

Senior High Program

Senior High

Art

Art Technologies **1201**

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

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

Authorized Learning Resources

Print Resources

- ▶ Curriculum Guide
- ▶ *Design Dialogue* (3 per class)
- ▶ *The Art Book*, teacher reference

Software

- ▶ *Great Artists* CD-ROM (out of print)
- ▶ *Fractal Dabbler 2* (out of print)
- ▶ *Pioneer* (out of print)
- ▶ 3-D Moviemaker (out of print)

Video

- ▶ *Magritte*, one per school
- ▶ *Masters of Illusion*, loan basis
- ▶ *How Your Creative Brain Works*, loan basis

Art and Design **2200/3200**

This studio course is structured in units to offer students the opportunity to develop personal imagery using a variety of media. Students work with visual problems, study past and present cultures through a visual lens, and participate in the creative process and production of art. The nine units from which to build studio explorations include: Drawing, Sculpture, Photography,

Fibre Arts, Painting, Printmaking, Graphic Arts, Pottery and Media Arts. Three of these units will be studied in Art and Design 2200. Art and Design 3200 involves the study of three units different from those studied in Art and Design 2200 such that a student completing both courses will have had exposure to a total of six different units of study.

Authorized Learning Resources

- ▶ *Art and Design 2200/3200 Interim Teaching Guide* (2002)
- ▶ *Design Synectics*
- ▶ *New Technology in the Art Room* (binder and CD)
- ▶ *World History and Art Transparencies*
- ▶ *Graphic Communications* (with instructor's resource guide)
- ▶ *Applied Photography* (with instructor's guide)
- ▶ *From Ordinary to Extraordinary*
- ▶ *The Visual Experience* (student text, 5 per class)
- ▶ *The Visual Experience* (teacher's edition)
- ▶ *Exploring Painting* (teacher's edition and overhead transparencies)
- ▶ *Experience Clay* (teacher's edition and overhead transparencies)
- ▶ *Beginning Sculpture* (teacher's edition and overhead transparencies)
- ▶ *Discovering Drawing* (teacher's edition and overhead transparencies)
- ▶ *Basic Print Making Techniques* (teacher's resource)
- ▶ *Beginner's Guide to Silk Painting* (teacher's resource)
- ▶ *The Textbook of Digital Photography* (teacher's resource, print version)
- ▶ *The Textbook of Digital Photography* (teacher's resource, e-book)
- ▶ *Ken Vieth Studio in Action* (DVD - set of 2)
- ▶ *Art Is: Pencil Drawing* (video)
- ▶ *Art Is: Watercolour Methods* (video)
- ▶ *Art Is: Drawing with Pastels* (video)

Career Education

Career Development 2201

Career education is an ongoing process whereby students integrate their personal, family, school, work and community learning experiences to facilitate career and lifestyle changes. Career Development is a two credit course that is intended to assist students to address outcomes distributed throughout three major course strands:

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

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

Authorized Learning Resources

- ▶ *Career Development 2201 Curriculum Guide*
- ▶ *Careers For Life* (student text)
- ▶ *Careers For Life* (teacher resource)

Co-operative Education

Co-operative Education 1100

This course is an introduction to Co-operative Education for students following either a subject-based or career-exploratory program. This course is designed to facilitate the students’ adjustment to an unfamiliar learning environment.

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

This course must be done concurrently with either Co-operative Education 1120, 2122, 2220 or 3220, which must be developed locally.

Topics:

Part I - Self-Assessment, World of Work, Job Search Techniques, Training Site Orientation, Occupational Health & Safety, Unions and the Labour Movement, and Legislation in Newfoundland and Labrador.

Part II - Integration Sessions provide students and teachers with an opportunity to reinforce skills and techniques learned at the work site, and where applicable integrate specific subject objectives.

Authorized Learning Resources**Teacher Reference**

- ▶ Course Description
- ▶ Pre-Employment Module
- ▶ Integration Module - Experiential Learning for Co-operative Education Students

Student Resources (subject-based), one of the following:

- ▶ *Transitions/A Practical Guide to the Workplace* (and teacher reference)
- ▶ *Working Today & Tomorrow* (and teacher reference)
- ▶ *Discover the Career Within*

Student Resources (career exploratory), one of the following:

- ▶ *Transitions/A Practical Guide to the Workplace* (and teacher reference)
- ▶ *Success in the Workplace* (and teacher reference)
- ▶ *Working Today & Tomorrow* (and teacher reference)

Note: These student resources must be purchased from the publisher. **Paid invoices** must be submitted to the Learning Resources Distribution Centre for 40% reimbursement.

Core French

These courses are intended for students who are learning French as a second language. They are not appropriate for students who have received their earlier education in a French milieu. Schools offering French 3201 are advised to offer French 2200 in the first year of high school.

French 2200

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

Authorized Learning Resources

- ▶ *Senior High Core French Curriculum Guide* (1998)
- ▶ *Altitude*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

OR

- ▶ *Destinations 4*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

OR

- ▶ *En Direct 1*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

French 3200

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

Authorized Learning Resources

- ▶ *Senior High Core French Curriculum Guide* (1998)
- ▶ *French 3200 Oral Testing: A Manual for Interviewers* (2002)
- ▶ *En Plein Vol*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

OR

- ▶ *Destinations 5*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

OR

- ▶ *En Direct 2*
 - student text
 - student workbook
 - teacher resource binder
 - audio cassettes

French 3201

Success in French 3201 is dependent upon knowledge and skills obtained in French 3200. The course is structured around the study of content that reflects francophone culture. French is the language of instruction and the language in which students discuss, read, and write about content.

Authorized Learning Resources

- ▶ *Senior High Core French Curriculum Guide* (1998)
- ▶ *Passe-partout* (student text)
- ▶ *Vidéo Jeunesse* (video and video manual), one per class (out of print)
- ▶ *Les chansons québécoises sans frontières* (2 cassettes and teacher's guide), one per class
- ▶ *Vidéo France* (video and video manual), one per class (out of print)
- ▶ *Avec Brio*, guide pratique de communication, one per class

Expanded Core French

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

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

Accelerated French 2203

This course is intended to be offered to students in their first year of the senior high program. Topics include health and recreation, education, advertising, the arts, travel and tourism, and the francophone world.

Authorized Learning Resources

- ▶ *Curriculum Guide for Expanded Core French/Accelerated French 2203, 3203* (2001)

- ▶ *En Direct 1*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

Accelerated French 3203

This course is intended to be offered to students in their second year of the senior high program. Topics include the environment, science and technology, the francophone world, criminal justice, and the media.

Authorized Learning Resources

- ▶ *Curriculum Guide for Expanded Core French/Accelerated French 2203, 3203* (2001)
- ▶ *En Direct 2*
 - student text
 - student workbook
 - teacher manual
 - audio cassettes

Note: Students enrolled in the third year of Expanded Core French would complete French 3201.

Economic Education

Business Enterprise 1100

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Exploring Business for the 21st Century* (2001)
 - student text
 - teacher's resource binder
- ▶ *Investing in Your Future* (student and teacher resource) (2001), available from Investor Learning Center of Canada

Consumer Studies 1202

This course is an introduction to consumer affairs. Topics: needs versus wants, organizational features of Canadian business, effective consumer purchasing, management of personal resources, consumer protection, corporate citizenship.

Authorized Learning Resources

- ▶ Course Description (revised edition, 1989)
- ▶ *Exploring Business for the 21st Century* (2001)
 - student text
 - teacher's resource binder

Canadian Economy 2203

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

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

Authorized Learning Resources

- ▶ *Canadian Economy 2203 Curriculum Guide* (2004)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (2000)
- ▶ *Economics Now: Analyzing Current Issues* (Oxford University Press, with teacher's edition) (2002)
- ▶ *Responsible Citizenship and Canada's Tax System* (teacher's resource; 1 per classroom)

Enterprise 3205

Enterprise 3205 is a course designed mainly for students who wish to pursue an in-depth study of Enterprise Education by enabling them to formulate ideas, translate those ideas into action, and follow them through to a venture. The specific units of study include:

- An Introduction to Entrepreneurial Studies
- Focus on Self
- Communications and Role of Technology
- Identifying Opportunities
- Venture Plan
- Presenting, Implementing, and Evaluating the Venture

Authorized Learning Resources

- ▶ *Enterprise 3205 Curriculum Guide* (1997)
- ▶ *Creating Businesses: Business Planning*, Youth Ventures, The YMCA-YWCA Enterprise Centre Booklet

Class Sets (10 copies per school)

- ▶ *Creating an Enterprise Culture: An Integrated Approach to Entrepreneurial Skills*, Atlantic Edition, Teacher's Resource Book, Breakwater (1995)
- ▶ *The Entrepreneurial Spirit*, McGraw-Hill Ryerson (1991)

Class Sets (5 copies per school)

- ▶ *Building a Dream: A Comprehensive Guide to Starting a Business of Your Own*, McGraw-Hill Ryerson (1993)

Teacher Reference (one copy per school)

- ▶ *Creating an Enterprise Culture: An Integrated Approach to Entrepreneurial Skills*, Atlantic Edition, Breakwater (1995)
- ▶ *Creativity in Business: An Entrepreneurial Approach*, student/teacher package, Copp Clarke Pitman (1992)
- ▶ *The Entrepreneurial Spirit*, Teacher's Resource, McGraw-Hill Ryerson (1991)

