

# **Secondary Education in Canada: A Student Transfer Guide**

## **10<sup>th</sup> Edition, 2008–2009**

### **Newfoundland and Labrador**

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## Part 1 – Summary Statement

### 1. Introduction

In Newfoundland and Labrador, the Kindergarten to Grade 12 program is the responsibility of the Department of Education. This document addresses both the English and *Français langue première* programs.

The English program is outlined in the Program of Studies (<http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html>), it is outcomes based and designed to achieve the Essential Graduation Learnings.

The Français langue première program is outlined in the document *Français langue première Liste de matériel didactique autorisé et recommandé, Programmation française* (<http://www.ed.gov.nl.ca/edu/k12/french/languepremiere/didactique/index.html>), it is outcomes based and designed to achieve *the Résultats d'apprentissage transdisciplinaires*.

The province's education system consists of four anglophone school districts and one provincial francophone school district.

### 2. Organization of School System

The school year extends from the Tuesday after Labour Day to the Friday of the last full week in June. The length of the school year is 192 teaching days comprising 187 actual instructional days. From the 192 days, there are two non-teaching days for administrative purposes and three professional development/in-service days. These days are to be scheduled by the school districts during the school year. Within the parameters of the opening and closing dates, the school districts set the school calendar for the year.

The senior high school program comprises the final three years of study of a thirteen-year kindergarten to senior high education system. These final three years are referred to as Levels I, II, and III. The program is structured on a course-credit basis, entailing the accumulation of credits over three years or more and culminating in the acquisition of a Senior High Graduation Diploma.

### 3. Explanation of Terms Used

**kindergarten** – Children are introduced to formal education through kindergarten, an educational program provided by all primary schools in Newfoundland and Labrador.

**primary** – This level includes Grades 1 through 3.

**elementary** – This level includes Grades 4 through 6.

**intermediate** – This level includes Grades 7 through 9.

**senior high** – Senior high school generally includes the three years beyond Grade 9 (Levels I, II, and III).

**credit** – Credit is determined and awarded on the basis of attaining a passing grade in the senior high school courses.

**Note:**

- A passing grade is 50 on a per cent scale.
- A credit value is awarded as follows:
  - 1 credit for a course designed for a minimum of 55 hours of instruction
  - 2 credits for a course designed for a minimum of 110 hours of instruction

**prescribed course** – A prescribed course is developed by the Department of Education for implementation in the school system.

**pilot course** – A pilot course is developed by the Department of Education and implemented in a number of schools on a trial basis for evaluation as a possible prescribed course.

**district/local course** – A district/local course is one that is developed at the school or district level and whose content focuses on a local region of the province and/or has some unique orientation deemed important for local students. District/local courses have to meet criteria established by the department and be approved by the department.

**Pathways to Graduation** – Pathways is a method to plan educational programs to meet the individual needs of all students. Pathways tailors the curriculum so that every child can be successful. When the needs of a student are not met by the provincial curriculum, an Individual Support Services Plan (ISSP) is needed. Pathways is the framework schools use to develop and carry out the educational part of the ISSP.

**Pathway 1** refers to the provincial curriculum for a course or subject. The majority of students in the province follow Pathway 1 for most subject areas.

**Pathway 2** refers to the provincial curriculum, but the student requires accommodations or support (e.g., different teaching methods, materials, classroom environment, evaluation, or time) to meet the required outcomes for each course/subject.

**Pathway 3** refers to the provincial curriculum being modified. The general intent remains the same, but

- some outcomes are changed; and/or
- some outcomes are removed; or
- some outcomes are added.

**Pathway 4** refers to a subject/course that is

- based on the prescribed curriculum but is changed so that it no longer resembles the prescribed subject/course; or
- in an area of need where there is no prescribed course (e.g., organizational skills).

**Pathway 5** refers to a program that is totally different from the provincial curriculum; academics are only a small part. The main focus of an alternate curriculum may be daily living skills.

**modified course** – A modified course is a provincially prescribed course that has been modified as outlined above in Pathways 2.

**alternate course** – An alternate course is one that is not part of the provincially prescribed curriculum as outlined in Pathways 4. A student may receive up to 4 credits in the high school program for alternate courses. These credits, while counting towards the total required for graduation, do not satisfy a specific graduation requirement (i.e., an alternate mathematics course does not count towards the 4 mathematics credits required for graduation).

## 4. Course Designation

At all levels prior to senior high, courses are named and assigned a number corresponding to the grade level (e.g., Mathematics, Grade 7).

At the senior high level, courses are identified by name and are also assigned a six-digit course code.

**first two digits** – The first two digits indicate the subject code (e.g., 06 indicates French).

Code	Subject Area	Code	Subject Area
01	Art	16	Guidance
02	Economic Education	17	Foreign Language
05	Family Studies	18	Native Language
06	French	19	Media
07	Health	21	Français langue première
08	Technology Education	30	Co-operative Education
09	Mathematics	50	General Education
10	Music	64	Science
12	Physical Education	70	Alternate Course
13	Religious Education	94	Language Arts
15	Social Studies		

**third digit** – A 1, 2, 3, or 4 denotes course level, where 1, 2, and 3 designate secondary-level courses, and 4 designates advanced courses (normally Advanced Placement).

**fourth digit** – The fourth digit is the credit value (i.e., the number of credits awarded for successful completion of the course).

**fifth digit** – A digit from 0 to 9 denotes the type of course.

The following course types are presently designated:

0	prescribed courses for students throughout the province
1	pilot courses approved on a trial basis for evaluation as possible prescribed courses
2	District/local courses approved for particular districts (includes Advanced Placement courses)
3	prescribed courses for students in French First Language or French Immersion
4	pilot courses approved on a trial basis in French First Language or French Immersion
5	District/local courses approved in French First Language or French Immersion
6	prescribed courses modified by reducing depth of treatment and/or deleting certain curriculum outcomes (Pathway 3)
7	alternate courses studied by individual students (Pathway 4)
8	prescribed courses modified by extending depth of treatment and/or adding curriculum outcomes, particularly International Baccalaureate courses
9	courses transferred into the high school system from outside (e.g., course transferred from another province). In these cases, the credit is awarded, but no mark is awarded.

**sixth digit** – A digit from 0 to 9 distinguishes courses in a subject area having the same level, credit value, and type.

## 5. Time Allotments and Course Load

For both the intermediate and senior high levels, the number of instructional days is 187, with each day having five hours.

### Recommended Time Allotments for Intermediate School (English Program)

Subject	Percentage of Instructional Time
English Language Arts	20 per cent
Mathematics	18 per cent
Science	10 per cent
Social Studies	10 per cent
French	10 per cent
Religious Education	8 per cent
Technology Education/Industrial Arts, Home Economics	8 per cent
Physical Education	6 per cent
Music and Art	5 per cent
Health	5 per cent

### Recommended Time Allotments for Intermediate School (Français langue première Program)

Subject	Percentage of Instructional Time
Français	24 per cent
Mathematics	18 per cent
Science de la nature	10 per cent
Social Studies	10 per cent
English	14 per cent
Religious Education	8 per cent
Physical Education	6 per cent
Music and art	5 per cent

Subject	Percentage of Instructional Time
Health	5 per cent

At the senior high level, allotment and course load are dictated by graduation requirements (see Section 8) and student choice. One credit is awarded for courses designed for a minimum of 55 hours of instruction, and 2 credits are awarded for courses designed for a minimum of 110 hours of instruction. A typical course load for students is 14 credits per year.

## 6. Curriculum Organization

At the intermediate level (Grades 7–9), there is no academic or general program; the curriculum is designed to prepare all students to enter high school at the end of Grade 9.

At the senior high school level, the curriculum is organized to provide three years of study, and there is opportunity for students to take general, academic, and advanced courses in some curriculum areas.

### English Language Arts

The high school English language arts program offers choices to students at the general and academic levels.

The usual progression through the English language arts curriculum is as follows:

	Progression (from left to right)		
<b>General</b>	1202	2202	3202
<b>Academic</b>	1201	2201	3201
<b>Other Language Arts Courses</b>	English 1200 (general) Writing 2203 Drama 2206 World Literature 3207		

### Mathematics

The mathematics program offers students choices at the general, academic, and advanced levels.

In Level I, a student who starts on a general program will take Mathematics 1206. A student who wishes to pursue an academic or advanced mathematics program will take Mathematics 1204. The normal course sequence for each mathematics stream is shown; however, it is possible for a student to move from one stream into another.

The usual progression through the mathematics curriculum (English Program) is as follows:

	Progression (from left to right)			
<b>General</b>	1206	2206	3206	
<b>Academic</b>	1204	2204	3204	3103
<b>Advanced</b>		2205	3205	3207

**Note:**

- Mathematics 3103 does not have to be done after Mathematics 3204 and is normally completed concurrently with Mathematics 3204.
- Mathematics 3205 and 3207 can be completed concurrently.

The usual progression through the mathematics curriculum (Français langue première Program) is as follows:

	Progression (from left to right)			
Général	1233	2233	3233	
Académique	1231 1232	2231	3231	3245
Avancé		2232	3232	

**Note:**

- Mathématiques 1233 is prerequisite to Mathématiques 2233 and 3233 (credits must be obtained the credits for Mathématiques 1233 before a student can attempt Mathématiques 2233 or 3233)
- Mathématiques 1231 is prerequisite to Mathématiques 2231, 2232, 3231 and 3232 (credits must be obtained for Mathématiques 1231 before a student can attempt Mathématiques 2231, 2232, 3231 or 3232).

**Note:** Implementation of a new mathematics curriculum for Newfoundland and Labrador started in September 2008. The province has adopted the recently developed Western and Northern Canadian Protocol (WNCP) mathematics curriculum framework in K–9. It will be implemented on the following schedule:



2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
K, 1, 4, 7	2, 5, 8	3, 6, 9, 10	11	12

The high school (Grades 10–12) curriculum will be implemented as per this schedule; however, it may not be an exact match to the WNCP framework.

## Science

The high school science program offers choices to students at the general and academic levels.

In Level I, a student who starts on a general program will take Science 2200. A student who wishes to pursue an academic science program will take Science 1206 in Level I, and in subsequent years, will choose from biology, chemistry, physics, and/or Earth systems.

