students.

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](#) and [Hopeful Transitions](#).

[Career Life Plan - Scheduling Options](#) provides technical information about the Career Life Plan and PowerSchool.

Early Application to Graduate Process

Students who have met [Policy 316](#) graduation requirements have the option of applying to graduate. This provides flexibility for students, regardless of age or grade level.

Students who complete graduation requirements before June of their graduation year will be permitted to attend school-sanctioned activities during their current graduation year, provided they are in good standing with the school and district. They may participate in all regular graduation activities, provided students have met all of the school's requirements, which may include graduation fees.

Students will have a completed Career Life 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
- A completed Career Life Plan
- Signatures of the following:
 - School Counsellor
 - Administration
 - Parent and/or Guardian
 - Student
- Post-secondary entrance requirement comparison to completed courses (if post-secondary is the student's chosen pathway)
- Acknowledgment by all agreed-upon parties that the student has met graduation requirements and will not be attending school after the signed date

Families wishing for a student to receive their high school diploma before June may submit a request to the school district.

Online Courses

For Students

The New Brunswick Virtual Learning Centre (NBVLC) provides high school students across the province with flexible online learning opportunities. Students can access over 65 high-quality courses from any location. NBVLC creates educational possibilities for students who face scheduling conflicts, extended absences due to illness, limited course availability at their home school, or those who want the experience of learning online.

The comprehensive course catalog includes all required Grade 11 and 12 courses, along with options across grades 9-12. This ensures all students have equal access to educational opportunities regardless of which school they attend.

NBVLC embraces a facilitated learning approach where online teachers engage with students through chat rooms, discussion boards, email, and videoconferencing. These educators provide personalized feedback while local school facilitators ensure students have access to necessary technology and support. Students work independently through interactive online modules, completing digital assignments and assessments, while developing valuable self-management skills.

For Teachers

Classroom teachers can harness NBVLC resources by using the learning platform to access teacher resource versions of courses, create courses on their own, or to offer blended learning versions of existing courses. This allows incorporation of pre-made content into in-person lessons, creating a richer educational experience without needing to develop entirely from scratch. Training and support, including a robust Brightspace training course, are available to help educators with the platform.

NBVLC is constantly evolving through content updates, new course development, and enhanced learning tools based on feedback from students, teachers, and educational research. This commitment to improvement ensures the most effective online learning experience possible.

Visit [New Brunswick Virtual Learning Centre](#) and contact distance.learning@nbed.nb.ca for more information. Visit <https://nbvlc.nbed.nb.ca/> to sign in to view or request course access for educators.

Appendix A: Cluster Descriptions

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

Language Arts and Languages courses prepare students to communicate effectively, think critically, and engage creatively across a range of contexts. Through diverse texts, media, and oral traditions, students develop skills in comprehension, analysis, synthesis, and creation. These courses nurture voice and identity, build intercultural understanding, support collaboration, and promote digital and multimodal literacy. By reflecting on language and its impact, students gain the confidence and agency to participate meaningfully in a diverse, multicultural, and interconnected world.

Humanities courses prepare students to be active and informed citizens. They are designed to engage students 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, students examine issues involving individuals, societies, their environments, and the interrelationships between human and natural systems. They prepare students 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 the 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 enact change; apply a systematic methodology based on scientific evidence and grounded in observation and experimentation; identify problems and make decisions by critical evaluation of evidence and applying knowledge and evidence to novel situations; and adopt 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 student'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 refers to the ability to analyze, appreciate, and evaluate creative arts. Through prescribed creative arts courses, students develop skills and concepts related to drama, connect music, and visual art. Students also develop confidence as performers and creators; develop understanding of to the world in which students live. Students examine the role of the arts in society and its power to effect change; practice respect for varying opinions; and potentially discover lifelong learning pathways. Communicate refers to the ability to look

and listen critically, analyze, and evaluate in the arts, and self-reflect on learning.

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 a healthy lifestyle, mental fitness, positive relationships, understanding the stages of human growth and development, and connecting to future pathways.

Physical education courses prepare students to engage in goal setting, 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, concepts, strategies, tactics, and well-being.

Career Connected Learning supports students in developing an informed vision for the future, linked to their interests, preferences, values, and abilities; critically investigating the labour market and career pathways that they expect to find most fulfilling; and learning 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). The most familiar technologies include computers, computer languages, the internet and digital communications, cybersecurity, and software (apps) associated with these devices.

Skilled trades courses prepare students 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, reading design and plan documents, manipulating shapes and patterns, acquiring trade-specific skills, constructing a product to satisfy a need or solve a problem, and exploring career options.