English Language Arts

English 1200

English 1200 is an optional course aimed at addressing the needs of students entering senior high schools who:

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

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

English 1200 must be taken either prior to or concurrently with English 1202. **Students cannot obtain credit for English 1200 if they have successfully completed English 1202.**

Authorized Learning Resources

- ▶ *English 1200: A Curriculum Guide*
- ▶ *Reading and Writing for Success* (student text)

English 1201

English 1201 is an academic course, designed for the majority of students entering Level I of senior high school. The study of language and experiences with a broad range of literature and media texts will enable students to reflect on their own learning strategies as they continue to develop confidence as language users. The study of texts will include a cross section of articles, poetry, short prose, plays, novels and visuals, and will focus especially on identities -- understanding ourselves, our communities and our cultures. While opportunities are provided for students to develop imaginative, narrative and poetic texts, there will be a focus on reflective journal responses, reports, editorials, and argumentative/persuasive essays reflecting evidence of research. English 1201 also emphasizes proficiency in the use of oral language for a variety of purposes. Speaking and listening experiences include:

- conversation and focused discussion with an identifiable purpose such as brainstorming, speculating, problem solving
- structured activities and presentations such as symposia, debates, public speaking, reports, panel discussions, interviews, seminars, and small group interaction
- dramatic representations and the performance of texts, for example, monologues, role playing, individual and choral performance, readers' theatre
- focused listening activities to interpret and evaluate ideas and information from a range of sources

Authorized Learning Resources

- ▶ *English 1201: A Curriculum Guide*
- ▶ *Write Traits Kit - Advanced Level I*

Anthologies

- ▶ *Land, Sea, and Time* - Book 1
- ▶ *Land, Sea, and Time* - Book 1 (teacher's guide)
- ▶ *SightLines 10*
- ▶ *SightLines 10* (teacher's guide, Atlantic Edition)

Drama

- ▶ *A Midsummer Night's Dream*
- ▶ *A Midsummer Night's Dream* (teacher's guide)

Language

- ▶ *ResourceLines 9/10*

Novels

- ▶ Joan Clark, *The Dream Carvers*
- ▶ Lois Lowry, *The Giver*
- ▶ Kevin Major, *Eating Between the Lines*

- ▶ Cassie Brown, *Death on the Ice*
- ▶ Harper Lee, *To Kill a Mockingbird*
- ▶ George Orwell, *Animal Farm*
- ▶ Charles Dickens, *A Christmas Carol*
- ▶ Kevin Major, *No Man's Land*

English 1202

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

Specifically, English 1202 provides experiences which enable students to:

- meet the literacy demands of the outside world
- be aware of ways in which language can entertain, inform, and influence others
- adapt their language to suit their purpose
- have a sound basic knowledge of how to use English
- extend their thinking through exploring a range of issues
- use language to the best of their ability in working toward the full range of curriculum outcomes

English 1202 should be flexible enough to allow learners, based on their performance, to move to academic courses.

Authorized Learning Resources

- ▶ *English 1202: A Curriculum Guide*
- ▶ *Write Traits Kit - Advanced Level I*

Anthologies

- ▶ *Crossroads 10*
- ▶ *Crossroads 10* (teacher's guide)

Drama

- ▶ *Collected Searchlights and Other Plays*

Language

- ▶ *ResourceLines 9/10*

Novels

- ▶ Ken Ball, *In the Heat of the Night*
- ▶ Cassie Brown, *Death on the Ice*
- ▶ Joan Clarke, *The Dream Carvers*
- ▶ Paul Gallico, *The Snow Goose*
- ▶ Lois Lowry, *The Giver*
- ▶ Kevin Major, *Eating Between the Lines*
- ▶ Paul Zindel, *The Pigman*

English 2201

English 2201 is an academic course intended for students whose goals include post-secondary academic study. English 2201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers and to give detailed accounts of complex and sophisticated texts. Students are required to examine and evaluate ideas and style in materials studied and in their own work. Students will also be expected to express themselves precisely and to use technology and multimedia applications to solve problems and conduct inquiries. Emphasis will be placed on exposure to and use of a wide variety of styles found in texts from various places and periods, including:

- poetry, novels, short prose, plays, and myths from different times, cultures, and places
- research papers
- film, video, radio, television and live drama
- multimedia texts, data bases, CD-ROM reference sources, and newsgroups

Authorized Learning Resources

- ▶ *English 2201: A Curriculum Guide*
- ▶ *Write Traits Kit - Advanced Level II*

Anthologies

- ▶ *Echoes 11* (with teacher's guide and audio CD)
- ▶ *Land, Sea, and Time - Book 2* (with teacher's guide)

Drama

- ▶ *The Tempest*
- ▶ *Twelfth Night*
- ▶ *Julius Caesar*
- ▶ *The Theban Plays*

Language

- ▶ *Reference Points 11/12*

Novels

- ▶ Ray Bradbury, *Fahrenheit 451*
- ▶ Charles Dickens, *A Tale of Two Cities*
- ▶ Charles Dickens, *Oliver Twist*
- ▶ William Golding, *Lord of the Flies*
- ▶ Seabastian Junger, *The Perfect Storm*
- ▶ Bernice Morgan, *Random Passage*
- ▶ Eric Remarque, *All Quiet on the Western Front*
- ▶ J.R.R. Tolkein, *The Hobbit*
- ▶ Elie Wiesel, *Night*

Non-fiction

- ▶ Elizabeth Goudie, *Woman of Labrador*
- ▶ Cassie Brown, *A Winter's Tale*

English 2202

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

- understand ways in which language can entertain, inform, and influence others
- adapt their language to suit their purposes
- have a sound basic knowledge of how to use English and its conventions in their daily lives
- extend their thinking by exploring a range of issues
- use language to the best of their ability in working towards the full range of curriculum outcomes
- explore and investigate social, political, ethical, and economic issues
- respond to other points of view
- study and produce various forms of writing, particularly non-narrative forms used in student groups, family units, service organizations, political organizations, and business communities, including letters of application, request, and letters to the editor
- reconstruct messages in the form of minutes, reports, press releases, informal and formal oral presentations
- practise oral communications related to the world of work (e.g., job interviews)

Authorized Learning Resources

- ▶ *English 2202: A Curriculum Guide*
- ▶ *Write Traits Kit - Advanced Level II*

Anthologies

- ▶ *Between the Lines* (with teacher's guide)

Drama

- ▶ *Collected Searchlights and Other Plays*

Language

- ▶ *Communicate!*

Novels

- ▶ William Bell, *Zack*
- ▶ Isabelle Holland, *Man Without a Face*
- ▶ James Houston, *Whiteout*
- ▶ Walter D. Myers, *Hoops*
- ▶ T.H. White, *The Sword in the Stone*
- ▶ Conrad Richter, *The Light in the Forest*

Non-fiction

- ▶ Christy Brown, *My Left Foot* (non-fiction)
- ▶ Elizabeth Goudie, *Woman of Labrador* (non-fiction)

Writing 2203

Writing 2203 is designed to accommodate a wide range of student interests and abilities. It offers students an opportunity to explore writing as a means of personal expression as well as a method of communication. The course provides opportunities for students to develop a portfolio of written products under the following categories:

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

Writing 2203 will provide opportunities for students to:

- explore their creative expression
- practise and refine their expository writing
- enhance their precision with written expression

The emphasis throughout the course is on the improvement and refinement of students' writing through extended practice. Writing is viewed as a process involving a range of strategies. Students are expected to demonstrate a commitment to the crafting of a range of writing and to use technology to effectively serve their communication purposes.

Authorized Learning Resources

- ▶ *Writing 2203: A Curriculum Guide*
- ▶ *Reference Points* (student text)
- ▶ *Write Traits Kit - Advanced Level I and Advanced Level II*

Canadian Literature 2204

The course explores Canadian literature using a regional approach. Poems, stories, essays, plays, and novels about Atlantic Canada, Québec, Ontario, the Prairies, the West Coast, and the North are studied, with a special focus on the Atlantic region.

