



**Grades 9 - 12**  
**2025-2026**

## **STUDENT HANDBOOK**

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***Note: This handbook was updated in February 2025. Changes and adjustments stemming from further announcements by our Minister of Education cannot be predicted at this time.***

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# foreword

Dear students, caregivers and community members,

Welcome to Collège Béliveau! Our school was the first in North America to offer a high school French Immersion program as we know it today. French is the primary language of instruction, and our enthusiastic and dedicated staff work hard to help students realize their full potential while also developing their skills in this additional language. Students spend their day immersed in French, whether it's during instruction, conversing with staff and students or participating in activities.

This handbook provides a description of the high school courses, programs and services offered at Collège Béliveau. It also provides details about guidelines that are important to us and that we follow as a school community. We all have a role to play in building a culture of belonging, mastery, independence, and generosity with a focus on diversity, equity, inclusion, and accessibility. At Collège Béliveau, we offer a variety of courses and programs that respond to the various interests of our students. A combination of these courses will provide a sound and balanced program for each of our learners.

It is our sincere hope that this handbook will assist students and their caregivers as they prepare for a successful and enjoyable 2025-2026 school year. Our staff is here to answer any further questions about life as a Barracuda and the many opportunities for growth and exploration we offer, both in and outside of the classroom.

Kind regards,



Andrea Kolody  
Principal



Jennifer Oldfield  
Vice-Principal

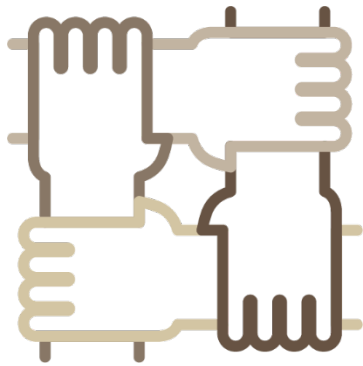


Damien Lemoine  
Vice-Principal

# Mission Statement

***The mission of the Collège Béliveau learning community  
is to nurture all students to become successful multilingual learners and responsible  
global citizens.***

Our work is guided by the Louis Riel School Division's Multi-Year Strategic Plan (MYSP), which has the following as its foundational pillars four strategic priorities:



Belonging



Mastery



Independence



Generosity

# General Information

## **The Semester System**

The Collège Béliveau school year is divided into two equal parts (or semesters). The first semester extends from the beginning of the school year in September to the end of January. The second semester extends from February until the end of June. Most one credit courses are scheduled once a day and last one semester. Other one credit courses meet every other day and run throughout the year. Grade 9 students will each be assigned a “foyer” class, in either Math/Science or Français/Social Studies, where they will work with the same teacher for the entire school year.

## **Student Schedule**

There are five 75-minute periods per day, following a Monday to Friday schedule.

Regular Schedule	
Block A	8:30 – 9:45
Block B	9:45 – 11:00
Block C	11:00 – 12:15
Lunch	12:15 – 1:15
Block D	1:15 – 2:30
Block E	2:30 – 3:45
Early Dismissal Schedule	
Block A	8:30 – 9:30
Block B	9:30 – 10:30
Block C	10:30 – 11:30
Lunch	11:30 – 12:30
Block D	12:30 – 1:30
Block E	1:30 – 2:30
Wednesday Mid-week Networking Schedule	
Block A	9:45 – 10:40
Block B	10:40 – 11:35
Block C	11:35 – 12:30
Lunch	12:30 – 1:30
Block D	1:30 – 2:30
Block E	2:30 – 3:45

## **Assessments**

All assessments fall under two main categories: Formative and Summative. Students will be evaluated both formatively and summatively throughout the year.

Formative assessments are typically informal in nature and are used to guide teaching and learning. They are not counted toward a final percentage grade.

Summative assessments are demonstrations of learning used to determine a percentage grade.

All teachers will distribute a course outline at the beginning of the semester that will provide greater information about how student learning will be assessed in each course. A final grade and credit for a course is earned when students submit all critical summative assignments, satisfactorily showing that they have met the learning outcomes.

## **Report Cards and Communication Regarding Student Progress**

- Students will receive four provincial report cards per year – November, February, April, and June.
- Student progress conferences will be held in conjunction with the November and April report cards.
- Teachers will contact caregivers by phone, e-mail, or by interim report if a student is experiencing difficulty or to discuss concerns.
- Caregivers may contact the school or a specific teacher by phone or e-mail at any time to inquire about their young person's progress. Teacher emails are [firstname.lastname@lrsd.net](mailto:firstname.lastname@lrsd.net).

## **Transcript of Marks**

Students may obtain a transcript of their marks from the school administration office any time during the school year.

## **Promotion**

Students in Grade 9 to Grade 12 are promoted **by course**. Any student who does not attain a mark of 50% will not receive the credit. Courses required for graduation will have to be repeated in their entirety.

## **Timetable Changes**

Timetable changes may be made for the following reasons:

- cancellation of a course due to insufficient enrollment;
- unsuccessful course completion;
- timetable conflict;
- addition of a course to meet school requirements for graduation;
- addition of a course for post-secondary requirements;
- addition of a course due to new academic orientation;



- an imbalance of students registered in a certain course;
- office timetable error.

Students wishing to make changes to their timetable should consult with Student Services. Appointments can be made through email, Teams chat or drop in. General timetable changes can be made in the first five days of the semester. Not all timetable changes can be approved, and are dependent on a number of factors, including course capacity. Compulsory courses for graduation are prioritized.

If a student wishes to withdraw from a course, they should discuss with their caregiver, classroom teacher and Student Services. Withdrawals require parental, Student Services, and in some cases administration approval.

### **Summer School**

Summer school is available for students who need to repeat a course and students who may want to take additional courses that they may have been unable to fit in their school year schedule. Students who may wish to attend a Summer School Program should speak to Student Services for more information. Information is posted on our divisional website under *Summer Learning Opportunities* each June.

Please note Collège Béliveau does not assume the cost for Summer School courses.

# Student Services

Our student services teachers are available to respond to the personal, social, academic and career development needs of Collège Béliveau students. Student Services teachers follow a group from grade 9 through grade 12, allowing them to get to know and support those students better over their high school years. They work closely with classroom teachers and clinical staff to provide adaptations, accommodations, and modifications to curriculum, and to enhance instruction.

Students can see the student services teachers on their own, or they may be referred to by caregivers, teachers or administrators. Students can be assured that problems or personal concerns will be discussed in a caring and confidential manner.

## **Here are some of the ways our Student Services Team can help:**

- A safe space (in rooms 206 or 215)
- A friendly ear
- Scheduling and course selection
- Academic support
- Attendance support
- Connecting to outside agencies
- Mental health support
- Employment or volunteer opportunities
- Scholarships and bursaries
- Goal setting
- Exploring post-secondary options
- Connections to agencies and resources, such as:
  - Counseling services
  - Rainbow Resource Centre
  - Child and Family Services
  - Employment Services
- Clinical support (Psychology, Social Work, Occupational Therapy)
- Student Support Plans
- Jordan's Principle applications

# Library Services

## **Library Learning Commons – La médiathèque**

Welcome to the library!

Our mission:

- To ensure the library is a welcoming space for all
- To develop collections of books and other resources that are diverse, relevant and interesting
- To encourage a culture of reading and critical thinking throughout the school
- To assist students and staff in navigating the library and finding any resources they might need

The library is a versatile space, and one that is open to all students every day from 8:20 a.m. to 3:45 p.m. (except for when otherwise reserved). Students are welcome to come read, study, chat quietly with their friends, work on activities such as puzzles and Sudokus at our community table, and have lunch here. During the lunch hour, the lights are dimmed to provide a calmer and more relaxing environment for those who might want it. We ask that students who use the library space and the resources treat them both with respect.

Students are invited to borrow five books for two weeks at a time. A book can be renewed unless another patron has put it on hold. Students can browse the Collège Béliveau library catalogue online by selecting the “Destiny Library Manager” link on their MySite page. As well, they have access to Sora, the LRSD digital library with eBooks and audiobooks, which they can also find on their MySite page.

Information about our library, its resources and any special events or activities is shared on our Instagram page @cb.biblio.

We hope to see you in the library at Collège Béliveau!

# School Guidelines

## Language Learning

A French Immersion environment differs from that of an English one in that students all have the common goal of learning an additional language while engaging in course content, no matter the subject. True immersion in a language is reciprocal: as students practice the language, their fluency improves. To that end, students are expected to engage with course material in French, and to address school staff in French.

