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# Waterford Valley High

HOME OF THE WARRIORS

## COURSE DESCRIPTORS HANDBOOK

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### INTRODUCTION

This booklet is intended to provide descriptions of courses offered at Waterford Valley High next year.

For more information about all high school courses, as well as details about graduation requirements, please consult the Dept. of Education's High School Certification Handbook, as well as the student handbooks and course descriptors (Provided below).

[https://www.ed.gov.nl.ca/edu/k12/high\\_school\\_cert.html](https://www.ed.gov.nl.ca/edu/k12/high_school_cert.html)

[Department of Education - Handbook for Gr 9 Students and Parents](#)

[NL Schools Course Descriptors](#)

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## **ART**

These Visual Art course descriptors can be found at <https://www.nlesd.ca/programs/coursedescriptors.jsp>.

### **Visual Art 1202**

- A practical foundational course
- Can be expanded and elaborated upon in studio courses at further grade levels.
- Builds upon prior experiences with the elements and principles of design.
- Develops foundational and media specific skills and techniques

#### STUDENTS:

- Create art using a range of media
- Work with the disciplines of drawing, painting, printmaking, and sculpture.
- Reflect upon and critically analyze artwork they view and create
- Reflection is within contexts spanning a spectrum of time periods and cultures.
- Use informed, creative art-making and viewing experiences
- Delve into new ideas, materials, and processes for artistic exploration and experimentation.

### **Visual Art 2202 & Visual Art 3202**

- Advanced studio-based courses
- Visual Art 3202 builds upon Visual Art 2202
- Visual Art 2202 is not a prerequisite for Visual Art 3202.
- Students considering Visual Art 3202 who have not completed Visual Art 2202 should be able to demonstrate level readiness for course content through teacher pre-assessment.

#### STUDENTS:

- Further knowledge and skills in visual arts through practical application within 5 visual art disciplines.
- Apply the creative process, problem-solving skills, and critical analysis
- Explore a wide range of themes and contexts
- Reflect upon and learn to critically analyze artwork they view and create within contexts across a spectrum of time periods and cultures.
- Use informed, creative art-making and viewing experiences to delve into new ideas, materials, and processes for artistic exploration and experimentation.

#### DISCIPLINES:

- Advance studio work in five disciplines in total
- Three mandatory disciplines:
  - Drawing
  - Painting
  - Sculpture
- Two elective disciplines
- Two elective disciplines must be different from those explored in level two
- Elective disciplines include:
  - Printmaking
  - Fibre arts
  - Pottery
  - Graphic arts
  - Photography
  - Functional art
  - Public art

## NL Studies 2205

Detailed course descriptor may be found at:

<https://www.gov.nl.ca/education/files/Social-Studies-Level-2-NL-Studies-2205-2010.pdf>

### OVERVIEW

- A multi-disciplinary course
- Blends approaches used in both the arts and the social sciences
- Examines various aspects of the culture and heritage of our province.
- Allows students to deepen their sense of identity and appreciation of Newfoundland and Labrador.
- Affords students the opportunity to think deeply about “this place.”
- Creates learning occasions where students may both acquire knowledge and represent their learnings using both traditional and non-traditional forms.
- Does not rely on traditional paper-and-pencil exams or tests.
- General program students: Social Studies OR Fine Arts credits (either, but not both).
- Academic program students: Fine Arts credits only.

### STUDENTS

- Examine methods and theories of artistic expression throughout the course
- Express their learning in artistic creations.
- Explore various artistic media such as drawing, painting, cartoon development, photography, storytelling and more
- Learn through step-by-step tutorials and teacher guidance
- Draw upon the disciplines of economics, geography, history and political science
- Engage with specific topics related to Newfoundland and Labrador culture, heritage, and topics of personal or local interest.

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## **CAREER EDUCATION**

### **Career Development 2201**

#### STUDENTS:

- Develop skills to continuously make effective life/work decisions
- Develop and maintain a comprehensive Personal Career Plan
- Create, maintain, review, and share a coherent personal plan
- Make thoughtful, informed, and appropriate decisions regarding their goals and pathways beyond school
- Must complete a minimum of 30 Career Education Hours prior to graduation
- The 30 Career Education Hours can which can include
  - Volunteerism
  - Community Service Projects
  - Mentorship, Job shadowing, and other valuable forms of experiential learning.