Authorized Learning Resources

- ▶ Course Description
- ▶ Drama - *Boneman*
- ▶ Poetry - *Tracing One Warm Line* (student text)
- ▶ Short Story - *Heartland* (with teacher's manual)
- ▶ *Our Bit of Truth: An Anthology of Canadian Native Literature* (teacher reference)
- ▶ *Choice Atlantic* (student text)
- ▶ *The Oxford Anthology of Canadian Literature*

Three of the following novels:

- ▶ *I Heard the Owl Call My Name* (British Columbia)
- ▶ *Such Is My Beloved* (Ontario)
- ▶ *Barometer Rising* (the Atlantic region)
- ▶ *Honour the Sun* (Native)
- ▶ *Whiteout* (North)
- ▶ *The Hockey Sweater and Other Stories* (Québec)

English 3201

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

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

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

Students are required to respond to a wide variety of forms (media, genres) and to demonstrate a knowledge and understanding of language and literary forms. Students are expected to:

- study and give detailed accounts of complex and sophisticated texts
- be critical and reflective readers of literary texts
- be analytical and critical viewers
- be capable editors of their own and others' writing
- examine the cultural contexts of works and their creators
- write reflectively, critically and analytically about the ideas, values and social efforts of their own and others' texts, crafting written language in a range of forms, polishing stylistic skills and writing with conviction
- use a variety of communication technologies

Experiences in English 3201 should increase students' awareness of:

- their global community
- their place in that community
- the impact their place in that community has on how they view the world and texts in that world
- how language, form and other structures and elements of a text are reflections of the culture in which it has been created

Authorized Learning Resources

- ▶ *English 3201 Curriculum Guide*
- ▶ *Write Traits Kit - Advanced Level II*

Drama

- ▶ *Macbeth* (with teacher's guide)
- ▶ *Othello* (with teacher's guide)
- ▶ *The Theban Plays*

Anthologies

- ▶ *Echoes 12* (with teacher's guide and audio CD)
- ▶ *Land, Sea, and Time - Book 3* (with teacher's guide)

Handbook

- ▶ *Reference Points*

Novels (2 for indepth study and 2 for extended reading)

- ▶ Bernice Morgan, *Waiting for Time*
- ▶ Margaret Laurence, *The Stone Angel*
- ▶ Mark Twain, *Huckleberry Finn*
- ▶ J.R.R. Tolkein, *The Fellowship of the Ring*
- ▶ Jane Urquhart, *Away*
- ▶ John Knowles, *A Separate Peace*
- ▶ J.D. Salinger, *Catcher in the Rye*
- ▶ Lillian Bouzanne, *In the Hands of the Living God*
- ▶ Jeffery Archer, *A Matter of Honour*
- ▶ Bram Stoker, *Dracula*

Non-Fiction

- ▶ Thomas Keneally, *Schindler's List*
- ▶ Wayne Johnston, *Baltimore's Mansion*

English 3202

English 3202 is intended to prepare students for lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world that they will experience as adults. Experiences in this course should be based on the interests and abilities of the students and should provide support to meet their individual and diverse learning needs. Specifically, English 3202 provides experiences which enable students to:

- interpret and analyze a range of narrative and non-narrative texts (e.g., short fiction, drama, poetry) and technical information (e.g., business documents, manuals)
- read and view a range of texts including those electronically produced (electronic mail, electronic bulletin boards, home pages) aimed at extending reading for pleasure and for information
- undertake a more critical examination of a variety of texts
- write in a range of forms that they might use in their adult lives (e.g., business letters, reports, essays, forms)
- reconstruct messages in the form of memoranda, summaries, minutes
- demonstrate a sound basic knowledge of how to use the conventions of English in written and oral presentations
- manipulate tone and appropriate details to suit particular audiences

- apply problem-solving strategies and dynamics of social discourse to work through various communication situations, particularly those found in community and workplace situations
- respond both personally and critically, orally and in writing, to a range of texts

Authorized Learning Resources

- ▶ *English 3202 Curriculum Guide*
- ▶ *Write Traits Kit - Advanced Level II*

Drama

- ▶ *Collected Searchlights and Other Plays*

Anthology

- ▶ *Passages 12* (with teacher's guide, audio CD and assessment CD)

Handbook

- ▶ *Communicate!*

Novels (2 for indepth study and 2 for extended reading)

- ▶ Walter Lord, *A Night to Remember*
- ▶ Walter Dean Myers, *Monster*
- ▶ John Steinbeck, *Of Mice and Men*
- ▶ Stuart McLean, *Stories from the Vinyl Café*
- ▶ Iain Lawrence, *Wreckers*

Non-Fiction

- ▶ Cassie Brown, *Standing into Danger*

Folk Literature 3203

This course teaches an appreciation of traditional orally composed and orally transmitted literature. It contributes to an understanding of literary history, oral and written literary techniques, and local, regional, national, and international cultural traditions. The four major categories of folk literature - folk tales, folk songs, folk drama, folk say - are studied.

Topics: The folk tale, legend and personal experience, narrative, traditional songs, the folk ballad, rhymes and singing-ring games, riddles, proverbs, folk metaphor, true folk drama, and the monologue and the recitation.

Authorized Learning Resources

- ▶ Course Description
- ▶ *Teacher's Guide: Folk Literature 3203*
- ▶ *Folk Literature: Voices Through Time* (student text)
- ▶ *Write Traits Kit - Advanced Level II*

- ▶ *Folklore of Canada* (teacher reference) (previously supplied, out of print)
- ▶ *The Viking Book of Folk Ballads of the English-Speaking World* (teacher reference) (previously supplied, out of print)
- ▶ *World Folktales: A Scribner Resource Collection* (class set) (previously supplied, out of print)

Theatre Arts 2200

This course focuses on the development of students' personal resources, communications and group skills, and leads to the acquisition of basic performance skills supported by the necessary stagecraft.

The general goals and purposes are to ask students to develop their personal resources necessary for dramatic activities; to ask students to develop their communication skills and group dynamic skills, and, to ask students to be involved in the creation and appreciation of dramatic art forms.

Authorized Learning Resources

- ▶ Course Description
- ▶ *Basic Drama Projects* (student text)
- ▶ *Development Through Drama* (teacher reference)
- ▶ *Interpretations* (5 per school)
- ▶ *Stage Crafts* (teacher reference)

Family Studies

Clothing 1101

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Clothing: Fashion, Fabric & Construction* (teacher resource) (previously supplied, out of print)
- ▶ *Concepts in Clothing* (class set) (previously supplied, out of print)
- ▶ *Fashion: Colour, Line & Design* (teacher resource) (previously supplied, out of print)

Healthy Living 1200

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

Healthy Living 1200 provides opportunities for students to examine and reflect on issues that affect their health and well-being. The four units are:

- Active Living
- Healthy Eating
- Controlling Substances
- Personal Dynamics

Specific Curriculum Outcomes

- The SCOs for each of the components of the course link to General Curriculum Outcomes for Physical Education, Home Economics/Family Studies, and Health which, in turn, link to the Essential Graduation Learnings.
- The SCOs are addressed in each component for the course: *Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics.*

Several Key Components of Healthy Living 1200 include:

- Participate in physical activity
- Examine health indicators and health practices
- Investigate relevant health topics
- Explore activities that improve life skills and enhance capability to positively affect health and well-being
- Develop a Personal Strategic Health Plan
- It is recommended that 30 - 45 % of class time be allocated to physical activity.

Authorized Learning Resources

- ▶ *Healthy Living 1200 Curriculum Guide* (2002)
- ▶ *LIFECHOICES: Healthy and Well* (student resource)
- ▶ *LIFECHOICES: Healthy and Well* (teacher resource)
- ▶ *Concepts of Physical Fitness with Laboratories* (1 per teacher)
- ▶ *Money Smarts Learning Resource* (previously supplied)
- ▶ *Newfoundland Heart Health Leadership Manual* and video (previously supplied)
- ▶ *Smoking Sucks Ad Campaign Resource* (video and teacher guide)

Nutrition 2102

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

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

While Nutrition 2102 is not a prerequisite for Nutrition 3102, the learner will have a better appreciation of the content of the latter when both courses are taken.

Authorized Learning Resources

- ▶ *Nutrition 2102 and 3102 Curriculum Guide, Interim Edition, 2007*
- ▶ *Food for Today* (student and teacher text)
- ▶ *Food for Today* (teacher resource)
- ▶ *Food and Nutrition Sciences Lab Manual*
- ▶ *Food and Nutrition Sciences Answer Key*
- ▶ Food Replicas
- ▶ *Nutritional Value of Some Common Foods* (Health Canada)
- ▶ *Modern Food Biotechnology: Principles and Perspectives*
- ▶ *Food Safety* DVD
- ▶ *Dr. Richter's Fresh Produce Guide*

Human Dynamics 2201

This course is made up of four components: Family as Ecosystem (11 hours), Relationships (28 hours), Parenting and Child Development (60 hours), and Financing Your Dreams (21 hours). In the first component, Family as Ecosystem, students are provided with opportunities to explore their roles as family members. Attention is given to the place of family in the larger social, political and economic system and the ability of individuals to adjust and change to ensure the sustainability of the system. In the Relationship component, students examine the types of relationships in which they are involved; how customs, values and beliefs impact relationships; and strategies and options for dealing with issues in relationships. In Parenting and Child Development, the focus is on the care of infants through use of an

infant simulator, a pivotal component of the course. There is also emphasis on the physical, emotional, social and intellectual development of children. Students are provided with opportunities to identify strategies for responding to the needs of children, address challenging situations which face parents and care givers, and propose ways to positively affect childhood development. The final component, Financing Your Dreams, concentrates on understandings, skills and abilities related to financial planning and management with an accent on issues that will assist young people to make the transition from high school to careers and lifelong learning.