## Attendance

“Every parent of a child of compulsory school age, and every person who has or receives a child of compulsory school age in his house, whether that child is his own or that of any other person, and the child is resident with and in the care and custody of the parent or the person, as the case may be, shall ensure that the child attends school, unless specifically excused in writing by the Minister, in accordance with the provisions of this act and the regulations.” (From Public Schools Act, 260 (1))

The Public Schools Act requires students to attend school/classes and to be punctual unless they are sick or unavoidably need to be absent from school/class by reason of communicable diseases or any day regarded as a holy day. We recognize that attendance issues are often a sign that students may be experiencing other challenges. Our response to concerns around attendance is guided by LRSD divisional policy [JE: Student Presence and Engagement](#).

### **Important notes:**

- If a student will be absent from a class or classes, parents must notify the school office on the day of the absence. Common explained absences are related to illnesses, medical appointments, family vacations, and funerals. This type of absence is not counted against the student, as it has been justified by a parent. ***Please note that neither oversleeping nor missing a class in order to work on an assignment is considered a justifiable absence. We also ask that family vacations be avoided during January and June.***
- Caregivers are encouraged to monitor their child's attendance through the Powerschool Parent Portal.
- All families will be notified on a daily basis when students miss classes. If you receive a message judged to be in error, please contact the school to clarify the situation.
- Teachers and Administration will enforce the following procedures and expectations:

- i. When a student misses a class without parental notification, teachers will meet with the student to address their concerns.
  - ii. When a student reaches **three** unjustified absences in one course, the school secretary will contact caregivers via email.
  - iii. When a student reaches **five** unjustified absences in one course, the teacher will meet with the student and contact parent(s) to share their concerns.
  - iv. When a student reaches **eight** unjustified absences in one course, a student services teacher will meet with the student and his/her parent(s). An attendance support plan may be put in place, and/or plans to address missed assignments or evaluations.
- Should attendance become a significant concern, our administration will work with the student, their caregivers and divisional and/or outside social agencies to support.

### **Extended Absences**

Students who will be away from school for **three days or more** are required to fill out a ***Student Leave of Absence Notification*** form two weeks prior to any extended leave and are responsible for any missed assignments during their absence. For lengthier absences, please contact school administration to discuss.

### **Tardiness**

Students are expected to be punctual for their classes. Arriving late causes a disruption to the teacher and to the other students in the class. Caregivers should call the school to advise that their young person will be late to class for a legitimate reason, such as inclement weather or medical appointments. In this case, students should report to the office to receive a late slip and present it to the teacher. Students who arrive to school late with no valid reason should go directly to class.

- If tardiness happens on a regular basis, the teacher will address the situation with the student.
- The teacher will contact a caregiver to inform them of a growing problem.
- If the student's tardiness persists, the classroom teacher will inform an administrator of the situation. Student Services or administration will meet with the student and reach out to caregivers to create a support plan.

## **Dress Code**

Collège Béliveau has adopted a dress code guideline that reflects our belief that school is a workplace. Students should be dressed as they would in a workplace environment. Therefore, the following standards for appropriate attire have been established:

- Students wearing clothing that is inappropriately revealing for the school environment will be asked to change.
- Language or graphics on clothing should not display mind altering substances, provocative, obscene, sexist, racist or homophobic slogans.
- Hoods are not to be worn in the school hallways or in the cafeteria. This allows staff to be able to easily identify Collège Béliveau students. Accommodations can be made through the school administration for certain circumstances.

## **Student Parking**

Free parking is available on virtually all of the residential streets around the school and all student parking can be accommodated within a 5-minute walking distance of the school.

Student parking in our school lot is available for a fee of \$19.00 per month (subject to change). Students paying for parking will receive an assigned spot and a parking tag indicating their stall number. Please consult the school office for further details.

### **Parking Violations**

Students who do not pay for parking are not permitted to park in the parking lot. If a student's car is found to be parked in the lot without an appropriate parking tag and without having paid the necessary fees, a warning will be issued and the student will be asked to move the vehicle immediately. Should this reoccur, the car will be towed at the student's expense without warning.

**\* Please note that paid spots are also available at the Winakwa Community Club, but unpaid parking may also result in the vehicle being towed.**

## **Non-Smoking** *(Vaping, Electronic cigarettes, Tobacco cigarettes and nicotine products)*

Use of vape and tobacco products is illegal for any school-aged person and use of vapes and nicotine products is not allowed on school property at any time, as indicated in LRSD divisional policy [ADC: Schools/Workplaces Free of Tobacco and Electronic Vapour Devices](#). As per the [LRSD Official Statement on Vaping](#), **any student caught smoking or vaping in the school or on school property will be suspended from school.**



## **Substance Abuse** *(Drugs & Alcohol)*

Our response to substance use is guided by LRSD divisional policy [ADB: Drug-Free Schools/Workplaces](#) and [Policy JK: Supporting Student Behaviour](#).

1. If a teacher suspects a student of being under the influence, they will contact the office requesting an administrator to the classroom. If the teacher's observation occurs in the absence of the administration, the teacher will have their suspicion confirmed by another adult. A report will then be given to the administration for follow-up.
2. The administration will escort the student from the class to the office. If the administrator confirms the teacher's suspicion, the following actions will result:
  - a) Caregivers will be contacted immediately so that they may come to the school to discuss with the administration and escort their son/daughter home.
  - b) An out of school suspension will be put in place. The student may not be permitted to attend extracurricular activities for a period of time.
  - c) Supports around the use of drugs or alcohol will be discussed, and the administration may help connect families to clinical support or outside agencies.
  - d) A caregiver and the student will meet with the school administration prior to the student's return to school.
  - e) If drugs are found on the student and/or in his/her locker, the police **may be** contacted.

## **Academic Honesty**

To plagiarize is to take the ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. It is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas or expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables, and all written material. It is also academically dishonest if a student submits a term paper written in whole or in part by someone other than themselves, including the use of AI apps or sites, or copies of the answer or answers of another student in any test, end of semester evaluation or take-home assignment.

### In essays, reports and other assignments:

- Know the rules, including the specific rules for the specific assignment.
- Do the work yourself; Chat GPT and other AI-generation sites do not allow you to demonstrate your learning.
- Do not lend your work to other students unless you feel certain they will not use it dishonestly.
- When in doubt about any practice, ask your teacher. Do not rely only on friends, relatives or fellow students for information about what is acceptable academic practice in a particular course or discipline.
- When material you read impresses you, be particularly careful to use your own words.

- Do not use **Google Translate**, as thinking and communicating in French are course requirements.

### **Consequences of Academic Dishonesty**

Students who cheat plagiarize on a test or assignment will need to redo and resubmit their assignment within established timelines as discussed with their teacher. Caregivers will be advised by the teacher and asked to follow up at home.

## **Student Conduct**

Students are expected to always be respectful. Our work with students and caregivers around conduct is guided by LRSD divisional policy [JK: Supporting Student Behaviour](#).

When a student exhibits concerning or serious behaviour the unique needs of each student, divisional Administration Protocols, as well as the procedures below will guide behaviour support planning based on the professional judgment of the Principal (or designate). A process has been developed to guide school principals and school teams in determining the most appropriate responses to behaviour which includes data collection, evaluation of data, and planning ([see Supporting Student Behaviour Supporting Document](#)).

The staff and administration of Collège Béliveau use a variety of strategies to deal with behaviour issues. The most common is a phone call or an in-person meeting. Teachers are encouraged to discuss their concerns directly with the caregivers of the students. Likewise, caregivers are invited to get in touch with their young person's teachers to discuss issues relevant to learning and behaviour.

Recurring problems will be directed to the Principal and/or Vice-Principal. Chronic and flagrant violations of the school rules will result in a phone conversation or a meeting with student and a caregiver, the implementation of Student Services, divisional or outside agency supports, and/or a possible suspension (either in-school or out-of-school).

## **Cell Phones**

A [ministerial directive](#) in August of 2024 required all school divisions in Manitoba to develop a cellphone use policy. That of the Louis Riel School division can be found [here](#).

**The following guidelines are in place to support a successful learning environment:**

➤ **Grade 9 & 10 students:**

Each class period, students will be asked to place their cell phones in a container in a locked location for the duration of the class. Alternatively, students are welcome to secure their cell phones outside of the classroom (in their lockers or at home). Storage of phones in pockets or backpacks within the classroom will not be permitted.