#### FOUR MAIN TOPICS:

- Personal Management
- Financial Literacy
- Life/Work Exploration and Employability Skills
- Preparing for Life/Work Transitions

## **CLOTHING 1101 & TEXTILES 3101** (Both courses are taken together as 1 complete unit/course)

Clothing 1101 & Textiles 3101 course descriptors can be found at <https://www.nlesd.ca/programs/coursedescriptors.jsp>.

These semesterised courses are taken back to back in the same school year. They are designed to offer students an opportunity to pursue a course of study that will increase their knowledge base, develop competencies and possibly motivate a new way of thinking and behaving in today's clothing and textile world.

CLOTHING 1101 is designed around three units of study with ample opportunity to experiment with methods of making clothing and/or textile products. Unit One explores the concept of a wardrobe and the complexities of acquiring, managing and maintaining it. Unit Two is focused on learning a variety of competencies that contribute to the completion of basic and intermediate level projects using one or more production methods. Unit Three puts the focus specifically on Newfoundland and Labrador; the communities and families that contribute to its culture.

TEXTILES 3101 The course is designed around three units of study with ample opportunity to experiment with fibres, yarns, fabrics and finishes and making a clothing and/or textile product. Unit One explores the prevalence of textiles in our world. Unit Two is focused on experimenting with the use, care and performance of fibres and fabric given fibre source and fabric construction. Unit Three focuses specifically on applying knowledge of fibre, fabric construction and finishes to experiments and a construction project.

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## **ECONOMIC EDUCATION**

### **SOCIAL STUDIES 1201 / SCIENCES HUMAINES 1231**

This course is designed to meet the academic needs of the majority of students. It is highly recommended for students considering a university program in areas such as the arts, business, education, law and police studies as it provides exposure to foundational content and skills.

This course introduces students to (i) citizenship and civics in a Canadian context, and (ii) microeconomics and macroeconomics.

- Power, Privilege, & Active Citizenship
- Human Rights
- Canada's Political System
- Canadian Law
- Economic Decision-making
- Demand and Supply
- Specialization and Trade
- Government and the Economy

### **Social Studies 1202 (General)**

- Same topics as Social Studies 1201, with reduced depth of treatment

### **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

## **ENGLISH**

**NOTES:**

1. Students can switch from general to academic English.
2. Students need a total of 4 English Language Arts courses to graduate.
3. Everyone must take THREE core courses (see chart below).
4. Everyone must also take at least ONE OTHER language course in English or in French (see chart below).

<b>CORE English courses</b> Students Require Three in total to graduate (1 per level)			
	Level 1 Core English	Level 2 Core English	Level 3 Core English
<b>Academic</b> →	English 1201	English 2201	English 3201
<b>General</b> →	English 1202	English 2202	English 3202

<b>OPTIONAL language courses</b> Students Require One (minimum) to graduate		
General AND Academic	Academic	French
Drama 2206	Film Studies 3204 (Formerly Novel Cinema 3221)	French 1200
Theatre Arts 3220		Français 1202
World Literature 3206		French 2200
Writing 2203		

## **CORE ENGLISH COURSES**

### **English 1201**

- Grade 10 Academic English
- Required core course for academic students who passed grade 9 English

### **English 1202**

- Grade 10 General English
- Required core course for general students
- Portfolio course (no midterm or final exams)

### **English 2201**

- Grade 11 Academic English
- Required core course for academic students

### **English 2202**

- Grade 11 General English
- Required core course for general students
- Portfolio course (no midterm or final exams)

### **English 3201**

- Grade 12 Academic English
- Required core course for academic students
- Required for MUN and other universities

### **English 3202**

- Grade 12 General English
- Required core course for general students
- Portfolio course (no midterm or final exams)

## **ENGLISH OPTIONAL LANGUAGE ARTS COURSES**

**Students MUST have 1 of these courses (minimum) to graduate**

### **Drama 2206**

- Main purpose: an introductory course to the process of dramatic performance.
- Graded on a variety of skills including performance, writing, and theatre technique.
- Build confidence and learn public speaking skills.
- Aimed at students from a range of backgrounds and abilities, and academic or general students.
- Can be used as fine arts or optional language arts.
- Activities include: scene study, improv, magic, commercial making, stage combat, and so on.

