Program of Studies

Department of Education

2013-2014

Newfoundland Labrador

Table of Contents

Program Descriptors

Essential Graduation Learnings

Curriculum in K-12 education in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997).

Essential Graduation Learnings provide a consistent vision for the development of a coherent and relevant curriculum. The Essential Graduation Learnings statements offer students clear goals and a powerful rationale for academic achievement. They help ensure our province's education mission is met by design and intention. The Essential Graduation Learnings statements are supported by curriculum outcomes. Both are described below.

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across curriculum areas if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future. Essential Graduation Learnings serve as a framework for the curriculum development process.

Curriculum outcomes statements articulate what students are expected to know and be able to do in particular subject areas. These outcomes statements also describe the expectations at a particular grade level. Through the achievement of curriculum outcomes, students demonstrate the Essential Graduation Learnings.

In Newfoundland and Labrador there are seven Essential Graduation Learnings:

1. **Aesthetic Expression** – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

2. **Citizenship** – Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

3. **Communication** – Graduates will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols.

4. **Personal Development** – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

5. **Problem Solving** – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

6. **Spiritual and Moral Development** – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

7. **Technological Competence** – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Related Documents

The Atlantic Canada Framework for Essential Graduation Learnings in School

Primary

In Newfoundland and Labrador the Primary level includes Kindergarten to Grade 3.

The program at the Primary level supports the growth and development of the whole learner - intellectually, socially, emotionally, spiritually, and physically - while developing fundamental knowledge, skills, and values. Student achievement, at the Primary level, results from a combination of discrete and connected learning experiences.

Programming at the primary level is designed to maximize student learning while recognizing students' learning characteristics in the developmental ages 4-8. These students:

- are developing foundational language skills
- learn by doing but may tire easily
- exhibit greater gross motor skill development than fine motor skills
- tend to interpret stimuli literally rather than figuratively
- exhibit varying degrees of control over emotions
- are beginning to learn independently

The Primary program:

- at the entry level, introduces young children to formal education
- is designed to encourage development of foundational knowledge, skills, and values in a variety of subject areas
- allows for integrated and discrete learning across subject areas
- encourages meaningful and appropriate curriculum connections
- is designed to be delivered in a language-rich environment
- is designed to use a play-based approach to enhance learning
- acknowledges the diverse range of experiences that young students bring to the formal school setting (e.g.,child care settings, and structured socialization activities)

Recommended Time Allotments

Program	Percentage of Instructional Time
English Language Arts	40
Mathematics and Science	30
Art, Health, Music, Physical Education, Religious Education, and Social Studies	30

Note: *It is difficult to specify time allotments as the program is delivered using an integrated curriculum approach (i.e. a single learning activity may be designed to meet curriculum outcomes in multiple curriculum areas).*

Elementary

In Newfoundland and Labrador the Elementary level includes grades 4 to 6.

During the elementary years, children begin their initiation into the world of adult reasoning, concepts, communication, and symbolism. They start to master tasks requiring purpose and endeavour. Elementary school students have wide interests, are eager for information, and enjoy acquiring skills.

Programming at the elementary level provides a stimulating and challenging environment for students. Classroom processes and procedures make it possible for new interests to appear and new purposes to emerge. Teaching practices that recognize students as thinking, doing, and feeling learners are essential to elementary school education.

The Elementary school program is designed to maximize student learning while recognizing students' learning characteristics in the developmental ages 9-12. These students:

- develop an increased ability to think abstractly
- tend to place an increased importance on friends and peers relative to parents and caregivers
- become more aware of diversity in competence of their peers.
- tend to enjoy collecting things
- begin to judge their own ability
- become less egocentric
- show a growing awareness of issues outside their sphere of influence (e.g., pollution, poverty, war)
- improve their physical coordination
- choose suitable behaviours to avoid censure
- begin to develop an internal standard of right and wrong
- exhibit an emerging sense of self control and self-regulation

The Elementary curriculum:

- comprises the subject areas taught in the Primary curriculum and includes French
- is designed for students to learn in a variety of settings – individual, small group, whole class
- continues teaching students to read and features an emphasis on using reading to learn
- encourages increased writing skills

Recommended Time Allotments

Program	Percentage of Instructional Time
Art	6
English Language Arts	24
French	10
Health	6
Mathematics	16
Music	6
Physical Education	6
Religious Education	8
Science	8
Social Studies	10

Intermediate

In Newfoundland and Labrador the Intermediate level includes students from grades 7 to 9.

The Intermediate program is designed to maximize student learning while recognizing students' learning characteristics in the young adolescent ages 12-15. These students:

- are more likely to engage in risk taking behaviours
- attribute an increased importance in social influences
- desire more autonomy in decision-making
- develop morality based on personal values
- experience rapid physical growth
- strive to identify themselves as independent of family
- tend to hold rigid, simplistic definitions for right and wrong

The Intermediate program:

- builds upon previous learnings in all disciplines
- fosters independent learning through applied skills
- includes further studies in all the core elementary subject areas
- is designed and presented as discrete disciplines
- is organized using subject-area specialists who work with students during regularly scheduled times

Recommended Time Allotments

Program	Percentage of Instructional Time
Core French	10
English Language Arts	20
Health	5
Home Economics	8
Mathematics	18
Music and Art	5
Physical Education	6
Religious Education	8
Social Studies	10
Science	10
Technology Education	

High School

In Newfoundland and Labrador the intermediate level includes students from level I to III.

The High School program is designed to maximize student learning while recognizing students' learning characteristics in the adolescent ages, usually 15-19. Further to providing essential skills in core subject areas, the curriculum provides opportunities for students to successfully plan their post-secondary endeavours. These students:

- engage in more sophisticated reflective processes
- experience an increased autonomy especially with decision making
- develop an awareness of global community
- place great importance on the development of intimate relationships
- seek purpose and relevance in instructional activities
- think about future educational and vocational plans

The High School program:

- integrates knowledge within the disciplines
- offers a wide variety of courses to allow students to develop their natural interests
- prepares students to pursue postsecondary studies
- requires credits in a number of categories to graduate from High School

Note: *Detailed information relating to course offerings at High School and graduation requirements is available in* On Course – A Handbook for Grade 9 Students and Parents.

Graduation Requirements

Program	Number of Requited Credits
Career Education	2
English Language Arts	8
Fine Arts	2
Mathematics	4
Physical Education	2
Social Studies	4
Science	4
Other Required Credits	4
Selected from Core French, Enterprise Education, Family Studies, Religious Education, and Technology Education	
Any Subject Area	6
TOTAL	**36**

Note: *Minimum Graduation Requirements are independent of entrance requirements for post-secondary schools. Students wishing to attend a post-secondary school must consult entrance requirements for the particular school.*

French Immersion

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

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

EFI extends from Kindergarten to Level III with approximately 100 percent of instruction in French from Kindergarten to Grade 2. English Language Arts is introduced at Grade 3. As other subject areas in English are introduced in later grades, the recommended minimum percentage of instruction in French is maintained.

LFI extends from Grade 7 to Level III with approximately 75 percent of instruction in French in Grades 7 and 8. From Grade 9 to Level III the recommended minimum percentage of instruction in French is maintained.

Recommended Time Allotments

Early French Immersion

Recommended minimum percentage of time for French instruction:

Kindergarten.....100

Grade 1.....100

Grade 2.....100

Grade 3.....80

Grade 4.....80

Grade 5.....70

Grade 6.....65

Grade 7.....30

Grade 8.....30

Grade 9.....30

Grade 10.....30

Grade 11.....30

Grade 12.....30

Late French Immersion

Recommended minimum percentage of time for French instruction:

Grade 7.....75

Grade 8.....75

Grade 9.....30

Grade 10.....30

Grade 11.....30

Grade 12.....30

English Second Language

ESL programs are intended for students whose first language is not English and who are unable to benefit fully from regular classroom instruction because of a lack of comprehension or facility in English. The intent of this type of program is to enable these students to develop the necessary English language skills to function adequately in school and in the community. Students' English skills are assessed and programming is arranged on an individual needs basis. This individualized approach enables students to transition into the age appropriate regular English curriculum as efficiently as possible.

Literacy Enrichment and Academic Readiness for Newcomers (LEARN)

The LEARN Program is developed to meet the academic needs of immigrant students with gaps in formal education. Many of these students are arriving in Canada as Government Assisted Refugees.

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

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

Course Descriptors

Art

Overview

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

Art is a means of communication. Through the viewing, analysis and reflection on different types of art created over time by a variety of cultures, students develop the tools to become thinking, informed, caring citizens.

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

Creating, Making, and Presenting

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

Students will:

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

Understanding and Connecting Contexts of Time, Place, and Community

This strand focuses on understanding and valuing the arts in a variety of contexts. When students contextualize, they explore reasons why art is created. This develops an appreciation for art as an expression of culture and human experience.

Students will:

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

Perceiving, Reflecting, and Responding

This strand engages students in reflective activities when viewing, creating, and responding to art. They will learn how reflective and informed feedback influences future art experiences and decisions. Upon reflection of their own and others' creative works, using problem-solving strategies and technologies, they examine artistic intent.

Students will:

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

Related Documents

Foundation for the Province of Newfoundland and Labrador Arts Education Curriculum

Primary / primaire

Students learn how to think and work as artists by exploring, analyzing, and reflecting on the creative process. They will produce various forms of art using traditional and unconventional materials.

Students are encouraged to engage in creative, hands-on, collaborative learning about and developing provincial, national, and international cultural content.

The language and concepts of the fundamental elements and principles of design are the integral aspects of the primary Art curriculum. Students explore:

- design elements including line, shape, form, colour, space, and texture
- design principles including pattern, repetition, balance, movement, unity, and contrast

Related Documents

Curriculum Guide (2009)
Programme d'études (2009)
Resource List (2013)
Liste de ressources (2013)

Elementary / élémentaire

Art education at the elementary level is intended to be experiential and open-ended, engaging all students to cultivate an appreciation for creativity and sensitivity to the visual environment. It is designed to foster confidence in expression and risk-taking through the development of basic skills in art making techniques and processes.

Students are encouraged to draw upon personal experience, physical, social, and cultural environments as the basis for visual expression. Visual literacy is developed through such activities as describing, comparing, classifying, matching, and manipulating material, content, and reflections.

Related Documents

Curriculum Guide (2011)
Programme d'études (2011)
Resource List (2013)
Liste de ressources (2013)

Grade 7

This course is focused around design and cinematic arts. Students use aesthetic and problem-solving strategies to interact and communicate using traditional art forms and contemporary digital technology.

Learning experiences provide students with opportunities to develop creative thinking and problem solving skills which are required to artistically communicate ideas, understandings, and feelings about relevant issues.

As production teams, students design and present cinematic work and products.

Topics include:

- Creating, Making, and Presenting
- Understanding and Connecting Contexts of Time, Place, and Community
- Perceiving, Reflecting, and Responding

Related Documents

Curriculum Guide (2012) Resource List (2013)

Grade 8 / 9

These courses focus on developing an understanding of the visual environment and design concepts. Students investigate aesthetic and cultural elements within images. Additionally, they use creative and critical thinking skills as they express their ideas and feelings through creating art.

These courses consist of of six modules: drawing, painting, sculpture, printmaking, folk art and fibre art.

Topics include:

- The Artistic Process
- Visual Communication
- Cultural Role
- Personal Growth
- Perception and Response

Related Documents

Curriculum Guide (1991) Resource List (2013)

Art Technologies 1201

Art Technologies 1201 engages students in the artistic process by which images are perceived, created, and evaluated.

This program provides students with an historical perspective on the close relationship between perception, technology, and image-making. It introduces students to a working method that can be expanded and elaborated upon in studio courses at further grade levels.

Art Technologies 1201 is divided into three sections:

- Perception, the Eye, and Technology: deals with the basic principles and concepts vital to the creative process.

- Perception, Art, and Technology focuses on technology and its relationship to image-making, as well as, the basic perceptual tools artists use to create images.
- Perception, Culture, and Technology explores the influences that visual imagery and new technologies are+ having on culture.