Authorized Learning Resources

- ▶ *Human Dynamics 2201 Curriculum Guide* (2004)
- ▶ *RealCare*® *Baby II* and *Baby Think It Over*® *Program*
- ▶ *LIFECHOICES: Relationships* (student resource)
- ▶ *LIFECHOICES: Relationships* (teacher resource)
- ▶ *LIFECHOICES: Venturing Out* (student resource)
- ▶ *LIFECHOICES: Venturing Out* (teacher resource)
- ▶ *Parenting in Canada: Human Growth and Development* (teacher resource)
- ▶ *Profiling Canada's Families II* (teacher resource)
- ▶ *Out of the Dark: Youth and Depression* (video) - previously supplied to schools
- ▶ *Choices for Positive Youth Relationships* (video and instructor's guide) - previously supplied to guidance counsellors
- ▶ *A New Life Series* - set of booklets (teacher resource)
- ▶ *Standards and Guidelines for Health in Child Care Settings* (teacher resource)
- ▶ *It Only Takes a Moment: Shaken Baby Syndrome* (video)
- ▶ *Money and Youth* (student and teacher guides) - previously supplied to schools

Nutrition 3102

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

The three units for Nutrition 3102 are: Food, Nutrition and Health; Food Technology and Production; and, Food Security. Food laboratories are part of this course with a **minimum**

requirement of eight lab experiences. Labs are to be chosen in accordance with the guidelines outlined in the appendix of the curriculum guide.

Authorized Learning Resources

- ▶ *Nutrition 2102 and 3102 Curriculum Guide, Interim Edition, 2007*
- ▶ *Food for Today* (student and teacher text)
- ▶ *Food for Today* (teacher resource)
- ▶ *Food and Nutrition Sciences Lab Manual*
- ▶ *Food and Nutrition Sciences Answer Key*
- ▶ Food Replicas
- ▶ *Nutritional Value of Some Common Foods* (Health Canada)
- ▶ *Modern Food Biotechnology: Principles and Perspectives*
- ▶ *Food Safety* DVD
- ▶ *Dr. Richter's Fresh Produce Guide*

Textiles 3101

Emphasis is on textiles, fibres, yarns, fabrication methods and finishes, and on the application of this knowledge in consumer decision making.

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Clothing: Fashion, Fabric & Construction* (teacher resource)
- ▶ *Fabric Data* (1 per 3 students) (previously supplied, out of print)
- ▶ *Textile Experiments: A Teacher's Manual* (previously supplied, out of print)
- ▶ *Fashion: Colour, Line & Design* (teacher resource) (previously supplied, out of print)

Guidance

Peer Counselling 2101

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Peer Power*, Book 1

Mathematics

Mathematics 1204

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

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

Note: Credit may NOT be obtained for Mathematics 1204 if a student has obtained credit for Mathematics 1300 or Advanced Mathematics 1201.

Authorized Learning Resources

- ▶ *Mathematics 1204 Curriculum Guide* (2005)
- ▶ *Mathematics 1204 - Supporting/Companion Document*
- ▶ *Mathematical Modeling: Book 1* (student book and teacher's resource)
- ▶ *Curriculum and Evaluation Standards for School Mathematics* - NCTM
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* (previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 (previously supplied, out of print)
- ▶ *Get It Together: Math Problems for Groups* (previously supplied, out of print)
- ▶ Graphing calculators

Mathematics 2204

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

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

Note: Credit may **NOT** be obtained for Mathematics 2204 **AFTER** obtaining credit for Mathematics 2205.

Authorized Learning Resources

- ▶ *Mathematics 2204/2205 Curriculum Guide* (2002)
- ▶ *Mathematics 2204/2205 - Supporting/Companion Document*
- ▶ *Mathematical Modeling: Book 2* (student book and teacher's resource)
- ▶ *Curriculum and Evaluation Standards for School Mathematics - NCTM*
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* (previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 (previously supplied, out of print)
- ▶ *Get It Together: Math Problems for Groups* (previously supplied, out of print)
- ▶ Graphing calculators

Mathematics 3204

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

Topics: Quadratics, exponential and logarithmic functions, circle geometry, rate of change, and probability.

Authorized Learning Resources

- ▶ *Mathematics 3204/3205 Curriculum Guide* (2002)
- ▶ *Mathematical Modeling: Book 3* (student book and teacher's resource)
- ▶ *Curriculum and Evaluation Standards for School Mathematics - NCTM*
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* (previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 (previously supplied, out of print)

- ▶ *Get It Together: Math Problems for Groups* (previously supplied, out of print)
- ▶ Graphing calculators

Note: Credit may **NOT** be obtained for Mathematics 3204 **AFTER** obtaining credit for Mathematics 3205.

Advanced Mathematics

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

Mathematics 2205

Success in Mathematics 2205 is dependent upon knowledge and skills obtained in Mathematics 1204. This is the first course in the advanced mathematics sequence. This course covers the same topics as Mathematics 2204 but to a greater depth of treatment.

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

Authorized Learning Resources

- ▶ *Mathematics 2204/2205 Curriculum Guide* (2002)
- ▶ *Mathematics 2204/2205 - Supporting/Companion Document*
- ▶ *Mathematical Modeling: Book 2* (student book and teacher's resource)
- ▶ *Curriculum and Evaluation Standards for School Mathematics - NCTM*
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 previously supplied, out of print)
- ▶ *Get It Together: Math Problems for Groups* previously supplied, out of print)
- ▶ Graphing calculators

Mathematics 3205

Success in Mathematics 3205 is dependent upon knowledge and skills obtained in Mathematics 1204.

Topics: Quadratics, exponential and logarithmic functions, circle geometry, rate of change and probability.

Authorized Learning Resources

- ▶ *Mathematics 3204/3205 Curriculum Guide*
- ▶ *Mathematics 3204/3205 - Supporting/Companion Document*
- ▶ *Mathematical Modeling: Book 3* (student book and teacher's resource)
- ▶ *Curriculum and Evaluation Standards for School Mathematics - NCTM*
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* (previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 (previously supplied, out of print)
- ▶ *Get It Together: Math Problems for Groups* (previously supplied, out of print)
- ▶ Graphing calculators

Mathematics 3207

It is strongly recommended that students complete Mathematics 2204 or 2205 as well as Mathematics 3204 or 3205 before Mathematics 3207. Students can do Mathematics 3207 concurrently with one of the previously listed courses. This is the fourth course in the Advanced Mathematics Program and contains essential algebra for success in post-secondary mathematics.

Topics: Sequences and series, functions, trigonometry, and complex numbers.

Authorized Learning Resources

- ▶ *Mathematics 3207 Curriculum Guide* (2002)
- ▶ *Mathematics 3207 - Supporting/Companion Document*
- ▶ *Mathematical Modeling: Book 4* (student book and teacher's resource)
- ▶ *Curriculum and Evaluation Standards for School Mathematics - NCTM*
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* (previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 (previously supplied, out of print)
- ▶ *Get It Together: Math Problems for Groups* (previously supplied, out of print)
- ▶ Graphing calculators

Mathematics 3103

Students may do this course concurrently with Mathematics 2204/2205 or Mathematics 3204/3205. The course is designed for academic mathematics students who have plans for post-secondary which involves the study of mathematics. There is some overlap between Mathematics 3207 and Mathematics 3103 and normally students would choose one or the other.

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

Authorized Learning Resources

- ▶ *Mathematics 3103 Curriculum Guide* (2002)
- ▶ *Curriculum and Evaluation Standards for School Mathematics* - NCTM
- ▶ *Mathematics 3103 Student Guidebook*
- ▶ *Problem-Solving Experiences in Algebra* (previously supplied, out of print)
- ▶ *Problem-Solving Experiences in Geometry* (previously supplied, out of print)
- ▶ *Problems, Problems, Problems*, Vol. 1 and 2 (previously supplied, out of print)
- ▶ *Get It Together: Math Problems for Groups* (previously supplied, out of print)

Note: This course is dependent on a variety of recommended resources which have already been supplied to schools for other implementations. The curriculum guide also suggests a variety of websites where additional support materials can be found.

Practical Mathematics

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

Mathematics 1206

This is the first course in the Mathematics 1206/2206/3206 program. It is designed to accommodate students who have struggled with the Intermediate Mathematics Program. It may also be suitable for students who have received a modified Grade 9 mathematics program as long as the modification has not been extreme. This course is topic-aligned with Mathematics 1204. Students who achieve well in Mathematics 1206 will have the option of moving to the Academic program in subsequent years or continuing with the subsequent courses from this program.

Decisions regarding placement in courses should be done by looking at individual student profiles as opposed to establishing arbitrary cut off grades.

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

Authorized Learning Resources

- ▶ *Mathematics 1206 Curriculum Guide* (2002)
- ▶ *Mathematics 1206 Supporting/Companion Document*
- ▶ *Constructing Mathematics - Book One*
 - student resource
 - teacher resources
- ▶ Graphing calculators

Mathematics 2206

Success in Mathematics 2206 is dependent upon knowledge and skills obtained in Mathematics 1206. Topics: Decision making in consumer situations, applications of trigonometry, statistics, introduction to linear programming, and an independent study unit.

Authorized Learning Resources

- ▶ *Mathematics 2206 Curriculum Guide* (2002)
- ▶ *Constructing Mathematics - Book 2* (student resource and teacher resource book)
- ▶ Graphing calculators

Mathematics 3206

Success in Mathematics 3206 is dependent upon knowledge and skills obtained in Mathematics 1206. Topics: Patterns, quadratics, exponential growth, circle geometry, and probability.

Authorized Learning Resources

- ▶ *Mathematics 3206 Curriculum Guide* (2002)
- ▶ *Mathematics 3206 Supporting/Companion Document*
- ▶ *Constructing Mathematics: Book 3* (student resource and teacher resource book)
- ▶ Graphing calculators

Music

The Senior High Music curriculum is designed to serve a wide, general student population of differing abilities, skill levels, and interests. The three course areas provide for individual skill development through study of an instrument or voice; group and

individual skill development through participation in larger performing ensembles such as choir, band, or orchestra; and the development of musical understandings through a general music course which involves a variety of musical activities and a broad range of topics.

