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(Canada)

Secondary Education in the Provinces and Territories of Canada: A Student Transfer Guide 2023–24

Newfoundland and Labrador

Part 1 – Summary Statement

1.1 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 (<https://www.gov.nl.ca/education/k12/curriculum/descriptions/>). It is outcomes-based and designed to achieve the Essential Graduation Learnings.

The *Français langue première* program is outlined in the Français langue première Liste de matériel didactique (<https://www.gov.nl.ca/education/k12/french/languepremiere/didactique/>). It is outcomes-based and designed to achieve the *Résultats d'apprentissage transdisciplinaires*.

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

1.2 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 195 teaching days comprising 192 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 13-year, Kindergarten to senior high education system. These final three years are Grades 10, 11, and 12. 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.

1.3 Explanation of Terms Used (including special-education/student-services terms)

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 includes Grades 10 through 12. Level I, Level II, and Level III are used interchangeably with Grade 10, Grade 11, and Grade 12, respectively.

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

Notes:

- A passing grade is 50%.
- A credit value is awarded as follows:

- One credit for a course designed for a minimum of 55 hours of instruction.
- Two 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/locally developed course – A district/locally developed 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/locally developed courses have to meet criteria established by the department, and must be approved by the department.

Service Delivery Model – an inclusive framework for program delivery. It is a tool which describes programming options for students whose learning profiles indicate a need for specialized skills and/or enrichment programming; specifically, it identifies prescribed curriculum, accommodations, modified prescribed curriculum, and alternate programs, courses, and curriculum (https://www.gov.nl.ca/education/files/k12_studentsupportservices_publications_service_delivery_model.pdf).

Prescribed curriculum – This is the first option for all students. It includes all of those courses prescribed and approved by the Department of Education and listed in the Program of Studies. The Program of Studies gives a brief description of the school programs, Kindergarten through Grade 12. It also identifies authorized learning resources for each course.

Accommodations – adaptations to the learning environment which address particular student strengths and needs. These may include physical arrangements, assistive technology, particular instructional strategies and others. See the Record of Accommodations form for details. Such accommodations are available for students in all areas of study whether prescribed, modified prescribed, or alternate.

Modified prescribed course – A modified prescribed course maintains the intent of the provincially prescribed curriculum. However, specific course outcomes are changed, deleted, added, or extended. A modified prescribed course may be necessary to meet the strengths and needs of an individual student with a learning profile that indicates a need for academic or adaptive skills programming and/or enrichment. Caution must be exercised with curricular alterations below grade level since these changes may negatively impact graduation and post-secondary options.

Alternate course – An alternate course is one that is not part of the provincially prescribed curriculum. An alternate course can be one of two types:

1. **Curricular (curriculum significantly different from the student's current grade level):** This would include students with a learning profile that indicates the need for adaptive skills who are unsuccessful on the modified prescribed curriculum, as well as students whose learning profile indicates enrichment programming who require above grade level curricular outcomes. Curricular alternate courses receiving high school credit must be curriculum based and contain at least high school level content.
2. **Non-curricular (outcomes that support student skill development):** These are reserved for students who require mostly alternate courses (i.e., students with a learning profile that indicates the need for adaptive skills who do not meet the criteria for alternate curriculum). These students may pursue life skills-based courses, but these courses are not eligible for high school credit (e.g., social skills, safety, and nutrition). This is the only instance in which non-curricular is considered a course. In all other instances, it is considered a program.

Credit for curricular alternate courses is only applicable for enrichment programming. Alternate courses consisting of outcomes below the high school level curriculum are not eligible for credit. A student may receive up to four 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 four mathematics credits required for graduation).

1.4 Course Designation

<https://www.gov.nl.ca/education/files/Section-2-High-School-Program-Structure.pdf>

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	17	Foreign Language
02	Economic Education	18	Native Language
05	Family Studies	19	Media
06	French	21	Français langue première
07	Health	25	Social Studies
08	Technology Education	30	Co-operative Education
10	Music	50	General Education
12	Physical Education	59	Mathematics
13	Religious Education	64	Science
15	Social Studies (old)	70	Alternate Course
16	Guidance	94	English Language Arts

Third digit – A 1, 2, or 3 indicates the year in which the course is normally taken. The 4 designates advanced courses (e.g., Advanced Placement).

Fourth digit – The credit value that will be awarded for successful completion of the course (1 credit or 2 credits).

Fifth digit – A digit from 0 to 9 denoting 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	Local or district 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	Locally developed courses approved in French First Language or French Immersion.
6	Prescribed courses modified by reducing depth of treatment and/or deleting certain curriculum outcomes.
7	Alternate courses studied by individual students.
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.

1.5 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
Mathematics	18
Science	10
Social Studies	10
French	10
Religious Education	8
Technology Education/Industrial Arts, Home Economics	8
Physical Education	6
Music and Art	5
Health	5

Recommended Time Allotments for Intermediate School (Français langue première program)

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

At the senior high level, allotment and course load are dictated by graduation requirements (see [Section 1.9](#)) 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.

1.6 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 a choice to students of either the academic or general level.

The academic level is intended for the majority of students, particularly those who intend to pursue post-secondary (i.e., university or college) education.

To satisfy the English Language Arts graduation requirement, students must complete the following courses:

Academic	General
English 1201	English 1202
English 2201	English 2202
English 3201	English 3202

To satisfy the Optional Language Arts graduation requirements, students can complete any of the following courses:

- Literacy 1204
- Writing 2203
- Drama 2206
- World Literature 3207
- Any high school French course

Mathematics

High school mathematics offers three programs to students: advanced, academic, and applied.

The advanced mathematics program is designed to provide students with the mathematical understanding and critical thinking skills identified for entry to many university and post-secondary programs which require the study of theoretical calculus.

The academic mathematics program is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into many university and post-secondary programs which do not require the study of theoretical calculus.

The applied mathematics program is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce.

Applied	Academic	Advanced
Mathematics 1202	Mathematics 1201	Mathematics 1201
Mathematics 2202	Mathematics 2201	Mathematics 2200
Mathematics 3202	Mathematics 3201	Mathematics 3200
		Mathematics 3208

Notes:

- Mathematics 1202 is a prerequisite to Mathematics 2202 and Mathematics 3202.
- Mathematics 1201 is a prerequisite to Mathematics 2200, 2201, 2202, 3200, 3201, 3202.
- Mathematics 2200 is a prerequisite to Mathematics 3200 and Mathematics 3201.
- Mathematics 2201 is a prerequisite to Mathematics 3201.
- Mathematics 3208 is an introduction to Calculus and can be taken concurrently with Mathematics 3200.
- In addition to the usual progression outlined above, various paths may be taken between the different streams. For more detail, see <https://www.gov.nl.ca/education/files/Appendix-II-Sr-High-Math-Three-Year-Plan.pdf>.
- French first language mathematics courses are the same as their English counterparts; course numbering has 3 instead of 0 as the third digit (e.g., Mathematics 1231).

Science

The high school science program offers a choice to students at the academic and general level. If a student wishes to pursue an academic science program they will take Science 1206 in Grade 10, and in subsequent years choose from Biology, Chemistry, Physics, and/or Earth Systems. The academic level is intended for the majority of students, particularly those who intend on pursuing a post-secondary (e.g., university or college) education. In Grade 10, a student who starts on a general program will usually take Science 2200.

General	Academic
Science 2200	Science 1206*
Science 3200	Biology 2201/3201
Other Science	Chemistry 2202/3202
Environmental Science 3205	Earth Systems 3209
	Physics 2204/3204

*Science 1206 is a prerequisite to all Academic Science courses. It may be done concurrently with a 2000 level science course.

Social Studies

Academic level courses are intended for the majority of students, particularly those who intend on pursuing a post-secondary (e.g., university or college) education. General level courses cover the same topics as academic courses, but with reduced depth of treatment. A total of four credits must be obtained from two different grade levels for graduation.

General	Academic	French Immersion
Social Studies 1202	Social Studies 1201	Social Studies 1231
Social Studies 2202	Social Studies 2201	Social Studies 2231
Social Studies 3202	Social Studies 3201	Social Studies 3231
	Newfoundland and Labrador Studies 2205	

Notes:

- Social Studies 1201/1202/1231 may be counted as Economic Education under “Other Required Credits”.
- Social Studies 2201/2231 is a prerequisite for Social Studies 3201/3231.
- Social Studies 2202 is not a prerequisite for Social Studies 3202. However, completion of either Social Studies 1202 or 2202 is recommended before attempting Social Studies 3202.
- Social Studies 3201 is required for many post-secondary programs.
- Completion of Newfoundland and Labrador Studies 2205 and Social Studies 2202 will meet minimum graduation requirements.

1.7 Prerequisites and/or Corequisites

<https://www.gov.nl.ca/education/files/Appendix-IX-Course-Sequences-Conflicts-and-Prerequisites.pdf>

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 to receive credit for those in Column 2.

Column 1	Column 2
Literacy 1204	English 1202, 2202, 3202, 1201, 2201, 3201
English 1202	English 1201, 2201, 3201
English 2202	English 2201, 3201
English 3202	English 3201
English as a Second Language ESL 1205	English as a Second Language ESL 2205, 3205
English as a Second Language ESL 2205	English as a Second Language ESL 3205
Biology 3201, Biology 3231	Biology 4221*
Chemistry 3202, Chemistry 3230	Chemistry 4222*
Physics 3204	Physics 4224*
Science 2200	Biology 2201, Biology 3201, Chemistry 3202
Mathematics 1201	Mathematics 2200, 2201, 3200, 3201, 3208
Mathematics 1202	Mathematics 2202, 3202
Mathematics 2200	Mathematics 3200, 3208
Mathematics 2201	Mathematics 3201, 2200
Techniques informatiques appliquées 1136	Techniques informatiques appliquées 2136
French 1200	Français 1202, 2202, 3202 French 2200, 3200
French 2200	French 3200 Français 1202, 2202, 3202
French 3200	French 4220 Français 1202, 2202, 3202
Français 1202	French 4220 Français 2202, 3202
Français 2202	French 4220 Français 3202
Ensemble Performance 1105	Ensemble Performance 2105, 3105
Ensemble Performance 2105	Ensemble Performance 3105
Applied Music 2206	Applied Music 3206

*Course in Column 2 may be completed concurrently with course in Column 1.

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
Science 1206 and Science 2200
Science 1206 and Science 3200
Theatre Arts 2200 and Drama 2206

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
French 1200 or 2200	French 3200
Chemistry 2202	Chemistry 3202
Physics 2204	Physics 3204
Mathematics 1201	Mathematics 2200, 2201
Mathematics 1202	Mathematics 2202, 3202
Mathematics 2200	Mathematics 3200, 3201, 3208
Mathematics 2201	Mathematics 3201
Social Studies 2201	Social Studies 3201

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
English 3201	Literature and Composition 4222
Mathematics 3200	Mathematics 4225
Biology 3201	Biology 4221
Chemistry 3202	Chemistry 4222
Physics 3204	Physics 4224

Notes:

- Science 1206 should be done before students attempt any of the pure science courses (biology, chemistry, physics, or earth systems) and the content is essential before attempting Chemistry 2202 or Physics 2204. Completion of Science 1206 is recommended before attempting Biology 2201 or Biology 3201.
- 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.

1.8 Assessment and Evaluation Practices; and Transcripts (including issuing authority)

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

Except for Grade 12 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 (<https://www.gov.nl.ca/education/k12/exams/>) that is administered in January (for semesterized schools only) or June:

- English 3201
- Mathematics 3200/Mathematics 3230
- Physics 3204
- Earth Systems 3209
- Biology 3201/Biology 3231*
- Chemistry 3202/Chemistry 3232*
- Français 3202
- Social Studies 3201/Social Studies 3231**

* These examinations are available in French and administered to French first language students.