### **Writing 2203**

- A portfolio (no exam) writing course for academic or general students
- As of 2020 - 2021, WVH will limit this course to Grade 11 & 12 students
- A good course for students who like to write, and / or who want to become better writers

### **Theatre Arts 3220**

- Local course
- Aimed at students who are keen to refine their skills in theatre arts.
- An interest in theatre performance is a must
- Course requires students to perform in front of an audience (usually parents/guardians).

- An academic course that can be used as an extracurricular credit towards university application.
- Can be used towards fine arts or other required credits.
- Activities include: directing, performance, puppet making, and so on.

### **World Literature 3207**

- Suitable for both academic or general students.
- A portfolio (no exam) course.
- Explores international texts from a wide variety of genres, including myths, legends and folktales.
- Students study and respond to both classical and contemporary texts.

### **Film Studies 3204 (was Novel Cinema 3221)**

- An ACADEMIC (not general) English course for those whose goals may include post-secondary
- Accepted by MUN as an optional level 3 course to satisfy entrance requirement of grade average
- Usually includes a midterm evaluation
- Always includes either a major final project or an in-class final paper
- A film and literature appreciation course
- Equal emphasis placed on the study of literature and film as they merge through adaptation
- Good attendance is important as lost classes are difficult to make-up.
- Students read a variety of print texts such as novels, plays, scripts, historical documents, and short stories

#### **TEN UNITS OF STUDY (from Novel Cinema 3221; the new course is updated version of this):**

- |  |                                 |
|--|---------------------------------|
| 1. The History of Film and Film Theory   | 6. Scriptwriting                |
| 2. Translation of Written Text into Film | 7. Censorship                   |
| 3. The Studio System                     | 8. Film Genres                  |
| 4. Editing and Continuity                | 9. Film Posters and Soundtracks |
| 5. Constructing Meaning                  | 10. The Future of Filmmaking    |

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## **FAMILY STUDIES / PERSONAL INTEREST**

### **Nutrition 2102/3101 (Both courses are taken together as 1 complete unit/course)**

Nutrition 2102 and 3102 engage students in a course of study that enables them to acquire and apply nutritional knowledge and skills both in the classroom and in their own day-to-day living to improve overall health. Each course has 3 units of study as outlined below and regular food preparation labs which serve to develop very practical hands-on life skills in the kitchen.

Students learn kitchen safety, food safety, how to use proper measuring techniques, and basic cooking and baking skills. Some examples of labs include: cooked breakfast, chicken santa fe, mac and cheese, apple crisp, sweet and sour pork stir fry, beef taquitos, diabetic buns, vegetarian dishes and so much more!

#### **Nutrition 2102**

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

#### **Nutrition 3102**

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

## HUMAN DYNAMICS 2201

Students will have the opportunity to explore four main units:

### 1. Family As Ecosystem:

- Explores the interdependence of members within their environment, the development of the immature to the mature, the place of family members within the system and the ability of individuals to adjust and change to ensure sustainability of the system.
- Students explore their roles as family members.

### 2. Relationships

- Students explore their relationships with friends, family, employers and those around them.
- Explore how relationships get to be healthy or unhealthy; how to make them better; how to deal with issues in relationships; how customs, values and beliefs impact relationships and how to build, sustain and end relationships.
- Communication, negotiation and consensus-seeking skills are practiced in the context of the wide range of adolescent relationships.

### 3. Parenting and Child Development

- Provides students with the opportunity to realize the importance of parenting and its effects on child development.
- Explores the actions and decisions which may lead to parenthood.
- Focuses on the care and the physical, social, emotional and intellectual development of children so young people can learn more about themselves.
- Students will have opportunities to identify strategies for responding to the needs of children, address challenging situations which face parents and caregivers and propose ways to positively affect childhood development.
- Child safety, play and nurturing environments are some of the issues addressed.
- A pivotal feature of this course is use of the infant simulator (RealCare Baby) which allows students to grasp the responsibilities involved in parenting a newborn.