Experiencing Music **2200**

This course is designed to assist students in responding emotionally and intelligently to a wide range of music representative of many styles and cultures. Students experience music in as many ways as possible through each of the modes of musical activity, e.g., performing, creating, and listening. Students investigate the use of technology in music production and the relationships between various styles of music, music and culture, and between music and other art forms. This course is a practical study of music in which active involvement with various aspects of music is encouraged.

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

Experiencing Music 2200 is available to all students at any level regardless of previous musical experience.

Authorized Learning Resources

- ▶ Curriculum Guide (1996)
- ▶ *Music! Its Role and Importance in Our Lives* - 6th Edition
 - Student Text
 - Teacher's Edition
 - Teacher's Resource Binder
 - Audio Library (15 CD set)
 - *Command Performances* DVD
- ▶ Instructional Software is approved for a \$400.00 reimbursement. Please see the curriculum guide for information on ordering and reimbursement. Schools wishing to purchase software not listed should contact the Program Development Specialist responsible for Music at the Department of Education. The following software is approved for the \$400 reimbursement:
 - *Band in a Box Pro* (PG Music)
 - *Cubase Score/Cubase Audio* (Steinberg)
 - *Cakewalk Pro* (Twelve Tone Systems) - Windows

- *Finale* (Coda)
- *Print Music* (Coda)
- *Jammer Pro* (Sound Trek)
- *Encore* (Passport)
- *Master Tracks Pro* (Passport)
- *MusicTime* (Passport)
- *Vision/EZ Vision* (Opcode) - Mac
- *Musicator* - Windows
- *Clip Creator (AABACA)* - Mac
- ▶ Theory/Ear Training
 - *Music Lessons* (MiBac)
 - *Play It By Ear* (Ibis) - Windows
 - *Alfred's Essentials of Music Theory*
 - *Rhythm Ace* (Ibis) - Windows
 - *Practica Musica* (ARS) - Mac
 - *Claire: The Personal Music Coach* (Opcode) - Mac
- ▶ CD-ROMS/Videos are approved for a \$200.00 reimbursement. Please see the curriculum guide for information on ordering and reimbursement. CD-ROMS/Videos should relate to *Contexts, Elements, Styles* (as outlined in the curriculum guide). For further information contact the Program Development Specialist responsible for Music at the Department of Education.

The following videos are available on a loan basis from the Provincial Information and Library Resources Board:

- ▶ *Eternal Earth*
- ▶ *In the Key of Oscar*
- ▶ *The History of Rock and Roll* (parts 1-10)

Applied Music 2206/3206

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

Students acquire *generic performing skills* related to all applied areas - phrasing, articulation, intonation, tone quality, expressive devices, interpretation, style; *specific performing skills* unique to the

individual applied area; and *theoretical concepts* - elements of music (rhythm/meter, melody, harmony, form), musical literacy, and appropriate symbols and terms.

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

Authorized Learning Resources

- ▶ Curriculum Guide (1996)
- ▶ See the curriculum guide for a listing of authorized resources and information on ordering and reimbursement. For further information, contact the Program Development Specialist responsible for Music at the Department of Education.

Ensemble Performance 1105/2105/3105

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

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

Authorized Learning Resources

- ▶ Course Description (1993)
- ▶ Scores/class sets. See the course description for information on resources, ordering and reimbursement. For further information, contact the Program Development Specialist responsible for Music at the Department of Education.

Physical Education

Healthy Living 1200

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

Healthy Living 1200 provides opportunities for students to examine and reflect on issues that affect their health and well-being. The four units are:

- Active Living
- Healthy Eating

- Controlling Substances
- Personal Dynamics

Specific Curriculum Outcomes

- The SCOs for each of the components of the course link to General Curriculum Outcomes for Physical Education, Home Economics/Family Studies, and Health which, in turn, link to the Essential Graduation Learnings.
- The SCOs are addressed in each component for the course: *Active Lifestyles, Healthy Eating, Controlling Substances, and Personal Dynamics.*

Several Key Components of Healthy Living 1200 include:

- Participate in physical activity
- Examine health indicators and health practices
- Investigate relevant health topics
- Explore activities that improve life skills and enhance capability to positively affect health and well-being
- Develop a Personal Strategic Health Plan
- It is recommended that 30 - 45 % of class time be allocated to physical activity.

Authorized Learning Resources

- ▶ *Healthy Living 1200 Curriculum Guide* (2002)
- ▶ *LIFECHOICES: Healthy and Well* (student resource)
- ▶ *LIFECHOICES: Healthy and Well* (teacher resource)
- ▶ *Concepts of Physical Fitness with Laboratories* (1 per teacher)
- ▶ *Money Smarts Learning Resource* (previously supplied)
- ▶ *Newfoundland Heart Health Leadership Manual* and video (previously supplied)
- ▶ *Smoking Sucks Ad Campaign Resource* (video and teacher guide)

Physical Education 2100/2101

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

Specific Curriculum Outcomes and Movement Categories

Physical Education 2100/2101 specific curriculum outcomes address the three dimensions of Movement.

- Psychomotor (Moving and Doing)
- Cognitive (Understanding and Applying)
- Affective (Cooperation and Responsibility)

Students will:

- Learn and develop movement skills that permit and motivate students to participate regularly in lifelong physical activity
- Be involved in choosing activities in which they participate
- Build an understanding that personal fitness/wellness is within their control
- Develop confidence, motivation and responsibility to lead an active lifestyle
- Develop cooperative skills and strategies
- Assume increasing levels of personal responsibility for actions and choices as they develop cooperative and leadership skills

Several key features of Physical Education 2100/2101 that will appeal to students are:

- The involvement of students in selecting the activities in which they will participate
- Participation in a variety of activities
 - Fitness activities and experiences
 - Team-building and cooperative games and activities
 - Rhythmic activities
- Student support resource for senior high physical education that complements work in the gym/outdoors.
- Students establish wellness/fitness levels, set goals and work towards achieving goals
- Individual goal-setting and student-centred assessment
- The potential for each student to achieve a high degree of success

Student Support Resource

The *Active For Life – Physical Education in Newfoundland and Labrador* student text is an integral component of the Newfoundland and Labrador Senior High School Physical Education curriculum. This resource complements the fitness and other related activities students complete in both gymnasium and outdoor settings.

Students will have the opportunity to plan, implement and assess the progress of their personalized fitness goals and plans with the information, planning tools and templates presented in the text.

There is a minimum requirement of activities that must be covered throughout the courses; much choice exists for each physical education class to develop and participate in a unique experience. It is through guided participation in the activities that students will meet the curricular outcomes.

The activities are organized into **three Movement Themes** from which activities are chosen:

1. Individual/Dual Games and Activities
2. Games/Other Movement Activities
3. Alternative Activities and Settings

Physical Education 2100 Movement Themes and Requirements

Movement Theme	Minimum # of Activities	Minimum # of classes/time per THEME	Maximum # of classes/time per ACTIVITY
Individual/Partner Games and Activities	Fitness + 1 other selection	5 classes or 275 minutes per selection	8 classes or 440 minutes
Games/Group Activities	Team Building + 1 other selection	5 classes or 275 minutes per selection	8 classes or 440 minutes
Alternative Activities	Rhythmic Activities + 1 other selection	5 classes or 275 minutes per selection	8 classes or 440 minutes
Other Choices	From any category From any category	5 classes or 275 minutes per selection	8 classes or 440 minutes

Physical Education 2101 Movement Themes and Requirements

Movement Theme	Minimum # of Activities	Minimum # of classes/time per THEME	Maximum # of classes/time per ACTIVITY
Individual/Partner Games and Activities	Fitness + 1 other selection	5 classes or 275 minutes per selection	8 classes or 440 minutes
Games/Group Activities	Cooperative Games + 1 other selection	5 classes or 275 minutes per selection	8 classes or 440 minutes
Alternative Activities	Any two selections from alternative	5 classes or 275 minutes per selection	8 classes or 440 minutes
Other Choices	From any category From any category	5 classes or 275 minutes per selection	8 classes or 440 minutes

Notes:

- Through participation in activities, curricular outcomes will be achieved.
- Much latitude exists for each school and each physical education class to develop and participate in a unique physical education experience.
- Teachers and students will work collaboratively in choosing activities that are relevant and meaningful.