English Program	Progression (from left to right)	
General	Science 2200 Science 3200	
Academic	Science 1206	Biology 2201/3201 Chemistry 2202/3202 Physics 2204/3204 Earth Systems 3209
Other Science Courses	Environmental Science 3205	

Français langue première Program	Progression (from left to right)	
Académique	Sciences intégrées 1236	Biologie 3231 Chimie 2239/3239 Physique 2234/3234
Other Science Course	Sciences de l'environnement 3235	

## 7. Testing and Grading Practices

At the senior high level, credit is awarded for courses in which a student achieves at least 50 per cent.

Except for Level III courses for which there is a provincial examination (public examination), credit is awarded solely on the basis of a school-based evaluation. Such evaluations are subject to the evaluation policy established by each school district.

The following courses are subject to a provincial examination that is administered in June:

- English 3201
- Physics 3204
- Mathematics 3204
- Earth Systems 3209
- Mathematics 3205
- World History 3201/ Histoire mondiale 3231\*
- Mathématiques 3231
- World Geography 3202
- Biology 3201/Biologie 3231\*
- French 3200
- Chemistry 3202
- Français 3202

\* These two examinations are available in French and administered to French First Language and/or French Immersion students.

For courses subject to a public examination, the student's final mark is determined by averaging the mark submitted by the school with the mark achieved on the public examination. Public examinations are written in June and marked by a panel of practising teachers after the school year has ended. The final marks for these courses are communicated to students upon release of high school transcripts (mid-July).

Although high schools will generally provide students with report cards at the end of the school year, the high school transcript is issued by the Department of Education. Marks for public examination courses appearing on the high school report card are the marks submitted by the school to be averaged with the public examination mark. They are not final marks for these courses.

## 8. Requirements for Graduation

### Graduation Requirements for English Program

Requirement Groups		Number of Credits Required
Language Arts	English Language Arts	6 credits
	Optional Language Arts	2 credits
Mathematics		4 credits
Science		4 credits
Social Studies	World Studies	2 credits
	Canadian Studies	2 credits
Career Education (Career Development 2201)*		2 credits
Fine Arts (Art, Music, Theatre Arts)		2 credits
Physical Education		2 credits
Other Required Credits (Enterprise Education, French, Religious Education, Technology Education, Family Studies)**		4 credits
Any Subject Area		6 credits
Total		36 credits

\* This requirement (course) includes a community contribution component.

\*\* Students must complete courses from any **two** of the categories; however, students may use 4 French credits to fulfill this requirement.

#### Note:

- At least 20 of the total credits must be obtained beyond Level I.
- At least 9 of the total credits must be beyond Level II. At least 5 of these credits must be attained in the Newfoundland and Labrador Senior High School Program.
- A student cannot use more than 4 local course credits (including alternate courses) to contribute to the 36 credits needed to graduate. AP and CO-OP courses are excluded from the maximum of 4.

### Graduation requirements for Français langue première Program

Requirement Groups		Number of credits required
Language Arts	Français	6 credits
	English	2 credits
Mathematics		4 credits
Sciences		4 credits
Social Studies	World Studies	2 credits
	Canadian Studies	2 credits
Career Education (Carrière et vie 2231)*		2 credits
Fine Arts (Art, Music)		2 credits
Physical Education		2 credits
Other Required Credits (Entrepreneurship, Religious Education, Technology Education, Family Studies)**		4 credits
Any Subject Areas		6 credits
Total		36 credits

\*This requirement (course) includes a community contribution component.

\*\* Students must complete courses from any **two** of these categories.

#### Notes:

- at least 20 credits must be obtained beyond Level I, and
- at least 9 of the total credits must be beyond Level II. At least five (5) of these credits must be attained in the Newfoundland and Labrador Senior High School Program.
- a student cannot use more than 4 local course credits (including alternate courses) to contribute to the 36 credits needed to graduate.

## Graduation Status

### *Graduation with HONOURS Status (English Program)*

The student must complete the graduation requirements for high school as set down by the Department of Education and obtain credits in the following subject areas, from the courses listed, with an overall average of not less than 80 per cent.

English	English 3201
Mathematics	Mathematics 3204 or 3205 or 3207
Science	Biology 3201, or Chemistry 3202, or Physics 3204, or Earth Systems 3209
Social Studies (or French)	World Geography 3202, or World History 3201, or Histoire mondiale 3231, or French 3200, or French 3201, or Accelerated French 3203, or Français 3202
Electives	Two credits chosen from the previous subjects or from additional 3000- or 4000-level courses approved by the Department of Education for certification purposes. (English 3202, Mathematics 3206, Science 3200, and World Geography 3200 cannot be used as elective credits for the purpose of calculating an average for Academic or Honours status.)

**Note:** For the purpose of achieving the 80 per cent average, each 2-credit course will be entered twice and each 1-credit course (if any) will be entered once. The total marks will then be divided by 10.

Example:

Course	Mark	Calculation
English 3201	78	$78 \times 2 = 156$
Mathematics 3204	82	$82 \times 2 = 164$
Chemistry 3202	75	$75 \times 2 = 150$
World History 3201	78	$78 \times 2 = 156$
Mathematics 3103	88	$88 \times 1 = 88$
Communications Technology 3104	90	$90 \times 1 = 90$
<b>Average</b>		$804 \div 10 = \mathbf{80.4}$

To graduate with Honours status, a student must also receive credit for Science 1206.

### **Graduation with Mention Avancée (Français langue première Program)**

The student must have completed the graduation requirements for high school as set down by the Department of Education and obtained credits in the following subject areas, from the courses listed, with an overall average of not less than 80 per cent.

Français	Français 3230
Mathematics	.Mathématiques 3231 <b>or</b> 3232 <b>or</b> 3245
Sciences	Biologie 3231, <b>or</b> Chimie 3239, <b>or</b> Physique 3234
Social Studies (or English)	Histoire mondiale 3231 or any English Level III course
Electives	Two credits chosen from the subjects above or from additional 3000 or 4000 level courses approved by the Department of Education for certification purposes.

**Note:** For the purpose of achieving the 80 per cent average, each 2-credit course will be entered twice and each 1-credit course (if any) will be entered once. The total marks will then be divided by 10.

#### *Example*

<b>Course</b>	<b>Mark</b>	<b>Calculation</b>
Français 3230	78	$78 \times 2 = 156$
Mathématiques 3231	82	$82 \times 2 = 164$
Biologie 3231	75	$75 \times 2 = 150$
Histoire mondiale 3201	78	$78 \times 2 = 156$
Enseignement religieux 3131	88	$88 \times 1 = 88$
Enseignement religieux 3136	90	$90 \times 1 = 90$
<b>Average</b>		$804 \div 10 = \mathbf{80.4}$

To graduate with Mention Avancée, a student must also receive credit for Sciences intégrées 1236.

### **Graduation with ACADEMIC Status/ Mention Académique**

The student must meet the same subject area/course criteria as for Honours status but with an overall average of not less than 50 per cent.

To graduate with Academic status/Mention Académique, a student must also receive credit for Science 1206/Sciences intégrées 1236.

***Graduation with GENERAL Status/ Mention Générale***

A student is awarded General high school graduation status if the student meets the minimum graduation requirements but does not meet the additional requirements for Academic/ Académique or Honours/ Avancé graduation.

***Graduation with French Immersion Designation***

A student enrolled in the French immersion program must meet at least minimum graduation requirements and attain 6 credits in Français courses plus 6 additional credits in courses studied in French. Successful completion is indicated on the transcript and diploma as French Immersion Designation.

## 9. Prerequisites and/or Co-requisites

### Mandatory Sequences

Although very few courses have strict prerequisites, mandatory sequences have been developed in many subject areas. A mandatory sequence states that within a specific subject area, no course in a sequence may be done for credit if credit has already been awarded in a previous term for any other courses occurring later in the sequence (i.e., earlier courses may be awarded credit only if done concurrently or in this mandatory sequence). This does not mean, however, that all courses in a sequence must be done.

This means that credit will **not** be awarded for courses in Column 1 if credit has already been awarded for any of the courses in Column 2 in the same row. This does not mean, however, that courses in Column 1 have to be done in order to receive credit for those in Column 2.

Column 1	Column 2
English 1200 <sup>1</sup>	English 1202, 2202, 3202, 1201, 2201, 3201
English 1202	English 1201, 2201, 3201
English 2202	English 2201, 3201
English 3202	English 3201

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<sup>1</sup> English 1200 is intended for those students in the general English stream who require additional supports to develop the skills and strategies needed for senior high English courses. If selected, this course must be completed before or concurrently with English 1202 and credit cannot be awarded for English 1200 with any academic English course.

English as a Second Language ESL 1205	English as a Second Language ESL 2205, 3205, 3225
English as a Second Language ESL 2205	English as a Second Language ESL 3205, 3225
Science 2200	Science 1206, 1216 Biology 2201, 2211, 3201, 3211, 2231 Biologie 3231 Chemistry 2202, 2212, 3202, 3212 Chimie 2239 Physics 2204, 2214, 3204, 3214 Physique 2234 Earth Science 2223 Earth Systems 3209
Physical Science 2205	Science 1206, 1216 Sciences intégrées 1236 Chemistry 2202, 2212, 3202, 3212, Chimie 2239, 3239 Physics 2204, 2214, 3204, 3214, Physique 2234, 3234
Biology 3201, 3211, Biologie 3231	Biology 4221
Chemistry 3202, 3212	Chemistry 4222
Physics 3204, 3214	Physics 4224
Mathematics 1204	Mathematics 1201, 1300, 2200, 2201, 2204, 2205, 3200, 3201, 3204, 3205, 3207
Mathematics 1206	Mathematics 1201, 1204, 1300, 2200, 2201, 2204, 2205, 3200, 3201, 3204, 3205, 3207
Mathematics 2204	Mathematics 2200, 2201, 2205, 3200, 3201
Mathematics 3204	Mathematics 3200, 3201, 3205
Mathematics 2205	Mathematics 2200, 2201, 3200, 3201
Mathematics 3205	Mathematics 3200, 3201, 4225
Mathematics 2206	Mathematics 2204, 2205, 3204, 3205, 3207, 3200, 3201
Mathematics 3206	Mathematics 3200, 3201, 3204, 3205, 3207
Mathematics 3207	Mathematics 3105, 4225
Techniques informatiques appliquées 1136	Techniques informatiques appliquées 2136
Computer Technology 3220	Computer Science 4220