### 4. Financing Your Dreams

- As young people learn to effectively utilize financial resources while in high school, the financial resource management component addresses the development of skills and strategies for future financial management in order to reach predetermined short- and long-term goals.
- Students will be provided with the opportunity to explore the relationship between the management of resources and the attainment of personal goals.
- The ability to formulate plans and realize dreams is contingent upon the skills and resources to finance them.
- Some of the issues explored include personal income, use of income and strategies for garnering and using income.
- Students will have the opportunity to state specific goals and identify strategies and resources to reach these goals.
- Activities will help students acquire and refine skills related to personal financial management.
- Emphasis on issues to assist the transition from high school to careers and lifelong learning.

## **CORE FRENCH**

### **Core French 1200**

- NOT recommended for students who have completed Grade 9 French Immersion
- Designed for students who have completed Intermediate Core French
- Academic course
- Students experience success at second-language learning at the high school level
- Focus is the purposeful use of language to perform real-life tasks
- Learning through listening, speaking, reading, and writing
- Assessment includes 2 ten-minute French oral production interviews and speaking in French in front of class

#### TOPICS INCLUDE:

- Family
- Home
- Friends
- Leisure activities
- Daily schedule

### **Core French 2200**

- An academic course
- Appropriate for all students who have completed Intermediate Core French.
- Core French 1200 is not a prerequisite for Core French 2200 but is recommended.
- Former students of French Immersion are recommended to take Core 2200 or 3200
- Students cannot get credit for French 1200 after they take French 2200.
- Develops ability to acquire information and communicate their needs, desires, and ideas in French
- Multicultural content, social responsibility, technology and career components are integrated throughout
- Covers the arts in general, but highlights Francophone artists and the arts in NL in each module

#### FOUR MODULES:

- Drama and Movement
- Media and Cultural literacy
- Music Appreciation
- Visual Arts

### **Core French 3200**

- Academic course
- For all students who have completed Intermediate Core French.
- Core French 1200 is not a prerequisite for Core French 3200 but is recommended.
- Former students of French Immersion are recommended to take Core 2200 or 3200
- Students cannot get credit for French 1200 after they take French 3200.
- Includes 2 fifteen-minute oral proficiency interviews and speaking in French in front of the class in this course as part of student assessment.
- Continues the development of language proficiency in French
- Students use the language in meaningful contexts to make sense of events, tasks, and activities.

#### TOPICS INCLUDE:

- Career options
- Family relationships
- Individual responsibilities
- Media
- Part-time work
- School
- Stress
- Social concerns
- Travel

## **FRENCH IMMERSION**

### **Français 1202**

- Continuous language development in all four skills of reading/writing/listening and speaking.

#### TOPICS INCLUDE:

- Exploration of self and adolescent topics
- Francophone Language & Culture of Newfoundland and St. Pierre - Miquelon.
- Influence of the media
- Conflicts
- Poetry

### **Sciences Humaines 1231**

- Introduction to citizenship and civics in a Canadian context
- Introduction to microeconomics and macroeconomics
- Recommended for those headed to university study of the arts, business, education, law and police studies

#### TOPICS INCLUDE:

- Canadian Law
- Canada's Political System
- Demand and Supply
- Economic Decision-making
- Government and the Economy
- Human Rights
- Power, Privilege, & Active Citizenship
- Specialization and Trade

### **Français 2202**

- Continuous language development in all four skills of reading/writing/listening and speaking.

#### TOPICS INCLUDE:

- Francophone Language & Culture of Acadie and Québec.
- Innovation and invention
- Conflicts
- Cultural diversity
- Humour
- Personal opinion

### **Carrière 2231**

- Develop skills to continuously make effective career decisions throughout life.
- Students required to complete a community contribution requirement (minimum 30 hours)
- Students required to develop and maintain an "Employability Skills Portfolio" that they can continue to maintain and enhance throughout their academic studies and working career.

#### FOUR MAJOR COURSE STRANDS:

- 1: Personal Management
- 2: Financial Literacy
- 3: Career Exploration: Learning and Work
- 4: Career Preparation: Life and Work Building

### **Français 3202**

- Continuous language development in all four skills of reading/writing/listening and speaking.