** Examination available in French and administered to French first language students and French Immersion students.

For courses subject to a public examination, the student's final mark is determined by weighting the mark submitted by the school at 60% and the mark achieved on the public examination at 40%. Public examinations are written in January and June and marked by a panel of practicing teachers after exam session has ended. The final marks for these courses are communicated to students upon release of high school transcripts.

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.

1.9 List of Graduation Credentials (including credentials giving access to post-secondary education), Requirements for Graduation, and Issuing Authorities

<https://www.gov.nl.ca/education/files/Section-9-Graduation-Requirements.pdf>

Graduation Requirements for English Program

Subject Area		Number of Credits Required
Language Arts	English Language Arts	6
	Optional Language Arts	2
Mathematics*		4
Science		4
Social Studies*		4
Career Education**		2

Fine Arts	2
Physical Education	2
Other Required Credits (Enterprise Education, French, Religious Education, Technology Education, Family Studies)***	4
Any Subject Areas	6 credits
Total	36 credits

* Four credits in math and social studies must be obtained from two different grade levels.

** This requirement includes a mandatory Career Education Hours component.

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

Notes:

- At least 20 of the total credits must be obtained beyond Grade 10 courses.
- At least eight of the total credits must be beyond Grade 11 courses. At least five of these credits must be attained in the Newfoundland and Labrador Senior High School Program.
- A student cannot use more than four locally developed course credits (including alternate courses) to contribute to the 36 credits needed to graduate. The cap does not apply to Indigenous courses.
- All alternate courses (i.e., courses with a third digit of 7) will count as locally developed courses for graduation purposes and fulfill the ANY SUBJECT AREA category.
- In some cases, a particular course may be listed as satisfying more than one of the graduation requirements. If credit is received for this particular course, it can be used to satisfy either of the two graduation requirements, but not both. Example: Drama 2206 may satisfy either the optional language arts or fine arts requirement. A student who has credit for Drama 2206 may use these two credits to satisfy EITHER the optional language arts OR fine arts requirements but NOT both. For other examples, see <https://www.gov.nl.ca/education/files/Section-9-Graduation-Requirements.pdf>.

Graduation requirements for Français langue première Program

Subject Area		Number of credits required
Languages	French	6
	English	2
Mathematics*		4
Science		4
Social Studies*		4
Career Education**		2
Fine Arts		2
Physical Education		2

Other required credits*** (Entrepreneurship, Religious Education, Technology Education, Family Studies)	4
Any Subject Areas	6
Total	36

* Four (4) credits in math and social studies must be earned in two different grades.

** This requirement includes a 30-hour career education component.

*** The four (4) credits required for this category must include at least two different subjects from these areas.

Note:

- At least 20 of the total credits must be obtained beyond Grade 11 courses.
- At least 8 of these credits must have been obtained beyond Grade 10 courses. At least five of these credits must be attained in the Newfoundland and Labrador Senior High School Program.
- **A student cannot use more than four locally developed course credits (including alternate courses) to contribute to the 36 credits needed to graduate.**

Graduation with French Immersion Designation

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

General Admission Requirements for Post-Secondary

There are two public post-secondary institutions in Newfoundland and Labrador. Memorial University has general admissions requirements (detailed below); specific programs may have additional requirements. College of the North Atlantic admissions requirements depend on the program of interest.

Memorial University

<https://www.mun.ca/undergrad/admissions/i-want-to-apply/canadian-high-school-curriculum-requirements/newfoundland-and-labrador/>

To be eligible for general undergraduate admission, students need to successfully complete at least 10 credits in senior high school courses, with an overall average of 70%, in the following five subject areas:

Subject Area	Eligible Grade 12 Courses
English	English 3201
Mathematics	One of: <ul style="list-style-type: none"> • Math 3200 • Math 3201
Laboratory Science	One of: <ul style="list-style-type: none"> • Biology 3201 • Chemistry 3202 • Physics 3204 • Earth Systems 3209
Social Studies or Modern/Classical Language (MCL)	One of: <ul style="list-style-type: none"> • Social Studies 3201 • Sciences Humaines 3231

	<ul style="list-style-type: none"> Two credits at the 3000 level in Religious Studies, French or other MCL
Elective	Two credits in any subject area at the 3000 level

Notes:

- If more than one course satisfies a subject area, the course with the highest grade is used to determine the student's admission average.
- Two additional credits are required in each of mathematics (2200, 2201, 2204, or 2205) and a laboratory science (Science 1206 or any 2000-level course in biology, chemistry, physics or earth systems); these additional credits are not used in the calculation of the final admission average.

College of the North Atlantic <https://www.cna.nl.ca/admissions/canadian-students.aspx>

Private Institutions: Admission requirements vary depending on the school and program of interest.
<https://www.gov.nl.ca/education/post-secondary-education/private-training/private-training-institution-directory/>

1.10 Other Types of Programs

<https://www.gov.nl.ca/education/adult-literacy/high-school-equivalency-and-upgrading/>

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 six or fewer credits to graduate may transfer credits from the ABE program back to high school, where equivalencies exist.

1.11 Assessment of Out-of-Province/Out-of-Territory and Foreign Studies

This section outlines the process for assessing the education levels of out-of-province/out-of-territory and foreign students, including responsibility for these assessments.

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 five Grade 12 credits in the provincial senior high school program to graduate.

When courses are transferred into the Senior High School Certification System from elsewhere, students are awarded credits, but marks are not recorded.

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

2.1 English (First Language) <https://www.gov.nl.ca/education/k12/curriculum/descriptions/english-language-arts/>

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/english-language-arts/>

High School English Language Arts continues the philosophy and methodologies of the Intermediate English Language Arts curriculum. It continues to focus on students' interaction with and creation of texts through the six strands of language arts: speaking, listening, reading, viewing, writing, and representing. The strands are taught in an integrated manner designed to provide students with the knowledge and skills they need to become successful language learners who think and communicate personally, creatively, and critically. This program is designed to enhance students' ability to:

- assume responsibility for their own learning;
- interact with a wide variety of texts;
- respond creatively when using digital, live or paper texts;
- respond personally;
- think and respond critically to texts they read, view, or hear;
- understand their own thinking about how they learn; and
- use knowledge and strategies as they navigate and create texts.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	English 1201	941201	Grade 10	English 1201 is an academic course for students entering Grade 10 of senior high school. The study of language and experiences will allow students to develop an increasingly sophisticated understanding of literacy tools and communication devices. A range of texts will enable students to reflect on their own learning strategies as they develop confidence as language users. Students will interpret, analyze, and evaluate a variety of texts and create texts using various forms. The course is designed to extend the range of oral communication, reading, writing, and media literacy skills necessary for success in daily life as well as secondary and post-secondary studies.	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides/english_english1201cg2017.pdf
Newfoundland & Labrador	English 1202	941202	Grade 10	English 1202 is designed for students entering Grade 10 who require extra support to strengthen essential language and literacy skills. Students will increase their understanding of literacy tools and communication devices. They will develop more detailed and varied interpretations of these texts as they respond personally, critically, and creatively. Students will analyze and create a variety of texts based on their interests, abilities, and learning needs. The course is designed to help develop the range of oral communication, reading, writing, and	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides/english_english_1202_cg_2017.pdf

				media literacy skills necessary for success in daily life as well as secondary and post-secondary studies.		
Newfoundland & Labrador	Literacy 1204	941204	Grade 10	Literacy 1204 emphasizes the teaching of cognitive strategies that students use to make meaning of texts as they communicate with others. Teachers create experiences where students use and adapt these strategies as they interact with and create information. Published work, student exemplars, existing criteria, and student-teacher developed criteria can be used as references when discussing the demands and requirements of tasks.	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_literacy_1204_cg_2017.pdf
Newfoundland & Labrador	English 2201	942201	Grade 11	English 2201 is an academic course, designed for the majority of students entering grade 11. The six strands of English language arts are taught in an integrated manner. English 2201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers. Students will: <ul style="list-style-type: none"> • be exposed to and analyze a wide variety of texts; • create a variety of texts for a wide range of audiences and purposes; • develop an increasingly sophisticated interpretation of texts; • examine and evaluate ideas and style in texts, including those they create; and • express themselves precisely and with clarity. 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_eng2201_2014_curr_guide_eng_2201.pdf
Newfoundland & Labrador	English 2202	942202	Grade 11	English 2202 is designed for students entering grade 11 who continue to require extra support to strengthen essential language and literacy skills. The six strands of language arts are taught in an integrated manner allowing students to participate in practical and engaging learning experiences as they analyze and create texts based on their interests, abilities, and learning needs. They will respond personally, critically, and creatively to texts. Students will: <ul style="list-style-type: none"> • adapt their language to suit their purpose; • appropriately use English and its conventions; • create a variety of texts to entertain, influence, and inform; • evaluate ideas and style in texts, including those they create; • explore and investigate social, political, ethical, and economic issues; and • respond to a variety of texts they read, view, and hear. 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_eng2202_2014_curr_guide_eng_2202.pdf
Newfoundland & Labrador	Writing 2203	942203	Grade 11	Writing 2203 offers students an opportunity to create texts as a means of personal expression as well as a method of communication. Students will learn to adapt their writing for a specific purpose and audience. This	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english

				course emphasizes the characteristics of effective writing as well as the processes of writing in a variety of text forms. Students will develop ideas and express them effectively, clearly and precisely with emphasis on the modes of writing. They will practice specific skills inherent in inquiry and research processes, and create texts which extend their learning. The emphasis throughout this course is on the development of students' writing skills through extended practice, analysis, feedback, and revision.		eng2203_writing_2203_july30_2014.pdf
Newfoundland & Labrador	Drama 2206	942206	Grade 11	<p>Drama 2206 helps students develop foundational personal and interpersonal skills necessary for continued growth. Drama reflects distinctive realities and supports significant understanding between individuals, cultures, and generations. Performing short pieces and sharing work is encouraged; however, full play production is not the intent. The focus of Drama 2206 is to help students develop a range of skills necessary to gain confidence within a variety of dramatic roles and contexts. Students will:</p> <ul style="list-style-type: none"> • become more cognizant of the communities in which they live; • build trust in a social and safe learning environment; • explore their imaginations and extend their experiences; • participate in reflective processes; and • share ideas, solve problems, and create meaning. <p>Through communication, collaboration, creativity, and critical thinking, students value their own as well as others' viewpoints. They recognize how reactions and relationships are dynamic, rather than static, thereby facilitating a growing awareness of the world around them.</p>	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_drama_2206_curriculum_guide_2017.pdf
Newfoundland & Labrador	Theatre Arts 3220	943220	Grade 12	*Locally developed course	N/A	N/A
Newfoundland & Labrador	Novel Cinema 3221	943221	Grade 12	*Locally developed course	N/A	N/A
Newfoundland & Labrador	English 3201	943201	Grade 12	English 3201 is an academic course, designed for most students entering Grade 12. Students participate in practical and engaging learning experiences as they navigate increasingly complex and sophisticated texts. English 3201 emphasizes the study and creation of literary texts and is intended to enable students to respond personally, critically, and creatively. Students will:	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_eng3201_english_3201_curriculum_guide_2015_may25.pdf

				<ul style="list-style-type: none"> analyze and evaluate content, style, and stylistic techniques in a variety of texts; create a variety of increasingly complex texts for a wide range of audiences and purposes; develop and justify an increasingly sophisticated interpretation of texts; and express themselves precisely and clearly using a variety of text forms. 		
Newfoundland & Labrador	English 3202	943202	Grade 12	<p>English 3202 is designed for students entering Grade 12 who continue to require extra support to strengthen essential literacy skills. Students participate in practical and engaging learning experiences as they respond personally, critically, and creatively to a variety of texts of increasing complexity based on their interests, abilities, and learning needs. Students will:</p> <ul style="list-style-type: none"> adapt language and delivery to suit the purpose and audience; Create a variety of texts for a range of purposes; evaluate the effectiveness of and respond to texts they read, view, hear, and create; formulate and justify their own responses to social, political, ethical, and economic issues; and use and analyze the conventions of written and spoken language. 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_eng3202_english_3202_curriculum_guide_may_25_2015.pdf
Newfoundland & Labrador	World Literature 3207	943207	Grade 12	<p>World Literature 3207 encompasses a broad range of genres: drama, visual texts, novels, short stories, poems, and folk literature.</p> <p>The purpose of this course is to explore the continuum between the traditional and the contemporary. World Literature 3207 asks students to explore international texts from a wide variety of genres, including myths, legends, and folktales. This course is intended to provide students with an opportunity to study and respond to both 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 shape our world.</p> <p>Myths, legends, and folktales are part of the larger body of folk literature. Songs, tales and other forms of folk literature have entertained all peoples and continue to express the lives, imaginations and cultures of societies all over the world. Traditional oral forms are alive today and</p>	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_worldlit3208_world-literature-3207-full.pdf

			<p>have been adapted and transformed by writers to become part of literary and popular culture. Fantasy, romance, tragedy, and other types of contemporary literature owe, at least in part, their existence to such traditional forms.</p> <p>World Literature 3207 is designed to accommodate a wide range of student interests and abilities. It is strongly recommended that World Literature 3207 be taken by students in their second or third years of high school.</p>		
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2.2 French (First Language)

<https://www.gov.nl.ca/education/k12/french/languepremiere/description/> (Link only available in French.)