Related Documents

Curriculum Guide (1999) Resource List (2013)

Art and Design 2200 / 3200

Art Technologies 2200 and Art and Design 3200 are studio art courses structured in nine units to offer students the opportunity to develop personal imagery using a variety of media. Three of these nine units will be studied in Art and Design 2200 and another three units will be explored in Art and Design 3200 such that a student completing both courses will have had exposure to a total of six different units of study.

Students work with visual problems, study past and present cultures, 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
- print making
- graphic arts
- pottery
- media arts

Art and Design 2200
Curriculum Guide (1990) Resource List (2013)

Art and Design 3200
Curriculum Guide (1990) Resource List (2013)

Career Education

Overview

Career education is an important sociocultural process in the preparation for, transition to, and integration into the workplace. Career education is not a point-in-time event, rather, it is an unfolding process and its curricula and programs must be universal, ongoing and age appropriate. In career education, there has been a shift from individual differences and matching to occupations, to understanding how individuals develop their work/life roles. Once, the main question posed by those reflecting on the topic of career education was, “What occupation(s) are you interested in?” Today, the process of career choice is the focus — “why are you interested in that occupation?”

Career education should be considered learning for life rather than learning for school. It ought to be a planned process, designed and delivered in a holistic rather than fragmented manner that attends to all the needs of the individual with the aim to facilitate good mental health, as well as economic wellbeing. The best career exploration programs are developmental, linking learning to life experiences, with students, teachers, parents, counsellors and community. A developmental approach is necessary to assist the intellectual, social, emotional, and career development success in the present and future.

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

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

Career Development Intermediate Module

The Intermediate Module for Career Development has been developed to assist students with understanding the value and transferability of their learning, knowledge and skills to personal and career development. This twenty hour module is intended to be taught integrated within other subject areas in the Grade 9 curriculum.

The module will cover areas from understanding the high school curriculum, selecting courses, making decisions and financial management. It will provide a good foundation for students to continue in their career development through high school and beyond.

Units include

- Setting the Stage
- Positive Interactions
- Skills and Employability

Related Documents

Curriculum Guide (2012) Resource List (2013)

Employment and Labour Studies 1106

Employment and Labour Studies has been developed to assist students with understanding the value and transferability of knowledge and skills to their career development. Although not intended to be offered in tandem with Cooperative Education work placements, the material is relevant for any student entering the world of work.

The course is most appropriately presented later in a student's academic career such that it could be used as a work entry preparatory offering.

The course is broken down in three practical areas:

- Labour Standards
- Workplace Communications
- Customer Relations

The skills outlined within this course mirror skills for success in the workplace. This is intended to be an experiential course, giving students the opportunity not only to learn but experience from the curriculum.

Related Documents

Curriculum Guide (2010) Resource List (2013)

Career Development 2201 / Carrière et vie 2231

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 and maintain an "Employability Skills Portfolio" that they can enhance throughout their academic studies and working career. To receive credit for this course students are also required to complete a minimum 30 hours of community service prior to graduation.

The course outcomes are organized along three major strands:

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

Related Documents

Curriculum Guide (2010)
Programme d'études (2011)
Resource List (2013)
Liste de ressources (2013)

Core French

Overview

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

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

Elementary

In the Elementary Core French program language experiences are organized around familiar themes. While approximately 80% of class time is devoted to listening, speaking, and oral interaction, students are also provided with opportunities to read and write in French.

The topics included in this program are:

- friends, family, self
- hobbies, interests, sports, adventures
- school, community
- holidays, celebrations, calendar
- health, food, nutrition
- music, arts, technology
- animals, pets, nature, environment, weather, seasons

These topics are presented in a thematic approach. High frequency items including numbers, classroom expressions, colours, and greetings are incorporated into the routine management and daily activities of the classroom.

Related Documents

Curriculum Guide (2002) Resource List (2013)

Grade 6 Intensive Core French

Intensive Core French is an enrichment of the Core French program. The Grade 6 schedule is modified to allocate a minimum of 60% of the instructional day during half of the school year to Intensive Core French.

Students participate in a language development program, emphasizing listening, speaking, oral interaction, reading and viewing, writing and representing.

Topics include:

- family, friends
- hobbies, music, arts
- animals, environment, seasons
- school, community
- holidays, special events, celebrations, calendar
- health, nutrition, sports
- travel

Related Documents

Curriculum Guide (2010) Resource List (2013)

Intermediate

The intermediate Core French program helps students develop proficiency in oral language and learn about Francophone culture. In skill development, major emphasis is accorded to listening, speaking, and oral interaction. Reading and writing are also important and serve to reinforce listening and speaking skills.

Topics include:

- family and home
- school
- leisure
- holidays and travel

Related Documents

Curriculum Guide (2007) Resource List (2013)

High School

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

Core French 1200

Topics include:

- adolescent Life:
- travel
- the world around me

Curriculum Guide (2012) Resource List (2013)

Core French 2200

Topics include:

- the influence of the arts
- critical awareness of cultural production
- performance tasks in the areas of dance and movement, drama, theatre and cinema, music, and visual art
- the relationship between the arts, society, and the physical environment
- the role of technology in creating and responding to expressive works
- the relationship between artistic intent and the expressive work
- creative and critical response to expressive works
- value of personal creative expression

Curriculum Guide (2012) Resource List (2013)

Core French 3200

Topics include:

- planning for success
- entertainment
- imagination
- wellness
- global issues
- cultural diversity

Curriculum Guide (2012) Resource List (2013)

Core French 3201

Topics include:

- francophone language and culture in Quebec
- francophone language and culture in France
- francophone language and culture in a global context

Curriculum Guide (2012) Resource List (2013)

Economic Education

Overview

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

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

- consumerism
- economics
- entrepreneurship
- financial literacy

Business Enterprise 1100

This course introduces students to foundational concepts in business, economics, and entrepreneurship. It provides a foundation for students to address their career goals, special interests and personal development.

Topics for inquiry include:

- Communications
- Entrepreneurship
- Finance
- Human Resources
- Marketing
- Small Business

Related Documents

Course Descriptor (1993) Resource List (2013)

Consumer Studies 1202

This course is an introduction to consumer affairs. It helps students become rational and effective consumers and provides them with skills in research and critical thinking, relative to the marketplace.

Topics for inquiry include:

- needs versus wants
- organizational features of Canadian business
- effective consumer purchasing
- management of personal resources
- consumer protection
- corporate citizenship

Related Documents

Course Descriptor (1989) Resource List (2013)

Canadian Economy 2203 / Économie canadienne 2233

This course is an introductory study of micro and macro economics. Students explore the principles and concepts of the discipline of economics and apply these ideas to national and global economic issues. Students deepen their understanding of systems thinking in relation to economic issues and apply this understanding in their personal lives when making economic decisions.

Topics for inquiry include:

- fundamental principles of economics

- economic systems
- demand and supply
- market structures
- role of government
- distribution of income
- sustainable development
- trade
- global economics

Note: This course may be used to satisfy either Economic Education or Social Studies (Canadian Studies) graduation requirements.

Related Documents

Course Descriptor (2004) Resource List (2013)
Programme d'études (2004) Liste de ressources (2013)

Entrepreneurship 3209

This course introduces students to the idea of entrepreneurship and enables them to better understand its role in society. Through the use of real world examples, students are required to think creatively, evaluate ideas, and apply entrepreneurial thinking to develop a sustainable response to a community need.

Topics for inquiry include:

- Fundamental Concepts in Business
- Entrepreneurship and New Ventures
- Creating a Venture
- Social Entrepreneurship

Related Documents

Course Descriptor (2011) Resource List (2013)

English Language Arts

Overview

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' abilities to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':

- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels encompasses multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English language arts curriculum creates opportunities for balance and integration among six strands of learning:

Speaking and Listening

- Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
- Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Reading and Writing

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
- Students will be expected to respond personally to a range of texts.

- Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Writing and Representing

- Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.
- Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
- Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Related Documents

Foundation for the Atlantic Canada English Language Arts Curriculum

Primary

The Primary English language arts curriculum recognizes the developmental nature of young learners as they acquire literacy skills. The curriculum encourages growth in student language development through participation in authentic language experiences.

Primary English language arts is designed to enhance students' ability to:

- create imaginative representations
- develop oral language skills
- interact and engage with a variety of texts
- learn how to view, think and respond critically to texts that they encounter
- use the cueing systems to develop proficient reading and writing skills

Related Documents

Kindergarten
Curriculum Guide (2011) Resource List (2013)

Grade 1
Curriculum Guide (2013) Resource List (2013)

Grade 2
Curriculum Guide (1999) Resource List (2013)

Grade 3
Curriculum Guide (1999) Resource List (2013)

Elementary

The Elementary English Language Arts curriculum is designed to equip students with tools to help them meet the demands of reading and writing increasingly longer and more complex text. Students are encouraged to reflect on themselves as readers, writers and speakers to identify their strengths and areas for improvement.

The curriculum encourages student engagement in a range of experiences which encourages them to become reflective, articulate and critically literate individuals who successfully use language for learning and communicating in personal and public contexts.

Elementary English language arts is designed to enhance students' ability to:

- analyze issues related to fairness, equity and social justice
- analyze the structure and elements of a variety of text types
- apply knowledge of language conventions in creating texts
- create increasingly complex text, using a variety of text forms

- extend endurance for independent reading
- practice comprehension strategies on more complex text and begin to select appropriate strategies to help them make sense of text
- read appropriate text fluently with expression and confidence
- understand the author's underlying message
- use a variety of text features and explain how they help readers understand text

Related Documents

Grade 4
Curriculum Guide (2012) Resource List (2013)

Grade 5
Curriculum Guide (2013) Resource List (2013)

Grade 6
Curriculum Guide (1998) Resource List (2013)

Intermediate

Intermediate English language arts focuses on students' interaction with and creation of texts. The curriculum emphasizes the personal, social and cultural contexts of language learning and the power that language has in those contexts. Through discussing and creating a variety of texts, students grow in their critical thinking and understanding of the impact language has on them and others.

Intermediate English language arts is designed to enhance students' ability to:

- articulate their thinking about their learning as producers and consumers of information
- be creative and imaginative in their oral communication, writing and representing
- independently apply strategies when navigating or creating texts
- interact with a wide variety of texts including, digital texts, drama, fiction, non-fiction, media texts, poetry and visual texts
- think and respond critically to texts they read, view or hear

Related Documents

Grade 7
Curriculum Guide (2010) Resource List (2013)

Grade 8
Curriculum Guide (2011) Resource List (2013)

Grade 9
Curriculum Guide (2012) Resource List (2013)

High School

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

This program is designed to enhance students' ability to:

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

Related Documents

English 1201
Curriculum Guide (2013) Resource List (2013)

English 1202
Curriculum Guide (2013) Resource List (2013)

Literacy 1204
Curriculum Guide (2013) Resource List (2010)

English 1206 (for ESL students)
Curriculum Guide (2013) Resource List (2013)

English 2201
Curriculum Guide (2002) Resource List (2013)

English 2202
Curriculum Guide (2002) Resource List (2013)

Writing 2203
Curriculum Guide (2002) Resource List (2013)

Drama 2206
Curriculum Guide (2009) Resource List (2013)

English 3201
Curriculum Guide (2003) Resource List (2013)

English 3202
Curriculum Guide (2003) Resource List (2013)

World Literature 3207
Curriculum Guide (2009) Resource List (2013)

English Second Language

Overview

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

Related Documents

Meeting the Needs of Students from Diverse Cultures: A Handbook for Administrators

Primary and Elementary

The ESL program at the primary and elementary levels assist students whose first language is not English and who are functioning at a beginning to intermediate English level or who have major gaps in literacy achievement. Typically, students enrolled in this program will have had less than two years of immersion in English. Students engage with a variety of texts intended to increase reading and speaking fluency. This individualized program enables students to transition into age appropriate English curriculum.