Core French 2200	Accelerated French 2203, 3203 Core French 3200, 3201 AP 4220 Français 1202, 2202, 3202
Accelerated French 2203	Core French 3200, 3201 Accelerated French 3203, AP French 4220 Français 1202, 2202, 3202
Core French 3200	Core French 3201 Accelerated French 3203 AP 4220 Français 1202, 2202, 3202
Core French 3201	AP French 4220 Français 1202, 2202, 3202, 3203
Français 1202	AP French 4220 Français 2202, 3202
Français 2202	AP French 4220 Français 3202
Ensemble Performance 1105	Ensemble Performance 2105, 3105
Ensemble Performance 2105	Ensemble Performance 3105
Applied Music 2206	Applied Music 3206
Microeconomics 4128	Macroeconomics 4129

### **Courses in Conflict**

There exist some courses for which students are unable to receive credit if credit is received for another course. The following are other more general cases that cause course conflicts:

- A student enrolled in a pilot course cannot receive credit for its prescribed counterpart.
- Courses offered in French (courses with the third digit of 3, 4, or 5) are in conflict with their English counterparts and are subject to the same regulations regarding other course conflicts, mandatory sequencing, and prerequisites.
- A student cannot receive credit for a regular and an enhanced version of the same course.
- When a student successfully completes a prescribed course after receiving credit for a modified version of the course (course with the third digit of 6), the student will lose credit for the modified course.

**Note:** Credit cannot be received for two courses that have a significant overlap of course content. In cases where such courses are successfully completed, credit will be awarded for

the higher-level course. For example, if a student receives credit for English 1202 and then proceeds to receive credit for English 1201, the student will lose the credit for English 1202.

**Conflicting Courses**

- English 1200 and 1201, 2201, and 3201
- English 1202 and 1201
- English 2202 and 2201
- English 3202 and 3201
- Core French 2200 and Accelerated French 2203
- Core French 3200 and Accelerated French 3203
- Accelerated French 2203 and Français 2202
- Accelerated French 3203 and Français 3202
- Mathematics 1206 and 1204
- Mathematics 2204 and 2205 and 2206
- Mathematics 3204 and 3205 and 3206
- Mathematics 3103 and Mathematics 3207
- Science 1206 and Science 2200
- Science 1206 and Science 3200
- World Geography 3200 and 3202

**Prerequisite Courses**

Some courses by their very nature have prerequisite courses. The course subject content (knowledge, skills, and processes) of a lower-level course is foundational and, therefore, necessary to ensure success in the higher-level course. A student must successfully complete the lower-level course prior to being enrolled in, and awarded credit for, the higher-level course.

A student must successfully complete the course(s) in Column 1 prior to receiving credit for the course(s) in Column 2. (In some cases, the courses may be taken concurrently.)

Column 1	Column 2
Core French 3200	Core French 3201
Chemistry 2202	Chemistry 3202
Physics 2204	Physics 3204
Mathematics 1204	Mathematics 2204 or 3204 or 2205 or 3205
Mathematics 2204 or 2205 <b>and</b> Mathematics 3204 or 3205	Mathematics 3207
Mathematics 1206 or 1204	Mathematics 2206 or 3206

Credit must be obtained for the highest-level provincially prescribed course in a subject area before credit will be awarded for the Advanced Placement course in that subject area; therefore, the following prerequisites exist:

Column 1	Column 2
Art 3200	Studio Art 4220
English 3201	Literature and Composition 4222
Mathematics 3205	Mathematics 4225
Biology 3201	Biology 4221
Chemistry 3202	Chemistry 4222
Physics 3204	Physics 4224
World Geography 3202	Human Geography 4220
World History 3201	European History 4225 Comparative Government & Politics 4227

**Note:**

- It is strongly recommended that students take Science 1206/Sciences intégrées 1236 before they attempt any of the academic science courses (biology, chemistry, physics, or Earth systems). Science 1206/Sciences intégrées 1236 content is essential before attempting Chemistry 2202/Chimie 2239 or Physics 2204/Physique 2234.
- In extenuating circumstances, a student may be granted an exemption for a prerequisite course that cannot be obtained. To avail the student of such an exemption, the student must demonstrate that he or she has the knowledge and/or skills required to complete the higher-level course. The student would demonstrate the required competence by successfully passing a comprehensive evaluation (normally an examination) based on the outcomes of the lower-level course. The responsibility for this evaluation rests with district office personnel who may, at their discretion, transfer this responsibility to the school principal.

## 10. Other Types of Programs

### Adult Basic Education (ABE)

The Adult Basic Education (ABE) program is designed to give adults an opportunity to complete their high school education. ABE is offered at the College of the North Atlantic and at approved private training institutions. Students graduating from the ABE Level III program are awarded an ABE Diploma that is considered as High School Equivalency.

Students who are a minimum of one year beyond the school-leaving age or have been out of school for at least one year and need 6 or fewer credits to graduate may transfer credits from the ABE program back to high school, where equivalencies exist.

## 11. Assessment of Out-of-Province and/or Foreign Studies

The school, on the student's behalf, is required to provide official transcripts of final results in all courses or examinations for which transfer of credit is being requested. In the case of studies completed outside of Canada, the official results must be accompanied by the pertinent program of studies or course catalogue containing descriptions of the courses and program.

**Note:** All foreign documentation must be translated into English by a suitable translator. The translation cannot be done by either the student or an immediate family member.

Credit is awarded on the basis of certified successful completion of studies in other jurisdictions.

Students transferring from outside the province must attain at least 5 Level III credits in the provincial senior high school program in order to graduate.

When courses are transferred into the Senior High School Certification System from elsewhere, students are awarded credits, but marks are not recorded. However, for purposes of determining Honours standing, a school may submit evidence, prior to graduation, demonstrating that the student is achieving at a level comparable to that of other students eligible for honours status in the school. In such cases, particular required courses may be omitted from the averaging in the calculation of Honours standing.

While requests for the transfer of credit may be reviewed, and tentatively evaluated in advance, such transfer credits awarded are conditional upon the student's ultimate achievement of credits directly in the Newfoundland and Labrador High School System.

## Part 2 – Summary of Course Content

**Note:** In cases where the same course content is offered in English and French, the course code for both the English and French versions of the course are listed together. The name of the course appears in English and in French. In cases where there are courses offered in French for which there is no English equivalent, the courses are listed at the end of the specific discipline course listing.

### 12. English (First Language)

#### Intermediate

At the intermediate level, the English language arts curriculum is designed to develop students' knowledge and strategies in speaking, listening, reading, viewing, writing, and other ways of representing meaning.

#### Senior High

##### *English 1200 (94 1200)*

This course is an optional course aimed at addressing the needs of students entering senior high schools who

- lack sufficient skills and strategies to handle the reading and writing demands of senior high school courses
- have not developed the reading strategies that enable them to decode, interact with, retain, interpret, or reconstruct print
- may have learning disabilities, mild cognitive delay, or no causative disability but are disabled by a lack of literacy skills
- may be characterized by a lack of motivation and interest, avoidance of print and reading tasks, very low self-esteem, and dependence on external clues, classmates, and teachers for any successful interpretation of print

Specific curriculum outcomes and suggestions for teaching and learning are organized around three main reading functions: reading and writing to learn, reading and writing to function in society, and reading and writing to satisfy personal interests.

##### *English 1201 (94 1201)*

This course is an academic course designed for the majority of students entering Level I of senior high school. The study of language and experiences with a broad range of literature and media texts will enable students to reflect on their own learning strategies as they continue to develop confidence as language users. The study of texts includes a cross-section of articles, poetry, short prose, plays, novels, and visuals, and focuses especially on identities—understanding ourselves, our communities, and our cultures. While opportunities are provided for students to develop imaginative,

narrative, and poetic texts, there is a focus on reflective journal responses, reports, editorials, and argumentative/persuasive essays reflecting evidence of research. English 1201 also emphasizes proficiency in the use of oral language for a variety of purposes.

*English 1202 (94 1202)*

This course is designed for students entering senior high school who have demonstrated difficulties with reading, writing, speaking, and listening. The pace, scope, emphases, and resources of English 1202 will allow students to build on their ability to read, view, and respond to a variety of texts and to express their ideas and understandings through writing, speaking, and other ways of representing meaning. It is especially important that experiences in this course be based on the interests, abilities, and learning needs of the students.

*English 2201 (94 2201)*

This course is an academic course intended for students whose goals include post-secondary academic study. English 2201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to give detailed accounts of complex and sophisticated texts. Students are required to examine and evaluate ideas and style in materials studied and in their own work. Students are also expected to express themselves precisely and to use technology and multimedia applications to solve problems and conduct inquiries.

*English 2202 (94 2202)*

This course is intended for students who continue to demonstrate difficulty with reading, writing, speaking, and listening. English 2202 engages students in practical and interesting learning experiences closely related to their lives and to the work they will experience as adults. These experiences are, as much as possible, based on the interests and abilities of the students, thereby providing support to meet their individual and diverse learning needs.

*English 3201 (94 3201)*

This course is an academic course intended for students whose goals include post-secondary academic study. English 3201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to respond to complex and sophisticated texts orally and through writing and other ways of representing.

English 3201 places greater emphasis on exposure to and use of a wide variety of forms, including

- poetry (elegy, epic, sonnet, pastoral, free verse)
- prose (allegory, biography, novels, short stories, literary essays)
- drama (scripts, live drama, modern and classical plays)
- essays, reports, research papers, editorials
- multimedia, electronic mail, Internet texts

### *English 3202 (94 3202)*

This course is intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults. Experiences in this course should be based on the interests and abilities of the students and should provide support to meet their individual and diverse learning needs.

### *Writing 2203 (94 2203)*

This course is designed to accommodate a wide range of student interests and abilities. It offers students an opportunity to explore writing as a means of personal expression as well as a method of communication. The course provides opportunities for students to develop a portfolio of written products under the following categories:

- transactional writing, including electronic texts (e.g., essays, letters, editorials, e-mail, Web pages)
- poetic writing (e.g., poems, short stories, one-act or multi-act plays; radio, video, or television scripts)
- expressive writing (e.g., journals, letters)

### *Drama 2206 (94 2206)*

Drama 2206 involves students in the creation and the appreciation of the dramatic art forms while also offering students the opportunity to develop their communication skills.