Education in Newfoundland and Labrador is designed to help and encourage lifelong learning, and the acquisition of the knowledge, skills and values necessary for personal and social development.

The French as a First Language program is for Francophones who want their children to pursue their education in French. This program reinforces the transdisciplinary learning outcomes formulated by the province, and also maintains and improves language skills, as well as preserve the cultural heritage of the province's francophone population.

In a French as a first language program, instruction is in French at all levels in all subject areas except for English as the second language. The curriculum is designed to meet the needs of the French-speaking minority population.

Such program puts the French language first as:

- the main language of instruction
- the vehicle of French-Canadian culture
- the school's language for internal and external communication.

Language skills are an important aspect of the French as a First Language program. The linguistic objectives are proficiency of French as a first language and proficiency of English as a second language.

Objectives of the Newfoundland French School:

- Offer a quality education
- Facilitate the intellectual, affective, psychomotor, artistic and moral development of the learner
- Allow the learner to master French as a first language, in both its oral and written forms
- Stimulate and strengthen the learner's sense of cultural and linguistic identity as a francophone serve as a cultural centre for the French Newfoundland community reinforce the learner's sense of belonging to the immediate francophone community, as well as to that of Canada and of the world provide the learner with the opportunity to develop a good knowledge of the history of the French Canadian people
- Allow the learner to master English as a second language deepen the learner's knowledge and appreciation of the language and culture of English Canada in the community, the province and other provinces
- Deepen the learner's knowledge and appreciation of the multicultural nature of Canada

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Newfoundland & Labrador	Les arts visuels 1232	011232	Grade 10	*Course equivalent to Visual Arts 1202.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Arts_1232_13_avril_2021.pdf
Newfoundland & Labrador	Carrière et vie 2232	162232	Grade 11	*Course equivalent to Career Education 2022.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/carriere_et_vie_2232_final_jul_2021.pdf
Newfoundland & Labrador	Métiers spécialisés 1231	081231	Grade 10	*Course equivalent to Skilled Trades 1201	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Metiers_specialise_1231_document_au_complet.pdf
Newfoundland & Labrador	Technologie des communications 2134	082134	Grade 11	*Course equivalent to Communications Technology 2104.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Tech_des_Comm-2134-Pgm_d%C3%A9tudes_sept_2019.pdf
Newfoundland & Labrador	Technologie des communications 3134	083134	Grade 12	*Course equivalent to Communications Technology 3104	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Technologies-des-communications-3134-2019-.pdf
Newfoundland & Labrador	Styles de vie sains 1230	121230	Grade 10	*Course equivalent to Healthy Living 1200.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_educationphysique_styles-de-vie-sain_1230.pdf
Newfoundland & Labrador	Education physique : vie active 3243	123243	Grade 12	*pilot course	N/A	N/A
Newfoundland & Labrador	Education physique: vie active 2243	122243	Grade 11	*pilot course	N/A	N/A
Newfoundland & Labrador	Études familiales 2231	052231	Grade 11	*Course equivalent to Human Dynamics 2201.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Etudes_familiales_2231_Programme_detudes_2005.pdf

Newfoundland & Labrador	Habillement 1131	051131	Grade 10	*Course equivalent to Clothing 1101.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_familiales_habillement_1131_aug_2_2018.pdf
Newfoundland & Labrador	Les textiles 3131	053131	Grade 12	*Course equivalent to Textiles 3101.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Textiles_3131_FR_9_janvier_2019.pdf
Newfoundland & Labrador	Alimentation et nutrition 2132	052132	Grade 11	*Course equivalent to Food and Nutrition 2102.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Nurtition_2131_et_3132_20_juin_2019.pdf
Newfoundland & Labrador	Alimentation et nutrition 3132	053132	Grade 11	*Course equivalent to Food and Nutrition 3102.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Nurtition_2131_et_3132_20_juin_2019.pdf
Newfoundland & Labrador	Enseignement religieux 3131	133131	Grade 12	*Course equivalent to World Religions 3101.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_immersion_religieux_ens_rel3131_3136.pdf
Newfoundland & Labrador	Enseignement religieux 3136	133136	Grade 12	*Course equivalent to World Religions 3106.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_immersion_religieux_ens_rel3131_3136.pdf
Newfoundland & Labrador	Mathématiques 1231	591231	Grade 10	*course equivalent to Mathematics 1201	N/A	https://www.gov.nl.ca/education/files/Mathematiques_academiques_1231_Programme_detudes_2012.pdf
Newfoundland & Labrador	Mathématiques 1232	591232	Grade 10	*course equivalent to Mathematics 1202	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Mathematiques_appliquees_1232_Programme_detudes_2013.pdf
Newfoundland & Labrador	Mathématiques 2230	592230	Grade 11	*course equivalent to Mathematics 2200	Mathématiques 1231	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_math_maths_2230.pdf

Newfoundland & Labrador	Mathématiques 2231	592231	Grade 11	*course equivalent to Mathematics 2201	Mathématiques 1231	https://www.gov.nl.ca/education/files/k12_french_languepremiere_math_math-2231-cg.pdf
Newfoundland & Labrador	Mathématiques 2232	592232	Grade 11	*course equivalent to Mathematics 2202	Mathématiques 1232	Link only available in French. https://www.gov.nl.ca/education/files/Mathematiques_appliquees_2232_Programme_detudes_2012.pdf
Newfoundland & Labrador	Mathématiques 3230	593230	Grade 12	*course equivalent to Mathematics 3200	Mathématiques 2230	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_math_combined_math_3230.pdf
Newfoundland & Labrador	Mathématiques 3231	593231	Grade 12	*course equivalent to Mathematics 3201	Mathématiques 2231	Link only available in French. https://www.gov.nl.ca/education/files/Mathematiques_3231_2018-1.pdf
Newfoundland & Labrador	Mathématiques 3232	593232	Grade 12	*course equivalent to Mathematics 3202	Mathématiques 1232	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_math_maths_3232.pdf
Newfoundland & Labrador	L'expérience de la musique 2230	102230	Grade 11	Music Experience 2230 is based on comprehensive music practice designed to help students better respond to a wide range of musical styles, cultures and contexts, including music relevant to students that reflects their interests. The program is designed as a practical study of music that helps students discover music in all its forms and expressions - performing, listening and creating. In this course, active participation is key to success. Students study a variety of musical forms, genres and periods, as well as specific composers, nations and cultures, through skill-based experiences. They come to better understand various musical styles and elements, and make connections with broader musical and cultural contexts. By expanding their knowledge and understanding, students learn to better appreciate music in a range of contexts, and to respond appropriately to music's expressive qualities.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_musique_musique_2230_8_aout_2016.pdf

				Students will explore the connections between different styles of music and culture, and music and other art forms, and also the impact of technology and technological innovation on the field of music, and learn about the music industry and music creators. Collaborations focusing on career development and entrepreneurial training are possible with local artists and community programs.		
Newfoundland & Labrador	Français 1230	211230	Grade 10	Not available	N/A	N/A
Newfoundland & Labrador	Français 2230	212230	Grade 11	Not available	N/A	N/A
Newfoundland & Labrador	Français 3230	213230	Grade 12	Not available	N/A	N/A
Newfoundland & Labrador	Français 1236	211236	Grade 10	*course equivalent to Science 1206	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Sciences-1236-Programme-d%C3%A9tudes-2018.pdf
Newfoundland & Labrador	Biologie 2231	642231	Grade 11	*course equivalent to Biology 2201	Sciences 1236 recommended	Link only available in French. https://www.gov.nl.ca/education/files/Biology_2231_programme_detudes_2020.pdf
Newfoundland & Labrador	Biologie 3231	643231	Grade 12	*course equivalent to Biology 3201	Sciences 1236 recommended	Link only available in French. https://www.gov.nl.ca/education/files/Biology_3231_Programmes_detudes_2021.pdf
Newfoundland & Labrador	Chimie 2232	642232	Grade 11	*course equivalent to Chemistry 2202	Sciences 1236	Link only available in French. https://www.gov.nl.ca/education/files/Chemistry-2232-Programme-d%C3%A9tudes-2018.pdf
Newfoundland & Labrador	Chimie 3232	643232	Grade 12	*course equivalent to Chemistry 3202	Chimie 2232	Link only available in French. https://www.gov.nl.ca/education/files/Chemistry-3232-Programme-detudes-2019.pdf
Newfoundland & Labrador	Physique 2234	642234	Grade 11	*course equivalent to Physics 2204	Sciences 1236	Link only available in French. https://www.gov.nl.ca/education/files/Physique_2234_2018.pdf

Newfoundland & Labrador	Sciences humaines 1231	251231	Grade 10	*course equivalent to Social Studies 1201	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_scienceshumaines_sciences_humaines_1231_21_aout_2018.pdf
Newfoundland & Labrador	Sciences humaines 2231	252231	Grade 11	*course equivalent to Social Studies 2201	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Sciences_humaines_2231_14_aout_2019.pdf
Newfoundland & Labrador	Sciences humaines 2232	252232	Grade 11	*course equivalent to Social Studies 2202	Sciences humaines 1232 recommended	* Link only available in French. https://www.gov.nl.ca/education/files/Sciences_humaines_2232_2020.pdf
Newfoundland & Labrador	Sciences humaines 3231	253231	Grade 12	*course equivalent to Social Studies 3201	Sciences humaines 2231	* Link only available in French. https://www.gov.nl.ca/education/files/Sciences_humaines_3231_19_octobre_2020.pdf
Newfoundland & Labrador	Sciences humaines 3232	253232	Grade 12	*course equivalent to Social Studies 3202	N/A	* Link only available in French. https://www.gov.nl.ca/education/files/Sc.humaines_3232_12_aout_2021.pdf

2.3 Indigenous Language Education

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Innu Studies 2204	252204	Grade 11	*locally developed course	N/A	N/A
Newfoundland & Labrador	Innu-aimun 1215	941215	Grade 10	*locally developed course	N/A	N/A
Newfoundland & Labrador	Inosivut/Nutshini u-Aitun 2222	122222	Grade 11	*locally developed course	N/A	N/A
Newfoundland & Labrador	Inuktitut 2120	182120	Grade 11	*locally developed course	N/A	N/A
Newfoundland & Labrador	Inuktitut 3120	183120	Grade 12	*locally developed course	N/A	N/A
Newfoundland & Labrador	Mi'kmaq Studies 2210	182210	Grade 11	*locally developed course	N/A	N/A

2.4 English (Second/Additional Language)

<https://www.gov.nl.ca/education/k12/curriculum/guides/esl/>

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 program is to enable these students to develop the necessary English language skills to function adequately in school and in the community.