Related Documents

Guidelines for Delivery of ESL Services in K-6

English Second Language Strategies for Advanced Learners in Grades 4-12 : A guide for teachers to help students acquire language strategies

Intermediate

For those students who have received formal schooling in a language other than English prior to enrolling in the Intermediate grades in this province, they receive additional English instruction focusing on developing literacy skills in English to enable their transition to the regular curriculum.

ESL Foundation is a beginning English course for students with limited or no prior schooling. The course is designed to develop oral language skills as well as emergent and early reading and writing skills.

Related Documents

ESL Foundation: A foundation English course for grades 7-12 students with limited literacy skills

English as a Second Language for the Intermediate School

Guidelines for the Delivery of English Second Language Services in the Intermediate School

English Second Language Strategies for Advanced Learners in Grades 4-12 : A guide for teachers to help students acquire language strategies

High School

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

The five courses targeted at ESL students are:

- ESL Foundation - a beginning English course for students with limited or no prior schooling. The course is designed to develop oral language skills as well as emergent and early reading and writing skills. This is a noncredit course.

- ESL 1205 – an English language arts course for beginning ESL learners
- English 1206 – a sheltered language arts course for ESL students who have completed ESL 1205 or have an equivalent English language level
- ESL 3205 – a high intermediate-low advanced level, core English language arts course for advanced ESL learners. These students would have completed English 1206 or have an equivalent English language level.

Note: If an ESL student has the language skills to succeed in English 1201/02 or 2201/2, the student should be enrolled in that course rather than enrolled in ESL courses.

Related Documents

ESL Foundation
Curriculum Guide (2011) Resource List (2013)

English Second Language 1205
Curriculum Guide (2012) Resource List (2013)

English 1206
Curriculum Guide Resource List (2013)

English Second Language 2205
Curriculum Guide Resource List (2013)

English Second Language 3205
Curriculum Guide (2003) Resource List (2013)

English Second Language Strategies for Advanced Learners in Grades 4-12 : A guide for teachers to help students acquire language strategies

Family Studies

Overview

The Family Studies program contributes to the development of individuals and the family as functioning units of society. The courses in the Family Studies program:

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

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

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

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

Related Documents

Foundation for Home Economics/Family Studies Education

Clothing 1101

Clothing 1101 is an introductory lab oriented program for students with an interest in developing personal creativity through the examination of various aspects of clothes and the textile industry. Students are introduced to basic sewing techniques using a variety of sewing tools and equipment. An examination of the various aspects of the clothing culture and industry contributes to students' understanding of the functionality and the aesthetic nature of clothing.

There are three units of study:

- Selecting, Purchasing and Caring for a Wardrobe
- Selecting Fabric and Patterns so that the Principles of Art and Design are Related to Personal Appearance
- Clothing Construction

Related Documents

Course Descriptor (1981) Resource List (2013)

Healthy Living 1200

Healthy Living 1200 is a broad-based multi-disciplinary curriculum that encourages students to take responsibility for their own health. Students will learn to develop a Personal Strategic Health Plan by examining their own health indicators and health practices, investigating relevant health topics, and exploring activities that will positively affect their health and well-being.

The curriculum is organized into four units of study:

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

Note: This course may be used to satisfy graduation requirements for either Family Studies or Physical Education.

Related Documents

Curriculum Guide (2002) Resource List (2013)

Nutrition 2102

Nutrition 2102 examines the role of nutrients in food and how they affect one's overall growth and development. Students develop skills in relation to choosing the healthiest food based on a variety of factors, such as lifecycle needs, health status, economic circumstances, and lifestyle. Students learn to work within existing resources to plan healthy meals. Students will participate in eight laboratory experiences that focus on healthy food preparation techniques.

The units of study are:

- Food Choices and Nutritional Needs
- Food Selection, Preparation and Storage
- Menu and Meal Planning

Related Documents

Curriculum Guide (2007) Resource List (2013)

Human Dynamics 2201

Human Dynamics 2201 prepares young adolescents to make informed decisions in the areas of relationships, finances, child development and parenting. Students will learn how families operate as an ecosystem, and how they contribute to the larger global ecosystem. There is a focus on the nature of personal and interpersonal skills as they apply to group dynamics and personal development at home, at school, and in the labour market. Parenting and child development provides students with the opportunity to understand the importance of parenting and its effects on child development. The financial resource management component addresses the development of skills and strategies for financial management now and in the future in order to reach predetermined short- and long-term goals.

There are four units of study:

- Family As Ecosystem
- Relationships
- Parenting and Child Development
- Financing Your Dreams

Related Documents

Curriculum Guide (2004) Resource List (2013)

Nutrition 3102

Nutrition 3102 examines an individual's overall health and the factors that influence it, such as media, lifestyle, and medical history. From a national and global perspective, students study food in terms of production, technological advances and security. Students examine the roles they play locally, nationally and internationally to help manage resources and to action plans that ensure a safe, secure food system. Students will participate in eight food laboratories that support key concepts introduced in the course.

There are three units of study:

- Food, Nutrition and Health
- Food Technology and Production
- Food Security

Related Documents

Curriculum Guide (2007) Resource List (2013)

Textiles 3101

Textiles 3101 guides students through a study of apparel and household textiles. There is a focus on informed consumer choices in terms of the manufacturing methods, construction, and finishing techniques that may impact the expected performance of textile products. Students engage in a variety of classroom activities and projects to prepare them for marketplace decisions with respect to clothing and textile purchases.

There are five units of study:

- Clothing and the Individual
- Fashion and Fashion Trends
- The World of Textiles
- A Look At Careers
- The Clothing Clinic

Related Documents

Course Descriptor (1983) Resource List (2013)

Français

Overview

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

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

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

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

Appreciation of the French Language and of Cultural Diversity

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

Listening Comprehension and Oral Production

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

Reading and Viewing

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

Writing and Representing

- write and represent to satisfy their communication needs and appropriate to the situation of communication;

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

Maternelle

The Français curriculum in Kindergarten (Maternelle) is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing, and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing a basis of language to build upon in the primary grades. The student is introduced to the French language and begins to express himself orally through a variety of authentic activities, song and play.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models

Related Documents

Programme d'études (2010) Liste de ressources (2013)

1re année

The Français curriculum in Grade 1 is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing a basis of language to build upon in the primary grades. With a focus on oral communication, the student continues to develop his French language skills through a variety of authentic texts, activities, song and play.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication.
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models.

Related Documents

Programme d'études (2011) Liste de ressources (2013)

2e année

The Français curriculum in Grade 2 is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing, and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing language skills and strategies. With a focus on oral communication, the student continues to develop his French language skills through a variety of authentic and engaging texts, activities, song and play that reflect his interests and abilities.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models

Related Documents

Programme d'études (2012) Liste de ressources (2013)

3e année

The Français curriculum in Grade 3 is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing, and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing language skills and strategies to build upon in the elementary grades. The student continues to develop his French language skills through a variety of authentic and engaging texts, activities, song and play that reflect his interests and abilities.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models

Related Documents

Programme d'études (2011) Liste de ressources (2013)

4e année

The Français curriculum in Grade 4 is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing language skills and strategies to build upon throughout the elementary grades. The student continues to develop his French language skills through a variety of authentic and engaging texts, activities and games that reflect his interests and abilities.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models

Related Documents

Programme d'études (2005) Liste de ressources (2013)

5e année

The Français curriculum in Grade 5 is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing, and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing language skills and personal strategies. The student continues to develop his French language skills through a variety of authentic and engaging texts, activities, music and games that reflect his interests and abilities.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models

Related Documents

Programme d'études (2009) Liste de ressources (2013)

6e année

The Français curriculum in Grade 6 is organized into four strands; Appreciation of the French language and cultural diversity (specific to the French Language programming), Listening and Speaking, Reading and Viewing and Writing and Representation. While supporting the intellectual, physical, social, emotional, spiritual, and moral development of the student, the Français curriculum focuses on creating an appreciation of the French language and developing language skills and personal strategies to build upon throughout the intermediate grades. The student continues to develop his French language skills through a variety of authentic and engaging texts, activities and games that reflect his interests and abilities.

Principles followed in the Français class include:

- the language and the subject are learned simultaneously
- French is the language of communication
- language is learned across all subjects
- language and thinking are related
- developing linguistic proficiency requires higher mental processes
- teachers are language models

Related Documents

Programme d'études (2009) Liste de ressources (2013)

7e - 9e année

Early French Immersion

Français in the intermediate grades enhances students' French language skills acquired at previous levels. The currciulum focus is critical literacy and students explore a variety of text types (narrative, explanatory, argumentative, poetic, persuasive and informational) on a variety of topics. Students engage in activities in the areas of oral communication, listening comprehension, oral interaction, reading comprehension and written production. Students also apply literacy skills developed in Français to other courses taught in French.

Topics in grade 7 include :

- natural disasters
- environmental protection and management
- advertising in pop culture
- defending a cause
- life experiences

Themes in grade 8 include :

- migration and the Canadian cultural mosaic
- environmental protection and management

- texts which provoke reactions
- blogs and other Internet texts
- remarkable people
- inventions and science fiction

Themes in grade 9 include :

- labelling of people
- separating truth from fiction
- identifying bias in texts
- what makes a hero
- the importance of point of view
- how words influence people

Related Documents

Programme d'études (2011) Liste de ressources (2013)

7e - 9e année

Late French Immersion

The introductory year of Intermediate Français in Late French Immersion is a pivotal language development course which helps students develop rudimentary French language communication skills.

In grades 8 and 9 students continue to build upon language structures introduced in grade 7. Critical literacy is the focus as students explore a variety of text types (narrative, explanatory, argumentative, poetic, persuasive and informational) on a variety of themes. They engage in activities in the areas of oral communication, listening comoprehension, oral interaction, reading comprehension and written production. Students apply literacy skills developped in Français to other courses taught in French.

Topics in grade 7 include :

- respect
- the world of advertising
- the human body and its systems
- sports and games
- mysteries
- being Canadian

Themes in grade 8 include :

- equality
- the use of images to reinforce meaning in texts
- space and discoveries
- entertainment and recreation
- storytelling
- tourism

Themes in grade 9 include :

- natural disasters
- environmental protection and management
- advertising in pop culture
- defending a cause
- life experiences

Related Documents

Programme d'études (2011) Liste de ressources (2013)

Français 1202

Français 1202 is a language development course with a continued focus on critical literacy. Students enhance the language skills of listening and reading comprehension, speaking and interacting with their peers and the teacher, and producing written work in a variety of text types (narrative, explanatory, argumentative, poetic, persuasive and informational) on topics pertinent to adolescents. Students apply literacy skills developed in Français to other courses taught in French.

Themes in Français 1202 include :

- identity
- media and its influence
- the nature of conflict
- creative expressionism
- bilingualism in a multicultural society

Related Documents

Programme d'études Liste de ressources (2013)

Français 2202

Français 2202 continues language development with a focus on fine arts. Students enhance the language skill areas of listening and reading comprehension, speaking and interacting with their peers and the teacher, and producing written work in a variety of text types linked to various aspects of fine arts.(narrative including monologue and dialogue, explanatory, argumentative, poetic, persuasive and informational). Students apply literacy skills developed in Français to other courses taught in French.

Themes in Français 2202 include :

- cinema, theatre and visual arts
- music and dance
- crime in literature
- humour as a vehicle for expressionism

Related Documents

Programme d'études Liste de ressources (2013)

Français 3202

Français 3202 is a language development course which also offers students an opportunity to study the culture of francophones who reside in countries other than Canada. Using literary works which explore aspects of *la francophonie* and writings on topical issues, the course aims both to develop and refine communication skills, and to provide insight into the linguistic and cultural reality of francophones in other countries. Students apply literacy skills developed in Français to other courses taught in French.

Themes in Français 3202 include :

- the francophone world
- classic francophone literature

Related Documents

Programme d'études Liste de ressources (2013)

Guidance

Overview

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

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

Peer Counselling 2101

Peer counseling is defined as a variety of interpersonal helping behaviours assumed by non-professionals who undertake a helping role with others. The course Peer Counselling 2101 is designed to introduce the senior high student to some of the basic skills required for an individual to become an effective peer counselor. Some of the fundamental abilities and skills to be considered include: attending; empathy; paraphrasing; summarizing; questioning; genuineness and problem solving.