Authorized Learning Resources

- *Active For Life - Physical Education in Newfoundland and Labrador* (student resource)
- *Physical Education 2100/2101 Curriculum Guide*, Interim Edition

- ▶ *Canadian Active Living Fitness Circuit Charts: Secondary School Series* - Thompson Educational Publishing
- ▶ *More Team Building Challenges*
- ▶ *Fitness for Life*, 5th Edition
- ▶ *Gameskills: A Fun Approach to Learning Sport Skills*
- ▶ *Quality Lesson Plans for Secondary Physical Education*
- ▶ *Multicultural Folk Dance Treasure Chest* - Vol. 1 and 2

The following learning resources have been provided to all high schools

- ▶ Fitness for Life Physical Activity Pyramid for Teens Poster
- ▶ *Adapted Games and Activities*
- ▶ Stretching/Flexibility Poster Set
- ▶ *Body Ball Handbook*
- ▶ *Stretch Tubing Handbook*
- ▶ Body Ball Poster Pack (4 pack of 12" x 18" - laminated)
- ▶ Stretch Tubing Poster (5 pack of 12" x 18" - laminated)
- ▶ *The Great Yoga Handbook*
- ▶ Dumbbell Training Poster
- ▶ *Takraw: The Complete Instructional/Coaching Manual*
- ▶ *Sepak Takraw: Just for Kicks* - Video
- ▶ *Swiss Ball Exercises*
- ▶ *Jump 2b Fitness*
- ▶ *Abdominals Exercises*
- ▶ *Canadian Active Living Fitness Circuit Charts: Secondary School Series* - Thompson Educational Publishing
- ▶ *Rhythmic Activities and Dance*, 2nd edition

Physical Education 3100/3101

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

Specific Curriculum Outcomes and Movement Categories

Physical Education 3100/3101 specific curriculum outcomes address the three dimensions of Movement.

- Psychomotor (Moving and Doing)
- Cognitive (Understanding and Applying)
- Affective (Cooperation and Responsibility)

Students will:

- Learn and develop movement skills that permit and motivate students to participate regularly in lifelong physical activity
- Increase their involvement in choosing activities in which they participate
- Develop their understanding that personal fitness/wellness is within their control
- Develop confidence, motivation and responsibility required to lead an active lifestyle
- Participate in a variety of outdoor activities and experiences
- Participate in a series of leadership activities and challenges
- Create and participate in a series of games and activities from different cultures

Several key features of Physical Education 3100/3101 that will appeal to students are:

- The variety of outdoor/adventure activities that take place in alternative settings
- Student support resource for senior high physical education that complements work in the gym/outdoors
- Students involvement in setting individuals and group goals, creating and leading games and activities, selection of activities
- Increased level of student responsibility throughout the course
- Personal fitness planning

Student Support Resource

The Active For Life – Physical Education in Newfoundland and Labrador student text is an integral component of the Newfoundland and Labrador Senior High School Physical Education curriculum. This resource complements the fitness and other related activities students complete in both gymnasium and outdoor settings.

Students will have the opportunity to plan, implement and assess the progress of their personalized fitness goals and plans with the information, planning tools and templates presented in the text.

There is a minimum requirement of activities that must be covered throughout the courses; much choice exists for each physical education class to develop and participate in a unique experience. It is through guided participation in the activities that students will meet the curricular outcomes.

The activities are organized into **five Movement Themes** from which activities are chosen:

1. Fitness Pursuits
2. Individual/Dual
3. Team/Group
4. Innovative
5. Alternative

Physical Education 3100 Movement Themes and Requirements

Movement Theme	Minimum # of Activities	Minimum # of classes/time per <i>THEME</i>	Maximum # of classes/time per <i>ACTIVITY</i>
Fitness Pursuits	1	5 classes or 275 minutes	8 classes or 440 minutes
Individual/Dual	1	5 classes or 275 minutes	8 classes or 440 minutes
Team/Group	1	5 classes or 275 minutes	8 classes or 440 minutes
Innovative	Creating Games/Activities	5 classes or 275 minutes	8 classes or 440 minutes
Alternative	Outdoor/Adventure category + 1 other from the alternative theme	5 classes or 275 minutes per selection	8 classes or 440 minutes per selection

Physical Education 3101 Movement Themes and Requirements

Movement Theme	Minimum # of Activities	Minimum # of classes/time per <i>THEME</i>	Maximum # of classes/time per <i>ACTIVITY</i>
Fitness Pursuits	1	5 classes or 275 minutes	8 classes or 440 minutes
Individual/Dual	1	5 classes or 275 minutes	8 classes or 440 minutes
Team/Group	Leadership and Cooperative Activities	5 classes or 275 minutes	8 classes or 440 minutes
Innovative	Multicultural/International Games	5 classes or 275 minutes	8 classes or 440 minutes
Alternative	Outdoor/Adventure category + 1 other from the alternative theme	5 classes or 275 minutes per selection	8 classes or 440 minutes per selection

Teachers and students note that required activity selections differ between the two courses.

Notes:

- Through participation in activities, curricular outcomes will be achieved.
- Much latitude exists for each school and each physical education class to develop and participate in a unique physical education experience.

- Teachers and students will work collaboratively in choosing activities that are relevant and meaningful.

Authorized Learning Resources

- *Active For Life - Physical Education in Newfoundland and Labrador* (student resource)
- *Physical Education 3100/3101 Curriculum Guide*, Interim Edition
- *Physical Education 3100/3101 Teacher Handbook of Activities and Lessons*
- *Field Book for Canadian Scouting*
- *Complete Physical Education Plans for Grades 7-12*
- *Junkyard Sports*
- *It's Not a Gym Anymore - Teaching Secondary School Students How to Become Active*
- *Co-Ed Recreational Games*
- *Essentials of Team Building - Principals and Practices*

The following learning resources have been provided to all high schools

- Fitness for Life Physical Activity Pyramid for Teens Poster
- *Adapted Games and Activities*
- Stretching/Flexibility Poster Set
- *Body Ball Handbook*
- *Stretch Tubing Handbook*
- Body Ball Poster Pack (4 pack of 12" x 18" - laminated)
- Stretch Tubing Poster (5 pack of 12" x 18" - laminated)
- *The Great Yoga Handbook*
- Dumbbell Training Poster
- *Takraw: The Complete Instructional/Coaching Manual*
- *Sepak Takraw: Just for Kicks* - Video
- *Swiss Ball Exercises*
- *Jump 26 Fitness*
- *Abdominals Exercises*
- *Canadian Active Living Fitness Circuit Charts: Secondary School Series* - Thompson Educational Publishing
- *Rhythmic Activities and Dance*, 2nd edition

Religious Education

Ethical Issues 1104

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

Topics: Morality and Ethics, Worldviews, Family and Peer Relationships, Media and Technology, Sexuality and Gender Roles, Work, Spirituality, Life and Death, Creation and the Environment, Peace and Security, Tolerance and Caring, Social Justice.

Authorized Learning Resources

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *Religious Education Interim High School Curriculum Guide*
- ▶ *Worldviews: The Challenge of Choice* (with teacher's guide)

Christian Writings 2104

This course will particularly focus on studying the life of Jesus as presented in the gospels, as well as examining the early foundation of Christianity through the study of the life of Paul and his writings.

Topics: Figures, Events and Themes from Hebrew and Christian Scriptures, Formulation and Significance of Christian Scriptures, The Content of Christian Scriptures: Miracles, Resurrection, Pauline Writings.

Authorized Learning Resources

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *Religious Education Interim High School Curriculum Guide*
- ▶ *Jesus of History, Christ of Faith* (with teacher's manual) (out of print)

World Religions 3101

World Religions 3101 is a study of the living belief systems: Aboriginal Spirituality, Early Religions (Zoroastrianism, Jainism, Taoism, Confucianism and Shinto), Hinduism, and Buddhism. World Religions 3101 is not a prerequisite for World Religions 3106. Students may choose to complete one or both courses.

Authorized Learning Resources

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *World Religions 3101/3106 Curriculum Guide*
- ▶ *Exploring World Religions: The Canadian Perspective* (with teacher's manual)

World Religions 3106

World Religions 3106 is a study of the living belief systems: Judaism, Christianity, Islam, Sikhism, Religion Today (various topics and reference to Baha'i). World Religions 3101 is not a prerequisite for World Religions 3106. Students may choose to complete one or both courses.

Authorized Learning Resources

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *World Religions 3101/3106 Curriculum Guide*
- ▶ *Exploring World Religions: The Canadian Perspective* (with teacher's manual)

Science

Environmental Science 3205

Environmental Science 3205 curriculum is aimed at students who want to expand their knowledge and understanding of environment-related issues and topics. This course is organized into five units, each of which focuses primarily at the Newfoundland and Labrador environment. These units of study address such issues as how our interactions impact the environment, how we can minimize our impact on the environment, and how management and legislative process help protect the environment for future generations.

Students who complete this course will be aware of environment-related careers and will be better prepared for entrance into college and university programs leading to these careers.

Authorized Learning Resources

- ▶ *Environmental Science 3205 Curriculum Guide* (Interim Edition, 2008)
- ▶ *Toward a Sustainable Future: Challenges, Changes, Choices* (2008)
- ▶ *Laboratory Safety Guidelines*
- ▶ Online electronic resources available through CDLI

Science 2200

This course is the first of the Science 2200-Science 3200 sequence. The course will focus on life science (ecology and sustainability) and earth science (weather) and will have a heavy emphasis on the basic science of everyday phenomena. The relevance of science will also be increased by an emphasis on an activity-oriented approach to learning.