ESL courses at the high school level are designed to build language skills across the curriculum and prepare students for integration into mainstream English language arts. The five courses targeted at ESL students are:

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	ESL Foundation	NLESDAL T166		A beginning English course for students with limited or no prior schooling. The course is designed to develop oral language skills as well as emergent and early reading and writing skills. This is a non-credit course.	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides/esl_esl_foundation_curriculum_guide_intermediate_senior_high.pdf
Newfoundland & Labrador	ESL 1205	941205	Grade 10	A course for beginner English language learners (ELLs) which gives two optional English language arts (ELA) credits.	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides/esl_esl1205_esl_1205curriculum_guide2012.pdf
Newfoundland & Labrador	ESL 2205	942205	Grade 11	An intermediate level, core English language arts course. These students would normally have completed ESL 1205 or an equivalent.	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/esl/
Newfoundland & Labrador	ESL 3205	943205	Grade 12	A high-intermediate/low-advanced level EAL course that gives two core ELA credits. These students would normally have completed ESL 2205 or equivalent.	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/esl/
Newfoundland & Labrador	ESL 3206	943206	Grade 12	An introductory ELA course for high-intermediate/low-advanced ELLs who are transitioning to prescribed curriculum language arts courses. This course gives two optional ELA credits.	N/A	https://www.gov.nl.ca/education/files/ESL-3206-Curriculum-Guide-20131.pdf

2.5 French (Second/Additional Language)

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/core-french/>

The Grade 4–12 Core French program provides students with the opportunity to acquire a functional knowledge of French as a second language. Topics and themes are chosen to facilitate language acquisition and promote an appreciation for cultural diversity. Students engage in authentic tasks which focus on oral production, oral interaction, reading and viewing, and writing and representing.

The program is designed to be inclusive and accessible to a broad range of learners. A variety of instructional strategies and assessment techniques ensure that all students can meet with success in the Core French program.

The High School Core French Program enables students to develop second language proficiency through the purposeful use of language. Students engage in authentic tasks with a focus on oral production, oral interaction, reading and viewing, and writing and representing.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	French 1200	061200	Grade 10	Topics include: <ul style="list-style-type: none"> • adolescent life • travel • the world around me • my future 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_corefrench_seniorhigh_core-french-1200-august-29-2013.pdf
Newfoundland & Labrador	French 2200	062200	Grade 11	Topics include: <ul style="list-style-type: none"> • the influence of the arts • critical awareness of cultural production • performance tasks in the areas of dance and movement, drama, theatre and cinema, music, and visual art • the relationship between the arts, society, and the physical environment • the role of technology in creating and responding to expressive works • the relationship between artistic intent and the expressive work • creative and critical response to expressive works • value of personal creative expression 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_corefrench_seniorhigh_core-french-2200-august-29-2013.pdf
Newfoundland & Labrador	French 3200	063200	Grade 12	Topics include: <ul style="list-style-type: none"> • planning for success • entertainment • imagination • wellness • global issues • cultural diversity 	French 1200 OR French 2200	https://www.gov.nl.ca/education/files/k12_curriculum_guides_corefrench_seniorhigh_core-french-3200-august-29-2013.pdf

2.6 French (Immersion)

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/francais/>

French Language Arts (Français) in the French Immersion program comprises courses designed for non-francophone students in which French is the language of instruction and of communication in the classroom throughout all grades. It develops students' abilities to comprehend and speak French, fosters students' confidence in their ability to use French and develops literacy skills in French. The Français courses parallel in French, as far as possible and appropriate, the intent, content, and methodology of the English program.

During the primary and elementary grades, all subject areas make an important contribution to literacy through the use of cross-curricular approaches, where French language arts outcomes are often integrated into the teaching of other subject areas. Similarly, outcomes of various subject areas are frequently integrated into the teaching of Français.

In the intermediate and secondary grades, students gain confidence using French to attain learning outcomes of various subject areas. A bilingual skill set is enhanced through the incorporation of language and course specific outcomes.

French Language Arts is organized around four conceptual strands and nine general curriculum outcomes:

Appreciation of the French Language and of Cultural Diversity:

- demonstrate a positive attitude towards the French language and francophone communities in Canada and around the world; and
- recognize and respect cultural diversity.

Listening Comprehension and Oral Production:

- demonstrate their comprehension of a variety of oral texts according to their needs and appropriate to the situation of communication;
- express themselves appropriately according to the situation of communication; and
- use strategies to plan and organize their listening and oral expression according to the situation of communication.

Reading and Viewing:

- demonstrate their comprehension of a range of texts to meet their needs and appropriate to the situation of communication; and
- make use of strategies to plan and manage their reading and viewing according to their needs and appropriate to the situation of communication.

Writing and Representing:

- write and represent to satisfy their communication needs and appropriate to the situation of communication; and
- apply strategies to plan and manage their writing and representation according to their needs and appropriate to the situation of communication.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Français 1202	061202	Grade 10	<p>Français 1202 is a language development course with a continued focus on critical literacy. Students enhance the language skills of listening comprehension, speaking, and interacting with their peers and their teachers, and producing written work in a variety of text types (narrative, explanatory, argumentative, poetic, persuasive, and informational) on topics pertinent to adolescents. Students apply literacy skills developed in Français to other courses taught in French.</p> <p>Themes in Français 1202 include:</p> <ul style="list-style-type: none"> • identity • media and its influence • the nature of conflict • la francophonie • cultural diversity 	N/A	<p>Link only available in French. https://www.gov.nl.ca/education/files/k12_french_immersion_francais_francais1202_october_2015_2.pdf</p>
Newfoundland & Labrador	Français 2202	062202	Grade 11	<p>Français 2202 continues language development and refinement of communication skills while offering students a variety of second language learning strategies to develop their fluency. The course provides insight into the linguistic and cultural realities of la francophonie in Acadia and Québec.</p> <p>Themes in Français 2202 are:</p> <ul style="list-style-type: none"> • innovation, creativity and inventions • challenges and conflict • the value of humour • expressing a personal judgement • cultural diversity • la francophonie and francophiles 	N/A	<p>Link only available in French. https://www.gov.nl.ca/education/files/k12_french_immersion_francais_francais2202_october_2015_2.pdf</p>
Newfoundland & Labrador	Français 3202	063202	Grade 12	<p>Français 3202 continues language development and refinement of communication skills while offering students a variety of second language learning strategies to develop their fluency in an autonomous fashion. Students deepen their French language skill set through the following themes:</p> <ul style="list-style-type: none"> • la Francophonie mondiale and cultural diversity • social justice issues • the environment • human relations 	N/A	<p>Link only available in French. https://www.gov.nl.ca/education/files/k12_french_immersion_francais_fr_3202_sept_14_2018.pdf</p>

				<p>Students increase their second language abilities as they:</p> <ul style="list-style-type: none"> • interact with a variety of text types; • develop creative and personal responses through oral and written production; • critically analyze text content, context, and perspective; and • develop autonomous learning practices and apply them to second language learning. 		
Newfoundland & Labrador	Life and Career 2232	16223 2	Grade 11	See Section 2.2.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/carriere_et_vie_2232_final_jul_2021.pdf
Newfoundland & Labrador	Religious Teaching 3131/3136	13313 1	Grade 12	See Section 2.2.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_immersion_religieux_ens_rel3131_3136.pdf
Newfoundland & Labrador	Social Science 1231	13313 6	Grade 10	See Section 2.2.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/k12_french_languepremiere_scienceshumaines_sciences_humaines_1231_21_aout_2018.pdf
Newfoundland & Labrador	Social Science 2231	25223 1	Grade 11	See Section 2.2.	N/A	Link only available in French. https://www.gov.nl.ca/education/files/Sciences_humaines_2231_14_aout_2019.pdf
Newfoundland & Labrador	Social Science 3231	25323 1	Grade 12	See Section 2.2.	Social Science 2231	Link only available in French. https://www.gov.nl.ca/education/files/Sciences_humaines_3231_19_octobre_2020.pdf

2.7 Other Languages

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Braille Reading and Writing 1101	171101	Grade 10	Not available	N/A	N/A
Newfoundland & Labrador	Braille Reading and Writing 2101	172101	Grade 11	Not available	N/A	N/A
Newfoundland & Labrador	Braille Reading and Writing 3101	173101	Grade 12	Not available	N/A	N/A
Newfoundland & Labrador	American Sign Language 2224	172224	Grade 11	Not available	N/A	N/A
Newfoundland & Labrador	Spanish 2221	172221	Grade 11	*locally developed course		N/A

2.8 Mathematics

<https://www.gov.nl.ca/education/k12/curriculum/guides/mathematics/>

The high school mathematics program prepares students to make connections between mathematics and its applications and to become numerate adults, using mathematics to contribute to society.

The Applied Mathematics courses 1202, 2202, and 3202 are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce.

Mathematics 1201 is intended for students who plan to undertake academic or advanced mathematics in Grade 11. It addresses the needs of the majority of students coming from the Intermediate Mathematics program.

The Advanced Mathematics courses 2200, 3200, and 3208 are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus.

The Academic Mathematics courses 2201 and 3201 are designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that do not require the study of calculus. It is possible, however, for students who graduate with the academic mathematics program to later pursue post-secondary options requiring calculus. Many institutions will require these students to successfully complete additional pre-calculus mathematics courses upon entry.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Mathematics 1201	591201	Grade 10	Topics include: <ul style="list-style-type: none"> • Measurement • Trigonometry • Roots and powers • Factors and products • Relations and functions • Linear functions • Systems of linear equations 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math1201_mathematics_1201_cg_final.pdf
Newfoundland & Labrador	Mathematics 1202	591202	Grade 10	Topics include: <ul style="list-style-type: none"> • Consumerism and travel • Measuring length • Measuring area • Getting paid for your work • All about angles • Pythagorean relations 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math1202_mathematics_1202_2015.pdf

				<ul style="list-style-type: none"> • Trigonometry 		
Newfoundland & Labrador	Mathematics 2200	592200	Grade 11	<p>Topics include:</p> <ul style="list-style-type: none"> • Trigonometry • Quadratic functions • Quadratic equations • Radical expressions and equations • Rational expressions and equations • Absolute value and reciprocal functions • Systems of equations • Linear and quadratic inequalities • Sequences and series 	Mathematics 1201	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math_2200_curriculum_guide_2017.pdf
Newfoundland & Labrador	Mathematics 2201	592201	Grade 11	<p>Topics include:</p> <ul style="list-style-type: none"> • Inductive and deductive reasoning • Mathematics inquiry • Properties of angles and triangles • Acute triangle trigonometry • Radicals • Statistical reasoning • Quadratic functions • Quadratic equations • Proportional reasoning 	Mathematics 1201	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math2201_mathematics_2201_curriculum_guide.pdf
Newfoundland & Labrador	Mathematics 2202	592202	Grade 11	<p>Topics include:</p> <ul style="list-style-type: none"> • Drawing and design • Surface area • Volume and capacity • Interpreting graphs • Budgets • Banking • Slope and Scale • Trigonometry 	Mathematics 1201 or 1202	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math2202_mathematics_2202_curriculum_guide.pdf
Newfoundland & Labrador	Mathematics 3200	593200	Grade 12	<p>Topics include:</p> <ul style="list-style-type: none"> • Polynomial functions • Function transformations • Radical functions • Trigonometry and the unit circle • Trigonometric functions and graphs • Trigonometric identities 	Mathematics 2200	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math3200_mathematics_3200_curriculum_guide.pdf