The course includes the following units of study:

- Counselling Skills Development
- Teen Issues
- Networking

Related Documents

n/a

Health

Overview

The primary goal of the health program is health literacy – the result of any combination of learning experiences designed to help individuals and communities improve their health by increasing their knowledge, or influencing their attitudes. Health Education encompasses the physical, social, emotional, spiritual, and environmental aspects of one's growth and development.

Students progress from a state of dependency to autonomy for the care and monitoring of their healthy development as they progress through the K-12 system. Age appropriate messages empower students to gradually assume more responsibility for monitoring and playing an active role in their health and well-being.

The health program is offered as part of the K-9 curriculum. In high school, health related courses and topics are electives within the family studies program.

The K-2 health program is articulated around four strands:

- Healthy Body and Body Awareness
- Healthy Mind and Feelings
- Family, Friends and Community
- Environment

The grades 3-9 health program is articulated around eleven strands:

- Active Living
- Consumer Health
- Dental Health
- Drug Education
- Environmental Education
- Human Sexuality
- Injury Prevention and Safety
- Mental Health
- Nutrition
- Physical Growth and Development
- Relationships
- Self Care

Primary / primaire

The primary health program introduces health concepts as they pertain to the individual and the environment in which one lives. It connects the daily needs, interests, and experiences of the student to healthy practices.

This program promotes the well-being of young children by making links with classroom instruction, health related services, and a school environment that supports healthy living.

Students examine aspects of their own growth and development in relation to overall health and one's interplay with family and friends and the environment.

Topics include:

- body awareness
- physical growth and development
- emotions
- family and friends
- active living
- environment and health

Related Documents

Kindergarten / Maternelle
Curriculum Guide (2011) — Resource List (2013)
Programme d'études (2011) — Liste de ressources (2013)

Grade 1 / 1re année
Curriculum Guide (2010) — Resource List (2013)
Programme d'études (2011) — Liste de ressources (2013)

Grade 2 / 2e année
Curriculum Guide (2011) — Resource List (2013)
Programme d'études (2012) — Liste de ressources (2013)

Grade 3 / 3e année
Curriculum Guide (1995) — Resource List (2013)
Programme d'études (1995) — Liste de ressources (2013)

Elementary / élémentaire

The elementary health program builds on the health concepts introduced in the primary health program and guides students in the development of healthy lifestyle practices.

Students acquire knowledge and skills that empower them to choose health-enhancing behaviours and to make decisions that can improve their quality of life.

Topics include:

- active living
- consumer health
- dental health
- drug education
- environmental health
- injury prevention and safety
- mental health
- nutrition
- physical development
- relationships
- self care

Related Documents

Curriculum Guide (1994)
Programme d'études (1994)
Resource List (2013)
Liste de ressources (2013)

Intermediate / intermédiare

The intermediate health program continues to promote personal well-being through a comprehensive approach to health education and practices, focusing on personal health.

The program promotes a deeper awareness of self-concept, emerging sexuality and relationships from a wellness perspective as students progress through adolescence. In a supportive environment, students develop knowledge, skills, and attitudes to manage their own health as they become increasingly autonomous.

Topics include:

- communication
- environmental health
- human sexuality
- mental, physical, and social well-being
- nutrition
- relationships
- safety
- self-concept
- substance use and abuse

Related Documents

Grade 7 / 7e année

Curriculum Guide (1995)	Resource List (2013)
Programme d'études (1995)	Liste de ressources (2013)

Grade 8 / 8e année

Curriculum Guide (1995)	Resource List (2013)
Programme d'études (1995)	Liste de ressources (2013)

Grade 9 / 9e année

Curriculum Guide (2008)	Resource List (2013)

Home Economics

Overview

Home economics education advocates for positive change in home life experiences for individuals and families. It is the foundation of knowledge, attitudes and abilities that affect daily decision making throughout our lives. Home economics consists of five interdependent areas:

- Human Development
- Food and Nutrition
- Financial Management
- Clothing and Textiles
- Shelter and Housing

Students critically examine significant concerns of daily life in terms of consequences to self, family, and society. Home economics education contributes to the development of individuals and the family as functioning units of society.

In addition, home economics prepares students to use entrepreneurial skills, accept challenges, adjust and adapt in a climate of change, experiment and use creativity, make informed judgements, and apply reasoned action to practical life situations.

This program forms the basis for further study in the family studies program at high school.

Related Documents

Foundation for Home Economics/Family Studies Education

Intermediate

Students explore many of the perennial challenges of everyday life. Through a modular approach, students are engaged in experiences which develop attitudes, skills, and understandings essential for the maintenance and improvement of family living. Students develop an awareness that personal decisions affect the quality of one's life and those around them.

Topics include:

- child care
- clothing care
- foods and nutrition
- money management and consumerism
- personal living space

Related Documents

Course Descriptor

Resource List (2013)

Literacy Enrichment and Academic Readiness for Newcomers (LEARN)

Overview

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

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

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

LEARN 1 Language Arts

LEARN 1 Language Arts is available for students in grades 7-12. This non-credit basic literacy course is based on Kindergarten to Grade 3 English Language Arts outcomes. The course focuses on literacy skills necessary:

- to integrate into an age appropriate grade,
- for daily living.

Related Documents

Curriculum Guide (2011) Resource List (2013)

LEARN 1 Mathematics

This course may be offered to students in grades 3-12. This non-credit course is based on the Kindergarten to Grade 6 Mathematics outcomes. It offers a compacted curriculum to accelerate student progress in basic skills. Emphasis is on both academic and practical life skills mathematics.

Related Documents

Curriculum Guide (2010) Resource List (2013)

LEARN 2 Language Arts

LEARN 2 is based on the Grades 4 to 6 English Language Arts outcomes. Students learn systematic strategies that assist in their literacy development. These skills are taught as portable, adaptable and transferable strategies that may be used in a wide variety of situations: in school, on the job, in social settings and in daily-living situations.

This literacy course is offered for two alternate credits at the high school level. The course may be offered at the intermediate school without credit.

Related Documents

Curriculum Guide (2010) Resource List (2013)

LEARN-2 Mathematics

This non-credit course is based on Intermediate Mathematics outcomes and prepares newcomers to enter the High School Mathematics programs in any of our schools. It may be offered at the Intermediate or High School level.

The course consists of four strands :

- Numeracy
- Patterns and Relations
- Shape and Space

- Statistics and Probability

Related Documents

Curriculum Guide (2010) Resource List (2013)

LEARN-2 Social Studies

This course introduces basic skills and strategies required for further studies in social studies at the high school level. It focuses on Canada to prepare students for Canadian Geography 1202 and it prepares newcomers for citizenship.

LEARN-2 Social Studies promotes discovery learning, oral communication and overall English language and literacy development.

Topics include:

- Geography
- Weather and Climate
- Industry
- Settlement
- Confederation
- Government
- Cultural Diversity
- The Arts

LEARN-2 Social Studies is offered at the High School level for 1 alternate credit. It may be also offered at the intermediate school but without credit.

Related Documents

Curriculum Guide (2010) Resource List (2013)

LEARN 2 Science

LEARN-2 Science outcomes are intended to develop and reinforce strategies, skills, and language required for further high school studies in Science. This course focuses on the development of science literacy, skills and strategies within the context of:

- earth science
- life science
- physical science

LEARN-2 Science is offered at the senior high school level for 1 credit, which can be counted toward the 4 allowable credits

for alternate courses. The course may also be offered at the intermediate school but without credit.

Related Documents

Curriculum Guide (2011) Resource List (2013)

Mathematics

Overview

The Kindergarten to Level III Mathematics curriculum provides opportunities for learners to encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. Students learn to construct their own meaning of mathematics. The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- make connections between mathematics and its applications
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society

The following processes permeate the mathematics curriculum from Kindergarten to Level III:

- Communication
- Connections
- Mental Mathematics and Estimation
- Problem Solving
- Reasoning
- Technology
- Visualization

The curriculum outcomes in the Kindergarten to Grade 9 Mathematics program are organized into four strands and eight general curriculum outcomes:

Number

- Develop number sense

Patterns and Relations

- Use patterns to describe the world and to solve problems
- Represent algebraic expressions in multiple ways

Shape and Space

- Use direct and indirect measurement to solve problems
- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationship among them
- Describe and analyze position and motion of objects and shapes

Statistics and Probability

- Collect, display and analyze data to solve problems
- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty

The curriculum outcomes in the Level I to Level III Mathematics program are organized into thirteen topics and fifteen general curriculum outcomes:

Algebra

- Develop algebraic reasoning and number sense

Calculus

- Develop introductory calculus reasoning

Financial Mathematics

- Develop number sense in financial applications

Geometry

- Develop spatial sense

Logical Reasoning

- Develop logical reasoning

Mathematics Research Project

- Develop an appreciation of the role of mathematics in society

Measurement

- Develop spatial sense through direct and indirect measurement

Number

- Develop number sense and critical thinking skills

Permutations, Combinations and Binomial Theorem

- Develop algebraic and numeric reasoning that involves combinatorics

Probability

- Develop critical thinking skills related to uncertainty

Relations and Functions

- Develop algebraic and graphical reasoning through the study of relations

Statistics and Probability

- Develop statistical reasoning
- Collect, display and analyze data to solve problems
- Use experimental or theoretical probabilities to represent and solve problems involving uncertainty

Trigonometry

- Develop trigonometric reasoning

Related Documents

Foundation for the Atlantic Canada Mathematics Curriculum

Primary / primaire

The primary mathematics program is designed to help students mature mentally in the context of meaningful learning experiences. It promotes active exploration of a variety of mathematical ideas that contribute to the development of number and spatial sense. Engaging in such activities fosters enjoyment and curiosity about mathematics in students. In Kindergarten and Grade 1, the curriculum is organized into three strands: number, patterns and relations, and shape and space. Work in subsequent years includes a fourth strand: statistics and probability.

Kindergarten / Maternelle

Topics include:

- Exploring Numbers to 10
- Exploring Patterns
- Exploring Geometry and Measurement

Curriculum Guide (2009)
Programme d'études (2009)
Resource List (2013)
Liste de ressources (2013)

Grade 1 / 1re année

Topics include:

- Representing Numbers to 20
- Patterning
- Addition and Subtraction to 20
- Measurement
- Numbers to 100
- Geometry

Curriculum Guide (2009)
Programme d'études (2009)
Resource List (2013)
Liste de ressources (2013)

Grade 2 / 2e année

Topics include:

- Patterning
- Numbers to 100
- Data Analysis
- Addition and Subtraction to 100
- Measurement
- Geometry

Curriculum Guide (2009)
Programme d'études (2010)
Resource List (2013)
Liste de ressources (2013)

Grade 3 / 3e année

Topics include:

- Patterning
- Numbers to 1000
- Data Analysis
- Addition and Subtraction
- Geometry
- Multiplication and Division
- Fractions
- Measurement

Curriculum Guide (2010) Resource List (2013)
Programme d'études (2010) Liste de ressources (2013)

Elementary / élémentaire

The elementary mathematics program is designed to provide students with opportunities for meaningful learning experiences that retain enjoyment and curiosity about mathematics. It continues to promote active exploration of a variety of mathematical ideas. The curriculum is organized into four strands: number, patterns and relations, shape and space, and statistics and probability.