#### TOPICS INCLUDE:

- Francophone Language & Culture of other countries
- Cultural Diversity
- The environment
- Human Relationships
- Social Justice

**Sciences Humaines 2231**

- Examines the human experience and the complex relationships between ideas, economics, politics, and international relations
- Develop the ability to investigate and respond cogently to multifaceted questions
- Provides the necessary context for topics examined in Social Studies 3201 / Science humaines 3231

TOPICS INCLUDE:

- Capitalism and Responses to Inequality
- Governance and the Rights of Citizens
- Ideas, Innovation and Technological Change
- International Relations

**Enseignement Religieux 3131/3136 (Both courses are taken together as 1 complete unit/course)**

**Enseignement Religieux 3131**

- A study of the living belief systems:
  - Aboriginal Spirituality
  - Early Religions (Zoroastrianism, Jainism, Taoism, Confucianism and Shinto)
  - Hinduism
  - Buddhism

**Enseignement Religieux 3136**

- A study of the living belief systems:
  - Judaism
  - Christianity
  - Islam
  - Sikhism
  - Religion today (various topics and reference to Baha'i)

**MATHEMATICS**

Program Level	Course 1	Course 2	Course 3	Course 4
Applied (General)	Mathematics 1202	Mathematics 2202	Mathematics 3202	
Academic	Mathematics 1201	Mathematics 2201	Mathematics 3201	
Advanced	Mathematics 1201	Mathematics 2200*	Mathematics 3200*	Mathematics 3208

**Goal of All Math Programs (General, Academic, Advanced)**

- To provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs, or for direct entry into the workforce.
- All three programs provide students with mathematical understanding and critical-thinking skills.
- It is the choice of topics that varies among programs.

- When choosing a program, students should consider their interests, both current and future. Students, parents, and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.
- Students considering university must be enrolled in academic or advanced Mathematics.

## **GENERAL MATHEMATICS PROGRAM**

### **APPRENTICESHIP AND WORKPLACE MATHEMATICS**

#### **Applied Math 1202 / Applied Math 2202 / Applied Math 3202**

- Math 1202 is a prerequisite for Math 2202 and for Math 3202.
- Provides students with mathematical understandings and critical-thinking skills
- Skills explored are those identified for entry into the majority of trades
- Skills explored are those identified for direct entry into the workforce.

#### TOPICS:

- Algebra
- Geometry
- Measurement
- Number
- Statistics
- Probability

## **ACADEMIC MATHEMATICS PROGRAM**

### **FOUNDATIONS OF MATHEMATICS**

#### **Math 1201 / Math 2201 / Math 3201**

- Math 1201 is a prerequisite for Math 2201
- Math 2201 is a prerequisite for Math 3201
- All three courses provide students with mathematical understandings and critical-thinking skills
- Skills explored are those for post-secondary programs that do not require the study of theoretical calculus.

#### TOPICS

- Financial mathematics
- Geometry
- Logical reasoning
- Measurement
- Number
- Probability
- Relations & functions
- Statistics

#### NOTE:

- Those who take Math 3201 who go to MUN must complete Math 1090 as a prerequisite to Math 1000. [Click here for more details for entry requirements for math courses at MUN.](#)
- Entry to Math 1090 or Math 1050/1051 is determined by a student's average in Math 3201 or by a Math Placement Test (MPT) [Click here for more details on the MPT](#)

## **ADVANCED MATHEMATICS PROGRAM**

### **PRE-CALCULUS**

#### **Math 1201 / Math 2200 / Math 3200 / Math 3208**

- Math 1201 is a prerequisite for Math 2200
- Math 2200 is a prerequisite for Math 3200
- Math 3200 can be taken concurrently with Math 3208
- All of these courses provide students with mathematical understandings and critical-thinking skills
- Skills explored are those for post-secondary programs that require the study of theoretical calculus.

#### TOPICS

- Algebra and number
- Binomial theorem
- Measurement
- Permutations and combinations
- Relations and functions
- Trigonometry

#### NOTES:

1. Students taking Math 3200 who earn an average of at least 75% have direct entry to Math 1000 at Memorial University.
2. Students whose Math 3200 mark is below 75% have several other options. [Click here for more details for entry requirements for math courses at MUN.](#)
3. Students taking Math 3208 will have the option of writing a Calculus Placement Test (CPT) in June (preferred) or September and if they pass will get credit for Math 1000. They could then go directly into Math 1001 in their first semester at MUN. [Click here for more details on the CPT](#)

Detailed Course Descriptors can be found at: <https://www.nlesd.ca/programs/coursedescriptors.jsp>