				<ul style="list-style-type: none"> • Exponential functions • Logarithmic functions • Permutations, combinations, and the binomial theorem 		
Newfoundland & Labrador	Mathematics 3201	593201	Grade 12	<p>Topics include:</p> <ul style="list-style-type: none"> • Set theory • Counting methods • Probability • Rational expressions and equations • Polynomial functions • Exponential functions • Logarithmic functions • Sinusoidal functions • Financial mathematics: Borrowing money 	Mathematics 2201 or 2200	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math3201_mathematics_3201_curriculum_guide.pdf
Newfoundland & Labrador	Mathematics 3202	593202	Grade 12	<p>Topics include:</p> <ul style="list-style-type: none"> • Measurement • Linear relationships • Graphing data • Working with data • Major financial purchases • Businesses and taxes • Properties of figures • Transformations • Trigonometry • Probability 	Mathematics 1202	https://www.gov.nl.ca/education/files/k12_curriculum_guides_mathematics_math3202_mathematics_3202_curriculum_guide.pdf
Newfoundland & Labrador	Mathematics 3208	593208	Grade 12	<p>Topics include:</p> <ul style="list-style-type: none"> • Pre-calculus • Limits and continuity • Rational functions • Derivatives • Applications of derivatives • Calculus of trigonometry • Calculus of exponential, logarithmic, and hyperbolic trigonometric functions • Anti differentiation and integration 	<p>Mathematics 2200</p> <p>Mathematics 3200 may be completed concurrently</p>	https://www.gov.nl.ca/education/files/Math-3208-Curriculum-Guide-2018.pdf

2.9 Sciences

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/science/#high>

The high school science program continues the development of students' scientific literacy. The program provides students with a foundation in science disciplines of biology, chemistry, physics, Earth science, and environmental science. Within these disciplines, students will ask questions about observed relationships, plan investigations of ideas, problems and issues, conduct investigations, use a broad range of tools and techniques to gather and record data and information, analyze data and apply mathematical and conceptual models, develop and assess possible explanations, work as a member of a team, and apply the skills and conventions of science in communicating information and ideas and in assessing results.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Science 1206	641206	Grade 10	Units include: <ul style="list-style-type: none"> • Integrated skills • Weather dynamics • Chemical reactions • Motion • Sustainability of ecosystems 		https://www.gov.nl.ca/education/files/k12_curriculum_guides/science/science_1206_curriculum_guide_2018_sept7.pdf
Newfoundland & Labrador	Science 2200	642200	Grade 11	Units include: <ul style="list-style-type: none"> • Sustainability of ecosystems • Weather dynamics 		https://www.gov.nl.ca/education/files/k12_curriculum_guides/science/science2200jun04.pdf
Newfoundland & Labrador	Science 3200	643200	Grade 12	Units include: <ul style="list-style-type: none"> • Chemical reactions • Motion 		https://www.gov.nl.ca/education/k12/curriculum/guides/science/science-sci3200
Newfoundland & Labrador	Biology 2201	642201	Grade 11	Units include: <ul style="list-style-type: none"> • Unit i: Integrated Skills • Unit 1: Ecosystem Interactions and Population Dynamics • Unit 2: Processes that Sustain Life • Unit 3: Maintaining Homeostasis 	Science 1206 is a recommended prerequisite	https://www.gov.nl.ca/education/files/biology_2201_2020.pdf
Newfoundland & Labrador	Biology 3201	643201	Grade 12	Units include: <ul style="list-style-type: none"> • Unit i: Integrated Skills • Unit 1: Cell Reproduction and the Continuity of Life • Unit 2: Genetic Basis of Heredity • Unit 3: Evolutionary Change and Biodiversity 	Science 1206 is a recommended prerequisite	https://www.gov.nl.ca/education/files/biology_3201_2021.pdf
Newfoundland & Labrador	Chemistry 2202	642202	Grade 11	In Chemistry 2202, students will acquire science-related skills, knowledge, and attitudes. This will be achieved through the	Science 1206	https://www.gov.nl.ca/education/files/k12_curriculum_guides/science/science_2202_curriculum_guide_2021.pdf

				<p>study and analysis of the interrelationships among science, technology, society, and the environment.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Integrated skills • Stoichiometry • From structures to properties • Organic chemistry 		e_chemistry_2202_july_24_2018.pdf
Newfoundland & Labrador	Chemistry 3202	643202	Grade 12	<p>Units include:</p> <ul style="list-style-type: none"> • Integrated skills • From kinetics to equilibrium • Acids and bases • Thermochemistry • Electrochemistry 	Chemistry 2202	https://www.gov.nl.ca/education/files/Chemistry-3202-Curriculum-Guide-2019-Revised-April-17.pdf
Newfoundland & Labrador	Physics 2204	642204	Grade 11	<p>Students will construct knowledge and understanding of concepts in physics and apply their understanding to interpret, integrate, and extend their knowledge.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Integrated skills • Kinematics • Dynamics • Work and energy • Waves 	Science 1206	https://www.gov.nl.ca/education/files/physics_2204_2018.pdf
Newfoundland & Labrador	Physics 3204	643204	Grade 12	<p>Units include:</p> <ul style="list-style-type: none"> • Force, motion, and energy • Fields • Matter-energy interface 	Physics 2204	https://www.gov.nl.ca/education/files/Physics-3204-Curriculum-Guide-2019.pdf
Newfoundland & Labrador	Environmental Science 3205	643205	Grade 12	<p>Units include:</p> <ul style="list-style-type: none"> • Introduction to environmental science • Recreation in the environment • Land Use and the environment • Water use and the environment • The atmosphere and the environment 		https://www.gov.nl.ca/education/k12/curriculum/guides/science/#envsci3205
Newfoundland & Labrador	Earth Systems 3209	643209	Grade 12	<p>Students will construct knowledge and understanding of concepts in Earth science and apply their understanding to interpret, integrate, and extend their knowledge.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Introduction to Earth systems • Historical geology 	Science 1206	https://www.gov.nl.ca/education/k12/curriculum/guides/science/#es3209

				<ul style="list-style-type: none">• Earth materials• The forces within Earth• Earth resources: Real-life applications		
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2.10 Social Studies

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/social-studies/>

The social studies program provides a multidisciplinary lens through which students are able to respond to issues affecting their lives in a complex and increasingly interdependent world. Social studies enable students to become active citizens striving to make our world a better place.

To engage in active citizenship, students need to develop a deep understanding of fundamental concepts in the disciplines of economics, geography, history, and political science. This knowledge must also be accompanied by the ability to analyse issues, respond critically and creatively, and make informed decisions in all areas of living.

The general curriculum outcomes of the social studies program Kindergarten to Grade 12 are organized around six conceptual strands:

1. **Citizenship, Power, and Governance:** Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.
2. **Culture and Diversity:** Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.
3. **Individuals, Societies, and Economic Decisions:** Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.
4. **Interdependence:** Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment — locally, nationally, and globally — and the implications for a sustainable future.
5. **People, Place, and Environment:** Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.
6. **Time, Continuity, and Change:** Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

Each grade level has its own conceptual organizer and accompanying themes.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Social Studies 1201	251201	Grade 10	<p>This course is designed to meet the academic needs of the majority of students. It is highly recommended for students considering a university program in areas such as the arts, business, education, law, and police studies as it provides exposure to foundational content and skills.</p> <p>This course introduces students to (i) citizenship and civics in a Canadian context, and (ii) microeconomics and macroeconomics.</p> <ul style="list-style-type: none"> • Power, privilege, and active citizenship • Human rights • Canada’s political system • Canadian law • Economic decision-making 	N/A	https://www.gov.nl.ca/education/files/Social_Studies_1201_2018.pdf

				<ul style="list-style-type: none"> • Demand and supply • Specialization and trade • Government and the economy 		
Newfoundland & Labrador	Social Studies 1202	251202	Grade 10	<p>This course is designed to provide students with the understandings and critical-thinking skills for students planning to enter into the trades or directly enter the workforce.</p> <ul style="list-style-type: none"> • Power, privilege, and active citizenship • Human rights • Canada’s political system • Canadian law • Economic decision-making • Demand and supply • Specialization and trade • Government and the economy 	N/A	https://www.gov.nl.ca/education/files/Social_Studies_1202_2018.pdf
Newfoundland & Labrador	Social Studies 2201	252201	Grade 11	<p>This course engages students in an examination of the human experience and the complex relationships between ideas, economics, politics, and international relations; students develop the ability to investigate and respond cogently to multifaceted questions.</p> <p>This course provides the necessary context for topics examined in Social Studies 3201/Science humaines 3231; topics include:</p> <ul style="list-style-type: none"> • Ideas, innovation, and technological change • Governance and the rights of citizens • Capitalism and responses to inequality • Conflict and cooperation 	N/A	https://www.gov.nl.ca/education/files/Social_Studies_2201_2019.pdf
Newfoundland & Labrador	Social Studies 2202	252202	Grade 11	<p>This course engages students in an examination of the human experience and the complex relationships between ideas, economics, politics, and international relations; students develop the ability to investigate and respond cogently to multifaceted questions.</p> <p>The topics are the same as those in Social Studies 2201, with reduced depth of treatment. Topics include:</p> <ul style="list-style-type: none"> • Ideas, innovation, and technological change • Governance and the rights of citizens • Capitalism and responses to inequality • Conflict and cooperation 	Social Studies 1202 recommended	https://www.gov.nl.ca/education/files/Social_Studies_2202_2019.pdf

Newfoundland & Labrador	Social Studies 3201	253201	Grade 12	<p>Building on Social Studies 2201/Science humaines 2231, this course asks students to examine various quality-of-life experiences that humans face today and to consider how quality of life can be improved for all humanity. This examination integrates economic, environmental, political, and social perspectives as well as the themes of quality of life, globalization, and sustainability. Students continue to improve their ability to investigate and respond cogently to complex issues.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Quality of life • Globalization and sustainability • Political economy • Population change • Environmental issues • Responding to issues 	Social Studies 2201	https://www.gov.nl.ca/education/files/Social_Studies_3201_2020_v2.pdf
Newfoundland & Labrador	Social Studies 3202	253202	Grade 12	<p>This course asks students to examine — and respond to — various issues related to quality of life. In responding to these issues, students consider how quality of life can be improved for everyone. Students use economic, environmental, political, and social perspectives, as well as the themes of quality of life, globalization, and sustainability. Students continue to improve their ability to investigate and respond cogently to issues.</p> <p>The topics are the same as those in Social Studies 3201 with reduced depth of treatment.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Quality of life • Globalization and sustainability • Political economy • Population change • Environmental issues • Responding to issues 	Social Studies 1202 or 3202 recommended	https://www.gov.nl.ca/education/files/Social_Studies-3202_2020.pdf

Newfoundland & Labrador	Newfoundland & Labrador Studies 2205	152205	Grade 11	<p>This course examines the culture and heritage of the province. It draws from the content and processes used in both the arts and the social sciences to encourage students to think deeply about “this place.” Students represent their knowledge and understandings using forms such as drama, photography, song, and storytelling.</p> <p>Students become better informed citizens who can contribute to shaping the future of the province. They serve as culture-bearers, helping preserve the rich, diverse culture and varied history of “this place.”</p>	N/A	https://www.gov.nl.ca/education/files/Social-Studies-Level-2-NL-Studies-2205-2010.pdf
Newfoundland & Labrador	Labrador Inuit Society & Culture 2211	152211	Grade 11	*locally developed course	N/A	N/A
Newfoundland & Labrador	Labrador Inuit Society & Culture 2221	152211	Grade 11	*locally developed course	N/A	N/A

2.11 Physical Education

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/physical-education/>

The physical education program provides an opportunity for all students to develop personal wellness and increase physical literacy. It enables learners to participate in an environment that:

- focuses on development and refinement of fundamental movement and motor skills. This will provide students with the foundation for participation in many life-long sports and physical activities (Physical Literacy);
- fosters learning and innovation skills (creativity and innovation), critical thinking and problem solving, communication and collaboration; and
- fosters life and caring skills, and develops the skills, knowledge, and attitudes needed to engage in a wide variety of physical activities in multiple environments with confidence and competence.