Exceptions such as a medical condition where the phone is required will be treated on an individual basis.

➤ **Grade 11 & 12 students:**

Students will be required to power off or silence their devices and to keep them out of sight while in the classroom. Teachers may choose to implement a similar approach as in 9/10 at their discretion, should they determine the need. Exceptions such as a medical condition where the phone is required will be treated on an individual basis.

➤ **Additional guidelines for all students:**

- Consent is always required before audio/video recording any person.
- Cell phone use is prohibited during lockdowns.
- All cell phone use in changerooms and washrooms is prohibited.
- Listening devices, such as AirPods are not to be worn at any time during instruction.
- Students must have permission from the teacher to use headphones/AirPods *during work times only*.
- There are moments when cell phones may be used as a tool for learning; teachers will manage and direct that usage.
- Students will not turn in cell phones in the case of a substitute teacher.
- Apple watches or other devices that have the ability to receive messages must be put on “do not disturb” during class time.
- **In the case of refusal to follow this protocol, students may be asked to turn over their device for the duration of the class, or for the remainder of the school day. Parents will be notified by the classroom teacher if this is the case and may be asked to retrieve the device.**

Although we will help students identify how to keep personal devices secure, Collège Beliveau and Louis Riel School Division take no responsibility for stolen, lost, or damaged devices. Some devices have a device locator; it is recommended that you enable this feature if possible. If a loss or theft occurs, students should inform their teacher and school administrators to see if we can help locate it; however, we will not be able to replace the device. Similarly, if damage occurs, we will not be able to repair the device nor pay for the repair. It is always a good idea to record the device’s serial number in case of theft. Please check with your homeowner’s insurance policy regarding coverage of personal electronic devices, as some may cover loss or damage. If there is further concern, your young person could consider leaving their device at home.

Caregivers are encouraged to call the school office if they wish to contact their child during scheduled class time.

## **Graduation**

### **Diploma Ceremony (Convocation)**

Convocation is a celebration of students’ completion of their high school studies. Participation is based on the completion of provincial graduation requirements or individual learning plans.

### **Grade 12 Honour Roll (Tableau d'honneur)**

Grade 12 students who earn an average of 90% in all of their 40S/40G/40F courses are placed on the honour roll. These students are identified in the convocation programme and earn the privilege of wearing a golden tassel at the convocation ceremony.

### **Graduation Banquet and Safe Grad**

These events are reserved for Grade 12 students enrolled at Collège Béliveau during the current school year and their guests. Safe Grad is a 100% parent-planned and run event, which immediately follows the dinner and the dance.

## *Credits and Graduation Requirements*

A student must successfully complete a minimum of 30 credits in order to graduate.

<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>
Français 1	Français 1	Français 1	Français 1
English Language Arts 1	English Language Arts 1	English Language Arts 1	English Language Arts 1
Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1
Canada in the Contemporary World 1	Geographic Issues of the 21 <sup>st</sup> Century 1	History of Canada 1	Physical Education 1
Science 1	Science 1	Physical Education 1	Two additional Grade 12 credits
Physical Education 1	Physical Education 1		
<b>Options (3)</b>	<b>Options (2)</b>	<b>Options (2)</b>	<b>Options (2)</b>
	*A student may take a third option provided the school can accommodate the request.	*A student may take a third option provided the school can accommodate the request.	The school will attempt to schedule the student for as many options as required to graduate.
<b>*Required minimum credits from courses taught in French (4)</b>	<b>* Required minimum credits from courses taught in French (4)</b>	<b>* Required minimum credits from courses taught in French (3 or 4)</b>	<b>* Required minimum credits from courses taught in French (3 or 4)</b>
<b>9 credits</b>	<b>8 credits</b>	<b>7 credits</b>	<b>6 credits</b>

**Graduation Requirements: 30 credits**

Students are responsible for selecting courses needed for high school graduation, including the required credits and prerequisites for post-secondary education.

Within the optional subject areas, students must complete one Grade 11 credit and one Grade 12 credit.

A Collège Béliveau French Immersion diploma attests to the fact that a student has completed an immersion program where French has been the primary language of instruction. In order to become a Collège Béliveau immersion graduate, a student must have successfully completed the Français 40S, English Language Arts 40S, Mathematics 40S and Physical Education 40S credits.

As communicated in the new [French Immersion Policy in Manitoba](#) (2023), commencing in the 2027/28 school year, all French Immersion students will be required to obtain a **minimum of 15 credits from courses taught in French** in order to receive a provincial French Immersion diploma. This represents an increase of one additional credit from a course taught in French in either the Grade 11 or Grade 12 school year. **This new requirement will be in place for students starting Grade 9 in September 2024, and all subsequent years.**

The following table outlines the new French Immersion minimum credit requirement per grade. Please note that this change in the number of credits will apply to students entering the French Immersion Program at all points of entry.

	Required Minimum Number of Credits from Courses Taught in French	Compulsory French Courses	Other Credit Requirements from Courses Taught in French
Grade 9	4 credits	<i>Français arts langagiers – immersion</i>	Students must earn 11 or more credits from courses taught in French from the options available to them.
Grade 10	4 credits	<i>Français arts langagiers – immersion</i>	
Grade 11	3 or 4 credits <b>NEW</b>	<i>Français arts langagiers – immersion</i>	
Grade 12	3 or 4 credits <b>NEW</b>	<i>Français arts langagiers – immersion</i>	
	Minimum of 15 credits	4 credits	Minimum of 11 credits

# Course Codes

## CREDITS

The credit system begins in Grade 9 in all Manitoba High Schools. Courses offered are one credit each; any exceptions are specified.

## COURSE CODING

The coding system is made up of a number and a letter. The number indicates the grade level, while the letter indicates the type of program.

10/15 = Grade 9

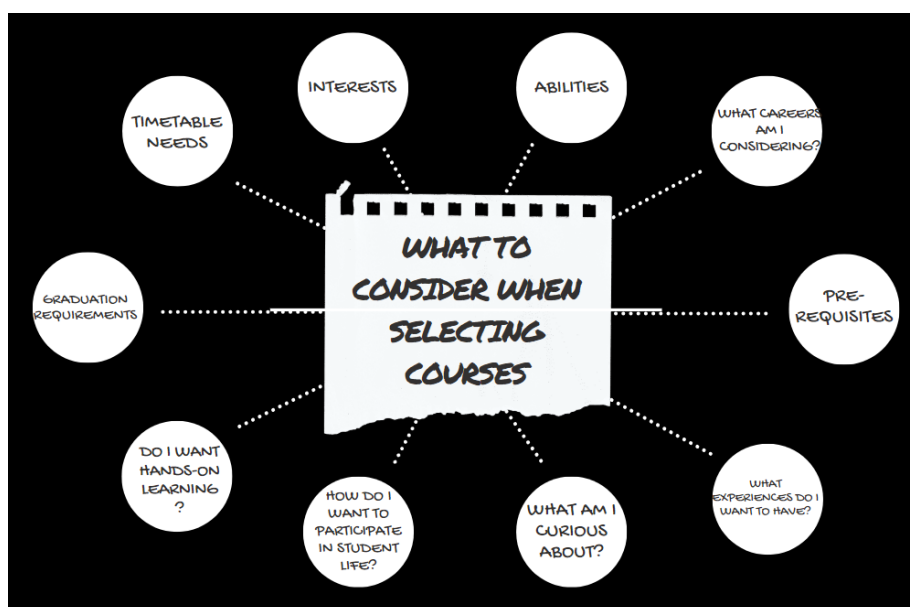
20/25 = Grade 10

30/35 = Grade 11

40/45 = Grade 12

### The most common program types are

- F *Foundation*: educational experiences, which are broadly based and appropriate to all students.
- G *General*: general educational experience for all students.
- S *Specialized*: learning experiences/skills leading to further studies at the post-secondary level.
- M *Modified*: course for students with significant intellectual (cognitive) disabilities where the learning goals have been modified to accommodate these individual learning needs. An individual Modified education plan is required.
- E *EAL – English Additional Language*: course for students for whom English is not a first language, with learning experiences designed to assist in making the transition into regular programming. An EAL student education plan is required.