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## **MUSIC**

### **Applied Music 2206**

- Performance course
- Designed to give students the opportunity to develop musical skills, literacy and ear training in small group settings.
- Combines practice, performance and theory to develop musicianship
- Students hone their skills on individual instruments/voice
- Performances are done both in groups and individually
- No prior musical experience required - equipment provided
- PREREQUISITE: NONE

### **Applied Music 3206**

- Performance course
- Digs deeper into musical development
- Students take part in a group recording project
- Students do more school community performances outside of the classroom
- Performances can be individual or with a group
- More complex concepts of music theory and composition
- Students must have taken Applied Music 2206 in order to register for Applied Music 3206 or must have previous musical experience as reviewed and approved by teacher and administration.

### **Ensemble Performance 1105 / Ensemble Performance 2105 / Ensemble Performance 3105**

- Performance-based courses
- Students participate in a conventional musical ensemble - Concert Band, Choir Jazz Band or Trad/Folk Band.
- Scheduled outside regular class time.
- Ensembles may meet in the morning and at lunch
- Performances at a variety of events, concerts and festivals are a part of this course

## **PHYSICAL EDUCATION**

### **Healthy Living 1200**

- Encourages students to take responsibility for health through wellness education and establishment of positive health practices.
- Provides opportunities for students to examine and reflect on issues that affect health and wellbeing.
- 50% of the course is dedicated to participation.
- 50% of the course is conducted in the classroom setting.
- Course can be taken by students of any grade level.

### **Healthy Living 1260 (Healthy Living with the Physical Activity portion focussing on Yoga)**

- Encourages students to take responsibility for health through wellness education.
- Encourages establishing positive health practices. This is done in part with a focus on mental wellness and mindfulness practices.
- Provides opportunities for students to examine and reflect on issues that affect their health and wellbeing.
- 50% of the course is dedicated to participation in the practice of Yoga and some recreation classes.
- 50% of the course is conducted in the classroom setting.
- Course can be taken by students of any grade level.

### **Physical Education 2100/2101 (Both courses are taken together as 1 complete unit/course).**

- Activity-based courses that are designed to provide a variety of movement experiences and contribute to movement competency.
- Challenge the high school learner to learn and engage in various games, pursuits, and exercises that contribute to overall wellness and enjoyment of life.
- Develop understanding and appreciation of health related components of fitness.
- Engage students in activities that require and foster the development of cooperative skills and strategies.

### **Physical Education 3100/3101 (Both courses are taken together as 1 complete unit/course).**

- Activity-based courses that are designed to provide a variety of movement experiences and contribute to movement competency.
- Challenge the high school learner to learn and engage in various games, pursuits, and exercises that contribute to overall wellness and enjoyment of life.
- Develop students' understanding and appreciation of health-related components of fitness.
- Engage students in activities that require and foster the development of cooperative skills and strategies.
- Students assume increasing levels of responsibility for actions and choices as they develop cooperative and leadership skills.
- Students participate in an outdoor day excursion.
- Course reserved for grade 12's.

## **SCIENCE**

### **GENERAL SCIENCE:**

#### **Science 2200**

- Covers Ecology and Weather (similar to 2 units of Science 1206 course)

#### **Environmental Science 3205**

- This course has a focus on sustainable development and looks at land and resource use, including hunting, fishing, agriculture, and mining.

### **ACADEMIC SCIENCE:**

**NOTE: All academic science students must complete Science 1206**

#### **Science 1206**

- UNITS OF STUDY:
  - Ecology
  - Weather
  - Chemistry
  - Physics
- Students MUST pass this course in order to get credit for any other academic science course.
- Student performance in Science 1206 units should be considered when choosing level 2 science courses:
  - Science 1206 Chemistry unit is a prerequisite for Chemistry 2202
  - Science 1206 Physics unit is a prerequisite for Physics 2204
- Therefore, it is strongly recommended that the student pass the relevant unit in Science 1206 before choosing the level 2 course.
- Students choosing double science should have an average of at least 85% in grade 9 Science.

#### **Earth Systems 3209**

Students will construct knowledge and understanding of concepts in Earth Science and apply these understandings to interpret, integrate and extend their knowledge.