By emphasizing the process of drama instead of the final product, this course is designed to focus upon the personal development of the student. Students will engage in improvisation, movement, speech, and scene work. There will also be a written aspect to this course. Collaborative interaction is a primary focus in this course. Students will be encouraged to work together to share ideas, solve problems and create meaning.

### *World Literature 3207 (94 3207)*

World Literature 3207 encompasses a broad range of genres: drama, visual texts, novels, short stories, poems, and folk literature. Students will study representative literary works from a wide variety of cultures and historical periods. A focus of the course will be placed upon traditional and contemporary myths, legends and folktales. Students will also be expected to read longer works as part of the course. World Literature is a process oriented course without examinations.

The purpose of this course is to explore the continuum between the traditional and the contemporary. World Literature 3207 invites students to study and respond to classical and contemporary texts. Through reading and responding to such literature, students should gain a greater understanding and appreciation for the stories that have informed and entertained readers and listeners for centuries. Students should come to recognize common themes that reside throughout global literature.

### 13. Français (Langue première)

The Français Langue Première (FLP) program is designed for francophones who want their children to receive their education in French. This program strives to attain the Essential Graduation Learnings as formulated by the province, but it has the additional mandate of maintaining and developing the French language skills and the cultural heritage of the francophone minority of the province.

In the FLP program, instruction is in French for all subjects at all grade levels except for the teaching of English. The curriculum is designed for francophones in a minority setting.

Other courses (third digit of 3, 4, or 5 in the course code for prescribed, pilot, or local course) generally cover the same material as the corresponding English language courses, but French curriculum materials are used and all instruction and evaluation are in French. Such a program accords priority to French as

- the primary language of instruction
- a vehicle for the transmission of French-Canadian culture
- the language of communication both internally and externally

Language proficiency is an important aspect of the FLP program. The linguistic objectives are the mastery of French as a first language and the mastery of English as a second language. Learning resources are authorized from kindergarten to Level III. These resources are listed in a document entitled *Français langue première Liste du matériel didactique autorisé et recommandé Programmation française* <http://www.ed.gov.nl.ca/edu/k12/french/languepremiere/didactique/index.html>. Educators should refer to this publication for a complete listing of authorized resources for the FLP program.

#### Français

##### Intermediate

At the intermediate level, the curriculum is designed to develop listening, speaking, reading, and writing skills. To achieve this, four major outcomes are specified and students are expected to be able to do the following:

- to listen to and understand the spoken language, to be effective in oral communication, and to read and write, taking the knowledge specific to the French language into account
- to use the language to organize their thoughts and to reflect their experiences so they can develop new ways of seeing and understanding the world



- to become acquainted with and appreciate oral and written works of their community and of the worldwide francophone community
- to develop positive attitudes towards language, communication, and literature

### **Senior High**

Français 1230/2230/3230 courses include French language and literature for French first language. The aim of this program is to develop listening, speaking, reading, and writing skills. To achieve this, four major outcomes are specified and students are expected to be able to do the following:

- to listen to and understand the spoken language, to be effective in oral communication, and to read and write, taking the knowledge specific to the French language into account
- to use the language to organize their thoughts and to reflect their experiences so they can develop new ways of seeing and understanding the world
- to become acquainted with and appreciate oral and written works of their community and of the worldwide francophone community
- to develop positive attitudes towards language, communication, and literature

*Français 1230 (21 1230) under review – new implementation 2010*

*Français 2230 (21 2230) under review –new implementation 2011*

*Français 3230 (21 3230) under review –new implementation 2012*

## **14. English (Second/Additional Language)**

ESL programs are intended for students whose first language is not English and who are unable to benefit fully from regular classroom instruction because of a lack of comprehension or facility in English. The intent of this type of program is to enable these students to develop the necessary English language skills to function adequately in school and in the community.

The ESL course offerings at the senior high level are language (1205/2205/3205) and literature (3206) based. The language courses range from beginner through intermediate to low advanced, while the literature course is designed to help prepare ESL students with English 3201, which is required for entry into many post-secondary institutions.

## 15. French (Second/Additional Language)

### Intermediate

The intermediate Core French program is defined by learning outcomes for each of Grades 7, 8, and 9. It is organized to build on student experiences in the elementary program and to prepare students for the challenges of the senior high program.

The primary purposes of intermediate Core French courses are developing proficiency in the oral language and learning about the francophone way of life. Therefore, in skill development, major emphasis is accorded to listening and speaking; reading and writing are important, but they serve to complement and reinforce listening and speaking skills. To ensure students have maximum opportunity to hear and use French, teachers should make it the language of the class, including all aspects of administration and operation in addition to instruction.

Students practise language in formal learning contexts and use it in functional learning contexts. Teachers should, therefore, ensure students have appropriate language practice and content to meet their communication needs.

### Senior High

The following courses are intended for students who are learning French as a second language. They are not appropriate for students who have received their earlier education in a French milieu.

#### *French 2200 (06 2200)*

This course is intended to develop students' ability to acquire information and communicate their needs, desires, and ideas in French. Topics treated include family, home, friends, leisure activities, and daily schedule.

#### *French 3200 (06 3200)*

This course continues the development of language proficiency in French by having students use the language in meaningful contexts to make sense of events, tasks, and activities. Topics explored include family relationships, school, career options, part-time work, media, travel, individual responsibilities, stress, and social concerns. This course includes a fifteen-minute oral proficiency interview as part of student assessment. French 3200 provides the necessary language base to enable students to study French 3201.

### *French 3201 (06 3201)*

This course is structured around the study of content that reflects francophone culture. French is the language of instruction and the language in which students discuss, read, and write about content.

### **Expanded Core French Program**

In addition to Core French, schools may choose to offer an expanded Core French program. In this program, students enroll in accelerated Core French courses and in courses chosen from other subject areas also studied in French. Summaries of these courses are found in the French Immersion section of the *Program of Studies*. Schools that wish to offer an expanded Core French program are advised to consult with the appropriate personnel at the district level.

Accelerated French 2203 and 3203 are designed to be offered as part of an expanded Core French program. In the Accelerated French courses, students are expected to meet the outcomes stated for French 2200 or 3200 and to achieve additional outcomes in each of the five organizational strands (communicating, understanding cultural influences, acquiring information, using language-learning strategies, and experiencing creative works). The accelerated nature of these courses is also evident in the depth and breadth of topics studied.

### *Accelerated French 2203 (06 2203)*

This course is designed to be offered to students who are in the first year of the program. Topics include health and recreation, education, advertising, the arts, travel and tourism, and the francophone world.

### *Accelerated French 3203 (06 3203)*

This course is usually offered to students who are in the second year of the program. Topics include the environment, science and technology, the francophone world, criminal justice, and the media.

## **16. French (Immersion)**

French immersion consists of programs and courses designed for English-speaking students in which French is the language of instruction and, as much as possible, the means of communication in the classroom. French immersion serves to achieve the Essential Graduation Learnings.

In Newfoundland and Labrador, two options in French immersion studies are available: Early French Immersion (EFI) and Late French Immersion (LFI).

Early French Immersion – EFI extends from Kindergarten to Level III, beginning at the kindergarten level with approximately 100 per cent of instruction in French. With the introduction of English language arts in Grade 3, and other subjects in English in later grades, the percentage of instructional time in French decreases throughout the years of schooling.

Recommended percentage of time for French instruction:

<b>Year</b>	<b>Recommended Time</b>
Kindergarten	100 per cent
Grade 1	100 per cent
Grade 2	100 per cent
Grade 3	80 per cent
Grade 4	80 per cent
Grade 5	70 per cent
Grade 6	65 per cent
Grade 7	30 per cent
Grade 8	30 per cent
Grade 9	30 per cent
Grade 10	30 per cent
Grade 11	30 per cent
Grade 12	30 per cent

Late French Immersion – LFI extends from Grade 7 to Level III with approximately 75 per cent of instruction in French in Grades 7 and 8. The percentage of instruction in French decreases throughout the years of schooling.

Recommended percentage of time for French instruction:

<b>Year</b>	<b>Recommended Time</b>
Grade 7	75 per cent
Grade 8	75 per cent
Grade 9	30 per cent
Grade 10	30 per cent
Grade 11	30 per cent
Grade 12	30 per cent

It is recommended that French immersion students complete these courses in the following learning sequence: Français 1202, Français 2202, Français 3202. Students who receive credit for any senior high Français course may not also receive credit for any

senior high Core French course. Students concluding their French immersion studies at the intermediate level may receive credit for senior high Core French courses.

To obtain French Immersion Designation on the provincial diploma and transcript, a student must successfully complete 6 credits of Français and 6 additional credits for courses taught in French.

*Français 1202 (06 1202)*

This course is a language-development course. The course also offers students the opportunity to develop an understanding of the behaviour patterns of people comprising la francophonie. Using literary works that explore aspects of la francophonie and writings on topical issues, the course aims to develop and refine communications skills and to provide insight into the linguistic and cultural reality of francophones in Canadian regions.

*Français 2202 (06 2202)*

This course is a language-development course. The course also offers students the opportunity to develop an understanding of the behaviour patterns of people comprising la francophonie. Using literary works that explore aspects of la francophonie and writings on topical issues, the course aims to develop and refine communications skills and to provide insight into the linguistic and cultural reality of francophones in Québec.

*Français 3202 (06 3202)*

This course is a language-development course. The course also offers students the opportunity to develop an understanding of the behaviour patterns of people comprising la francophonie. Using literary works that explore aspects of la francophonie and writings on topical issues, the course aims to develop and refine communications skills and to provide insight into the linguistic and cultural reality of francophones in other countries.

## **17. Mathematics**

### **Intermediate**

At the intermediate level, the mathematics program helps students develop the mathematical literacy essential to productive citizenship in a scientific and technological society. Students continue to develop specific skills and strategies for mathematical problem solving. These skills and strategies are applied as part of the consolidation of the concepts and skills of the real number system and measurement and the development of introductory algebra, informal geometry, and basic descriptive statistics.