# Grade 9

**The following courses are compulsory:** (6.0 credit hours)

Français 10 F  
 English Language Arts 10F  
 Mathematics 10F  
 Science 10F  
 Canada in the Contemporary World 10F  
 Physical Education 10F

**The following courses are optional:** (3 must be taken)

Some options may not be offered. Selection will be based on student interest and enrollment.

- |   |     |          |
|---|-----|----------|
| • Applying Information & Communication Technology                           |     |          |
| Part 1  | 15F | ½ credit |
| Part 2  | 15F | ½ credit |
| • Electricity-Electronics Technology  | 10G | 1 credit |
| • Film & Media  | 10S | 1 credit |
| • Human Ecology   | 10S | 1 credit |
| • Indigenous Languages *new* (with WPC)                                     | 10S | 1 credit |
| • Music Options   |     |          |
| - Concert Band  | 10S | 1 credit |
| - Guitar  | 10S | 1 credit |
| - Jazz Band   | 10S | 1 credit |
| • Pre-Engineering Part 1-Technology Education                               | 15G | ½ credit |
| • Pre-Engineering Part 2-Drafting Design                                    | 15G | ½ credit |
| • Spanish   | 10F | 1 credit |
| • Theatre Production *new*  | 10S | 1 credit |
| • Transitional Mathematics (*consultation with gr. 8 math teacher required) | 10F | 1 credit |
| • Visual Art  | 10S | 1 credit |

***In the case of optional credits, minimum class size requirements need to be met before a course can be offered. Students may be required to change options in some cases if enrollment is insufficient for a course.***

***ONCE CHOICES HAVE BEEN FINALIZED, CLASSES WILL BE ORGANIZED AND STAFFING ALLOCATED. CHANGES IN COURSE SELECTIONS WILL BE DIFFICULT TO ACCOMMODATE ONCE APPLICATIONS ARE COMPLETED.***

# Our grade 9 foyer system

*Foyer: (noun - French) the centre of family activity in the home; a hearth.*

One of the many things that sets our grade 9 program apart is our “foyer” system, which helps create a safety net of sorts as students begin their high school careers. All students are assigned to a foyer, or home room, as part of their schedule. That foyer is either Math/Science or Français/Sciences Humaines and runs with the same teacher for the entire school year. Classes may alternate subjects day to day or within the 75-minute class block.

Foyer teachers instruct and plan as a team and offer opportunities throughout the year for students to get to know the school and each other. Field trips and activities help build a sense of comfort and belonging to ease the transition into high school.

## Grade 9 Course Descriptions

### **Compulsory Courses**

#### **FRANÇAIS 10F – Compulsory 1 credit**

This course is designed to further develop oral and written skills: listening, speaking, reading and writing. The emphasis is on oral communication. Students will be required to speak French in class to enhance and develop their oral skills and more specifically the pronunciation, accent, and rhythm when speaking. There will be a review of basic grammatical concepts. This course includes the study of at least one novel and a selection of short stories, films, newspapers and magazine articles. Students will apply their knowledge of French by writing their own short story. Students are encouraged to take the initiative to participate in activities such as viewing films, listening to music, attending plays, Génération Z, and communicating in French on a daily basis among other activities determined by the teacher.

#### **ENGLISH LANGUAGE ARTS 10F – Compulsory 1 credit**

The Grade 9 English Language Arts program enables each student to understand and appreciate language. Through the use of listening, speaking, reading, writing, viewing and representing activities, students will be working towards achieving the following general outcomes:

- language as sense making
- language as exploration and design
- language as a system
- language as power and agency

To achieve these objectives, students will be studying all forms of language use which may include short stories, novels, Shakespearean drama, poetry, media broadcasts and many others. Students will also be involved in a variety of activities which may include debates, video presentations, creative writing, dramatizations, presenting plays and writing journals.

### **MATHEMATICS (MATHÉMATIQUES) 10F – Compulsory 1 credit**

This curriculum continues to develop and expand on skills such as communication, reasoning estimation and mental mathematics, visualization, connections, technology and problem solving. Units of study are Numbers, Shape & Space, Statistics & Probability and Patterns & Relations.

### **SCIENCE (SCIENCES) 10F – Compulsory 1 credit**

The goal of this course is to develop a general scientific literacy and skills in the areas of interpreting information, problem-solving, informed decision-making and adapting to change. We have been piloting the new provincial curriculum for this course, which is anchored by five dimensions: Indigenous People Within the Natural World, Science Identity, Scientific Knowledge, Practical Science and the Nature of Science.

### **CANADA IN THE CONTEMPORARY WORLD (LE CANADA DANS LE MONDE CONTEMPORAIN) 10F – Compulsory 1 credit**

This course deals with Canada and Canadian society. Specific topics include: Canada's political heritage, multiculturalism, Canadian identity, politics & history, immigration, Canada's legal and political system, Canada's economic and social system, Canada's role in the world, and current issues.

### **PHYSICAL EDUCATION (ÉDUCATION PHYSIQUE) 10F – Compulsory 1 credit**

This course is aimed at promoting health and wellness through physical activity and health education. It offers team, individual, and cooperative games in order to develop the skills for lifelong participation in physical activity. Students will participate in health modules, including Human Sexuality, Mental Health, Substance Use and Abuse, Introduction to Human Anatomy and Physiology, and Principles of Fitness Training.

## **Optional Courses**

### **APPLYING INFORMATION & COMMUNICATION TECHNOLOGY (APPLICATION DES TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION) 15F - Optional 1 credit**

The purpose of these two half credit courses is to reinforce and extend information and technology knowledge, attitudes and skills acquired by students in the middle years. This course will further prepare students to use Information and Communication Technology (ICT) to learn and demonstrate their learning in all senior courses. The course will cover a variety of Microsoft programs (such as Word, Excel, PowerPoint, Publisher, OneNote, Access, Sway) as well as Adobe Spark.

Students enrolled in this course will receive the following two half credits:

- Applying Information and Communication Technology 1
- Applying Information and Communication Technology 2

### **ELECTRICITY-ELECTRONICS TECHNOLOGY (TECHNOLOGIE ÉLECTRICITÉ - ÉLECTRONIQUE) 10G – Optional 1 credit**

This course will appeal to students who are interested in the functioning of electronic devices and who would like to build electronic projects. Students will begin with a study of electronic component identification and testing. Basic electrical theory is also covered in the first few weeks. An introduction to schematic diagram reading will enable students to design and construct various DC powered projects. Electronic devices typically include alarms, strobe lights, and FM radio transmitters. Projects are added yearly in order to better reflect the dynamic and growing field of electronic engineering.

### **FILM & MEDIA (ÉTUDE DE FILMS) 10S – Optional 1 credit**

This course is designed to complement the Français 10F curriculum, with a focus on listening, viewing, and analyzing different aspects of cinema using a variety of French films. Students will learn to dissect a film's plot, study character development and recognize societal values. They will produce, film and edit their own short film. Students will be involved in the process of film making on all levels.

### **HUMAN ECOLOGY (ÉCOLOGIE HUMAINE) 10G - Optional 1 credit**

This course is divided into three parts: Family Studies, Clothing & Textiles and Foods and Nutrition. In each part of the course, students engage in theory and hands-on learning. Foci include adolescent development, fundamentals around fabrics & sewing and nutrition & food preparation.

### **INDIGENOUS LANGUAGES 10S – Optional 1 credit      **PREREQUISITE: None****

This course is offered at WPC and is accessible to both CB and WPC students. The specific Indigenous languages implemented will depend on the learner population and the needs of the school and the community.

The value of learning an Indigenous language for learners includes:

- increased awareness of and sensitivity to cultural and linguistic diversity in Manitoba, Canada, and the world
- enhanced role of the language in the home and community, especially for Indigenous learners, but also for non-Indigenous learners
- to take an active role in the preservation, revitalization, and maintenance of Indigenous languages and cultures

## **MUSIC OPTIONS**

### **CONCERT BAND (HARMONIE) 10S – Optional 1 credit**

This course is designed to develop each musician's musical skills. The course will include both instrumental and theory instruction with the primary focus being performance in the Jr. Concert Band. This Grade 9 ensemble will study and perform a variety of music of different styles and eras. Concerts will highlight some of the works studied throughout the year.

**Note:** Home practice is expected. Any student who uses a division-owned instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair. Students should note that the Grade 12 Music Band credit is considered a University Entrance Credit.