Grade 4 / 4re année

Topics include:

- Numeration
- Addition and Subtraction
- Patterns
- Data Relationships
- 2-D Geometry
- Multiplication and Division Facts
- Fractions and Decimals
- Measurement
- Multiplying Multi-Digit Numbers
- Dividing Multi-Digit Numbers
- 3-D Geometry

Curriculum Guide (2008) Resource List (2013)
Programme d'études (2010) Liste de ressources (2013)

Grade 5 / 5e année

Topics include:

- Numeration
- Adding and Subtracting Decimals
- Data Relationships
- Motion Geometry
- Multiplication
- Patterns
- Fractions
- Measurement
- Division
- Probability
- 2-D and 3-D Geometry

Curriculum Guide (2009) Resource List (2013)
Programme d'études (2011) Liste de ressources (2013)

Grade 6 / 6e année

Topics include:

- Numeration
- Number Relationships
- Patterns
- Data Relationships
- Motion Geometry
- Ratio and Percent
- Fractions
- Multiplication and Division of Decimals
- Measurement
- 2-D Geometry
- Probability

Curriculum Guide (2010) Resource List (2013)
Programme d'études (2010) Liste de ressources (2013)

Intermediate / intermédiare

The intermediate mathematics program is designed to provide a balance among mental mathematics and estimation, paper and pencil exercises, and the use of technology. It introduces concepts using manipulatives and develops them from the concrete to pictorial to symbolic. The program underscores the importance of mathematical fluency by integrating problem solving, reasoning, and

making connections. The curriculum is organized into four strands: number, patterns and relations, shape and space, and statistics and probability.

Grade 7 / 7e année

Topics include:

- Patterns and Relations
- Integers
- Fractions, Decimals and Percents
- Circles and Area
- Operations With Fractions
- Equations
- Data Analysis
- Geometry

Curriculum Guide (2013) Resource List (2013)
Programme d'études (2009) Liste de ressources (2013)

Grade 8 / 8e année

Topics include:

- Square Roots and the Pythagorean Theorem
- Integers
- Operations With Fractions
- Measuring Prisms and Cylinders
- Percent, Ratio, and Rate
- Linear Equations and Graphing
- Data Analysis and Probability
- Geometry

Curriculum Guide (2009) Resource List (2013)
Programme d'études (2009) Liste de ressources (2013)

Grade 9 / 9e année

Topics include:

- Square Roots and Surface Area
- Powers and Exponent Laws
- Rational Numbers
- Linear Relations

- Polynomials
- Linear Equations and Inequalities
- Similarity and Transformations
- Circle Geometry
- Probability and Statistics

Curriculum Guide (2010) Resource List (2013)

High School

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

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

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

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

The Academic Mathematics courses 2201 and 3201 are designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that do not require the study of calculus.

Mathematics 1201

Topics include:

- Measurement
- Trigonometry
- Roots and Powers
- Factors and Products
- Relations and Functions
- Linear Functions
- Systems of Linear Equations

Curriculum Guide (2011) Resource List (2013)

Mathematics 1202

Topics include:

- Consumerism and Travel
- Measuring Length
- Measuring Area
- Getting Paid For Your Work
- All About Angles
- Pythagorean Relation
- Trigonometry

Curriculum Guide (2011) Resource List (2013)

Mathematics 2200

Topics include:

- Sequences and Series
- Trigonometry
- Quadratic Functions
- Quadratic Equations
- Radical Expressions and Equations
- Rational Expressions and Equations
- Absolute Value and Reciprocal Functions
- Systems of Equations
- Linear and Quadratic Inequalities

Curriculum Guide (2012) Resource List (2013)

Prerequisite: Mathematics 1201

Mathematics 2201

Topics include:

- Inductive and Deductive Reasoning
- Mathematics Inquiry
- Properties of Angles and Triangles
- Acute Triangle Trigonometry
- Radicals
- Statistical Reasoning
- Quadratic Functions
- Quadratic Equations
- Proportional Reasoning

Curriculum Guide (2012) Resource List (2013)

Prerequisite: Mathematics 1201

Mathematics 2202

Topics include:

- Surface Area
- Drawing and Design
- Volume and Capacity
- Interpreting Graphs
- Banking and Budgeting
- Slope
- Right Triangles and Trigonometry

Curriculum Guide (2012) Resource List (2013)

Prerequisite: Mathematics 1202 or Mathematics 1201

Mathematics 3200

Topics include:

- Polynomial Functions
- Function Transformations
- Radical Functions
- Trigonometry and the Unit Circle
- Trigonometric Functions and Graphs
- Trigonometric Identities
- Exponential Functions
- Logarithmic Functions
- Permutations, Combinations, and the Binomial Theorem

Curriculum Guide (2013) Resource List (2013)

Prerequisite: Mathematics 2200

Mathematics 3201

Topics include:

- Set Theory
- Counting Methods
- Probability

- Rational Expressions and Equations
- Polynomial Functions
- Exponential Functions
- Logarithmic Functions
- Sinusoidal Functions
- Financial Mathematics: Borrowing Money

Curriculum Guide (2013) Resource List (2013)

Prerequisite: Mathematics 2201 or Mathematics 2200

Mathematics 3202

Topics include:

- Measurement and Probability
- Working With Data
- Linear Relationships
- Financial Decisions
- Properties of Figures
- Transformations
- Trigonometry

Curriculum Guide (2013) Resource List (2013)

Prerequisite: Mathematics 1202 or Mathematics 1201

Calculus 3208

Topics include:

- Pre-Calculus
- Limits and Continuity
- Rational Functions
- Derivative
- Applications of Derivatives
- Calculus of Trigonometry
- Calculus of Exponential and Logarithmic Functions
- Antidifferentiation and Integration

Curriculum Guide (2013) Resource List (2013)

Prerequisite: Mathematics 2200

Note: may be taken concurrently with Mathematics 3200

Music

Overview

Music education is fundamental to the aesthetic, physical, emotional, intellectual and social growth of the individual through musical experiences that engage both cognitive and affective domains.

Music is both a language and an art, enabling students to communicate in many ways and at many levels.

Through the study of music, students engage critical thinking abilities to solve a wide variety of challenges. Composition, performance, improvisation, and analysis present specific problems for the creator to solve that demand the use of musical knowledge and musical imagination. Musical problem solving promotes an acceptance of diverse solutions, as solutions are in a constant state of change and evolution.

Music enriches life. It is a way to understand our cultural heritage and to participate in the making of both our present and future cultures. Music is an important tool through which young people become more culturally aware, develop a better understanding of differences and similarities of cultures, and as a result, become more appreciative, tolerant and respectful of all people.

Through musical experiences students develop an understanding of their own beliefs, the beliefs of others, and of how our value systems are shaped by these beliefs.

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

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

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

Understanding and Connecting Contexts of Time, Place and Community focuses on evidence, knowledge, understanding, and valuing of music in a variety of contexts.

- Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts

and to value the arts as a record of human experience and expression.

- Students will be expected to examine the relationship among the arts, societies, and environments.

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

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

Related Documents

Foundation for the Province of Newfoundland and Labrador Arts Education Curriculum

Music Education Framework Document for the Province of Newfoundland and Labrador (1999)

Instrumental Music: An Administrative and Curricular Guide (1991)

Primary and Elementary

The music classroom at the primary and elementary levels provides meaningful and enjoyable experiences directed at cultivating a child's greater love for, understanding of and sensitivity to music.

The program is learner-based and flexible, matching the teaching process to the child's natural learning development. It sequences the discovery of musical concepts and musical skills. Rhythm and metre, melody and pitch, harmony, form and expressive devices (dynamics, tempo, articulation, tone colours, notations) are explored within a spectrum of musical genres and contexts through direct engagement and involvement in authentic musical experiences such as:

- Performing – singing, playing, speaking, moving, conducting, reading, writing, constructing/diagramming
- Listening – aurally identifying, responding, discussing, analysing, reflecting, describing
- Creating – creating, improvising, composing, interpreting

Students may be engaged in all three simultaneously.

The program is holistic with emphases on:

- psychomotor (movement/dance) experiences as an integral part of the program
- reflection and response as an integral part of the process of creating and performing
- singing as the foundation
- sound before symbol (engagement in musical experiences before the introduction of musical symbols)
- the creativity of the child
- the development of musical literacy
- the playing of pitched and non-pitched classroom instruments
- varied musical experiences reflecting their own and other time periods, places, and communities

Elementary classroom music builds and expands upon the primary program and introduces musical experiences with the recorder. Choral experiences, an integral part of the program, are to be offered along with the classroom program at the elementary level, but are not to replace allocated time for the core music classroom program.

Related Documents

Curriculum Guide (2005)

Resource List (2013)
Liste de ressources (2013)

Intermediate

The intermediate music program further develops musical literacy and aesthetic awareness by providing meaningful and challenging musical experiences. Concepts learned in K-6 are reviewed, reinforced, and consolidated while new skills and knowledge are applied to a number of musical forms. Emphasis is placed on direct experiences with music and the integration of musical elements. The application of skills, knowledge, and advanced activities enhances student's understanding of basic musical concepts.

This program is designed to be delivered through a variety of settings – classroom, choral, and instrumental. This flexible approach to curriculum delivery provides opportunities for varied school configurations to meet the expectations of the prescribed curriculum in adaptive and creative ways.

Related Documents

Curriculum Guide (2009) Resource List (2013)

Ensemble Performance 1105 / 2205 / 3205

Ensemble Performance 1105 is a performance-based course designed to provide students the opportunity to perform in a like ensemble context, e.g., choir, band, or orchestra. Students enrolled in all three levels of a like ensemble come together at the same time. The course is built on a spiral design 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 acquire performance and musicianship skills, rehearsal and performance protocols, an understanding of conducting gestures and other forms of nonverbal communication, production of sound, and appreciation of music as an art form through ensemble performance. In essence, students learn about music by making music.

Related Documents

Curriculum Guide Resource List (2013)

Experiencing Music 2200

This course develops students' emotional and intellectual responses to a wide range of musical 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

Related Documents

Curriculum Guide Resource List (2013)

Applied Music 2206 / 3206

The Applied Music courses 2206 and 3206 offer students the opportunity to develop musicianship, musical literacy skills, theoretical understandings and competencies as instrumentalists and / or vocalists through individual and small group experiences.

Both courses are available for beginning students as well as those with prior experience. They may be offered as separate classes in the following applied areas:

- Voice
- Piano / Keyboard
- Guitar
- Strings
- Winds (Brass / Woodwinds)
- Percussion

This comprehensive approach allows students to integrate the practical, theoretical, and conceptual aspects of music. Students acquire:

- generic and specific performing skills - phrasing, articulation, intonation, tone quality, expressive devices, interpretation, style;
- theoretical concepts - elements of music (rhythm/ meter, melody, harmony, form), musical literacy, and appropriate symbols and terms.

Related Documents

Curriculum Guide (1996) Resource List (2013)

Physical Education

Overview

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

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

The subject matter of the Physical Education program is human movement. It is directed toward understanding human movement, including the human and environmental factors that affect and are affected by movement. The curriculum is designed around three domains of learning: Psychomotor, Affective, and Cognitive.

The Kindergarten-Level III Physical Education program consists of three domains of learning which contextualize six general curriculum outcomes.

Psychomotor (Moving and Doing)

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

Understanding and Applying (Cognitive)

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

Cooperation and Responsibility (Affective)

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

Related Documents

A Curriculum Framework for Physical Education

Primary / Elementary

The Physical Education program (K-6) is an activity-based program designed to develop fundamental movement skills required for an active lifestyle.

The outcomes of the physical education program encourage learners to develop physically, cognitively, socially, emotionally and spiritually. Process skills are emphasized and students develop movement strategies to react to various situations, solve problems, and make decisions.

The curriculum includes a wide range of movement activities that are employed through the following movement themes.

- Games: Space, Directions and Body Awareness
- Games: Locomotor Skills
- Games: Non-locomotor Skills
- Games: Manipulative Skills - Projecting and Receiving
- Games: Manipulative Skills - Accompanying Apparatus
- Rhythmic Activities
- Body Management and Orientation
- Gymnastics
- Sports Lead-Up Activities
- Fitness

Related Documents

Curriculum Guide (2010) Resource List (2013)

Intermediate

The Intermediate Physical Education curriculum provides opportunities for students to develop personal wellness, personal movement competency, and physical literacy to continue with an active lifestyle. Process skills are emphasized and students develop movement strategies to react to various situations, solve problems, and make decisions.

The curriculum includes a broad range of movement activities that are employed through six movement themes.