The subject matter of the physical education program is human movement. It is directed toward understanding human movement, including the human and environmental factors that affect and are affected by movement. The curriculum is designed around three domains of learning: psychomotor, affective, and cognitive.

The Kindergarten–Grade 12 physical education program consists of three domains of learning which contextualize six general curriculum outcomes.

Psychomotor (Moving and Doing)

- Perform efficient, creative, and expressive movement patterns consistent with an active lifestyle.

Understanding and Applying (Cognitive)

- Demonstrate critical thinking and creative thinking skills in problem posing and problem solving relating to movements.
- Assess attitudes and behaviours during activity in relation to self, the class, the school, and the community.

Cooperation and Responsibility (Affective)

- Demonstrate socially responsive behaviour within the school and community.
- Exhibit personal responsibility for the social, physical, and natural environment during physical activity.
- Exhibit personal development such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection, and empowerment during physical activity.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Healthy Living 1200	121200	Grade 10	<p>Healthy Living 1200 is a broad-based multi-disciplinary curriculum that encourages students to take responsibility for their own health. Students will learn to develop a personal strategic health plan by examining their own health indicators and health practices, investigating relevant health topics, and exploring activities that will positively affect their health and well-being.</p> <p>The curriculum is organized into four units of study:</p> <ul style="list-style-type: none"> • Active lifestyles • Healthy eating • Controlling substances • Personal dynamics 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_familystudies_healthy_living_healthy-living-1200.pdf
Newfoundland & Labrador	Physical Education 2100/2101	122100 122101	Grade 11	<p>Physical Education 2100/2101 are activity based courses which focus on developing and understanding personal movement skills that contribute to an active lifestyle throughout life. The program:</p> <ul style="list-style-type: none"> • meets the needs and interests of adolescent students; • extends the range of skills and knowledge acquired from Kindergarten to Grade 9; • facilitates and builds upon movement concept knowledge; • provides an opportunity for personal achievement through group and individual activities; and • acknowledges the wide range of teacher expertise, equipment, and facilities available. <p>The curriculum includes a broad range of movement activities that are employed through three movement themes:</p> <ul style="list-style-type: none"> • Individual/partner games and activities • Alternative activities • Games and group activities 	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/physical_education/

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Physical Education 3100/3101	123100 123101	Grade 12	<p>Physical Education 3100/3101 are activity-based courses which focus on developing and understanding personal movement skills that contribute to an active lifestyle throughout life. The curriculum builds on the skills and knowledge acquired throughout the physical education program from Kindergarten to Grade 11, and in addition:</p> <ul style="list-style-type: none"> • places a strong emphasis on outdoor/adventure activities and provides opportunities to develop appreciation for nature and the outdoors; • provides skills needed to assess risk and make decisions that minimize hazards to self and others; • Requires students to assume varying levels of participation within groups such that cooperation among leaders, followers, supporters, facilitators, helpers, and other roles becomes essential for harmonious, successful group function; and • focuses on varying levels of participation and/or leadership within the school and community. <p>The program includes a broad range of movement activities that are employed through three movement themes:</p> <ul style="list-style-type: none"> • Fitness pursuits. • Individual/partner games and activities. • Team/group games and activities. 	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/physed/

2.12 Arts

Music <https://www.gov.nl.ca/education/k12/curriculum/descriptions/music/>

The K–12 music curriculum is articulated as understandings and processes that are inter-related, consisting of three areas which contribute to eight general curriculum outcomes.

Creating, making and presenting involves students' creative and technical development; that is, their ability to use and manipulate sound and movement to create musical forms that express and communicate their ideas and feelings. Through these musical works, students provide evidence of achievement, both as the work is being developed and in its final form.

- Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will be expected to create and/or present, collaboratively, and independently, expressive products in the arts for a range of audiences and purposes.

Understanding and connecting contexts of time, place and community focuses on evidence, knowledge, understanding, and valuing of music in a variety of contexts.

- Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts and to value the arts as a record of human experience and expression.
- Students will be expected to examine the relationship among the arts, societies, and environments.

Perceiving and responding is concerned with students' ability to respond critically to musical works through increasing knowledge and understanding of, and appropriate responses to, the expressive qualities of musical works.

- Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will be expected to understand the role of technologies in creating and responding to expressive works.
- Students will be expected to analyse the relationship between artistic intent and the expressive work.

Visual Art <https://www.gov.nl.ca/education/k12/curriculum/descriptions/visual-art/>

Throughout the visual art curriculum students explore, refine, and employ techniques and processes of art-making through a variety of traditional, contemporary, and nonconventional techniques and materials. Through this process students develop skills such as analysis, creative thinking, critical thinking, problem solving, and reflection. As students create and reflect upon their own art and that of others, they come to view visual art as a means of communication and an expression and reflection of themselves and society.

General curriculum outcomes in art are grouped according to the following unifying concepts:

Creating, Making, and Presenting

This strand develops students' creative and technical aptitude; their ability to manipulate media to create art forms that communicate ideas and feelings. Through creating, making, and presenting, students provide evidence of achievement in both the creative process and the final product.

Students will:

- explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts; and
- create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Understanding and Connecting Contexts of Time, Place, and Community

This strand focuses on understanding and valuing the arts in a variety of contexts.

Students will:

- demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture;
- respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression; and
- examine the relationship among the arts, societies, and environments.

Perceiving, Reflecting, and Responding

This strand advances students' abilities to respond critically to art works through increasing knowledge and understanding of, and appropriate responses to, the expressive qualities of art works.

Students:

- apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work;
- understand the role of technologies in creating and responding to expressive works; and
- analyze the relationship between artistic intent and the expressive work.

Drama – Theatre Art 3220 and Drama 2206 are classified as English Language Arts courses. See Section 2.1

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Applied Music 2206	102206	Grade 11	<p>Applied Music is a practical course that offers students the opportunity to develop and apply musical and theoretical understandings, concepts, and skills primarily through independent and interdependent performance, both as a sole performer (vocalist/instrumentalist) and as a sole part performer within small chamber group settings.</p> <p>Applied Music is designed to be delivered in small homogeneous or complementary groupings (maximum number of 24) grouped based on skill level and instrumentation (i.e. brass section, treble voices). High demand in a particular applied area will require more than one class to be offered. If appropriate, levels may be offered concurrently in one class/slot. Accessibility by students with</p>	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/music/

				limited prior experience may be considered on a case by case basis in consultation with the teacher.		
Newfoundland & Labrador	Applied Music 3206	103206	Grade 12	<p>Music 3206 is an advanced practical course that offers students the opportunity to further develop and apply musical and theoretical understandings, concepts and skills primarily through independent and interdependent performance, both as a sole performer (vocalist/instrumentalist) and as a sole part performer within small chamber group settings.</p> <p>Applied Music is designed to be delivered in small homogeneous or complementary groupings (maximum number of 24) grouped based on skill level and instrumentation (i.e. brass section, treble voices). High demand in a particular applied area will require more than one class to be offered. If appropriate, levels may be offered concurrently in one class/slot.</p>	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/music/
Newfoundland & Labrador	Ensemble Performance 1105/2105/3105	101105 102105 103105	Grades 10, 11, 12	<p>Ensemble Performance is a performance-based course designed to provide students the opportunity to perform in a like ensemble context (e.g., choir, band, or orchestra). Students enrolled in all three levels of a like ensemble come together at the same time.</p> <p>Students acquire performance and musicianship skills, rehearsal and performance protocols, 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. In essence, students learn about music by making music.</p>		https://www.gov.nl.ca/education/k12/curriculum/guides/music/
Newfoundland & Labrador	Experiencing Music 2200	102200	Grade 11	<p>This course is designed to develop students' ability to respond to and engage with a wide range of music representative of many genres, cultures, and contexts. It is designed as a practical study of music in which students experience music in all modes of musical engagement-performing, listening, and creating. Active engagement is the foundation of this course. Students will explore the relationships between various styles of music, music and culture, and music and other art forms, the impact of technology and technical innovation in music, the music industry, and the music makers.</p> <p>The musical traditions and practices within the province of Newfoundland and Labrador are featured and explored in this</p>		https://www.gov.nl.ca/education/k12/curriculum/guides/music/

				course. Students will develop an awareness of and respect for the unique heritage of the province through its music and the contributions of individuals and groups to these musical traditions and practices. The potential exists for collaboration with community artists and programs involving career development and entrepreneurial education.		
Newfoundland & Labrador	Visual Art 1202	011202	Grade 10	Visual Art 1202 is designed as a practical, foundational course that can be expanded and elaborated upon in studio courses at higher grade levels. In Visual Art 1202, students will build upon prior experiences with the elements and principles of design. Students will develop foundational and media-specific skills and techniques as they create art using a range of media within the disciplines of drawing, painting, printmaking, and sculpting. Students will reflect upon and learn to critically analyze artwork they view and create within contexts across a spectrum of time periods and cultures. Through informed, creative art making and viewing experiences, students will delve into new ideas, materials, and processes for artistic exploration and experimentation.	N/A	https://www.gov.nl.ca/education/files/Visual-Art-1202_September-03.2_2019_.pdf
Newfoundland & Labrador	Visual Art 2202	012202		Visual Art 2202 is a studio-based course that will enable students to further develop their knowledge and skills in visual arts through practical applications within five visual art disciplines. Students will apply the creative process, problem solving, and critical analysis skills in their exploration of a wide range of themes and contexts through studio work in drawing, painting, sculpture and two other disciplines from the options of printmaking, fibre arts, pottery, graphic arts, photography, functional art, and public art.	N/A	https://www.gov.nl.ca/education/files/VISUAL_ART_2202_SEPT_22_2021.pdf
Newfoundland & Labrador	Visual Art 3202	013202		Visual Art 3202 is an advanced studio-based course that will enable students to further develop their knowledge and skills in visual arts through practical applications within five visual art disciplines. Students will apply the creative process, problem-solving skills, and critical analysis in their exploration of a wide range of themes and contexts through advanced studio work in drawing, painting, sculpture and two other elective disciplines (different from those explored in level two) from the options of printmaking, fibre arts, pottery, graphic arts, photography, functional art, and public art.	N/A	https://www.gov.nl.ca/education/files/VISUAL_ART_3202_SEPT_22_2021.pdf

2.13 Technology

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/technology-education/>

Technology Education fosters the development of all learners as technologically literate and capable citizens who can develop, implement, and communicate practical, innovative, and responsible technological solutions to problems.

Students build skills in key technologies and then design and build innovative systems that solve real world problems within the areas of:

- digital communications
- materials processing and design
- electronics/robotics
- sensing/control systems
- energy and power systems

Technology education courses have a design challenge component, requiring students to work in design teams mirroring product development and engineering environments.

The program at the intermediate level consists of four 26-hour compulsory modules. The program at the senior high level is organized into four courses.