### **JAZZ BAND (ORCHESTRE DE JAZZ) 10S - Optional 1 credit**

This course will deal with the idiom of jazz, jazz-rock, and Latin jazz. It will include the discussion and practice of modern harmony, improvisation, and various jazz styles. The Jazz ensemble will be formed of senior high students from different grade levels.

### **GUITAR (GUITARE) 10S - Optional 1 credit**

This course will focus on learning a variety of different types of music for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on the guitar in a variety of styles and genres. Students will be afforded the opportunity to critically reflect, connect, and respond to a variety of music throughout the course.

### **PRE-ENGINEERING PART 1-TECHNOLOGY EDUCATION (PRÉ-GÉNIE PARTIE 1-ÉTUDES TECHNOLOGIQUES COMPRÉHENSIVES)) 15G – Optional 0.5 credit**

### **PRE-ENGINEERING PART 2-DRAFTING DESIGN TECHNOLOGY (PARTIE 2-TECHNOLOGIE DU DESSIN INDUSTRIEL) 15G – Optional 0.5 credit**

*To be successful in this course, students should have the ability to work both independently and cooperatively with others, and to meet project deadlines.*

This course is designed to use Project Based Learning as the instructional model. Students will be involved in problem-solving investigations, and will learn required manufacturing skills as well as how to safely utilize the equipment in the lab. Projects cover one of several major technology sectors while employing an enterprise process to design, build, and market an invention or idea. No previous experience required!

### **SPANISH (ESPAGNOL) 10F - Optional 1 credit**

This beginner's course in Spanish is based on the language skills: oral comprehension, speaking, reading and writing. The conversational aspect is an important part of the course aimed at encouraging students to learn to communicate as well as possible and as soon as possible. Students will be exposed to American and European Spanish, although emphasis is on the former, and be introduced to Hispanic art, music and culture.

### **THEATRE PRODUCTION (PRODUCTION DE THÉÂTRE) 10G – Optional 1 credit**

\*Please note that this course is offered outside of the regular schedule (see Student Services if you have specific questions)

The Theatrical Production course offers students the opportunity to explore all aspects of theater, including acting, directing, set design, sound and lighting, and costume creation. According to their interests and talents, students will work collaboratively towards a end-of-year production, gaining hands-on experience in both the creative and technical sides of theater production.

### **TRANSITIONAL MATHEMATICS (MATHÉMATIQUES DE TRANSITION) 10F - Optional 1.0 credit**

*Placement in this course is determined in consultation with the grade 8 Mathematics teacher.*

This course is a program designed to provide transitional support for students who have encountered difficulty in mathematics in middle years. The guiding principles of the course include the language, skill, process, and concept development necessary for the transition into Mathematics 10F and beyond.

### **VISUAL ART (ARTS VISUELS) 10S - Optional 1 credit**

Some concepts explored in art class include: elements and principles of design (line, form, shape, value, colour, texture, space), proportions of the human form, perspective drawing, observational drawing, sculpting/ceramics, artists' styles throughout history, and how to analyze and apply context/meaning to a work of art.

The course will require a fee to cover specialized supplies.



# Grade 10

**The following courses are compulsory:** 6.0 credit hours

Français 20 F

English Language Arts 20F

Mathematics – one of the following:

- Essential Mathematics 20S
- Introduction to Applied 7 Pre-Calculus Mathematics 20S

Science 20F

Geographic Issues of the 21<sup>st</sup> Century 20F

Physical Education 20F

**The following courses are optional:** (2 must be taken)

Some options may not be offered. Selection will be based on student interest and enrollment.

• Broadcast Media / Digital Filmmaking	35S/25S	1 credit
• Computer Science	20S	1 credit
• Digital Imagery / Desktop Publishing	25S/35S	1 credit
• Family Studies	20S	1 credit
• Food and Nutrition *new*	20S	1 credit
• Indigenous Languages *new* (with WPC)	20S	1 credit
• Life/Work Planning	20S	1 credit
• Music Options	20S	1 credit
- Concert Band	20S	1 credit
- Guitar	20S	1 credit
- Jazz Band	20S	1 credit
- Technical Music Production	20S	1 credit
• Personal Finance	20S	1 credit
• Pre-Engineering II Concepts & Applications	21G	1 credit
• Spanish	20F	1 credit
• Textiles, Art & Design	20S	1 credit
• Theatre Production *new*	20G	1 credit
• Visual Art	35S	1 credit
• Yearbook Français	21G	1 credit

# Grade 10 Course Descriptions

## **Compulsory Courses**

### **FRANÇAIS 20F** - Compulsory 1 credit

Prerequisite: Français 10F

This course is designed to further develop and refine students' ability to communicate in French as well as to expand their knowledge in reading and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, oral presentations and projects. Students will read and write in a variety of genres. This course will further develop writing skills through continuing practice in the use of complex grammatical structures. Students are encouraged to take the initiative to participate in activities such as viewing films, listening to music, attending plays, and communicating in French on a daily basis.

### **ENGLISH LANGUAGE ARTS 20F** - Compulsory 1 credit

Prerequisite: English Language Arts 10F

The goal of this course is to expand upon skills previously acquired in ELA10F, while developing more extensive abilities in writing for a variety of purposes and audiences. Students will analyze, interpret, appreciate, and reflect upon a variety of media, both independently and within a group setting. In order to encourage students to further engage in their learning, they will be given the opportunity to take more agency and hone their skills according to their individual strengths and interests.

## **CONSIDERATIONS FOR MATHEMATICS COURSE SELECTION**

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed since kindergarten. Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

In Grade 10, students may choose from two different mathematics courses (although they can take both), each one counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and different learning needs of students.

When students choose courses which best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future. If a student is unsure which Mathematics class might be more successful for them, they are encouraged to speak with their grade 9 Mathematics teacher.

## **INTRODUCTION TO APPLIED & PRE-CALCULUS MATH (INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES & PRÉ-CALCUL) 20S - Compulsory I credit**

Prerequisite: Mathematics 10F

*Students who found grade 9 Mathematics challenging are encouraged to meet with Student Services and/or their grade 9 Math teacher before registering for this course.*

The topics studied in this course form the foundation (and is a prerequisite) for topics to be studied in both Applied Mathematics 30S and Pre-calculus Mathematics 30S.

Students will engage in activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills. The learning outcomes are divided into three topics: Measurement; Algebra and Numbers; Relations and Functions. Students must have a good work ethic and must be prepared for the daily practice work that will be assigned to them.

## **ESSENTIAL MATHEMATICS (MATHÉMATIQUES AU QUOTIDIEN) 20S - Compulsory I credit**

Prerequisite: Mathematics 10F

Essential Mathematics 20S is a one-credit course emphasizing consumer applications, problem solving, decision making, and spatial sense. Students have the opportunity to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society. Topics of Study include Analysis of Games and Numbers, Personal Finance, Trigonometry, Measurement, Consumer Decisions, 2-D Geometry, Transformations, and Angle Construction.

## **SCIENCE (SCIENCES) 20F - Compulsory I credit**

Prerequisite: Science 10F

The goal of this course is to develop a general scientific literacy and skills in the areas of interpreting information, problem-solving, informed decision-making and adapting to change with a greater focus on application (through lab work, for example). We have been piloting the new provincial curriculum for this course, which is anchored by five dimensions: Indigenous People Within the Natural World, Science Identity, Scientific Knowledge, Practical Science and the Nature of Science.

## **GEOGRAPHIC ISSUES OF THE 21<sup>ST</sup> CENTURY (ENJEUX GÉOGRAPHIQUES DU 21<sup>e</sup> SIÈCLE) 20F - Compulsory I credit**

*Prerequisite:* Canada in the Contemporary World 10F

This course deals with the physical and human geography of the world and will cover such topics as cartography, biomes and natural resources, along with energy supplies, environment conservation and global warming. The foods industry and production will also be learned, as well as economic activities. Specific issues such as urbanization and overpopulation will be covered.

## **PHYSICAL EDUCATION (ÉDUCATION PHYSIQUE) 20F - Compulsory I credit**

*Prerequisite:* Physical Education 10F

This course promotes health and wellness through physical activity and health education. It includes a variety of activities including team, individual, and cooperative games in order to develop the skills for lifelong participation in physical activities. Students will also participate in health module topics including Nutrition, Mental Health, First Aid and CPR (Certification offered), and Principles of Fitness Training.