Earth Systems 3209 is an academic course with the same status as biology, chemistry or physics. It is, in part, based on MUN's first year course offering (Earth Sciences 1000) and can be used to fulfill MUN's basic graduation requirements as a level 3 science, the Honours Graduation requirements, and the entrance requirements for post-secondary institutions

#### **Units include:**

- Introductions to Earth Systems
- Historical Geology
- Earth Materials
- The Forces Within Earth
- Earth Resources; Real Life Applications

#### **NOTE ABOUT PREREQUISITE SCIENCE COURSES:**

1. Students must complete level 2 Chemistry or Physics, before taking the corresponding level 3 course in Chemistry or Physics.
2. Students in level 3 who still need a level 3 science course can choose Biology 3201 or Earth Systems 3209.

### CAREER PATH RECOMMENDATIONS FOR SCIENCE COURSES:

- **SCIENCE, HEALTH AND ENGINEERING CAREERS:** This student should try to take as many science courses as possible. However, they may be limited due to scheduling issues, and the first priority must be ensuring a student gets all credits required for graduation.
- **ENGINEERING CAREERS:** This student should take both Physics 2204 and 3204, as well as Chemistry 2202 and 3202.
- **NURSING CAREERS:** Biology 2201 and Biology 3201 are required. It is also recommended that a student interested in a Nursing degree also take Chemistry 2202.
- **SCIENCE DEGREE PROGRAMS at MUN and MANY TECHNICAL PROGRAMS at MI or at CONA** involve courses in both Chemistry and Physics, so students should attempt to get as much exposure to these courses as possible during high school.

## **SOCIAL STUDIES**

### **NOTE:**

**Academic Graduation:** Both SS 2201 and SS 3201 are mandatory

**General Graduation:** 4 credits from any two of SS1202, SS2202, SS3202

### **Social Studies 1201 / Sciences humaines 1231**

Introduction to citizenship and civics in a Canadian context

Introduction to microeconomics and macroeconomics

Recommended for those headed to university study of the arts, business, education, law and police studies

### **TOPICS INCLUDE:**

- Canadian Law
- Canada's Political System
- Demand and Supply
- Economic Decision-making
- Government and the Economy
- Human Rights
- Power, Privilege, & Active Citizenship
- Specialization and Trade

### **Social Studies 1202 (General)**

- Same topics as Social Studies 1201, with reduced depth of treatment

### **Social Studies 2201 / Sciences humaines 2231**

This course engages students in an examination of the human experience and the complex relationships between ideas, economics, politics, and international relations; students develop the ability to investigate and respond cogently to multifaceted questions.

This course provides the necessary context for topics examined in Social Studies 3201 / Science humaines 3231;

### **Topics include:**

- Ideas, Innovation and Technological Change
- Governance and the Rights of Citizens
- Capitalism and Responses to Inequality
- Conflict and Cooperation

### **Social Studies 2202 (General)**

- Same topics as Social Studies 2201, with reduced depth of treatment

### **Social Studies 3201**

PREREQUISITE: Social Studies 2201 / Science humaines 2231

Building on Social Studies 2201 / Science humaines 2231, this course asks students to examine various quality-of-life experiences that humans face today and to consider how quality of life can be improved for all humanity. This examination integrates economic, environmental, political, and social perspectives as well as the themes of quality of life, globalization, and sustainability. Students continue to improve their ability to investigate and respond cogently to complex issues.

#### **Topics include:**

- Quality of Life
- Globalization and Sustainability
- Political Economy
- Population Change
- Environmental Issues
- Responding to Issues

### **Social Studies 3202 (General)**

- Same topics as Social Studies 3201, but with reduced depth of treatment

## **RELIGIOUS EDUCATION 3101/3106 (Both courses are taken together as 1 complete unit/course)**

### **World Religions 3101**

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

### **World Religions 3106**

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

**Ethics & Philosophy 2101 and Ethics & Social Justice 2106**  
**(Both courses are taken together as 1 complete unit/course)**

- Good for students who aspire to areas of studies such as the Arts & Humanities or Law
- Suitable for students who are open-minded and wish to become stronger critical thinkers
  - Many large and creative corporations actively seek graduates who are creative and critical thinkers
  - Critical thinkers are able to “think outside the box,” and find multiple solutions to problems

**Ethics & Philosophy 2101**

- Focuses on the various theories of Philosophy
- Through study and self-reflection, students will recognize their Philosophical alignment
- Examines various branches of Ethics (business, media, medical), their link to Philosophy, and how they are at work in our modern society.