## Senior High

The mathematics program offers choice to students at the general, academic and advanced levels. In Level I, a student who starts on a general program will take Mathematics 1206. A student who wishes to pursue an academic or advanced mathematics program will take Mathematics 1204.

### ***Academic Mathematics***

#### *Mathematics 1204 (09 1204)*

This course is intended for all students who plan to do academic or advanced mathematics at Level II. Mathematics 1204 is designed to accommodate the majority of students coming from the intermediate mathematics program. Success in Mathematics 1204 is unlikely if a student has not successfully completed Grade 9 mathematics; however, it is important that decisions regarding placement in courses be done by looking at individual student profiles rather than establishing arbitrary cut-off grades.

Topics: data management, networks and matrices, patterns, relations, equations, and predictions, modeling functional relationships, right triangle trigonometry, the geometry of packaging, and linear programming

#### *Mathematics 2204 (09 2204)*

This is the second course in the Mathematics 1204/2204/3204 sequence. This course covers the same topics as Mathematics 2205, the main difference being the depth of treatment. Mathematics 2204 and 3204 can be taken in either order to accommodate flexibility in the delivery of programs in small schools.

Topics: equations in 3-space, sinusoidal functions, trigonometric equations, statistics, trigonometry and its applications, and an independent study unit

#### *Mathematics 3204 (09 3204)*

This is the third course in the Mathematics 1204/2204/3204 sequence. It covers the same topics as Mathematics 3205, the main difference being depth of treatment. Mathematics 3204 and 2204 can be taken in either order to accommodate flexibility in the delivery of programs in small schools.

Topics: quadratics, exponential and logarithmic functions, circle geometry, rate of change, and probability (optional)

*Mathematics 3103 (09 3103)*

This course is designed for academic mathematics students who have plans for post-secondary education that involves the study of mathematics.

Topics: number concepts and skills, polynomial equations, algebraic expressions, and rearranging formulas, functions, compositions, and inverses

***Advanced Mathematics***

Courses in this category are designed for students who demonstrate an aptitude for mathematics. Students planning to study mathematics-related subjects at a university or institute should be encouraged to enroll in courses from this category.

*Mathematics 2205 (09 2205)*

This is the first course in the advanced mathematics sequence. This course covers the same topics as Mathematics 2204 but to a greater depth of treatment.

Topics: equations in 3-space, sinusoidal functions, trigonometric equations, statistics, trigonometry and its applications, and an independent study unit

*Mathematics 3205 (09 3205)*

This is the second course in the advanced mathematics sequence.

Topics: quadratics, exponential and logarithmic functions, circle geometry, rate of change, and probability (optional)

*Mathematics 3207 (09 3207)*

This is the third course in the advanced mathematics sequence and contains essential algebra for success in post-secondary mathematics.

Topics: sequences and series, functions, trigonometry, and complex numbers

***General Mathematics***

The courses in this category are designed to deal with many of the same topics as the academic mathematics courses but with less depth and breadth of coverage.

*Mathematics 1206 (09 1206)*

This is the first course in the Mathematics 1206/2206/3206 sequence. It is designed to accommodate students who have struggled with the intermediate mathematics program. It may also be suitable for students who have received a modified Grade 9 mathematics program as long as the modification was not extreme. This course is topic-aligned with Mathematics 1204.

Topics: data management, networks and matrices, patterns, relations, equations, and predictions, modeling functional relationships, right triangle trigonometry, and the geometry of packaging

*Mathematics 2206 (09 2206)*

This is the second course in the general mathematics sequence.

Topics: decision making in consumer situations, applications of trigonometry, statistics, introduction to linear programming, and an independent study unit

*Mathematics 3206 (09 3206)*

This is the third course in the general mathematics sequence.

Topics: patterns, quadratics, exponential growth, circle geometry, and probability

**Mathématiques Français langue première**

***Mathématiques académiques (University Preparatory Mathematics)***

Mathematics course codes that end with 1 indicate courses that are designed for students who show a particular interest in mathematics and who intend to pursue postsecondary studies.

*Mathématiques 1231 (09 1231)*

This course is designed for students who should have achieved the intermediate-level mathematics learning outcomes. Topics include: numeric functions; numeric operations; regularities; variables and equations; measurements; 2D and 3D objects; transformations; data analysis.

*Mathématiques 2231 (09 2231)*

This is the second course in a series of three courses (1231, 2231 and 3231). It is designed for students who have achieved the learning outcomes in Mathematics 1231 or 1232. Topics include: quadratic functions; quadratic and polynomial equations; geometry; combinatorial analysis; equation systems and matrices; linear inequalities; circle.



### *Mathématiques 3231 (09 3231)*

This is the third course in a series of three courses (1231, 2231 and 3231). It is designed for students who have achieved the learning outcomes in Mathematics 1231 or 1232 and 2231 or 2232. Topics include: exponential and logarithmic functions; conic sections; trigonometric functions; trigonometric equations; probabilities; probability distributions.

### ***Mathématiques avancées (Advanced Mathematics)***

Mathematics course codes that end with 2 indicate advanced mathematics courses. The content of these courses is essentially the same as Mathematics 1231/2231. However, expectations regarding learning outcomes are higher as these advanced mathematics courses are designed to stimulate the interest of students who exhibit excellent learning capabilities, a highly personal style of thinking, superior ability, and a high level of investment in their work.

### *Mathématiques 1232 (09 1232)*

This course in advanced mathematics is intended for students who have achieved the prescribed intermediate-level learning outcomes and who have demonstrated superior ability for mathematics. Topics include: numeric concepts; numeric functions; regularities; variables and equations; measurement; 2D and 3D objects; transformations; data analysis.

### *Mathématiques 2232 (09 2232)*

This course is the second in the series of three advanced mathematics courses (1232, 2232 and 3232). It is designed for students who have achieved the prescribed learning outcomes in Mathematics 1231 or 1232. Topics include: quadratic functions; quadratic and polynomial equations; analytical geometry and trigonometry; combinatorial analysis; equation systems and matrices; linear inequalities; circle and functions; rational equations and inequalities.

### *Mathématiques 3232 (09 3232)*

This course is the third in the series of three advanced mathematics courses (1232, 2232 and 3232). It is designed for students who have achieved the prescribed learning outcomes in Mathematics 2231 or 2232. Topics include: exponential and logarithmic functions; conic sections; trigonometric functions; trigonometric equations; probabilities; probability distributions.

### ***Mathématiques appliqués (General Mathematics)***

Mathematics course codes that end with 3 indicate applied mathematics courses. These courses provide students with an educational environment that is both practical and contextual, and that is designed to promote the development of mathematical knowledge, attitudes, and skills that can be applied in the students' personal and professional lives. The development of mathematical concepts is achieved through

teaching strategies that focus more on concrete activities and mathematical modelling and less on the manipulation of symbols.

*Mathématiques 1233 (09 1233)*

Topics include: measurement; numerical regularities in tables; relationships and functions; broken straight lines; linear functions; trigonometry.

*Mathématiques 2233 (09 2233)*

Topics include: graphs and design; regression, non-linear equations and programming; finance; geometry of the circle and design; measurement and design.

*Mathématiques 3233 (09 3233)*

Topics include: matrices and pathways; statistics and probability; finance; recurrent and fractal cyclical regularities; vectors; design.

## **18. Science**

### **Intermediate**

The intermediate science program involves a study of selected topics from each of the life, earth, and physical sciences. Through a study of these topics, the science program

- exposes students to the major products of science: facts, taxonomies, laws, hypotheses, theories, and models
- emphasizes scientific and technological developments and how these have influenced the environment and society, particularly in Canada
- presents an authentic view of the way science works and surveys the work of outstanding scientists
- engages students in activities that promote the development of scientific and technological skills and attitudes

### **Senior High**

The high school science program offers choices to students at the general and academic level. In Level I, a student who starts on a general program will take Science 2200. A student who wishes to pursue an academic science program will take Science 1206 in Level I, and in subsequent years, will choose from biology, chemistry, physics, and/or Earth systems.

*Science 2200 (64 2200)*

This course is the first of the Science 2200/3200 sequence. The course focuses on the life science and Earth science areas with an emphasis on the science of everyday phenomena. The relevance of science is also increased by an emphasis on an activity-oriented approach to learning.

*Science 3200 (64 3200)*

This course is the second of the Science 2200/3200 sequence. The course focuses on introductory chemistry and introductory physics (the study of motion). The course continues to emphasize the basic science of everyday phenomena. The relevance of science is also increased by an emphasis on an activity-oriented approach to learning.

*Environmental Science 3205 (64 3235)/ Sciences de l'environnement 3235(64 3205)*

Environmental Science 3205 curriculum is aimed at students who want to expand their knowledge and understanding of environment-related issues and topics. This course is organized into five units, each of which focuses primarily at the Newfoundland and Labrador environment.

*Science 1206 (64 1206) / Sciences intégrées 1236 (64 1236)*

This course develops fundamental concepts in each of the four major content areas: life science, Earth and space science, chemistry, and physics. It is intended to provide a broad scientific background and to help students prepare for other optional high school science courses.

Topics: sustainability of ecosystems, weather, chemical reactions, and motion

*Biology 2201 (64 2201) / Biologie 2231 (64 2231)*

This course is common to all four Atlantic provinces and is intended to introduce students to more biological principles and to lay the foundation for further studies in the discipline.

Topics: matter and energy for life, maintaining dynamic equilibrium, population dynamics, bioenergetics, and homeostasis

*Biology 3201 (64 3201) / Biologie 3231 (64 3231)*

This course is common to all four Atlantic provinces and is intended to further develop biological concepts.

Topics: homeostasis, reproduction and development, genetic continuity, and evolution

*Chemistry 2202 (64 2202) / Chimie 2239 (64 2239)*

This chemistry course is common to all four Atlantic provinces and is intended to further chemistry study by building on Science 1206.

Topics: stoichiometry, bonding, and organic chemistry

*Chemistry 3202 (64 3202) Chimie 3239 (64 3239)*

This course is common to all four Atlantic provinces and is intended to further develop chemical concepts.

Topics: kinetics and equilibrium, acids and bases, thermochemistry, and electrochemistry

*Physics 2204 (64 2204) / Physique 2234 (64 2234)*

This course is common to all four Atlantic provinces and is intended to further physics study by building on Science 1206.