## **Optional Courses**

### **BROADCAST MEDIA 35S / DIGITAL FILMMAKING 25S (MÉDIAS ÉLECTRONIQUES / RÉALISATION DE FILMS NUMÉRIQUES) – Optional I credit**

**Broadcast media 35S** is a technology-based half-credit course that provides students an understanding of all phases of the media production process. Students will create and edit broadcasts, clips and sound files.

**Digital Filmmaking 25S** – In this course, students apply knowledge acquired in Broadcast Media to create short films using audio, image and animation components. Students will learn to plan, develop and create a quality final product.

### **COMPUTER SCIENCE (INFORMATIQUE) 20S - Optional I credit**

This course will develop a student's ability to problem-solve, to organize tasks, and to communicate ideas and goals. These skills are developed in parallel with a computer programming language, in this case Python. Students will learn to work individually and collaboratively, to express creativity and to adapt to changes in programming. Most learning areas will be integrated together and developed throughout the course. **Please note that Chromebooks are not compatible with the software used in this course.**

### **DIGITAL IMAGERY 25S / DESKTOP PUBLISHING 35S (IMAGERIE NUMÉRIQUE / ÉDITIQUE) – Optional 1 credit**

This course is designed to provide students with the skills and knowledge to convey a message through a digital image. Students will also manipulate a digital image to create something new. These new skills will then be applied to plan and create a variety of published documents. Students enrolled in this course will receive two half credits for these courses.

### **FAMILY STUDIES (ÉTUDES DE LA FAMILLE) 20S – Optional 1 credit**

This course focuses on the skills and knowledge parents and caregivers need, with emphasis on human development. Students will learn about the developmental needs, effective care, and guidance of young children. Goals of the course include fundamentals of human development, relationships and influences, health and wellness, fundamentals of parenting and caregiving, citizenship and sustainability, and career development.

### **FOOD AND NUTRITION 20G – Optional 1 credit \*new\***

This course allows students to enhance their cooking knowledge and skills by preparing more complex recipes, they will analyze the influence of media on food choices, explore current food trends, learn about Indigenous food systems and integrate those methods into classroom activities. They will explore local and global cuisines and develop skills to prepare a variety of dishes and improve food literacy by understanding where our food comes from and its journey to our plates.

### **INDIGENOUS LANGUAGES 20S – Optional 1 credit      **PREREQUISITE: None****

This course is offered at WPC and is accessible to both CB and WPC students. The specific Indigenous languages implemented will depend on the learner population and the needs of the school and the community.

The value of learning an Indigenous language for learners includes:

- increased awareness of and sensitivity to cultural and linguistic diversity in Manitoba, Canada, and the world
- enhanced role of the language in the home and community, especially for Indigenous learners, but also for non-Indigenous learners
- to take an active role in the preservation, revitalization, and maintenance of Indigenous languages and cultures

### **LIFE/WORK PLANNING (PLANIFICATION VIE/TRAVAIL) 20S – Optional 1 credit**

This career development course is designed to help students uncover and develop their interests and discover what they value and what motivates them. By completing this course, students plan for their future and begin to acquire the tools and skills needed in order to enter college, university, or the workplace. Students will explore the world of work, as well as learn what it takes to apply for a job.

## MUSIC OPTIONS

**NOTE:** Home practice is expected. Any student who uses a division-owned instrument will be required to pay a fee in the first week of school to cover the cost of maintenance and repair. Concert Band 40S is a University Entrance Credit.

### **CONCERT BAND (HARMONIE) 20S - Optional I credit**

Prerequisite: Concert Band 10S or recommendation of teacher.

This course is designed to develop each musician's musical and technical skills. It will include both instrumental and theory instruction with the primary focus being performance in the Senior Concert Band. This ensemble, made up of Grades 10, 11, and 12 students, will study and perform a variety of different styles and eras. Concerts will highlight some of the works studied throughout the year.

### **JAZZ BAND (ORCHESTRE DE JAZZ) 20S – Optional I credit**

This course will focus on jazz, jazz-rock, and Latin jazz. It will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes may take place outside of regular school hours. The Jazz ensemble will be formed of senior high students from different grade levels.

### **GUITAR (GUITARE) 20S – Optional I credit**

Prerequisite: Guitar 10S or permission from instructor.

This course will focus on learning a variety of different types of music for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on the guitar in a variety of styles and genres. Additionally, students will be afforded the opportunity to critically reflect, connect, and respond to music throughout the course. It is likely that the grade 10, 11, and 12 students will be grouped together.

### **TECHNICAL MUSIC PRODUCTION (TECHNIQUE DE PRODUCTION MUSICALE) 20S - Optional I credit**

This beginner course requires no previous music or computer experience, and aims to provide students with the fundamentals of music composition as well as gain music production experience in the recording arts through modern technology. The course will include an introduction to basic theory, chord progressions, harmonies, and song structure. Students will work with a variety of software to compose their own melodies and harmonies. Studio analog and digital recording formats will be introduced. MIDI technology, music composition software and digital recording software will be used in this class.



## **THEATRE PRODUCTION (PRODUCTION DE THÉÂTRE) 20G – Optional I credit**

\*Please note that this course is offered outside of the regular schedule (see Student Services if you have specific questions)

The Theatrical Production course offers students the opportunity to explore all aspects of theater, including acting, directing, set design, sound and lighting, and costume creation. According to their interests and talents, students will work collaboratively towards a end-of-year production, gaining hands-on experience in both the creative and technical sides of theater production.

## **PERSONAL FINANCE (FINANCE PERSONNELLE) 20S – Optional I credit**

*Prerequisite:* Mathematics 10F (recommended for students **NOT** enrolled in Essential Math)

This course focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. Students will be asked to consider future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. They will also be asked to consider how social media and the internet can affect their buying decisions.

## **PRE-ENGINEERING II CONCEPTS & APPLICATIONS (PRÉ-GÉNIE PARTIE 2: CONCEPTS & APPLICATIONS) 21G - Optional I credit**

*Prerequisite:* Pre-engineering 15G is recommended but not required. A strong academic standing in mathematics and sciences is also recommended.

This course is an introduction to engineering which bridges the gap between science and technology. Using problem solving, experimentation and self-directed research projects students are given an opportunity to investigate and experience hands-on learning. Students will work both independently and cooperatively in teams to create, test, and communicate solutions to a variety of interesting challenges.

## **SPANISH (ESPAGNOL) 20F - Optional I credit**

*Prerequisite:* Spanish 10F

This course is a continuation of Spanish 10F based on the four language skills: oral comprehension, speaking, reading and writing. Speaking and listening takes on greater importance in this second year as mastery of the language increases. Emphasis will be on functioning in a Spanish environment by learning about food, clothing and giving directions. Students will continue to explore Hispanic culture through cultural and literary texts.

## **TEXTILES, ART & DESIGN (VÊTEMENTS, HABITATION & DESSIN) 20S – Optional I credit**

*Prerequisite:* Human Ecology 10G is recommended but not required.

This course examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

## **VISUAL ART (ARTS VISUELS) 20S - Optional I credit**

*Prerequisite:* Visual Art 10S

This level of the Visual Art program builds on the development of concepts and skills that have been explored in previous courses. Students apply the elements and principals of design that were studied in Art 10G to create works of art in new media. Students will study techniques in art as well as the language of art, history of art, and cultural context of art throughout history.

The course will require a fee cover specialized supplies.

## **YEARBOOK FRANÇAIS (ANNUAIRE) 21G - Optional I credit**

The main focus in this course is creating the yearbook. Students must display the ability to adapt to a flexible schedule and to work both independently as well as within a group setting.

# Grade 11

**The following courses are compulsory:** 5.0 credit hours

Français 30S

English Language Arts 30S - **one** of the following:

- Comprehensive Focus 30S
- Literary Focus 30S

History of Canada 30S

Mathematics 30S – **one** of the following:

- Applied Mathematics 30S
- Essential Mathematics 30S
- Pre-Calculus Mathematics 30S

Physical Education 30F – **one** of the following:

- Active Living 30F
- Female Fitness 30F
- Outdoor Education 30F
- Personal Training 30F
- Sports and Games 30F

**The following courses are optional:** (2 must be taken)

Some options may not be offered. Selection will be based on student interest and enrollment.