- Alternative Activities
- Court and Field Activities
- Fitness Activities
- Leadership/Cooperative Activities

- Outdoor Activities
- Rhythmic Activities

Related Documents

Curriculum Guide (2011) Resource List (2013)

Healthy Living 1200

Healthy Living 1200 is a broad-based multi-disciplinary curriculum that encourages students to take responsibility for their own health. Students will learn to develop a Personal Strategic Health Plan by examining their own health indicators and health practices, investigating relevant health topics, and exploring activities that will positively affect their health and well-being.

The curriculum is organized into four units of study:

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

Related Documents

Curriculum Guide (2002) Resource List (2013)

Physical Education 2100 / 2101

Physical Education 2100 / 2101 are activity based courses which focus on developing and understanding personal movement skills that contribute to an active lifestyle throughout life. The program:

- meets the needs and interests of adolescent students;
- extends the range of skills and knowledge acquired from kindergarten to grade nine;
- facilitates and builds upon movement concept knowledge;
- provides an opportunity for personal achievement through group and individual activities; and
- acknowledges the wide range of teacher expertise, equipment, and facilities available.

The curriculum includes a broad range of movement activities that are employed through three movement themes:

- Individual/Partner Games and Activities
- Alternative Activities
- Games and Group Activities

Related Documents

Curriculum Guide (2011) Resource List (2013)

Physical Education 3100 / 3101

Physical Education 3100 / 3101 are activity based courses which focus on developing and understanding personal movement skills that contribute to an active lifestyle throughout life. The curriculum builds on the skills and knowledge acquired throughout the physical education program from Kindergarten to level II, and in addition:

- places a strong emphasis on outdoor/adventure activities and provides opportunities to develop appreciation for nature and the outdoors
- provides skills needed to assess risk and make decisions that minimize hazards to self and others
- requires students to assume varying levels of participation within groups such that cooperation among leaders, followers, supporters, facilitators, helpers and other roles becomes essential for harmonious, successful group function
- focuses on varying levels of participation and/or leadership within the school and community

The program includes a broad range of movement activities that are employed through three movement themes:

- Fitness Pursuits
- Individual/Partner Games and Activities
- Team/Group Games and Activities

Related Documents

Curriculum Guide (2012) Resource List (2013)

Religious Education

Overview

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

The religious education curriculum explores the similarities among religions and faith communities as well as the unique qualities each living belief system offers to its followers. Students investigate a number of aspects of living belief systems:

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

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

Historical Perspectives

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

Personal Perspectives

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

Community and Environment Perspectives

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

Kindergarten / Maternelle

This course provides students with a general introduction to a variety of religions and faith communities through their celebrations. Students explore the unique and common features that characterize religious and spiritual celebrations.

Students will:

- explore special days, festival and celebrations in Aboriginal Spirituality (Innu, Inuit, Mi'kmaq), Buddhism, Christianity, Islam, Judaism, and Sikhism
- explore the nature of observing special events and their connection a living belief system's traditions
- focus on building community and shared experiences

Related Documents

Curriculum Guide (2008)
Programme d'études (2009)
Resource List (2013)
Liste de ressources (2013)

Grade 1 / 1re année

This course provides students with an understanding of religious and spiritual beliefs that are represented in the symbols and places associated with the faith community.

Students will:

- explore sacred and special places and symbols in Aboriginal Spirituality (Innu, Inuit, Mi'kmaq), Bahá'í Faith, Buddhism, Christianity, Islam, Judaism, and Sikhism
- explore the nature of recognizing and respecting sacred and special places and symbols
- focus on building community and shared experiences

Related Documents

Curriculum Guide (2010)
Programme d'études (2010)
Resource List (2013)
Liste de ressources (2013)

Grade 2 / 2re année

In this course students explore the unique and common features that characterize the significance of traditions, including the importance placed on daily religious and spiritual practices within the faith community.

Students will:

- explore traditions and practices in Aboriginal Spirituality (Innu, Inuit, Mi'kmaq), Bahá'í Faith, Buddhism, Christianity, Islam, Judaism, and Sikhism
- explore the nature of recognizing and respecting religious and spiritual traditions and practices

- focus on developing positive self-concepts, relationships with others, and respect for the environment and community

Related Documents

Curriculum Guide (2011)
Programme d'études (2011)
Resource List (2013)
Liste de ressources (2013)

Grade 3 / 3re année

This course engages students in discussions about the impact individuals can have on their faith communities and the world around them. Students explore how the faith experiences of individuals have been determining influences in their lives.

Students will:

- explore religious and spiritual leaders in Aboriginal Spirituality (Innu, Inuit, Mi'kmaq), Bahá'í Faith, Buddhism, Christianity, Islam, Judaism, and Sikhism
- explore the characteristics of individuals who are guided by their religious or spiritual beliefs
- focus on developing positive self-concepts, relationships with others, and respect for the environment and community

Related Documents

Curriculum Guide (2008)
Programme d'études (2008)
Resource List (2013)
Liste de ressources (2013)

Grade 4 / 4re année

This course focuses on historical, personal and environmental concepts in Christianity, Islam and Judaism. Students explore the role of tradition and expressions of faith in the personal lives of followers of these three faith groups.

Students will:

- explore connections between religious belief, history and culture in Christianity, Islam and Judaism
- investigate the development of personal ideas, beliefs and values in Christianity, Islam and Judaism
- develop positive self-concepts, relationships with others, and respect for the environment and community

Related Documents

Curriculum Guide (2000)
Programme d'études (2002)
Resource List (2013)
Liste de ressources (2013)

Grade 5 / 5re année

This course focuses on historical, personal and environmental concepts in Buddhism, Christianity, Hinduism and Sikhism. Students explore the role of tradition and expressions of faith in the personal lives of followers of these four faith groups.

Students will:

- explore connections between religious belief, history and culture in Buddhism, Christianity, Hinduism and Sikhism
- investigate the development of personal ideas, beliefs and values in Buddhism, Christianity, Hinduism and Sikhism
- explore connections between religious or spiritual beliefs and social justice concepts
- enhance positive relationships with others and respect for the environment and community

Related Documents

Curriculum Guide (2000)
Programme d'études (2002)
Resource List (2013)
Liste de ressources (2013)

Grade 6 / 6re année

This course focuses on historical, personal and environmental concepts in Aboriginal Spirituality, Bahá'í Faith, Christianity and Islam. Students explore the role of tradition and expressions of faith in the personal lives of followers of these four faith groups.

Students will:

- explore connections between religious belief, history and culture in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam
- analyze the development of personal ideas, beliefs and values in Aboriginal Spirituality, Bahá'í Faith, Christianity, and Islam
- explore the connections between religious or spiritual beliefs and social action
- enhance positive relationships with others and respect for the environment and community

Related Documents

Curriculum Guide (2000)
Programme d'études (2002)
Resource List (2013)
Liste de ressources (2013)

Grade 7 / 7re année

This course engages students in an exploration of the beliefs, doctrines, practices and history of various religions and how to treat them with respect. In doing so, students also grow spiritually and morally into informed, caring and contributing members of society.

Students will:

- explore the historical impact of religion on beliefs, cultures and traditions
- examine moral and ethical issues as they relate to their own lives and to society
- explore the influence of religion on contemporary issues and events in local and global communities

Related Documents

Curriculum Guide (2002)
Programme d'études (2004)
Resource List (2013)
Liste de ressources (2013)

Grade 8 / 8re année

This course enages students in an exploration of identity and its relationship with belief systems. It offers opportunity for wide ranging discussions about a variety of religious beliefs and practices. Students develop understandings across living belief systems and make their own personal connections.

Students will:

- explore the historical impact of religion on beliefs and values
- examine the development of morals and ethics as they relate to their own lives and to society
- consider the relationship between religion and science
- explore the influence of religion on contemporary issues and events in local and global communities

Related Documents

Curriculum Guide (2002)
Programme d'études (2004)
Resource List (2013)
Liste de ressources (2013)

Grade 9 / 9re année

This course explores the concepts of morality and ethics. Students examine how faith influences the ideas of fairness, social justice, and social responsibility. It provides opportunity for students to grow spiritually and morally as informed, caring and contributing members of society.

Students will:

- explore the historical impact of ecumenism and interfaith relationships
- examine the role of the individual within larger communities
- investigate the relationship between religion and science

- analyze the influence of religion on social justice issues in local and global communities
- explore the impact of global awareness on faith communities

Related Documents

Curriculum Guide (2002)
Programme d'études (2004)
Resource List (2013)
Liste de ressources (2013)

Ethics and Philosophy 2101

Ethics and Philosophy 2101 introduces students to the foundational precepts of philosophy and the interdependence of ethical behaviour and philosophical and religious thought. Students will examine historical and philosophical influences, ethical and moral issues and the connectedness of all creation.

Students will:

- assess their own ethical understanding of their decision making
- examine and analyze philosophical views and their influences throughout history
- explore different interpretations of sacred texts
- assess their own and others' responses to questions about existence
- compare scientific and religious explanations of existence

Related Documents

Curriculum Guide (2010)
Resource List (2013)

Ethics and Social Justice 2106

Ethics and Social Justice 2106 examines the roots and influences, including religious and spiritual, of social activism and responses to social justice issues. Students discuss the concepts of social justice and social activism and the role ethics may play in social justice issues. They will reflect on their own world view and consider the implications of striving to create a global community.

Students will:

- assess the effects of media on social justice issues
- examine the ethical implications and effects of technology on the global community
- identify and respond to social justice issues
- assess their own contributions to social activism
- evaluate the influence of living belief systems on social justice issues

Related Documents

Curriculum Guide (2010) Resource List (2013)

World Religions 3101 / 3106 Enseignement religieux 3131 / 3136

These courses examine the world's significant living belief systems. Students read, view, listen and respond to various texts related to these living belief systems in order to develop an understanding of the history, views and influences of each.

Students will:

- examine each living belief system regarding their views on creation, birth, death, god, destiny, and afterlife
- determine how living belief systems affect and are affected by a rapidly changing society
- explore the role of faith, morality, and ethics in each living belief system
- gain an understanding of the influence of science on creation as understood by various living belief systems
- understand how living belief systems vary with regard to their rituals, festivals, symbols, key beliefs and sacred texts

In World Religions 3101 topics include: Aboriginal Spirituality, Buddhism, Early Religions (Confucianism, Jainism, Taoism, Shintoism, and Zoroastrianism), Hinduism, and Buddhism.

In World Religions 3106 topics include: Baha'i Faith, Christianity, Islam, Judaism, Religion Today, and Sikhism.

Related Documents

Curriculum Guide (2005) Resource List (2013)
Programme d'études (2004) Liste de ressources (2013)

Science

Overview

The vision of science education is to develop scientific literacy – an evolving combination of science related attitudes, skills, and knowledge students need to develop inquiry, problem solving, and decision making abilities, to become lifelong learners, and to maintain a sense of wonder about the world around them.

Development of scientific literacy is supported by instructional environments that emphasize:

- **Scientific Inquiry** – students pose questions about the nature of things and develop explanations for phenomena, involving broad exploration as well as focused investigations
- **Problem Solving** – students seek answers to practical problems requiring the application of their science knowledge in new ways to reach an optimum solution
- **Decision Making** – students identify questions or issues, pursue science knowledge that will inform the decision, and determine how citizens should respond

In the development of scientific literacy, diverse learning experiences provide opportunities for students to explore, analyze, evaluate, synthesize, appreciate, and understand interrelationships among science, technology, society and the environment that will affect their personal lives, careers, and future.

The science program is articulated around four critical aspects of students' scientific literacy.

- **Science, Technology, Society and the Environment** (STSE) – students will develop an understanding of the nature of science and technology, of the relationships between science and technology, and the social and environmental contexts of science and technology
- **Skills** – students will develop the skills required for scientific and technological inquiry, for solving problems, for communicating scientific ideas and results, for working collaboratively, and for making informed decisions
- **Knowledge** – students will construct knowledge and understandings of concepts in life science, physical science, and Earth and space science, and apply these understandings to interpret, integrate and extend their knowledge
- **Attitudes** – students will be encouraged to develop attitudes that support responsible acquisition and application of scientific and technological knowledge to the mutual benefit of self, society and the environment

Related Documents

Foundation for the Atlantic Canada Science Curriculum

Primary / primaire

The primary science program initiates the development of students' scientific literacy. Within the context of objects, events, and materials in their immediate surroundings, students will ask questions, develop ideas about how those questions might be answered, observe and explore, record results, identify patterns and order, work with others, and, share and communicate ideas.