The curriculum outcomes are articulated around the following strands:

- history and evolution of technology
- technological problem solving
- technological systems
- technological responsibility
- technology and careers.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Computer Science 1204	081204	Grade 10	<p>Computer Science 1204 introduces students to software and hardware topics in computer science. The course provides opportunities to build skills in both block- and text-based programming languages. Students' purpose for programming is to control physical devices, such as sensors and motors.</p> <p>Students will use their coding and interfacing skills to develop a solution to an authentic problem in an innovation challenge. The skills acquired in each unit will help students attain the outcomes in the subsequent unit.</p>	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/teched/

				<p>Computer Science 1204 is divided into five units:</p> <ul style="list-style-type: none"> • Unit 1: Introduction to Computer Science • Unit 2: Programming Concepts • Unit 3: Manipulating Text Based Programming • Unit 4: Interfacing • Unit 5: Innovation Challenge Topics include: 		
Newfoundland & Labrador	Communications Technology 2104	082104	Grade 11	<p>This introductory course in communications technology explores a variety of themes in multimedia communications. Students develop skills in the production of graphics, audio, animation and video.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Introduction to communications technology • Graphic production • Audio production • Video production 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_teched_ct_2104_2017.pdf
Newfoundland & Labrador	Communications Technology 3104	083104	Grade 12	<p>Communications Technology 3104 is designed to introduce students to a variety of data manipulation and programming skills. Students acquire the skills and knowledge to become proficient programmers. As they work through the processes and problem solving activities associated with coding, students will improve their computational thinking and logical problem solving abilities. This course is organized in a linear fashion. Although topics from Unit one may be integrated into the other four units, it is recommended that Unit two, three and four be covered sequentially as the skills in one unit prepares students for the next unit.</p> <ul style="list-style-type: none"> • Unit 1: Introduction to Communications Technology • Unit 2: Data Manipulation • Unit 3: Web Services Technologies • Unit 4: Designing a Mobile Application 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_teched_ct_3104_2018.pdf
Newfoundland & Labrador	Robotic Systems Technology 3205	083205	Grade 12	<p>This course introduces students to robotics through the investigation of the electromechanical systems used in robots. Students, in design teams, use the knowledge and skills acquired to design and build a robot.</p>	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/teched/

				<p>The course is intended for students who have an interest in electronics and robotics and who may wish to pursue post-secondary opportunities in engineering, electronics, or robotics systems technologies.</p> <p>Topics include:</p> <ul style="list-style-type: none">• Robotic systems• Electronics• Programming and interfacing• Design and fabrication• Major design activity		
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2.14 Guidance and Career Education

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/guidance/>

Guidance as a subject area focuses on individual guidance and counselling activities. Leadership and responsibility are emphasized within the guidance realm, two key areas of career and life skills.

Students engage in one-to-one helping relationships, group leadership, discussion leadership, tutoring, and all activities of an interpersonal nature.

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/career-education/>

Career education curriculum in Newfoundland and Labrador is defined in terms of eight general curriculum outcomes (GCOs) based on the Essential Graduation Learnings (EGLS). These eight general curriculum outcomes articulate what students are expected to know and be able to do upon completion of study in career education. They provide a concise description of the student as a career literate and capable citizen. They are divided among three strands:

- Personal management
- Career exploration/learning and work exploration
- Career preparation: life/work building

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Career Education 2202	162202	Grade 11	<p>This course is designed to help students develop the skills they need to continuously make effective life/work decisions throughout their lives. Students will be required to develop and maintain a comprehensive personal career plan which will support students through their educational and life/work transitions. Creating, maintaining, reviewing, and sharing a coherent personal plan would help students to make thoughtful, informed, and appropriate decisions regarding their goals and their pathways through and beyond school. To receive credit for this course students are also required to complete a minimum of 30 career education hours prior to graduation which can include volunteerism, community service projects, mentorship, job shadowing, and other valuable forms of experiential learning.</p> <p>The course outcomes are organized along four major strands:</p> <ul style="list-style-type: none"> • Personal management • Financial literacy • Life/work exploration and employability skills • Preparing for life/work transitions 	N/A	https://www.gov.nl.ca/education/files/career_education_2202_final_july_2021.pdf

Newfoundland & Labrador	Employment and Labour Studies 1106	301106	Grade 10	<p>Employment and labour studies has been developed to assist students with understanding the value and transferability of knowledge and skills to their career development. Although not intended to be offered in tandem with cooperative education work placements, the material is relevant for any student entering the world of work.</p> <p>The course is most appropriately presented later in a student's academic career such that it could be used as a work entry preparatory offering.</p> <p>The course is broken down in three practical areas:</p> <ul style="list-style-type: none"> • Labour standards • Workplace communications • Customer relations <p>The skills outlined within this course mirror skills for success in the workplace. This is intended to be an experiential course, giving students the opportunity not only to learn but experience from the curriculum.</p>	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_careered_careered_emp_lab_studies1106.pdf
Newfoundland & Labrador	Peer Counselling 2101	162101	Grade 11	<p>Peer counselling is defined as a variety of interpersonal helping behaviours assumed by non-professionals who undertake a helping role with others. The course Peer Counselling 2101 is designed to introduce the senior high student to some of the basic skills required for an individual to become an effective peer counsellor. Some of the fundamental abilities and skills to be considered include: attending, empathy, paraphrasing, summarizing, questioning, genuineness, and problem solving. The course includes the following units of study:</p> <ul style="list-style-type: none"> • Counselling skills development • Teen issues • Networking 	N/A	N/A

2.15 Vocational and Applied Education and Training

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/skilled-trades/>

The skilled trades program is designed as a career exploration experience. It enables students to develop expertise in specific areas of skilled trades work within the classroom environment.

This program is aligned with the philosophy outlined in the Foundation for the Atlantic Canada Technology Education Curriculum document and the Essential Graduation Learnings. The instructional methodology creates experiential, practical opportunities for students so that their knowledge of the career paths they may choose in this growth area is based on real-world activities.

The curriculum focuses on two main areas, the construction trades and engineering. The construction trades are concentrated in the residential construction area, while the engineering specialties lie in design and fabrication. These growth areas will expose students to a variety of career choices that have significant opportunities in the labour market.

P/T	Course Name	Course Code	Grade/ Level	Description	Prerequisite	Link
Newfoundland & Labrador	Design and Fabrication 1202	081202	Grade 10	<p>In the production sector, design and fabrication are mutually dependent and interrelated activities. This course provides an introduction to design and the design process. Students will develop products using a variety of drawing tools and computer aided design (CAD) software and then create their designs in the fabrication lab.</p> <p>Working in small and large groups, students will experience the process of design, product formulation, and fabrication common to industry. The hands-on portion of this course will constitute upwards of 60% of the class time and enable students to become proficient with a variety of hand, power, and stationary power tools. The course consists of six units:</p> <ul style="list-style-type: none"> • Introduction to design • Fabrication techniques • Introduction to shop practices • Graphical communications • Introduction to CAD/CAM • The Design Project 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_skilledtrades_desfab1202.pdf
Newfoundland & Labrador	Design and Fabrication 2202	082202	Grade 11	<p>This course is designed for students who may be interested in exploring careers in engineering and engineering technology. Students work with computer aided design (CAD), computer aided manufacturing (CAM), and computer numerical control (CNC)</p>	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_skilledtrades_designfab2202_fullsept09.pdf

				<p>sequences of advanced design and automation. Production will include tools for stock preparation and automatic routers.</p> <p>Units of study will include:</p> <ul style="list-style-type: none"> • Engineering design and manufacture • CNC programming basics • Basic CNC operations • Three-dimensional computer aided design • Computer aided manufacturing • The Design Project • Careers in CAD/CAM/CNC 		
Newfoundland & Labrador	Skilled Trades 1201	081201	Grade 10	<p>This course provides students with an experiential introduction to six specific residential, construction-based skilled trades. Students engage in activities involving carpentry, plumbing, electrical, drywall and plastering, painting, and masonry. Students work with tools and equipment to complete tasks associated with internal aspects of residential construction. This approach is accomplished through modules designed to emulate the real world as closely as possible within the laboratory environment. This learning may be applied to certification requirements in these trades.</p> <p>This course consists of three units:</p> <ul style="list-style-type: none"> • Apprenticeship and the skilled trades • Skills common to all trades • Skill building in selected trades 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_skilledtrades_skilled_trades_1201.pdf
Newfoundland & Labrador	Residential Construction Technology 2201	082201	Grade 11	<p>In this course students focus on interior and exterior residential construction (i.e., aspects of finishing carpentry, electrical, and metal work). This course introduces students to design techniques, building codes, and construction methods.</p> <p>Students experience the trades through a series of modules within the fabrication laboratory. Instructors provide general demonstrations followed by facilitation and mentoring.</p> <p>Units include:</p> <ul style="list-style-type: none"> • Introduction to skilled trades and apprenticeship • Courses common to all construction trades • Career exploration — learning and work 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_skilledtrades_rescontech2201_sept10_full.pdf

Newfoundland & Labrador	Power and Energy 3201	083201	Grade 12	<p>This course features two modular-based projects, one focused on small engine repair, the other on alternative energy production.</p> <p>In the small engine module, students troubleshoot a variety of engine types. Students engage in alternative energy production through the use of models of wind turbines, solar cells, power distribution systems, fuel cells.</p> <p>This combination of theory and experiential learning provides students with practical knowledge and develops their abilities as critical thinkers and innovative problem solvers.</p> <p>The five main units are:</p> <ul style="list-style-type: none"> • Safety • Introduction to engines • Experiencing small engines modularly • Alternative energy • Experiencing alternative energy modularly 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_skilledtrades_power_energy_3211_full.pdf
Newfoundland & Labrador	Occupational Health and Safety 3203	083203	Grade 12	<p>Occupational Health and Safety 3203 is designed to introduce students to occupational health and safety principles as they prepare to enter the workplace in their chosen careers. Students learn the required skills, knowledge and attitudes in problem-solving and decision-making regarding their occupational health and safety and that of others. Occupational health and safety are an evolving discipline that requires 21st century workers to be constantly learning new skills and knowledge as a lifelong learner to manage the technological changes in workplace processes. The attitude of health and safety as being another step in the working process has evolved to an attitude of incorporating occupational health and safety principles into all aspects of work and the workplace.</p> <p>The areas of focus are:</p> <ul style="list-style-type: none"> • Introduction to occupational health and safety • Occupational health and safety systems and processes • Occupational health • Occupational health and safety hazards 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_skilledtrades_ohs_3203_2015.pdf

2.16 Other Courses

Economic Education <https://www.gov.nl.ca/education/k12/curriculum/descriptions/economic-education/>

Economic education provides students with the skills to deal effectively with the persistent question — how should I use my limited resources (e.g., time, money) to meet my virtually unlimited needs and wants? As students explore the ways in which this question can be answered, they develop a deep understanding of the concepts such as opportunity cost, absolute and comparative advantage, competition, and innovation. The courses comprising economic education enable students to contextualize their economic knowledge and skills and apply them to their daily lives. Students are then better equipped to achieve their personal goals and participate fully in the economy.

The focus of course in Economic Education explore the following themes:

- Consumerism
- Economics
- Entrepreneurship
- Financial Literacy

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Business Enterprise 1100	021100	Grade 10	<p>This course introduces students to foundational concepts in business, economics, and entrepreneurship. It provides a foundation for students to address their career goals, special interests and personal development.</p> <p>Topics for inquiry include:</p> <ul style="list-style-type: none"> • Communications • Entrepreneurship • Finance • Human resources • Marketing • Small business 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides/economic_business1100.pdf
Newfoundland & Labrador	Consumer Studies 1202	021202	Grade 10	<p>This course is an introduction to consumer affairs. It helps students become rational and effective consumers, and it provides them with skills in research and critical thinking relative to the marketplace.</p> <p>Topics for inquiry include:</p> <ul style="list-style-type: none"> • Needs versus wants • Organizational features of Canadian business • Effective consumer purchasing 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides/economic_studies1.pdf

				<ul style="list-style-type: none"> • Management of personal resources • Consumer protection • Corporate citizenship 		
Newfoundland & Labrador	Entrepreneurship 3209	023209	Grade 12	<p>This course introduces students to the idea of entrepreneurship and enables them to better understand its role in society. Through the use of real world examples, students are required to think creatively, evaluate ideas, and apply entrepreneurial thinking to develop a sustainable response to a community need.</p> <p>Topics for inquiry include:</p> <ul style="list-style-type: none"> • Fundamental concepts in business • Entrepreneurship and new ventures • Creating a venture • Social entrepreneurship 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_economic_ent_3209-2011_interim.pdf

Family Studies <https://www.gov.nl.ca/education/k12/curriculum/descriptions/family-studies/>

The family studies program contributes to the development of individuals and the family as functioning units of society.