• Biology	30S	1 credit
• Broadcast Media / Digital Filmmaking	35S / 25S	1 credit
• Chemistry	30S	1 credit
• Cinema as a Witness to Modern History	40S	1 credit
• Computer Science	30S	1 credit
• Current Topics in First Nation, Métis & Inuit Studies	40S	1 credit
• Digital Imagery/Desktop Publishing	25S / 35S	1 credit
• Environmental Design *new*	30S	1 credit
• Family Studies	40S	1 credit
• Indigenous Languages *new* (with WPC)	30S	1 credit
• Law	40S	1 credit
• Leadership Training	41G	1 credit
• Life/Work Building	30S	1 credit
• Music Options		
- Concert Band	30S	1 credit
- Guitar	30S	1 credit
- Jazz Band	30S	1 credit
- Technical Music Production	30S	1 credit
• Physics	30S	1 credit
• Pre-Engineering	40S	1 credit

• Propel	30F/25S	3 credits
• Psychology	40S	1 credit
• Spanish	30S	1 credit
• Textiles, Art & Design	30S	1 credit
• Theatre Production *new*	30G	1 credit
• Topics & Trends in Business	40S	1 credit
• Visual Art	30S	1 credit
• Yearbook Français	31G	1 credit

# Grade 11 Course Descriptions

## **Compulsory Courses**

### **FRANÇAIS: LANGUE ET COMMUNICATION 30S - Compulsory I credit**

Prerequisite: Français 20F

This course continues to develop skills acquired in previous years. Literary and non-literary works are studied. Emphasis is placed on the student's ability to express and defend his or her point of view. Students are encouraged to take the initiative to participate in activities such as viewing films, listening to music, attending plays, and communicating in French on a daily basis.

### **ENGLISH LANGUAGE ARTS 30S – Compulsory I credit**

Pre-requisite: English Language Arts 20F

STUDENTS MUST TAKE **ONE** OF THE FOLLOWING **ELA 30S** COURSES:

#### **ELA: COMPREHENSIVE FOCUS 30S – I credit**

This course is designed to further extend students' literacy skills through real-world and creative opportunities to engage with texts. In other words, this course is a mixture of fiction and non-fiction, practical and creative work. Students will have the opportunity to appreciate, analyze, interpret, create, persuade, inform, reflect and express feelings in order to better understand themselves and the world around them.

#### **ELA: LITERARY FOCUS 30S – I credit**

This course focuses primarily on aesthetic (that is, creative) opportunities to engage with texts. In other words, fiction and creative writing are our main focus. "Classic" writers such as Shakespeare tend to make their way into this course more often than in Comprehensive focus, and novels tend to be studied in more depth. We work together to hone our writing craft and appreciate the artistry of language.

### **HISTORY OF CANADA (HISTOIRE DU CANADA) 30F - Compulsory I credit**

Prerequisite: Geographic Issues of the 21<sup>st</sup> Century 20F

This course explores the social, economic, and political development of Canada and its history through diverse perspectives. Students will learn to examine the past to better interpret events of today. Improving historical thinking concepts such as cause and consequence and historical significance is an area of focus.

## CONSIDERATIONS FOR MATHEMATICS COURSE SELECTION

In Grade 11, students may choose from three different mathematics courses (although they can take more than one), each counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and learning needs of students.

When students choose courses that best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future.

Please note that, although many smartphones have Apps that students can use for math functions (scientific calculators, etc.), these cannot be used during assessments (quizzes, tests, exams), and should not replace the physical calculator listed in the school supplies.

### **APPLIED MATHEMATICS (MATHÉMATIQUES APPLIQUÉES) 30S – 1 crédit**

*Prerequisite:* Introduction to Applied & Pre-Calculus Mathematics 20S

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. Primary goals of Applied Mathematics 30S are for students to develop critical-thinking skills through problem-solving and modelling of real-world situations mathematically to make predictions. Technology is an integral part of both learning and assessment in Applied Mathematics 30S.

**NOTE :** A final score of 70% or higher in Introduction to Applied & Pre-Calculus Mathematics 20S is recommended for students to continue into Applied Mathematics 30S.

### **ESSENTIAL MATHEMATICS (MATHÉMATIQUES AU QUOTIDIEN) 30S – 1 credit**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course centres on the connections to mathematics that we face in our day-to-day lives. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in a technological society.

### **PRE-CALCULUS MATHEMATICS (MATHÉMATIQUES PRÉ-CALCUL) 30S – 1 credit**

*Prerequisite:* Introduction to Applied & Pre-calculus Mathematics 20S

Pre-Calculus Mathematics 30S is designed for students who intend to study calculus and related mathematics in their post-secondary education. The course comprises a study of theoretical mathematics with an emphasis on conceptual problem solving, mental mathematics, as well as

cumulative exercises and testing. Students should possess an ability to learn theoretical concepts and must be capable to work with increasingly abstract ideas.

**NOTE:** Students who have attained a minimum average of 70% in Introduction to Applied & Pre-Calculus Math 20S are encouraged to continue with this course. Students choosing this course must understand that a minimum of 30 minutes of daily practice outside of class time is strongly advised to ensure success.

## **PHYSICAL EDUCATION 30F**

Prerequisite: Éducation physique 20F

These courses are designed to help students take greater ownership of their personal physical fitness, to encourage them to develop and pursue their interests in physical activities, and to engage them in an active lifestyle into their future. All courses have two components: 25% community-based and 75% school-based, that must both be completed to receive the credit.

### **Grading**

All Physical Education courses at the 30S level are graded as “Complete” or “Incomplete”. The “Complete” or “Incomplete” designation will not affect the student’s grade point average as no percentage mark will be assigned.

STUDENTS MUST TAKE **ONE** OF THE FOLLOWING ÉDUCATION PHYSIQUE 30F COURSES:

### **PHYSICAL EDUCATION – ACTIVE LIVING (ÉDUCATION PHYSIQUE–VIE ACTIVE) 30F**

This course will focus on an individualized approach to recreational activities that lead to healthy lifestyle choices. Examples of activities in this course are (but not limited to) golf, hiking, cycling, and yard games. The goal of this course is to develop a positive relationship with being physically active that can be carried forward in a lifelong adoption of healthy habits. The school-based health curriculum includes topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

### **PHYSICAL EDUCATION - FEMALE FITNESS (ÉDUCATION PHYSIQUE - CONDITIONNEMENT PHYSIQUE POUR FILLES) 30F**

This course will focus on the development of a healthy lifestyle through the empowerment of young women. This course will teach students about personal fitness management, body image, nutrition and other lifestyle topics and current events that are relevant for young women. Examples of activities in this course are (but not limited to) weight training, cardiovascular development, yoga, cycle fitness and Crossfit. There will be planned outings for specialized instruction throughout the course. The school-based health curriculum includes topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

#### Activity fee:

Please note there will be a nominal fee (amount is dependent upon course enrollment) associated with course activities. Fees will be used to cover the cost of outings, specialized activities and expert instruction (i.e. yoga, Zumba, cycle and other fitness classes).

### **PHYSICAL EDUCATION - OUTDOOR EDUCATION (ÉDUCATION PHYSIQUE – ÉDUCATION EN PLEIN AIR) 30F**

This course will expose students to lifelong outdoor recreational pursuits through the theoretical and practical application of survival skills as well as the exploration of current outdoor education issues. The emphasis of the course will be how to plan, organize and enjoy outdoor experiences. Examples of activities in this course include (but are not limited to) cycling, snowshoeing, cross-country skiing, geocaching, curling and horseback riding. Some of the skills that will be developed are winter wilderness survival, finding alternative pursuits within Manitoba, and reconnecting with nature. The school-based health curriculum includes topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

\*\*\*A mandatory 3-day canoeing, downhill ski, or back packing trip will be required for course completion.

#### Activity Fee:

The course will require a fee of **approximately \$250** to cover major costs for excursions and special programs. Students will also be responsible to purchase their own food and supplies for excursions.

### **PHYSICAL EDUCATION – PERSONAL TRAINING (ÉDUCATION PHYSIQUE – ENTRAÎNEMENT PERSONNEL) 30F**

This course will focus on the development of individual fitness in a weightroom setting. Examples of activities in this course are (but are not limited to) a personalized fitness program, Crossfit, TRX, weightlifting, functional movement training and active recovery. Some of the skills that will be developed are individual goal setting, increased awareness of anatomy, joint and muscle health, and the impact of nutrition on the body. The school-based health curriculum includes topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

### **PHYSICAL EDUCATION – SPORTS & GAMES (ÉDUCATION PHYSIQUE - SPORTS & LOISIRS) 30F**

This course will focus on team sports and low-organized games. Examples of activities in this course are (but are not limited to) soccer, volleyball, basketball, ultimate, floor hockey, and handball. Some of the skills that will be developed are teamwork, communication, sport-specific skills, and offensive and defensive strategies. The school-based health curriculum includes topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.