Topics: kinematics, dynamics, work and energy, and waves

*Physics 3204 (64 3204)/ Physique 3234 (64 3234)*

This course is common to all four Atlantic provinces and is intended to further develop physical concepts.

Topics: force, motion and energy fields, and modern physics

*Earth Systems 3209 (64 3209)*

This course provides an introduction to Earth systems science. Students view Earth dynamics as the result of interactions between the geosphere, the hydrosphere, the atmosphere, and the biosphere. The course contains a strong laboratory component, and a major project is required.

## **19. Social Studies**

### **Intermediate**

The social studies curriculum for the intermediate grades is designed around conceptual organizers.

The organizing concept for the Grade 7 curriculum is empowerment. The curriculum examines various aspects of empowerment, including personal, political, cultural, social, and national. It draws largely on the history of the Canadian nation from the early 1800s to the end of World War I. Reference is made to earlier periods as well as the contemporary.

The organizing concept for the Grade 8 curriculum is history as a story of the past in the present. The curriculum examines various themes related to the history of Newfoundland and Labrador—history as a lens to the past, history as a story of people, history as a story of events, and history as a story of change. The course introduces students to the study of the history of the province from the turn of the nineteenth century to the present. It traces the province’s political evolution and development, colony to country to province. Students will explore and appreciate history as part of their community, region, and province, examine social change, and assess the impact of the past on the present.

The conceptual organizer for Grade 9 is interdependence. The curriculum focuses on Atlantic Canada in the global community and is organized around five themes: physical setting, culture, economics, technology, and interdependence. The course enables students to examine and reflect on the major issues that affect them as individuals, Atlantic Canadians, and global citizens.

### **Senior High**

#### *Canadian Economy 2203 (15 2203) / Économie canadienne 2233 (15 2233)*

This course is an introductory study of economics. It examines the fundamental principles and concepts of economics and makes application at both the national and global level.

Topics: fundamental principles of economics, economic systems, demand and supply, market structures, role of government, distribution of income, sustainable development, trade, and global economics

#### *Canadian History 1201 (15 1201) / Histoire du Canada 1231 (15 1231)*

This course focuses on the history of Canada from pre-Confederation to the close of the twentieth century.

Topics: prelude to nationhood, the new nation, the Great War and its aftermath, a time of turmoil, depression and war, a time of transition, and contemporary Canada

#### *Canadian Geography 1202 (15 1202) / Géographie du Canada 1232 (15 1232)*

This course is an introductory study of Canadian geography.

Topics: landforms and water forms, weather and climate, Canadian ecosystems, land resources, ocean resources, secondary processing of primary resources, the tertiary sector, population, built environments, linkages, and interdependence

*Canadian Issues 1209 (15 1209)*

This course is an in-depth examination of certain national concerns.

Topics: cultural social issues (multiculturalism, human rights, racism, ageing), political legal processes, labour and management, Canadian economy concerns (regional economic development and disparity, entrepreneurship, and employment and unemployment), Canadian global concerns (Canada and peace, Canada and international trade, and international relations), and Canadian interest groups.

*Canadian Law 2104 (15 2104) / Droit canadien 2134 (15 2134)*

This course is an introduction to Canadian law.

Topics: the origin and nature of the Canadian legal and judicial systems, the moral underpinnings of these systems, the rights, freedoms, and responsibilities of Canadian citizens, civic law, criminal law, personal property, contracts, consumer and business law, family law, the Canadian legal system in action, and problems of the legal process

*Canadian Law 2204 (15 2204)*

This course provides students with an introduction to Canadian law. It consists of the three required units of Canadian Law 2104, as well as three additional units of study.

Topics: the foundations of law in Canada, criminal law and the trial process, civil law and the law of torts, specific criminal offences, specific applications of civil law and intentional torts, investigation and arrest, contract law, family law, young people and the law, human rights and the law, and Aboriginal law

*Histoire générale 2236 (15 2236)*

This course is an introduction to the history of civilization, beginning with classical Greece and ending with the eighteenth century.

Topics include classical Greece and Europe, the golden ages of China, the middle Ages, Europe in transition, and the age of revolutions

*World History 3201 (15 3201) / Histoire mondiale 3231 (15 3231)*

This course focuses on world history in the twentieth century.

Topics: nationalism, industrialism, democracy, and socialism in the nineteenth century, imperialism and the national rivalries, World War I and World War II, the impact of science and technology, conflicting ideologies, and future prospects

*World Geography 3200 (15 3200)*

This course is designed to accommodate students who require a social studies or world studies credit but would find a Level III academic social studies course very challenging.

Topics: basic concepts of major landforms and water forms, weather, climate, ecosystems, resources, population patterns and their impact on settlement, and urbanization

*World Geography 3202 (15 3202)*

This course examines the relationship between humans and the environment and how this relationship finds expression in activities that are spatially organized.

This course focuses on four organizational themes: the physical Earth, human response, building environment, and economic development.

## **20. Other Courses**

### ***Art/Media Education***

#### **Intermediate**

The intermediate art program builds upon the two previous levels. Students are afforded increased opportunity to express their ideas and feelings through an emphasis on creating art images and objects. The program focuses on developing an understanding of design in art and the visual environment. Students learn more sophisticated applications of design elements and principles and have opportunities to use this knowledge.

The program enlists the use of slides to provide illustrations of key art and design concepts at work. Students examine and analyze these images prior to engaging in art activities that focus on particular concepts. The program emphasizes the work of artists from Newfoundland and Labrador. Over 70 per cent of the works included in the slide package are from artists who have worked or are now working in this province.

Students can avail themselves of six modules over three years: Drawing, Painting, Sculpture, Printmaking, Folk Art, and Fibre Art.

#### **Senior High**

The high school art program consists of a core of three courses. These three courses complement each other and build student knowledge and abilities across the spectrum of art. The sequencing of these courses does not imply prerequisites; however, their design is intended to move students from an understanding of why and how art works in Art Technologies 1201, through experiences in art-making grounded in knowledge about art in Art and Design 2200, to in-depth exposure to the creative experience with a great deal of self-autonomy in Art and Design 3200.

*Art Technologies 1201 (01 1201) /Les technologies des arts 1231 (01 1231)*

This course explores the issues surrounding the technologies of art making. It examines relationships among human perception, technology, and the creative process. Students make choices about technologies in their projects that affect the final products. These decisions are influenced by the message they wish to communicate, the appearance they wish the artwork to have, and the appropriateness of the technology.

Technology is broadly defined to include everything from charcoal sticks to the printing press, the camera, and the computer. Students will learn how perception works and how physiology, culture, and technology influence perception. In turn, they apply this understanding to the art-making process.

*Art and Design 2200/3200 (01 2200/01 3200)*

This studio course is structured in units to offer students the opportunity to develop personal imagery using a variety of media. Students work with visual problems, study past and present cultures through a visual lens, and participate in the creative process and production of art.

There are nine units from which to build studio explorations: Drawing, Sculpture, Photography, Fibre Arts, Painting, Printmaking, Graphic Arts, Pottery, and Media Arts. Three of these units are studied in Art and Design 2200.

Art and Design 3200 involves the study of three units different from those studied in Art and Design 2200 so that students who complete both courses will have had exposure to a total of six different units of study.

***Career Education***

Career education is an ongoing process whereby students integrate their personal, family, school, work, and community learning experiences to facilitate career and lifestyle changes.

*Career Development 2201 (16 2201) / Carrière et vie 2231 (16 2231)*

Career Development 2201 is a 2-credit course intended to assist students to address outcomes distributed throughout three major course strands:

- Personal Management
- Career Exploration – Learning and Work
- Career Preparation – Life and Work Building

This course is designed to help students develop the skills they need to continuously make effective career decisions throughout their lives. Students are required to complete a community contribution requirement (minimum 30 hours) and to develop and maintain an Employability Skills Portfolio they can continue to maintain and enhance throughout their academic studies and working career.



## ***Co-operative Education***

### *Co-operative Education 1100 (30 1100)*

This course is an introduction to co-operative education for students following either a subject-based or career-exploratory program. It is designed to facilitate the students' adjustment to an unfamiliar learning environment.

Co-operative Education 1100 requires students to experience a minimum of 20 hours of pre-employment preparation prior to their work placement in the community. The additional hours of this course consist of integration sessions aimed at integrating the students' experience at the work site with the pre-employment module.

## ***Economic Education / Enterprise Education***

### **Intermediate Level**

The focus of the enterprise education program at the intermediate level is on the development of enterprise and entrepreneurial knowledge, skills, and attitudes. The intent of the resources in this section is to provide teachers with ideas to facilitate the incorporation of entrepreneurial thinking into the existing curriculum.

### **Senior High**

#### *Business Enterprise 1100 (02 1100) / Affaires et entrepreneuriat 1130 (02 1130)*

This course is an introduction to current business enterprise procedures, practices, and careers. It is intended to serve personal development, special interests, and career goals. It gives a foundation for other courses such as business mathematics, economics, and enterprise education. The specific units of study include the following: Entrepreneurs and the Business World, Role of Small Business in the Economy, Communications, Finance Marketing, and Human Resources.

#### *Consumer Studies 1202 (02 1202)*

This course is an introduction to consumer affairs.

Topics: needs versus wants, organizational features of Canadian business, effective consumer purchasing, management of personal resources, consumer protection, and corporate citizenship

#### *Canadian Economy 2203 (15 2203) / Économie canadienne 2233 (15 2233)*

This course is an introductory study of economics. It examines the fundamental principles and concepts of economics and makes application at both the national and global level.

Topics: fundamental principles of economics, economic systems, demand and supply, market structures, role of government, distribution of income, sustainable development, trade, and global economics

*Enterprise Education 3205 (02 3205)*

This course is designed mainly for students who wish to pursue an in-depth study of enterprise education by enabling them to formulate ideas, translate those ideas into action, and follow them through to a venture. The specific units of study are as follows: Introduction to Entrepreneurial Studies, Focus on Self, Communications and Role of Technology, Identifying Opportunities, Venture Plan, and Presenting, Implementing, and Evaluating the Venture.