Authorized Learning Resources

- ▶ *Foundations for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Science 2200 Interim Curriculum Guide*
- ▶ *Laboratory Safety Guidelines*
- ▶ *Nelson Science 10 Concepts & Connections* (with teacher's resource)
- ▶ *Nelson Science 10 Concepts & Connections Student Record of Learning*

Science 3200

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

Authorized Learning Resources

- ▶ *Foundations for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Science 3200 Interim Curriculum Guide* (2005)
- ▶ *Laboratory Safety Guidelines*
- ▶ *Nelson Science 10 Concepts & Connections* (with teacher's resource)
- ▶ *Nelson Science 10 Concepts & Connections Student Record of Learning*

Science 1206

This course develops fundamental concepts in each of the four major content areas: Life Science, Earth and Space Science, Chemistry, and Physics. Topics included in the course are sustainability of ecosystems, weather, chemical reactions and motion. It is intended to provide a broad scientific background and help students prepare for other optional high school science courses.

Authorized Learning Resources

- ▶ *Atlantic Canada Science 1206 Curriculum Guide* (2002)
- ▶ *Foundations for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Laboratory Safety Guidelines*
- ▶ *Nelson Science 10* (with teacher's resource)

Biology 2201

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

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

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Biology 2201 Curriculum Guide* (2003)
- ▶ *Laboratory Safety Guidelines*
- ▶ *McGraw-Hill Biology* (with teacher's resource)

Biology 3201

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

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

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Biology 3201 Curriculum Guide* (2004)
- ▶ *Laboratory Safety Guidelines*
- ▶ *McGraw-Hill Biology* (with teacher's resource)

Chemistry 2202

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

Topics: stoichiometry, bonding, and organic chemistry.

Authorized Learning Resources

- ▶ *Chemistry 2202 Curriculum Guide* (2003)
- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Laboratory Safety Guidelines*
- ▶ *McGraw-Hill Chemistry* (with teacher's resource)
- ▶ *ChemMedia Videodisc*

Chemistry 3202

Success in Chemistry 3202 is dependent upon knowledge and skills obtained in Chemistry 2202. This course is common to all four Atlantic Provinces and is intended to further develop chemical concepts.

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

Authorized Learning Resources

- ▶ *Chemistry 3202 Curriculum Guide* (2005)
- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Laboratory Safety Guidelines*
- ▶ *McGraw-Hill Chemistry* (with teacher's resource)
- ▶ *ChemMedia Videodisc*

Earth Systems 3209

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

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Earth Systems Curriculum Guide*, 1999
- ▶ *Laboratory Safety Guidelines*
- ▶ *Earth, an Introduction to Physical Geology*, 1st Canadian Edition, Tarbuck, Lutgens, and Tsujita
 - student text
 - instructor's CD-Rom

Physics 2204

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

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

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Physics 2204 Curriculum Guide* (2002)
- ▶ *Laboratory Safety Guidelines*
- ▶ *Physics: Concepts and Connections* (with teacher's resource)

Physics 3204

Success in Physics 3204 is dependent upon knowledge and skills obtained in Physics 2204. This course is common to all four Atlantic Provinces and is intended to further develop physical concepts.

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

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Physics 3204 Curriculum Guide* (2004)
- ▶ *Laboratory Safety Guidelines*
- ▶ *Physics: Concepts and Connections* (with teacher's resource)

Social Studies

Canadian History 1201

This course focuses on the history of Canada from the late 1890s to the close of the 20th Century.

Topics:

- Canada at the Turn of the 20th Century
- Canada in the First World War
- Interwar Period in Canada

- Canada, the Second World War and its Aftermath
- Canada Matures: Growth in the Post-war Period
- New Directions in Canada

Authorized Learning Resources

- ▶ *Canadian History 1201 Curriculum Guide* (1996)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *Canadian History: 1900-2000* (with teacher's resource) (2000)
- ▶ *Historica Minutes* (DVD; 1 per classroom)

Teacher Reference

- ▶ *Canada: A Nation Unfolding* (with teacher's resource) (1994)

Canadian Geography 1202

This course is an introductory study of Canadian geography.

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

Authorized Learning Resources

- ▶ *Canadian Geography 1202 Curriculum Guide* (1996)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *Canada: Land of Diversity*, 3rd edition (with teacher's guide) (1996) OR *Contact Canada*, 2nd edition (with teacher's guide) (1996)
- ▶ *E-STAT CD-ROM*, Statistics Canada
- ▶ *A Curriculum Framework for Social Studies: Navigating the Future* (1993)

Canadian Issues 1209

This course is an indepth examination of certain national concerns.

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

Authorized Learning Resources

- ▶ Course Description (revised edition, 1989)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum*
- ▶ *Canada Today* (1988, with teacher's manual) (out of print)
- ▶ *A Curriculum Framework for Social Studies: Navigating the Future* (1993)

Canadian Economy 2203

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

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

Authorized Learning Resources

- ▶ *Canadian Economy 2203 Curriculum Guide* (2004)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *Economics Now: Analyzing Current Issues* (2002, Oxford University Press, with teacher's edition)
- ▶ *Responsible Citizenship and Canada's Tax System* (teacher's resource; 1 per classroom)

Canadian Law 2104

This course provides students with an introduction to Canadian Law. It consists of three required units: the foundations of law in Canada, criminal law and the trial process, and civil law and the law of torts.

Authorized Learning Resources

- ▶ *Canadian Law 2204/2104 Curriculum Guide* (2005, Interim Edition)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *Law in Action* (2002, with teacher's resource)
- ▶ *Canadians and Their Government: A Teacher Guide* (teacher's resource, 1 per classroom)
- ▶ *For the Record: The Youth Criminal Justice Act* (teacher's resource; 1 per classroom)
- ▶ *Try Judging* (teacher's resource; 1 per classroom)

Canadian Law 2204

This course provides students with an introduction to Canadian Law. It consists of the three required units of Canadian Law 2104 as well as three additional units of study. Topics include: the foundations of law in Canada, criminal law and the trial process, civil law and the law of torts, specific criminal offences, specific applications of civil law and intentional torts, investigation and arrest, contract law, family law, young people and the law, human rights and the law and Aboriginal law.

Authorized Learning Resources

- ▶ *Canadian Law 2204/2104 Curriculum Guide* (2005, Interim Edition)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *Law in Action* (with teacher's resource) (2002)
- ▶ *Canadians and Their Government: A Teacher Guide* (teacher's resource, 1 per classroom)
- ▶ *For the Record: The Youth Criminal Justice Act* (teacher's resource; 1 per classroom)
- ▶ *Try Judging* (teacher's resource; 1 per classroom)

World History 3201

This course focuses on the twentieth century.

Topics:

- World War I
- Post-War Challenges and Changes
- International Tensions During the 1930s and World War II
- The Cold War
- Regional Development in Post-World War II Africa, Asia and the Middle East
- Challenges of the Modern Era

Authorized Learning Resources

- ▶ *World History 3201 Curriculum Guide* (2001)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum*
- ▶ *20th Century Viewpoints*, 2nd edition (with teacher's guide) (2004)
- ▶ *A Map of the Modern World* - teacher's reference
- ▶ *A Curriculum Framework for Social Studies: Navigating the Future* (1993)

World Geography 3200

This course is designed to accommodate students who require a social studies world studies credit but would find an honours social studies course very challenging.

Topics: basic concepts of major land and waterforms, weather, climate, ecosystems, resources, population patterns and their impact on settlement, and urbanization.

Authorized Learning Resources

- ▶ *World Geography 3200 Curriculum Guide* (2004)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *World Geography* (1992, Oxford publication, with teacher's edition)
- ▶ *A Curriculum Framework for Social Studies: Navigating the Future* (1993)

World Geography 3202

This course focuses on four organizational themes including: Physical Earth, Human Response, Built Environment, and Economic Development.

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

Authorized Learning Resources

- ▶ *World Geography 3202 Curriculum Guide* (2004)
- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *World Geography* (1998, Oxford publication, with teacher's edition)
- ▶ *A Curriculum Framework for Social Studies: Navigating the Future* (1993)

Technology Education and Skilled Trades

The Technology Education Program is based on the *Foundation for the Atlantic Canada Technology Education Curriculum* document. Five General Curriculum Outcomes define the intent of the Program: technological problem solving, technological systems, history and evolution of technology, technology and careers, and technological responsibility.

Design Technology 1109

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

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Foundation for the Atlantic Canada Technology Education Curriculum*
- ▶ *Teaching Guide for Design Technology 1109, 2109* supplied, out of print)
- ▶ *Inside AutoSketch* (teacher resource with disk) (previously

- ▶ *Computer-Aided Drafting* (teacher resource with answer key) (out of print)
- ▶ *Basic Blueprint Reading and Sketching* (teacher resource) (out of print)
- ▶ *Metric Drafting* (teacher resource) (previously supplied, out of print)
- ▶ *Living With Technology* (teacher's resource package)

Software

- ▶ *AutoSketch 3.0* (student edition, available from the Learning Resources Distribution Centre)
 - student text with disk (previously supplied, out of print)
 - instructor's manual (previously supplied, out of print)

Design Technology 2109

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

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Foundation for the Atlantic Canada Technology Education Curriculum*
- ▶ *Teaching Guide for Design Technology 1109 and 2109*
- ▶ *Design for Residential Construction* (class set/teacher reference) (out of print)
- ▶ *Architecture Drafting and Design* (out of print)
 - instructor's guide
 - basic workbook
 - residential workbook

- ▶ *AutoSketch for Drafting and Design* (instructor's guide/solutions manual) (previously supplied, out of print)
- ▶ *Living With Technology* (teacher's resource package) (out of print)
- ▶ *Using Cadkey Light* (class set, supplied with software) (previously supplied, out of print)

Software

- ▶ *Cadkey Light* - 3-D computer-aided design and drafting system (no longer available)

Integrated Systems 1205

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

There are four units of study: computer and application software as interfaces, designing software interfaces, introduction to designing integrated systems, and designing an integrated system.