Kindergarten / Maternelle

Topics include:

- Exploring My World

Curriculum Guide (2010)
Programme d'études (2011)
Resource List (2013)
Liste de ressources (2013)

Grade 1 / 1ère année

Topics include:

- Materials, Objects, and Our Senses
- Needs and Characteristics of Living Things
- Daily and Seasonal Changes

Curriculum Guide (2005)
Programme d'études (2005)
Resource List (2013)
Liste de ressources (2013)

Grade 2 / 2e année

Topics include:

- Animal Growth and Changes
- Air and Water in the Environment
- Liquids and Solids
- Relative Position and Motion

Curriculum Guide (2005)
Programme d'études (2005)
Resource List (2013)
Liste de ressources (2013)

Grade 3 / 3e année

Topics include:

- Plant Growth and Changes
- Exploring Soils
- Invisible Forces
- Materials and Structures

Curriculum Guide (2005)
Programme d'études (2005)
Resource List (2013)
Liste de ressources (2013)

Elementary / élémentaire

The elementary science program advances the development of students' scientific literacy. Within the context of the local environment, students will ask questions, develop plans to investigate those questions, observe and investigate, record results, interpret findings, work collaboratively to carry out activities, and communicate ideas, procedures and results.

Grade 4 / 4e année

Topics include:

- Habitats
- Light
- Sound
- Rocks, Minerals, and Erosion

Curriculum Guide (2002) Resource List (2013)
Programme d'études (2003) Liste de ressources (2013)

Grade 5 / 5e année

Topics include:

- Meeting Basic Needs and Maintaining a Healthy Body
- Properties and Changes in Materials
- Forces and Simple Machines
- Weather

Curriculum Guide (2002) Resource List (2013)
Programme d'études (2003) Liste de ressources (2013)

Grade 6 / 6e année

Topics include:

- Diversity of Life
- Electricity
- Flight
- Space

Curriculum Guide (2002) Resource List (2013)
Programme d'études (2003) Liste de ressources (2013)

Intermediate / intermédiaire

The intermediate science program furthers the development of students' scientific literacy with an emerging focus on developing scientific explanations. Within the context of life science, physical science, and Earth and space science, students will ask questions about relationships between and among observable variables, plan investigations to address those questions, conduct investigations, gather and record qualitative and quantitative data, assess possible explanations, work collaboratively on problems, and use appropriate language and formats to communicate ideas, procedures and results.

Grade 7 / 7e année

Topics include:

- Interactions within Ecosystems
- Heat
- Mixtures and Solutions
- Earth's Crust

Curriculum Guide (2013)
Programme d'études (2010)
Resource List (2013)
Liste de ressources (2013)

Grade 8 / 8e année

Topics include:

- Water Systems on Earth's Surface
- Fluids
- Optics
- Cells, Tissues, Organs and Systems

Curriculum Guide (2008)
Programme d'études (2010)
Resource List (2013)
Liste de ressources (2013)

Grade 9 / 9e année

Topics include:

- Space
- Atoms, Elements, and Compounds
- Electricity
- Reproduction

Curriculum Guide (2009)
Programme d'études (2010)
Resource List (2013)
Liste de ressources (2013)

High School

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

Science 1206

Topics include:

- Sustainability of Ecosystems
- Chemical Reactions
- Motion
- Weather Dynamics

Curriculum Guide (2002) Resource List (2013)

Science 2200

Topics include:

- Sustainability of Ecosystems
- Weather Dynamics

Curriculum Guide (2004) Resource List (2013)

Biology 2201

Topics include:

- Matter and Energy for Life
- Biodiversity
- Maintaining Dynamic Equilibrium I
- Interactions Among Living Things

Curriculum Guide (2002) Resource List (2013)

Note: Prior completion of Science 1206 is recommended.

Chemistry 2202

Topics include:

- Stoichiometry
- From Structures to properties
- Organic Chemistry

Curriculum Guide (2004) Resource List (2013)

Prerequisite: Science 1206

Physics 2204

Topics include:

- Kinematics
- Dynamics
- Work and Energy
- Waves

Curriculum Guide (2002) Resource List (2013)

Prerequisite: Science 1206

Biology 3201

Topics include:

- Maintaining Dynamic Equilibrium II
- Reproduction and Development
- Genetic Continuity
- Evolution, Change and Diversity

Curriculum Guide (2004) Resource List (2013)

Note: Prior completion of Science 1206 is recommended.

Chemistry 3202

Topics include:

- From Kinetics to Equilibrium
- Acids and Bases
- Thermochemistry
- Electrochemistry

Curriculum Guide (2005) Resource List (2013)

Prerequisite: Chemistry 2202

Earth Systems 3209

Topics include:

- Introduction to Earth Systems
- Historical Geology
- Earth Materials
- The Forces within Earth
- Earth Resources: Real-Life Applications

Curriculum Guide (2011) Resource List (2013)

Note: Prior completion of Science 1206 is recommended.

Environmental Science 3205

Topics include:

- Introduction to Environmental Science
- Recreation in the Environment
- Land Use and the Environment
- Water use and the Environment
- The Atmosphere and the Environment

Curriculum Guide (2010) Resource List (2013)

Physics 3204

Topics include:

- Force, Motion, and Energy
- Fields
- Matter Energy Interface

Curriculum Guide (2004) Resource List (2013)

Prerequisite: Physics 2204

Science 3200

Topics include:

- Chemical Reactions
- Motion

Curriculum Guide (2005) Resource List (2013)

Skilled Trades

Overview

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

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

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

Design and Fabrication 1202

In the production sector, design and fabrication are mutually dependent and interrelated activities. This course provides an introduction to design and the design process. Students will develop products using a variety of drawing tools and computer-aided design (CAD) software and then create their designs in the fabrication lab.

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:

- Introduction to Design
- Fabrication Techniques
- Introduction to Shop Practices
- Graphical Communications
- Introduction to CAD/CAM
- The Design Project

Related Documents

Curriculum Guide (2011) Resource List (2013)

Skilled Trades 1201

This course provides students with an experiential introduction to six specific residential, construction-based skilled trades. Students engage in activities involving carpentry, plumbing, electrical, drywall and plastering, painting, and masonry. Students work with tools and equipment to complete tasks associated with internal aspects of residential construction. This approach is accomplished through modules designed to emulate the real world as closely as possible within the laboratory environment. This learning may be applied to certification requirements in these trades.

This course consists of three units:

- Apprenticeship and the Skilled Trades
- Skills Common to All Trades
- Skill Building in Selected Trades

Related Documents

Curriculum Guide (2008) Resource List (2013)

Design and Fabrication 2202

This course is designed for students who may be interested in exploring careers in Engineering and Engineering Technology.

Students work with computer aided design (CAD), computer aided manufacturing (CAM) and computer numerical control (CNC) sequences of advanced design and automation. Production will include tools for stock preparation and automatic routers.

Units of study will include:

- Engineering Design and Manufacture
- CNC Programming Basics
- Basic CNC Operations
- Three-Dimensional Computer Aided Design
- Computer Aided Manufacturing
- The Design Project
- Careers in CAD / CAM / CNC

Related Documents

Curriculum Guide (2009) Resource List (2013)

Residential Construction Technology 2201

In this course students focus on interior and exterior residential construction, i.e., aspects of finishing carpentry, electrical, and metal work. The course introduces students to design techniques, building codes, and construction methods.

Students experience the trades through a series of modules within the fabrication laboratory. Instructors provide general demonstrations followed by facilitation and mentoring.

Units include:

- Introduction to Skilled Trades and Apprenticeship
- Courses Common to all Construction Trades
- Career Exploration – Learning and Work

Related Documents

Curriculum Guide (2009) Resource List (2013)

Power and Energy 3201

This course features two modular-based projects, one focused on small engine repair, the other on alternative energy production.

In the small engine module, students troubleshoot a variety of engine types.

Students engage in alternative energy production through the use of models of wind turbines, solar cells, power distribution systems, fuel cells.

This combination of theory and experiential learning provides students with both practical knowledge and develops their abilities as critical thinkers and innovative problem solvers.

The five main units are:

- Safety
- Introduction to Engines
- Experiencing Small Engines Modularly
- Alternative Energy
- Experiencing Alternative Energy Modularly

Related Documents

Curriculum Guide (2010) Resource List (2013)

Social Studies

Overview

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

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

The general curriculum outcomes of the social studies program Kindergarten to Level III are organized around six conceptual strands.

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

Culture and Diversity

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment - locally, nationally, and globally - and the implications for a sustainable future.

People, Place, And Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

Time, Continuity, And Change

Students will be expected to demonstrate an understanding of the past and how it affects the present and the future.

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

Related Documents

Foundation for the Atlantic Canada Social Studies Curriculum

Kindergarten / Maternelle

The conceptual organizer for this course is connections. Students examine how people, places, and events are interrelated. They develop an understanding that these interactions influence their daily lives.

Topics in this course include:

- individual and group identities
- co-operation in and among groups
- familial roots
- changing roles of family members
- traditions, rituals, and celebrations
- natural and constructed features of communities

Related Documents

Curriculum Guide (2010)
Programme d'études (2010)
Resource List (2013)
Liste des ressources (2013)

Grade 1 / 1re année

The conceptual organizer for this course is interactions. Students explore the various ways people interact among themselves and with the world around them. The course introduces students to four types of interaction: economic, geographic, historical and political.

Topics in this course include:

- group rights and responsibilities
- interactions of peoples with natural and constructed environments
- how people depend upon their environment;
- environmental stewardship
- the relationship between geography and history
- the idea of change over time
- the economic concepts of needs and wants

Related Documents

Curriculum Guide (2004)
Programme d'études (2005)
Resource List (2013)
Liste de ressources (2013)

Grade 2 / 2re année

The conceptual organizer for this course is change. Students explore change as it relates to people, technology, economics, and the environment. They develop an awareness that change is a part of their lives, and explore its influence on their lives.

Topics in this course include:

- individual, group, and community change
- the changing nature of technology
- economic decision-making
- supply and demand

- the changing nature of work
- change in the physical environment
- sustainable development

Related Documents

Curriculum Guide (2004)
Programme d'études (2005)
Resource List (2013)
Liste de ressources (2013)

Grade 3 / 3re année

The conceptual organizer for this course is provincial identity. Students explore the idea of what it means to be a citizen of Newfoundland and Labrador as they examine geographic, cultural and political factors.

Topics in this course include:

- physical features
- community
- cultures and traditions of Newfoundland and Labrador
- values and cross-cultural understanding
- power, authority, and decision making
- the provincial system of government
- active citizenship

Related Documents

Curriculum Guide (2011)
Programme d'études (2011)
Resource List (2013)
Liste de ressources (2013)

Grade 4 / 4re année

The conceptual organizer for this course is exploration. Students consider how exploration impacts both the people exploring and the people, place, or idea explored. The context of exploration develops the notion of cause and consequence. Students learn to see themselves as explorers and gain an awareness of how this process empowers them.

Topics in this course include:

- motives for exploration
- challenges in exploration
- economic factors in exploration
- the ethics of exploration
- global physical features
- human-environmental interactions
- Canada's geographic regions
- Canada's population distribution
- Canada's federal system of government

Related Documents

Curriculum Guide (2010) Resource List (2013)
Programme d'études (2010) Liste de ressources (2013)

Grade 5 / 5re année

The organizing concept for this course is societies. Students investigate similarities and differences among societies from the ancient, middle, and modern eras. They explore the idea of time, continuity and change through a focus on the history of the Atlantic region from indigenous peoples to early European settlement.