***Health/Home Economics/Family Studies***

**Intermediate**

At the intermediate level, the health program takes a comprehensive approach to fostering and promoting the well-being of young people by making linkages with classroom instruction, health-related services, and a school environment that promotes and is conducive to healthy living. Comprehensive school health is a form of health promotion that fosters the creation of environments that will provide opportunities for all young people to make healthy choices and enhance their own health and the health of their communities.

At the intermediate level, the home economics program focuses on the development of skills for the effective use of personal and family resources, a positive self-concept, an understanding of self in relation to others, an awareness of the benefits of being a part of a family, and the responsibilities associated with being a family member.

The program comprises six modules that represent the major subject areas and the underlying concepts of home economics.

**Senior High**

*Clothing 1101 (05 1101)*

Topics covered in Clothing 1101 include basic textiles, wardrobe planning, and fabric and pattern selection. A sewing project is the main focus of this course.

*Healthy Living 1200 (12 1200) / Styles de vie sains 1230 (12 1230)*

This course provides opportunities for students to examine and reflect on issues that affect their health and well-being. They examine health indicators and health practices, investigate relevant health topics, explore activities that improve life skills, and enhance

capability to positively affect health and well-being in four key areas: Active Living, Healthy Eating, Controlling Substances, and Personal Dynamics.

The curriculum builds on knowledge, attitudes, and skills developed in health, home economics, and physical education at primary, elementary, and intermediate levels and is intended to be a platform to other more advanced courses in physical education and family studies in Levels II and III.

Healthy Living 1200 is a broad-based, multi-disciplinary curriculum that encourages students to take responsibility for their lives by acting conscientiously in the present and by establishing positive health practices that support and enhance lifelong health.

#### *Nutrition 2102 (05 2102)*

In Nutrition 2102, students closely examine the role of nutrients in food and how they affect overall growth and development. They will also gain skills in how to choose the healthiest food based on life-cycle needs, health status, economic circumstances, and lifestyle. A focus on preparation techniques will better prepare students for the time in their lives when food choices become their responsibility.

The three curriculum units for Nutrition 2102 are Food Choices and Nutritional Needs, Food Selection, Preparation and Storage, and Menu and Meal Planning. Food laboratories are part of this course, and there is a minimum requirement of eight lab experiences. Labs are to be chosen in accordance with the guidelines outlined in the appendix of the curriculum guide.

#### *Human Dynamics 2201 (05 2201) / Études familiales 2231 (05 2231)*

This course is made up of four components: Family as Ecosystem (11 hours), Relationships (28 hours), Parenting and Child Development (60 hours), and Financing Your Dreams (21 hours).

In the first component, Family as Ecosystem, students are provided with opportunities to explore their roles as family members. Attention is given to the place of family in the larger social, political, and economic system and the ability of individuals to adjust and change to ensure the sustainability of the system.

In the Relationships component, students examine the types of relationships in which they are involved, how customs, values, and beliefs impact relationships, and strategies and options for dealing with issues in relationships.

In Parenting and Child Development, the focus is on the care of infants through use of an infant simulator, a pivotal component of the course. There is also emphasis on the physical, emotional, social, and intellectual development of children. Students are provided with opportunities to identify strategies for responding to the needs of

children, address challenging situations that face parents and caregivers, and propose ways to positively affect childhood development.

The final component, Financing Your Dreams, concentrates on understandings, skills, and abilities related to financial planning and management, with an accent on issues that will assist young people in making the transition from high school to careers and lifelong learning.

Topics include the family in society, the adolescent as a member of the family, dating, courtship, engagement, and marriage, child development, and parenting. Emphasis is on child development and parenting.

### *Nutrition 3102 (05 3102)*

Nutrition 3102 draws the learner towards an examination of overall health and how a variety of factors come into play. Such influences as media, lifestyle, and medical history are examined. From a national and global perspective, food is studied in terms of its production, technological advances, and security. Students will be able to see the roles they can play locally, nationally, and internationally to help manage resources and to action plans to ensure a safe, secure food system.

The three units for Nutrition 3102 are Food, Nutrition, and Health, Food Technology and Production, and Food Security. Food laboratories are part of this course, and there is a minimum requirement of eight lab experiences. Labs are to be chosen in accordance with the guidelines outlined in the appendix of the curriculum guide.

### *Textiles 3101 (05 3101)*

The emphasis of this course is on textiles, fibres, yarns, fabrication methods, and finishes, as well as the application of this knowledge in consumer decision making.

Topics: technology of textiles, sociological and aesthetic aspects of clothing, and career opportunities

### **Guidance**

#### *Peer Counselling 2101 (16 2101)*

This course focuses on counselling skills, teen issues, and networking.

### **Music**

#### **Intermediate**

The intermediate music program further develops musical literacy and aesthetic awareness by providing meaningful and challenging musical experiences. Concepts learned in K–6 are reviewed, reinforced, and consolidated, while new skills and

knowledge are applied to a number of musical forms. Emphasis is placed on direct experiences with music and the integration of musical elements. Students' understanding of basic concepts is enhanced through more advanced activities.

Performing groups such as band, choir, orchestra, or guitar and recorder ensembles are recognized as components of the curriculum and are considered part of the instructional program. The prescribed learning outcomes may be realized through a classroom program or a particular performance category. Study through vocal and instrumental performance must be balanced with musicianship, sight singing, aural training, motor coordination, and directed listening.

The intermediate years are viewed as offering the opportunity to provide enrichment to the music program—enrichment through an application of skills and knowledge. Additional repertoire study will constantly reinforce and review while providing new aesthetic experiences and awareness. Using basic skills in different situations will solidify the musical knowledge and understanding and permit students to move beyond the technical and into the expressive realm of music (aesthetic development).

### **Senior High**

The senior high music program is designed to serve a wide, general student population of differing abilities, skill levels, and interests. The three course areas provide for individual skill development through study of an instrument or voice; group and individual skill development through participation in larger performing ensembles such as choir, band, or orchestra; and the development of musical understandings through a general music course that involves a variety of musical activities and a broad range of topics.

#### *Ensemble Performance 1105/2105/3105 (10 1105/10 2105/10 3105)*

These courses provide the opportunity for students to perform in a group context (e.g., choir, band, or orchestra) and are divided into three levels in which musical concepts are revisited as technical skills are refined. The three levels are progressive for the individual student through the introduction of new and varied repertoires each year. Students learn about music by making music.

Students acquire performance and musicianship skills, rehearsal and performance behaviour, an understanding of conducting gestures, and other forms of nonverbal communication, production of sound, and appreciation of music as an art form through ensemble performance.

#### *Experiencing Music 2200 (10 2200) / L'expérience de la musique 2230 (10 2230)*

This course is designed to assist students in responding emotionally and intelligently to a wide range of music representative of many styles and cultures. Students experience music in as many ways as possible through each of the modes of musical activity (e.g.,

performing, creating, and listening). Students investigate the use of technology in music production and the relationships between various styles of music, between music and culture, and between music and other art forms. This course is a practical study of music in which active involvement with various aspects of music is encouraged.

Students experience and understand music through three content areas: Contexts of Music (historical, technological, cultural, social, affective, human, economic, religious, and political); Elements of Music (melody, rhythm, harmony, form, timbre, texture, text, acoustic/science of sound, and expressive devices); Styles of Music (world music, jazz, rock, folk, art music, musical theatre, country and western, and alternative/avant-garde).

This course is available to all students at any level regardless of previous musical experience.

*Applied Music 2206/3206 (10 2206/10 3206)*

These courses offer students the opportunity to develop musical skills, understandings, and competencies as instrumentalists and/or vocalists through individual and small-group experiences. Applied Music may be offered as separate classes in the following applied areas: Voice, Piano/Keyboard, Guitar, Strings, Winds (Brass/Woodwinds), and Percussion. Students will develop musicianship, literacy skills, and musical and theoretical understandings through the performing medium of their choice. This comprehensive approach will allow students to integrate the practical, theoretical, and conceptual aspects of music.

Students acquire generic performing skills related to all applied areas—phrasing, articulation, intonation, tone quality, expressive devices, interpretation, style; specific performing skills unique to the individual applied area; and theoretical concepts—elements of music (rhythm/meter, melody, harmony, form), musical literacy, and appropriate symbols and terms.

These courses are available for beginning students as well as those with prior experience.

***Physical Education***

**Intermediate**

The intermediate physical education curriculum recognizes that students at the intermediate level are in great need of activities (physical, cognitive, and social) that explore and help create a stable identity. The intermediate physical education curriculum provides an understanding of the benefits of an active lifestyle and leads individuals to develop personal wellness and personal movement skills that contribute to an active lifestyle throughout life.

This curriculum also extends the range of skills and knowledge acquired in the primary and elementary programs and facilitates transition to the more self-directed activities of high school. It builds upon the movement concept knowledge provided in the primary and elementary programs and provides opportunity for personal achievement through group and individual activities. The program also promotes sound attitudes towards achievement, competition, success, and challenges, helps students relate to desirable role models, and illustrates that cooperation and fair play are necessary for everyone to work together and be successful.

## **Senior High**

### *Healthy Living 1200 (12 1200) / Styles de vie sains 1230 (12 1230)*

This course provides opportunities for students to examine and reflect on issues that affect their health and well-being. They examine health indicators and health practices, investigate relevant health topics, explore activities that improve life skills, and enhance capability to positively affect health and well-being in four key areas: Active Living, Healthy Eating, Controlling Substances, and Personal Dynamics.

The curriculum builds on knowledge, attitudes, and skills developed in health, home economics, and physical education at primary, elementary, and intermediate levels and is intended to be a platform to other more advanced courses in physical education and family studies in Levels II and III.

Healthy Living 1200 is a broad-based, multi-disciplinary curriculum that encourages students to take responsibility for their lives by acting conscientiously in the present and by establishing positive health practices that support and enhance lifelong health.

### *Physical Education 2100/2101 (12 2100/12 2101)*

Physical Education 2100 and 2101 are activity-based courses designed to provide a variety of movement experiences that contribute to motor skill development and focus on active healthy lifestyles.

Physical Education 2100/2101 specific curriculum outcomes address the three dimensions of movement:

- psychomotor (moving and doing)
- cognitive (understanding and applying)
- affective (cooperation and responsibility)

### *Physical Education 3100/3101 (12 3100/12 3101)*

Physical Education 3100 and 3101 are activity-based courses designed to provide a variety of movement experiences that contribute to motor skill development and focus on active healthy lifestyles.