Authorized Learning Resources

- ▶ *Integrated Systems 1205 Curriculum Guide* (May 2002)
- ▶ *Foundation for the Atlantic Canada Technology Education Curriculum*

Student Reference Text

- ▶ *Design and Problem Solving in Technology* (student edition - 12 copies per school)
- ▶ *Visual Basic 6.0 Brief Course* (4 copies per school)

Teacher Reference Text

- ▶ *Design and Problem Solving in Technology* (instructor's guide)

Computer Software

- ▶ *Microsoft Visual Studio Pro 6.0* (academic professional version)

Firmware Resources

- ▶ PC GadgetMaster II Interface (10 units per school)

Communications Technology 2104

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Foundation for the Atlantic Canada Technology Education Curriculum*
- ▶ *Curriculum and Teaching Guide for Communications Technology 2104 and 3104*

Student Text

- ▶ *Communication Systems* (out of print)

Teacher Reference (one copy per school)

- ▶ *Communication Systems* - teacher's workbook (out of print)
- ▶ *Communication Technology: Today and Tomorrow* (out of print)
- ▶ *The Animator's Workbook* (out of print)
- ▶ *Designing for Communication* (out of print)
- ▶ *How Computers Work* (out of print)
- ▶ *How Networks Work* (out of print)
- ▶ *Getting Started in Electronics* (out of print)
- ▶ *Design and Technology* (out of print)
- ▶ *Tracktronic: Opportunities for Design Using Electronics* (out of print)

Computer Software

- ▶ *Autosketch for Windows* (no longer available)
- ▶ *Microsoft Publisher* (no longer available)
- ▶ *Fiber-optic Mini Course* (no longer available)
- ▶ *Fantavision Animation* (no longer available)
- ▶ *The Animation Studio* (no longer available)
- ▶ *Linkway* (no longer available)

Firmware Resources

- ▶ SoundBlaster (16 DSP, Creative Labs, 1 soundcard 16 bit, DSP, MIDI or better specifications, complete with microphones and speakers) (no longer available)
- ▶ Control Lab by Lego (1 set) (no longer available)
 - Control Lab Building Kit (no longer available)
 - Control Lab IBM Cable (no longer available)
 - Control Lab Interface (no longer available)

- Control Lab IBM Software (no longer available)
- Control Lab Manual (no longer available)
- ▶ Electronics Kit (see course description for details) (no longer available)

Communications Technology 3104

Prerequisite: Communications Technology 2104

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Foundation for the Atlantic Canada Technology Education Curriculum*
- ▶ *Curriculum and Teaching Guide for Communications Technology 2104 and 3104*

Student Text

- ▶ *Communication Systems* (out of print)

Teacher Reference (one copy per school)

- ▶ *Communication Systems* - teacher's workbook (out of print)
- ▶ *Robot Builders Bonanza* (out of print)
- ▶ *How Multimedia Works* (out of print)
- ▶ *How the Internet Works* (out of print)
- ▶ *Computers Simplified Expanded* (out of print)
- ▶ *Video in Focus* (out of print)
- ▶ *Communications Technology: Today and Tomorrow* (out of print)
- ▶ *Designing for Communication* (out of print)
- ▶ *How Computers Work* (out of print)
- ▶ *Design and Technology* (out of print)
- ▶ *How Networks Work* (out of print)

Computer Software

- ▶ *Video Director for Windows*, Version 2.0 (3 copies per school) (no longer available)
- ▶ *Autosketch for Windows* (no longer available)
- ▶ *Microsoft Publisher* (no longer available)
- ▶ *Linkway Live* or *Linkway Windows* (no longer available)

Firmware Resources

- ▶ VideoBlaster (see details in course description) (no longer available)

- ▶ SoundBlaster (16 DSP, Creative Labs, 1 soundcard 16 bit, DSP, MIDI or better specifications, complete with microphones and speakers) (no longer available)
- ▶ Control Lab by Lego (1 set) (no longer available)
 - Control Lab Building Kit (no longer available)
 - Control Lab IBM Cable (no longer available)
 - Control Lab Interface (no longer available)
 - Control Lab IBM Software (no longer available)
 - Control Lab Manual (no longer available)

Computer Technology 3200

This course is intended for students who will pursue careers in science and technology upon graduation. There are **four** core units: Architecture, Programming, Interfacing, and Careers. Students must also elect to study **two** of the following Application Explorations:

- Interfacing Applications
- Data Retrieval and Manipulation
- Operating System Applications
- Advanced Programming Applications

Authorized Learning Resources

- ▶ Course Description
- ▶ *Foundation for the Atlantic Canada Technology Education Curriculum*
- ▶ *A Teaching Guide for Microcomputer Interfacing and Architecture*

Student Text (Class Sets - 10 copies per school)

- ▶ *Microcomputers: Software and Applications* (2nd edition) (out of print)
- ▶ *Running MS DOS Q-Basic* (out of print)

Student/Teacher Reference (3 copies per school)

- ▶ *Computer Aided Design and Computer Aided Manufacturing* (out of print)
- ▶ *Opportunities in Robotics Careers* (out of print)
- ▶ *Microprocessors: Principles and Applications* (out of print)
- ▶ *Opportunities in Computer Maintenance Careers* (out of print)
- ▶ *Opportunities in Computer Science Careers* (out of print)
- ▶ *Careers in Computers* (out of print)
- ▶ *Microsoft Quickbasic Bible* (out of print)

Teacher Reference (1 copy per school)

- ▶ *Computer Technology: Digital Principles to Interfacing* (out of print)
- ▶ *Microcomputer Repair* (out of print)

Computer Software

- ▶ *Quick Basic Language*, Version 4.5 (no longer available)
- ▶ *Graphical Analysis* - Vernier (no longer available)
- ▶ *Visual Basic for Windows*, Version 3.0 (3 copies per school) (no longer available)

Firmware Resources

- ▶ Multi-Purpose Laboratory Interface (MPLI) - Vernier (no longer available)
- ▶ IBM Microphone - Vernier (no longer available)
- ▶ IBM Test Leads - Vernier (no longer available)
- ▶ IBM Temperature Probe - Vernier (no longer available)
- ▶ Student Breadboard and a Kit of Electronic Components (no longer available)

Skilled Trades 1201

Skilled Trades 1201 provides students with an experiential introduction to six specific residential construction-based skilled trades. Exploration of carpentry, plumbing, electrical, drywall, plastering, painting and masonry will take place within a series of modules designed to emulate the real world as closely as possible with the lab environment. Providing career exploration of the trades while focusing on skills, education and other requirements to attaining certification in these trades, this course consists of three distinct units:

Unit 1: Apprenticeship and the Skilled Trades

Unit 2: Skills Common to All Trades

Unit 3: Skill Building in Selected Trades

Students will work with tools and equipment to complete tasks associated with internal aspects of residential construction.

Authorized Learning Resources

- ▶ *Skilled Trades 1201 Curriculum Guide*
- ▶ *Modern Carpentry*
- ▶ *Modern Plumbing*
- ▶ *Carpentry & Building Construction*
- ▶ *Electrical Wiring Residential*
- ▶ *Basic Blueprint Reading and Sketching*

(These resource provided as classroom-based resource sets)

Design and Fabrication 1202

In the production sector, design and fabrication are mutually dependent and interrelated activities. Design and Fabrication 1202 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. 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:

- Unit 1: Introduction to Design
- Unit 2: Fabrication Techniques
- Unit 3: Introduction to Shop Practices
- Unit 4: Graphical Communications
- Unit 5: Introduction to CAD/CAM
- Unit 6: The Design Project

Authorized Learning Resources

- ▶ *Design and Fabrication 1202 Curriculum Guide*
- ▶ Solid Works 2007-2008 Computer Aided Design Software
- ▶ Solid Works Curriculum Supplementary Disk
- ▶ Solid Works Instructors Software

Woodworking 1107

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

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *A Teaching Module for Woodworking 1107*
- ▶ *General Woodworking* (student text) (previously supplied, out of print)

Woodworking 2107

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

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *A Teaching Module for Woodworking 2107* (previously supplied, out of print)
- ▶ *Canadian Wood-Frame House Construction* (5 per school) (previously supplied, out of print)
- ▶ *Building Construction: Materials and Methods* (class set) (previously supplied, out of print)
- ▶ *Building Construction* (teacher resource) (previously supplied, out of print)
- ▶ *Modern Carpentry* (teacher resource) (out of print)

Power Mechanics 2103

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

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *A Teaching Module for Power Mechanics 2103*
- ▶ *Power: Mechanics of Energy Control*
 - student text (out of print)
 - instructor's guide
- ▶ *Small Gas Engines*
 - student reference (5 per class) (out of print)
 - instructor's guide and answer key (previously supplied, out of print)

Home Maintenance 3108

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

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

Authorized Learning Resources

- ▶ Course Description
- ▶ *Home Maintenance*
 - student text (out of print)
 - teacher's guide (previously supplied, out of print)
- ▶ *A Teaching Module for Home Maintenance 3108*