Topics in this course include:

- roles of archaeologists and historians
- the use of primary sources to construct historical knowledge
- the influence of environment on society
- the social structure of societies
- decision-making practices
- interactions with other societies

Related Documents

Curriculum Guide (2012) Resource List (2013)
Programme d'études (2012) Liste des ressources (2013)

Grade 6 / 6re année

The conceptual organizer for this course is culture. Students reflect on the importance of cross-cultural understanding as they explore the diversity and similarities among cultures throughout the world. They also examine contemporary world issues and investigate the extent to which globalization affects culture.

Topics in this course include:

- economic systems
- government and governance
- literature and fine arts
- religion
- sport and recreation
- the influence of physical environments on culture
- traditions and rituals

Related Documents

Curriculum Guide (2007) Resource List (2013)
Programme d'études (2007) Liste des ressources (2013)

Grade 7 / 7re année

The conceptual organizer for this course is empowerment. Students explore having the means, opportunity, power or authority to be assertive, independent, and to take action in the context of Canadian history, 1800 to 1920. Students develop an appreciation of the significant impact that authority and power have in our lives.

Topics of empowerment in this course include:

- cultural

- economic
- national
- personal
- political
- social

Related Documents

Curriculum Guide (2004)
Programme d'études (2006)
Resource List (2013)
Liste de ressources (2013)

Grade 8 / 8re année

The conceptual organizer for this course is history. Students investigate Newfoundland and Labrador history, 1800 to present. Students explore how the present is shaped by the past, how perspective influences the creation of historical narratives, and how this knowledge can be used to respond to current issues.

Topics in this course include:

- Confederation
- economic change
- historical research methods
- modernization and industrialization
- political and social change
- the influence of the physical environment on lifestyles
- the origins, settlement and interactions among people living in Newfoundland and Labrador in the 1800s

Related Documents

Curriculum Guide (2005)
Programme d'études (2005)
Resource List (2013)
Liste des ressources (2013)

Grade 9 / 9re année

The conceptual organizer for this course is identity. It builds on the skills and concepts of previous years and continues the chronology of social studies 7. Students explore the varied perspectives of what it meant / means to be a Canadian citizen, in the period from 1920 to the present.

Topics examined in this course include:

- how Canadian identity(ies) may evolve over time
- how historical events and trends have contributed to the development of Canadian identity(ies)
- how political thought has influenced Canadian identity(ies)
- the influence of the physical environment on identity
- the significance of the concept of identity

Related Documents

Curriculum Guide (2011) Resource List (2013)
Programme d'études (2011) Liste des ressources (2013)

Canadian Geography 1202 / Géographie du Canada 1232

This course introduces students to systems thinking, understanding how things influence one another within a whole. Students investigate topics in physical, human and economic geography and apply systems thinking to examine and respond to issues affecting Canadians.

Topics in this course include:

- interactions between human and natural systems
- issues related to population change
- the economic significance of natural resources
- the implications of globalization for Canada

Related Documents

Curriculum Guide (2012) Resource List (2013)
Programme d'études (2012) Liste de ressources (2013)

Canadian History 1201 / Histoire du Canada 1231

This course explores Canadian history, from the early 1890s to the late 1990s. Students focus primarily on the social history of Canada, giving particular attention to the experience of Aboriginal societies, women, and the working-class. Students develop an understanding that grand-narratives are only one aspect of historical inquiry and that multiple perspectives are necessary to constuct inclusive histories.

Topics in this course include:

- Aboriginal societies
- economic change
- English-French relations
- gender equality
- multiculturalism
- political change

Related Documents

Curriculum Guide (2011) Resource List (2013)
Programme d'études (2011) Liste de ressources (2013)

Canadian Economy 2203 / Économie canadienne 2233

In this course students explore the principles and concepts of the discipline of economics – including micro and macro economics – and apply these ideas to national and global economic issues. Students disuss how these concepts apply to their personal lives when making economic decisions.

Topics in this course include:

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

Note: This course may be used to satisfy either Enterprise Education or Social Studies (Canadian Studies) graduation requirements.

Related Documents

Course Descriptor (2004) Resource List (2013)
Programme d'études (2004) Liste de ressources (2013)

Canadian Law 2104 / Canadian Law 2204

These courses introduce students to foundational concepts of justice and legal principles of Canadian law. This empowers students to be better informed advocates for social justice and furthers the evolution of Canada as a just society.

Canadian Law 2104 consists of three units:

- the foundations of law in Canada
- criminal law and the trial process
- civil law and the law of torts

Canadian Law 2204 includes the three units from Canadian Law 2104 and includes three additional units selected from the following topics:

- Aboriginal law
- contract law
- family law
- human rights and the law
- investigation and arrest
- specific applications of civil law and intentional torts
- specific criminal offences
- young people and the law

Related Documents

Curriculum Guide (2005) Resource List (2013)

Newfoundland and Labrador Studies 2205

This course examine the culture and heritage of the province. It draws from the content and processes used in both the arts and the social sciences to encourage students to think deeply about "this

place". Students represent their knowledge and understandings using forms such as drama, photography, song, and storytelling.

Students become better informed citizens who can contribute to shaping the future of the province. They serve as culture-bearers, helping preserve the rich, diverse culture and varied history of "this place".

Note: This course may be used to satisfy either Fine Arts or Social Studies (Canadian Studies) graduation requirements.

Related Documents

Curriculum Guide (2010) Resource List (2013)

World Geography 3200 / World Geography 3202

In these courses students examine the relationship between humans and the environment and how it finds expression in activities that are spatially organized. Students deepen their understanding of human-environmental interaction and the interrelationship among factors that influence our world. This approach prepares them to become active citizens within the global community.

Topics in these courses include:

- physical geography – land and water forms; world climate patterns; ecosystems
- economic geography – primary resource activities; secondary and tertiary activities
- population geography – population distribution and growth
- urban geography – settlement and urbanization

Related Documents

Curriculum Guide (2004) Resource List (2013)

Note: World Geography 3202 requires completion of a Public Exam and may be used to satisfy Honours Graduation requirements.

World History 3201 / Histoire mondiale 3231

This course engages students with an examination of selected events that were historically significant economically, militarily and politically during the 20th century. Students consider how these events have shaped – and continue to shape – our world. The process skills that students use in this course have value for them in their personal lives and as active citizens with the global community.

Topics examined in this course include:

- First World War
- challenges and changes in the 1920s
- international tensions during the 1930s
- Second World War
- Cold War
- the post-colonial world (Africa, Asia and the Middle East)

- present-day challenges

Related Documents

Curriculum Guide (2003)
Programme d'études (2003)
Resource List (2013)
Liste de ressources (2013)

Technology Education

Overview

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

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

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

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

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

The curriculum outcomes are articulated around the following strands:

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

Grade 7 Communications Technology Module

In this module, students develop skills in graphic and multimedia communications which are then applied to projects. Students collaboratively incorporate digital documents, presentations, images and audio / video elements into these projects.

Topics include:

- Tools and Processes of Communication
- Communications Systems
- Graphic Design
- Technological Problem Solving
- Ownership and Copyright
- Communication Graphics and Multimedia
- Document Creation and Presentation
- Design Process
- Design Teams and Portfolio

Related Documents

Curriculum Guide (2002) Resource List (2013)

Grade 8 Control Technology Module

In this module students explore the fundamental concepts of control systems focusing on basic fluidic and electronic systems. The module presents the robot as an integrated system that uses a variety of control technologies. Students use personal computers and appropriate software to control motors and other electronic devices.

Topics include:

- Control Systems
- Robotics
- System Programs and Interfaces
- System Safety
- Schematics and Pictorials
- Troubleshooting
- Design Process
- Design Teams and Portfolio
- Careers in Control Technology

Related Documents

Curriculum Guide (2006) Resource List (2013)

Grade 8 Production Technology Module

This module builds upon the design and problem-solving knowledge and skills delivered in the Communications Technology Module (Technology Education – Grade 7) and focuses on topics related directly to production technology. The specific focus is house construction, culminating in construction of a to-scale framed model.

Students will be engaged in discussions and research in production technology materials and processes, safe tool use, and careers. This module is intended as an introduction to the Skilled Trades suite of courses offered within the High School Curriculum.

Topics include:

- Production Technology
- Product Development
- Careers in Production Technology
- Technical Drawings
- Safety
- Production Skills
- Design Framework
- Design Process

Related Documents

Curriculum Guide (2012) Resource List (2013)

Grade 9 Energy and Power Technology Module

In this module students receive a practical introduction to the principles of physics related to work, energy and power. They explore the production, conversion and transmission of energy; consequences of energy consumption on society, new technologies for energy conservation; and the measurement of energy transmission. In addition, students work in design teams to complete hands-on projects using the problem solving process.

- Mass, Force, Work, Energy and Power
- Energy Conversion and Transmission
- Energy Sources
- Electrical Generation
- Energy Measurement
- Schematics and Pictorials
- Fabrication
- Design Process

- Design Teams and Portfolio
- Careers in Energy and Power

Related Documents

Curriculum Guide (2009) Resource List (2013)

Integrated Systems 1205

This introductory course engages students in the design, fabrication, and testing of an integrated system which has physical components, computer-dependent sensing and control components, and a software program that manages the entire system.

Students develop an awareness that integrated systems are increasingly pervasive in today's society and are found in consumer electronics, household appliances and automobiles. Students recognize that most careers in the fields of engineering or electronics require advanced skills in the design and construction of integrated systems.

Topics include:

- Computer and application software as interfaces
- Designing software interfaces,
- Introduction to designing integrated systems
- Designing an integrated system

Related Documents

Curriculum Guide (2002) Resource List (2013)

Communications Technology 2104

This introductory course in communications technology explores a variety of themes in communications systems. Students develop skills in animation, audio and video production, electronics and graphic design. They then use these skills in the development of products through design challenges.

Topics include:

- Communications systems and networks
- audio systems technology
- basic graphic communication
- animation technology
- marine communications technology

Related Documents

Curriculum Guide Resource List (2013)

Communications Technology 3104

In this more advanced course in communications technology, students design and implement solutions to communications problems in technical graphics production, analog and digital video, multimedia, and automated (computer mediated) production simulation systems. They also explore transportation-based problems as industrial applications of communications systems.

Topics include:

- Basic Concepts
- Graphic Production Technologies
- Video Production Technologies
- Multimedia Technologies
- Communication for Automated Production
- Communications for Transportation

Prerequisite: Communications Technology 3104

Related Documents

Curriculum Guide Resource List (2013)

Robotic Systems Technology 3205

This course introduces students to robotics through the investigation of the electromechanical systems used in robots. Students, in design teams, use the knowledge and skills acquired to design and build a robot.

The course is intended for students who have an interest in electronics and robotics and who may wish to pursue post-secondary opportunities in engineering, electronics or robotics systems technologies.

Topics include:

- Robotic Systems
- Electronics
- Programming and Interfacing
- Design and Fabrication
- Major Design Activity

Related Documents

Curriculum Guide Resource List (2013)

Appendix

Learning Resources Distribution Centre (LRDC)

Authorized learning resources are comprised of textbooks and other non-print materials supplied by the Department of Education in order to implement the prescribed curriculum. These resources are considered essential to the teaching and learning process.

Upon request from the school principal, resources are supplied as per the Authorized Allocation Policy for all grade levels, Kindergarten to Level III.

Authorized resources including Department of Education publications, such as curriculum guides, are available from:

Learning Resource Distribution Centre (LRDC)
Department of Education
P.O. Box 8700 Building 909, Pleasantville
St. John's, NL
A1B 4J6

Email: lrdc@gov.nl.ca

Phone: (709) 729-4259

Music Resources

The nature and array of K-12 music programming in Newfoundland and Labrador is mirrored in the nature array and provision of authorized learning resources. In addition to those resources supplied directly by the Department of Education, there are other authorized resources, considered essential to the teaching and learning process, which are secured by the teacher and subsidized by the Department of Education through alternate established processes.

Details and guidelines for the aforementioned programs are contained within: Music Resource Appendix


Newfoundland
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