Physical Education 3100/3101 specific curriculum outcomes address the three dimensions of movement:

- psychomotor (moving and doing)
- cognitive (understanding and applying)
- affective (cooperation and responsibility)

*Éducation physique vie active 2243 (12 2243)*

This course is designed to enable students:

- to develop leadership abilities and such co-operative learning traits as trust, respect for others, self-confidence and responsible behaviour;
- to develop problem-solving and conflict resolution skills through a variety of group strategies and open-mindedness toward new ideas;
- to examine their personal goals while respecting the themes of co-operative learning and leadership;
- to have experiences in which they can help their classmates develop knowledge and experience in the field of physical education.
- to participate in the organization and management of activities which are beneficial for the class, for the grade, and for the school (social development, organization of a special event, budget, security, etc.).

*Éducation physique vie active 3243 (12 3243)*

This course is designed to enable students:

- to develop self-actualization by setting personal goals;
- to develop self-expression and self-realization through a variety of experience and adventures that can be both stimulating and empowering;
- to develop a sense of collective responsibility in order to plan and organize active living programs for the school and the community;
- to become aware of the human impact on the environment and of its effects on well-being and wellness;
- to develop a sense of independence and balance while pursuing a healthy lifestyle that the students have chosen for themselves, with the responsibilities inherent with this lifestyle.

***Religious Education***

**Intermediate**

The intermediate religious education program takes a non-confessional approach. Various religions are included in this program, and the beliefs, doctrines, practices, and history of each are covered with sensitivity and respect. The program creates a context for students to recognize the diversity of religion and how it has influenced and continues to influence individuals and society. The program enables and encourages students to grow spiritually



and morally into informed, caring, and contributing members of society. Students develop an appreciation for their own beliefs and values, as well as the beliefs and values of others. They acquire an understanding of the contribution that religions make to human life.

### **Senior High**

*Ethical Issues 1104 (13 1104) / Questions morales 1134 (13 1134)*

This course examines various approaches by many religions to ethical issues facing humanity.

Topics: morality and ethics, worldviews, family and peer relationships, media and technology, sexuality and gender roles, work, spirituality, life and death, creation and the environment, peace and security, tolerance and caring, and social justice

*World Religions 3101 (13 3101) / Enseignement religieux 3131 (13 3131)*

World Religions 3101 is a study of the living belief systems: Aboriginal Spirituality, Early Religions (Zoroastrianism, Jainism, Taoism, Confucianism, and Shinto), Hinduism, and Buddhism.

*World Religions 3106 (13 3106) / Enseignement religieux 3136 (13 3136)*

World Religions 3106 is a study of the living belief systems: Judaism, Christianity, Islam, Sikhism, and religion today (various topics and reference to Baha'i).

### ***Technology Education and Industrial Arts***

#### **Intermediate**

The technology education program, in both intermediate and senior high, is based on the *Foundation for the Atlantic Canada Technology Education Curriculum* document. Five general curriculum outcomes define the intent of the program: technological problem solving, technological systems, history and evolution of technology, technology and careers, and technological responsibility.

#### **Senior High**

*Design Technology 1109 (08 1109)*

This course deals with the basic design process common to the various technologies and to other technology education courses being developed. The purpose of the course is to provide an introduction to the technical design process and to technology education. Students learn about modern technology and the creative design process through the application of information, knowledge, and method in a practical setting. Outcomes include personal development, career orientation, and the importance of technology to society.

Topics: drawing interpretation, freehand sketching, the design process, design methods and production using computer hardware and software, and career information

*Design Technology 2109 (08 2109)*

Success in Design Technology 2109 is dependent upon the knowledge and skills obtained in Design Technology 1109. This course provides for the application of the design knowledge acquired by the student in Design Technology 1109 to the technical design process as used in small residential design construction methods. Students develop the ability to solve residential construction and design problems, to illustrate and communicate design solutions to others, and to create detailed building plans and diagrams. Concepts of modern technology with its associated benefits and disadvantages are cultivated, contributing to personal growth, career exploration, and lifelong learning. This is a practical course involving the latest tools and processes that will offer a challenge to all students.

Topics: evolution of residential design, the design process, computers in design, building plans and diagrams, interior layout, building codes, technical illustration, residences of the future, and career information

*Communications Technology 2104 (08 2104)*

This is an introductory course in communications technology. There are seven units: Introduction to Communications Systems, Electronics of Communications Systems, Communications Networks, Audio Systems Technology, Basic Graphic Communication, Animation Technology, and Marine Communications Technology.

*Communications Technology 3104 (08 3104)*

This is a more advanced course in communications technology. Students design and implement solutions to communications in technical graphics production, analog and digital video, multimedia, and automated (computer-mediated) production simulation systems. Transportation-based problems are explored as industrial applications of communications systems.

*Computer Technology 3200 (08 3200)*

This course is intended for students pursuing careers in science and technology upon graduation. There are four core units: Architecture, Programming, Interfacing, and Careers. Students must also elect to study two of the following Application Explorations: Interfacing Applications, Data Retrieval and Manipulation, Operating System Applications, or Advanced Programming Applications.

*Integrated Systems 1205 (08 1205)*

This is an introductory course in integrated systems technology. The course engages students in the design, fabrication, and testing of an integrated system. An integrated system is defined as one that has physical, sensing, and control components that are connected to a computer, and a software program that manages the entire system.

There are four units of study: Computer and Application Software as Interfaces, Designing Software Interfaces, Introduction to Designing Integrated Systems, and Designing an Integrated System.

*Woodworking 1107 (08 1107)*

This is a general woodworking course dealing with common tools, materials, and methods used in the manufacture of wood products.

Topics: shop orientation, safety, wood technology, project planning, hand processes, machine processes, and power hand tools

*Woodworking 2107 (08 2107)*

This course provides students with a knowledge of the building construction industry and experience with the tools and processes used in working with building materials.

Topics: careers, safety, the woodworking industry, house plans and designs, tool operation, framing and sheathing, insulation, finishes, and plumbing, heating, and electrical systems

*Power Mechanics 2103 (08 2103)*

This course provides students with knowledge of energy-powered machines found in the home and in industry, as well as with some of the skills necessary for maintaining and repairing such machines.

Topics: power, energy, and work, sources and forms of power and energy, mechanical and hydraulic principles, small engines, and basic automotive maintenance

*Home Maintenance 3108 (08 3108)*

This course provides students with a knowledge of home structures and systems and the skills necessary for performing home maintenance tasks.

Topics: acquiring home repair information, safety, tools and materials, house structure, the plumbing system, and the electricity system

*Skilled Trades 1201 (08 1201)*

Topics: Introduction to skilled trades, Exploration of carpentry, plumbing, electrical, drywall, plastering, painting and masonry, Focus on skills, education and other requirements to attaining certification in these trades, Work with tools and equipment to complete tasks associated with internal aspects of house construction

*Design and Fabrication 1202 (08 1201)*

Topics: Introductory course, Use of computer-aided design (CAD) software, Creation of products in fabrication site, Use of hand and power tools used in industry

*Residential Construction Technologies 2201 (08 2201)*

Topics: Advanced carpentry, Design techniques, building codes and construction methods, Plan and carry our construction project, Application of advanced carpentry, electrical and metal working skills, Design and production work will maximize use of computer technology, hand tools and machinery to refine skills

*Design and Fabrication 2202 (08 2202)*

Topics: Continuation of Design and Fabrication 1202, Design of more complex products using CAD, Creation of products in fabrication site, Production will involve tools for stock preparation and automatic lathes and routers.

*Energy and Power 3201 (08 3201)*

Topics: Investigate how small engines and energy systems work, Design and construction of original products that create energy for a specific purpose, Small engine repair and dismantling, Power distribution analysis and technical engineering

*Robotic Production Technology 3202 (08 3202)*

Topics: Focuses on mass production, Computer aided manufacturing (CAM), automated production and robotics technology, work with a computerized manufacturing assembly line, robotic arm, automatic routers to create items they have designed themselves, Computer aided design and production using the above tools in a fabrication centre

*Electronics Systems Technology 3205 (08 3205)*

Topics: Advanced computer programming, Communication between computers and devices, Advanced interfacing and control

*Technologies informatiques appliquées 1136 (08 1136)*

This course includes four modules: Network Planning I; Programming I; Information Highway I; Multimedia Presentation I.

*Technologies informatiques appliquées 2136 (08 2136)*

This course includes five modules: Network Planning II; Programming II; Information Highway II; Multimedia Presentation II, and Robotics.

*Les applications de l'informatique 2130 (08 2130)*

This course is based on three major computer technology applications: spreadsheets, databases, and graphical presentation. Students create a project that must use these three applications. The projects should be related to other subjects such as Science, Mathematics or Social Studies.

*Traitement de texte avancé / Éditique 2131 (08 2131)*

This course includes twelve activities associated with different topics and with the labour market. During the course of these activities, students are required to write the following

types of documents: business letters, advertisements and promotions, title pages, forms, résumés, labels and envelopes, research work, mathematics homework, science laboratory reports, newsletters, and brochures.

### ***External Courses***

An external course is a department-approved course developed and/or offered outside the Newfoundland and Labrador School System that can be used to obtain high school credits. These courses are of a senior high school standard and may have learning outcomes other than those of department-authorized or approved senior secondary courses, but they contribute to the Essential Graduation Learnings.

Excluding Advanced Placement (AP) and college-level courses, a student may be awarded a maximum of 4 external high school credits towards his or her graduation requirements. Each external credit must be based on a minimum of 55 instructional hours.

Course credits awarded through the external credit process are reported on the high school transcript along with the corresponding code of (E) in the Note field.

Course credits awarded through the external credit process are awarded credit, but no numerical grade is included on the transcript.

Verification of documents is carried out by an ad hoc committee of the Department of Education.

An organization that wishes to have its credentials accepted for high school equivalency must submit a request to the Department of Education supported by the appropriate documentation such as, but not limited to, the following:

- number of hours of instruction
- program/course objectives and depth of treatment
- teaching and learning activities
- evaluation criteria used to award the credential
- contribution to the Essential Graduation Learnings

## **21. Contact Information**

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