COURSE EVALUATION:

Formal take home assignments	60
In-class/jot note/‘thought percolation’ assignments:	30
Class debate/engagement	10

**Ethics & Social Justice 2106**

- Builds upon study of Ethics & Philosophy 2101
- Examines a variety of local and global social injustices, such as Global access to education, fair trade industries, global water crisis, honor killings, issues of First Nations Peoples, gender biases, refugee crises, etc.
- Students will choose one social injustice and develop an action/awareness campaign to help enact social change

COURSE EVALUATION:

Participation:	10
Social Justice Action Research:	35
Assignments:	50
Self-Assessment	05

## **TECHNOLOGY** **COMPUTER SCIENCE**

### **Computer Science 1204/2204**

- Students build skills in the first four units so they are equipped to complete a project in the final unit.
- Students will gain hands-on experience in reading and writing code, as well as creating solutions to real-world problems

#### **Topics Include:**

- Machine learning and language
- Block-based and text-based coding
- Use of peripheral devices such as sensors, LEDs, and motors through a Raspberry Pi device
- Final project where students will use skills learned throughout the course to solve a practical problem

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### **Communication Technology 2104/3104:**

- Introduces students to the production and development of varied popular media types
- Students will gain hands-on experience in recording, manipulating and displaying data for the purpose of communication and media

#### **TOPICS INCLUDE:**

- Graphic production
- Audio production
- Animation production
- Video production
- App development

## **TECHNOLOGY**

### **WORKSHOP and Safety COURSES**

#### **Skilled Trades 1201**

- Introduces students to the designated trades in NL and the interprovincial Red Seal trades.
- Briefly examines structure of the trades, including the formal schooling aspect of common core courses, and trade specific courses.
- Majority of the course focuses on 6 construction-related trades: carpenter, residential electrician, plumber, lather, painter-decorator & mason
- Students experience these trades through a series of 11 modules within the fabrication laboratory.
- Instructors provide general demonstrations followed by facilitation and mentoring.

#### **Design and Fabrication 1202**

- Introduces students to the design process using a variety of drawing tools and computer-aided design (CAD), then the students create the designs in the fabrication lab.
- The hands-on portion will constitute approximately 60% of class time
- Students will become proficient with a variety of hand- and stationary powered tools.
- Students will identify and solve a problem by listing design criteria (time, resources, materials), brainstorm (sketch) possible solutions, create a technical drawing of the solution with CAD and then make the solution in the workshop or 3D print

#### **Residential Construction 2201**

- Introduces students to design techniques, building codes, and construction methods.
- Focuses on interior and exterior residential construction, with emphasis on aspects of carpentry, wiring, metal work, exterior cladding, window & door installation, roof coverings, and stair construction.
- Students experience the trades through a series of 11 modules within the fabrication laboratory.
- Instructors provide general demonstrations followed by facilitation and mentoring.

#### **Power and Energy 3201**

- Provides a combination of theory and experiential learning to give students practical knowledge to help develop their abilities as critical thinkers and innovative problem solvers.
- Features two modular-based projects: one focused on small engine repair, the other on alternative energy production.
  - In small engine repair, students research, examine, disassemble and troubleshoot the various subsystems of a gas-powered engine
  - In alternative energy production, students research and experiment with models of wind turbines, solar cells, power distribution systems, fuel cells and heat pumps

#### **Occupational Health and Safety 3203**

- Aids in the promotion of occupational health and safety
- Purpose to increase safety awareness in the world of work,
- Purpose to decrease workplace accidents
- Designed to help bridge the gap between school and the workplace
- Emphasizes the importance of workplace safety
- Examines the effects of workplace accidents on society
- Course benefits the student, the employer and society as a whole
- Students exposed to real life work-related safety issues.
- Students will be certified in various safety programs, required in the world of work.

**Upon successful completion of OH&S 3203, each student will receive the following certification:**

- 1. Emergency First Aid (Canadian Red Cross) Certificate**
- 2. WHMIS Certificate**
- 3. Workplace Safety Course Completion Certificate**