The courses in the family studies program:

- provide experiences which develop attitudes, skills, and understandings essential for the maintenance and improvement of family living;
- provide opportunities for students to develop an awareness that a person's decisions affect the quality of his or her life;
- prepare students to use entrepreneurial skills and accept challenges;
- prepare students to adapt in a climate of change;
- encourage creativity; and
- prepare students to make informed judgments and apply reasoned action to practical life situations.

The curriculum focus of family studies education is on practical, perennial challenges related to family and daily living, and ways of responding to them. In the formation of its conceptual framework, family studies draws from many disciplines including psychology, sociology, and the sciences. It brings a multi-dimensional, multidisciplinary approach to issues which impact individuals and families. Students are provided with opportunities to acquire knowledge, skills, attitudes, and abilities to enhance quality of life for individuals and families in Canada and throughout the world.

This is accomplished through the following areas:

- human development
- foods and nutrition
- financial management
- clothing and textiles
- shelter and housing

Through family studies education, students come to identify, clarify, examine, and deal with significant concerns of daily life. Learning in this area contributes to reasoned judgments by students as they consider their decisions in terms of consequences to self, family, and society.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Clothing 1101	051101	Grade 10	<p>Clothing 1101 is an introductory lab-oriented program for students with an interest in developing personal creativity through the examination of various aspects of clothes and the textile industry. Students are introduced to basic techniques using a variety of tools and equipment. An examination of the various aspects of the clothing culture and industry contributes to students' understanding of the functionality and the aesthetic nature of clothing and textile products. Students are also provided the opportunity to closely examine how the clothing and textiles industry was shaped in Newfoundland and Labrador culture.</p> <p>The three units of study are:</p> <ul style="list-style-type: none"> • Your wardrobe • Construction competencies • A focus on clothing and textiles in Newfoundland and Labrador culture 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_familystudies_clothing.pdf
Newfoundland & Labrador	Nutrition 2102	052102	Grade 11	<p>Nutrition 2102 examines the role of nutrients in food and how they affect one's overall growth and development. Students develop skills in relation to choosing the healthiest food based on a variety of factors, such as life cycle needs, health status, economic circumstances, and lifestyle. Students learn to work within existing resources to plan healthy meals. Students will participate in eight laboratory experiences that focus on healthy food preparation techniques.</p> <p>The units of study are:</p> <ul style="list-style-type: none"> • Food choices and nutritional needs • Food selection, preparation and storage • Menu and meal planning 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_familystudies_nutrition_nutrition-2102-3102.pdf
Newfoundland & Labrador	Human Dynamics 2201	052201	Grade 11	<p>Human Dynamics 2201 prepares young adolescents to make informed decisions in the areas of relationships, finances, child development and parenting. Students will learn how families operate as an ecosystem, and how they contribute to the larger global ecosystem. There is a focus on the nature of personal and interpersonal skills as</p>		https://www.gov.nl.ca/education/files/k12_curriculum_guides_familystudies_human_dynamics2201.pdf

				<p>they apply to group dynamics and personal development at home, at school, and in the labour market. Parenting and child development provide students with the opportunity to understand the importance of parenting and its effects on child development. The financial resource management component addresses the development of skills and strategies for financial management now and in the future in order to reach predetermined short- and long-term goals.</p> <p>There are four units of study:</p> <ul style="list-style-type: none"> • Family as ecosystem • Relationships • Parenting and child development • Financing your dreams 		
Newfoundland & Labrador	Nutrition 3102	053102	Grade 12	<p>Nutrition 3102 examines an individual's overall health and the factors that influence it, such as media, lifestyle, and medical history. From a national and global perspective, students study food in terms of production, technological advances, and security. Students examine the roles they play locally, nationally, and internationally to help manage resources, and to action plans that ensure a safe, secure food system. Students will participate in eight food laboratories that support key concepts introduced in the course.</p> <p>There are three units of study:</p> <ul style="list-style-type: none"> • Food, nutrition and health • Food technology and production • Food security 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_familystudies_nutrition_nutrition-2102-3102.pdf
Newfoundland & Labrador	Textiles 3101	053101	Grade 12	<p>Textiles 3101 guides students through a study of apparel and household textiles. There is a focus on informed consumer choices in terms of the manufacturing methods, construction, and finishing techniques that may impact the expected performance of textile products. Students engage in a variety of classroom activities and projects to prepare them for marketplace decisions with respect to clothing and textile purchases.</p> <p>There are three units of study:</p> <ul style="list-style-type: none"> • Textiles in our world • Textiles: from fibre to fashion • Working with textiles 		https://www.gov.nl.ca/education/files/k12_curriculum_guides_familystudies_textiles_3101_curriculum_guide_2017.pdf

LEARN Program

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/learn-newcomers/>

The LEARN Program is developed to meet the academic needs of immigrant students with gaps in formal education. Many of these students are arriving in Canada as Government Assisted Refugees and may have limited experience in a formal educational setting.

LEARN 1 consists of two components, Language Arts and Mathematics. While there is no time frame for these courses, it is recommended that a student spend at least one hour per day on each of these subjects. At this rate a student functioning at a K-1 level on entry into the program should complete LEARN 1 in two academic years.

LEARN 2 consists of four high school academic enabling courses. These courses may be offered in intermediate schools and high schools.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	LEARN 1 Language Arts	NLESDAL T044	Grades 7-12	LEARN 1 Language Arts is a non-credit basic literacy course based on Kindergarten to Grade 3 English language arts outcomes.	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_learn_learn1_language_arts.pdf
Newfoundland & Labrador	LEARN 1 Mathematics	NLESDAL T045	Grades 7-12	This course may be offered to students in Grades 3–12. This non-credit course is based on the Kindergarten to Grade 6 mathematics outcomes. It offers a compacted curriculum to accelerate student progress in basic skills. Emphasis is on both academic and practical life skills mathematics.	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_learn_learn1_mathematics.pdf
Newfoundland & Labrador	LEARN 2 Mathematics	NLESDAL T047	Grades 10-12	This non-credit course is based on intermediate mathematics outcomes and prepares newcomers to enter the high school mathematics programs in any of our schools. It may be offered at the intermediate or high school level. The course consists of four strands: <ul style="list-style-type: none"> • Numeracy • Patterns and relations • Shape and space • Statistics and probability 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_learn_learn_2_mathematics.pdf
Newfoundland & Labrador	LEARN 2 Language Arts	701272	Grades 10-12	LEARN 2 is based on the Grades 4–6 English language arts outcomes. Students learn systematic strategies that assist in their literacy development. These skills are taught as portable, adaptable, and transferable strategies that may be used in a	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_learn_learn_2_language_arts.pdf

				wide variety of situations in school, on the job, in social settings, and in daily-living.		
Newfoundland & Labrador	LEARN 2 Social Studies	701172	Grades 10-12	<p>This course introduces basic skills and strategies required for further studies in social studies. It provides a foundation for the content required for the prescribed curriculum course Social Studies 2201.</p> <p>LEARN 2 Social Studies promotes skills and concepts related to language and literacy, technological skills and cross-cultural understanding. Topics include discovery learning, oral communication and overall English language and literacy development.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Geography • Government • Economics • Globalization • 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_learn_learn-2-social-studies-701172.pdf
Newfoundland & Labrador	LEARN 2 Science	701177	Grades 10-12	<p>LEARN 2 Science outcomes are intended to develop and reinforce strategies, skills, and language required for further studies in Science.</p> <p>This course focuses on the development of science literacy, skills and strategies within the context of:</p> <ul style="list-style-type: none"> • Earth science • Life science • Physical science 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_esl_learn_learn-2_science_701177.pdf

Religious Education

<https://www.gov.nl.ca/education/k12/curriculum/descriptions/religious-education/>

The religious education curriculum enables and encourages students to grow religiously, spiritually, and morally and become informed, caring and contributing members of society. Students come to appreciate their own beliefs and values as well as the beliefs and values of others.

The religious education curriculum explores the similarities among religions and faith communities as well as the unique qualities each living belief system offers to its followers.

Students investigate a number of aspects of living belief systems:

- The influences of religion on local and global communities, including music, art, drama, literature, and architecture.
- The history, beliefs, traditions, and practices of living belief systems.
- The role of faith and belief as a part of an individual’s spirituality.

The religious education curriculum is organized in three strands with eight general curriculum outcomes:

Historical Perspectives

- Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.
- Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.
- Students will be expected to examine the meaning and relevance of sacred texts.

Personal Perspectives

- Students will be expected to demonstrate an appreciation for personal search, commitment, and meaning in life.
- Students will be expected to examine moral and ethical issues and teachings.

Community and Environment Perspectives

- Students will be expected to develop an appreciation for the connectedness of all creation.
- Students will be expected to demonstrate an understanding of the relationship between religion and science.
- Students will be expected to examine the influence of religion on contemporary issues and events.

P/T	Course Name	Course Code	Grade/Level	Description	Prerequisite	Link
Newfoundland & Labrador	Ethics and Philosophy 2101	132101	Grade 11	<p>Ethics and Philosophy 2101 introduces students to the foundational precepts of philosophy and the interdependence of ethical behaviour and philosophical and religious thought. Students will examine historical and philosophical influences, ethical and moral issues and the connectedness of all creation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • assess their own ethical understanding of their decision making; • examine and analyze philosophical views and their influences throughout history; • explore different interpretations of sacred texts; • assess their own and others’ responses to questions about existence; and 	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/religion/#EP_2101

				<ul style="list-style-type: none"> compare scientific and religious explanations of existence. 		
Newfoundland & Labrador	Ethics and Social Justice 2106	132106	Grade 11	<p>Ethics and Social Justice 2106 examines the roots and influences, including religious and spiritual, of social activism and responses to social justice issues. Students discuss the concepts of social justice and social activism and the role ethics may play in social justice issues. They will reflect on their own world view and consider the implications of striving to create a global community.</p> <p>Students will:</p> <ul style="list-style-type: none"> assess the effects of media on social justice issues; examine the ethical implications and effects of technology on the global community; identify and respond to social justice issues; assess their own contributions to social activism; and evaluate the influence of living belief systems on social justice issues. 	N/A	https://www.gov.nl.ca/education/k12/curriculum/guides/religion/#ESJ_2106
Newfoundland & Labrador	World Religions 3101/3106	133101 133106	Grade 12	<p>These courses examine the world's significant living belief systems. Students read, view, listen, and respond to various texts related to these living belief systems to develop an understanding of the history, views, and influences of each.</p> <p>Students will:</p> <ul style="list-style-type: none"> examine each living belief system regarding their views on creation, birth, death, god, destiny, and afterlife; determine how living belief systems affect and are affected by a rapidly changing society; explore the role of faith, morality, and ethics in each living belief system; gain an understanding of the influence of science on creation as understood by various living belief systems; and understand how living belief systems vary with regard to their rituals, festivals, symbols, key beliefs, and sacred texts. 	N/A	https://www.gov.nl.ca/education/files/k12_curriculum_guides_religion_rel_ed3101_3106.pdf

				<p>In World Religions 3101 topics include: Aboriginal spirituality, Buddhism, early religions (Confucianism, Jainism, Taoism, Shintoism, and Zoroastrianism), Hinduism, and Buddhism.</p> <p>In World Religions 3106 topics include: Baha'i Faith, Christianity, Islam, Judaism, religion today, and Sikhism.</p>		
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Contact Information

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