## **Optional Courses**

### **BIOLOGY (BIOLOGIE) 30S - Optional 1 credit**

*Prerequisite:* Science 20F

This course encompasses an introduction to the life sciences and an overview of human anatomy and physiology. The bulk of the course entails a relatively detailed study of the human body. The human systems are examined from an anatomical, physiological and pathological viewpoint.

### **BROADCAST MEDIA 35S / DIGITAL FILMMAKING 25S (MÉDIAS ÉLECTRONIQUES / RÉALISATION DE FILMS NUMÉRIQUES) – Optional 1 credit**

**Broadcast media 35S** is a technology-based half-credit course that provides students an understanding of all phases of the media production process. Students will create and edit broadcasts, clips and sound files.

**Digital Filmmaking 25S** – In this course, students apply knowledge acquired in Broadcast Media to create short films using audio, image and animation components. Students will learn to plan, develop and create a quality final product.

### **CHEMISTRY (CHIMIE) 30S - Optional 1.0 credit**

*Prerequisite:* Science 20F (a strong background in Mathematics is highly recommended.)

This course is the study of chemical reactions. Topics of study include atomic and molecular theory, mole concept, formulae and chemical equations, behaviours (qualitative and quantitative) of gases, liquids and solids as well as an introduction to electrochemistry.

**Note:** *There is a heavy emphasis on the quantitative (i.e. mathematical) aspects of Chemistry.*

### **CINEMA AS A WITNESS TO MODERN HISTORY (LE CINÉMA, TÉMOIN DE L'HISTOIRE MODERNE) 40S – Optional 1 credit**

This course will study film as an art form, a historical artifact, and as an interpreter and teacher of history. Students will learn to judge the historical significance of film and how the art form depicts modern and contemporary history. They will also be able to recognize film's impact on our vision and interpretation of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

## **COMPUTER SCIENCE (INFORMATIQUE) 30S - Optional I credit**

Prerequisite: Computer Science 20S

This course builds on the 20S course with renewed emphasis on teamwork, communication, documentation, imagination and logic. The course will also develop programming structures using arrays and subprograms. Students will be introduced to a new java-based programming language in this course (Processing) to learn these new concepts. Most areas will be integrated together and developed throughout the course. **Please note that Chromebooks are not compatible with the software used in this course.**

**Note:** We recommend an average of 70% in Computer Science 20S to continue in Computer Science 30S.

## **CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES (PREMIÈRES NATIONS MÉTIS ET INUIT) 40S – Optional I credit**

Although the bulk of the content covered will be determined according to students' needs and interests, the primary goals of this course include:

- Developing our knowledge and appreciation of Indigenous cultures, traditions, and present realities and aspirations of the First Nations, Métis and Inuit populations in Canada.
- Relearning, through the lens of decolonization, the history of First Nations, Métis, and Inuit peoples of Canada in order to better understand their realities today.
- Recognizing that the First Nations, Métis, and Inuit populations as well as their respective cultures remain an integral part of Canadian society, history and identity.
- Participating actively in and taking meaningful steps towards the process of reconciliation between Indigenous and non-Indigenous peoples.

Students will have the opportunity to hear a variety of perspectives through the study of media, field trips and interactions with guest speakers.

## **DIGITAL IMAGERY 25S / DESKTOP PUBLISHING 35S (IMAGERIE NUMÉRIQUE / ÉDITIQUE) – Optional I credit**

This course is designed to provide students with the skills and knowledge to convey a message through a digital image manipulate a digital image to create a new image. These new skills will then be applied to plan and create a variety of published documents. Students enrolled in this course will receive two half credits for these courses.

## **ENVIRONMENTAL DESIGN 40S – Optional I credit \*new\***

This course focuses on the principles and elements of design through the application of digital drafting and designing living spaces. Students will investigate social justice, sustainability, consumer decisions, housing security, and economic and legal considerations within the built environment, and demonstrate the ability to meet the needs of individuals, families and communities.

### **FAMILY STUDIES (ÉTUDES DE LA FAMILLE) 40S – Optional I credit**

This course allows students to identify and describe the physiological stages of growth and development during adolescence, adulthood, and through to old age as well as how each stage can be nurtured. The theories of human needs and how they apply to the aging adult will be examined as students will participate in a practical experience working with this sector of the population. Other concepts to be studied include diversity in families, parenthood, life choices, illness, death and grieving.

### **INDIGENOUS LANGUAGES 30S – Optional I credit**      **PREREQUISITE: None**

This course is offered at WPC and is accessible to both CB and WPC students. The specific Indigenous languages implemented will depend on the learner population and the needs of the school and the community.

The value of learning an Indigenous language for learners includes:

- increased awareness of and sensitivity to cultural and linguistic diversity in Manitoba, Canada, and the world
- enhanced role of the language in the home and community, especially for Indigenous learners, but also for non-Indigenous learners
- to take an active role in the preservation, revitalization, and maintenance of Indigenous languages and cultures

### **LAW (DROIT) 40S – Optional I credit**

The Law 40S course is an introduction to our Canadian Legal system. It is designed to enable students to discover their relationship to law, their legal rights and obligations and how law affects them now and in the future.

### **LEADERSHIP TRAINING (ENTRAÎNEMENT AU LEADERSHIP) 41G - Optional I credit**

This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. Students work to develop the skills to become independent, positive leaders. Students will learn, through theory and practical strategies, how to cooperate with others, plan meetings, express themselves in public, develop a job resume, prepare for an interview, participate in and promote school events, and experience a personal commitment and responsibility to their school. A total of 50 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteering at a community organization).

### **LIFE/WORK BUILDING (ORGANISATION VIE-TRAVAIL) 30S – Optional I credit**

This career development course is designed to connect school learning with the workplace. Students will develop employability skills and experiences, explore different careers and experience a specific career. Students in this course will work largely independently to gain

experience through volunteering and an internship. The course is not in the regular timetable, and runs the entire year, giving students the necessary flexibility and time for their learning.

## **MUSIC OPTIONS**

**Note:** Regular home practice will assist students in further developing the skills they will learn in class. Any student who uses a division-owned instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair.

### **CONCERT BAND (HARMONIE) 30S - Optional I credit**

Prerequisite: Concert Band 20S or recommendation of Teacher

This course is designed to develop each musician's musical and technical skills. This course will include both instrumental and theory instruction with the primary focus being performance in the Senior Concert Band. This ensemble, made up of Grade 10, Grade 11, and Grade 12 students, will study and perform a variety of different styles and eras. Concerts will highlight some of the works studied throughout the year.

### **JAZZ BAND (ORCHESTRE DE JAZZ) 30S - Optional I credit**

This course will explore jazz, jazz-rock, and Latin jazz. This will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes may take place outside of regular school hours. The Jazz ensemble will be formed of senior high students from different grade levels.

### **GUITAR (GUITARE) 30S – Optional I credit**

Prerequisite: Guitar 20S or permission from instructor

This course will focus on learning a variety of different types of musics for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on guitar in a variety of styles and genres. Students will learn and perform in a variety of musical settings including solo, small ensemble, and large group ensembles. Students will also be afforded the opportunity to critically reflect, connect, and respond to a variety of music throughout the course. It is likely that the Grade 10, 11, and 12 students will be grouped together.

### **TECHNICAL MUSIC PRODUCTION (TECHNIQUE DE PRODUCTION MUSICALE) 30S - Optional I credit**

Prerequisite: Technical Music Production 20S with a minimum of 70% or permission from the instructor.

This course is a continuation of Technical Music Production 21G that aims to enhance students' understanding of music composition, as well as techniques in music production and the recording arts through modern technology. The course will include basic and more advanced

theory, chord progressions, harmonies and song structure. Various types of recording formats will be introduced and applied in the musical productions. MIDI technology, music composition software and digital recording software will be used in this class.

### **THEATRE PRODUCTION (PRODUCTION DE THÉÂTRE) 30G – Optional I credit**

\*Please note that this course is offered outside of the regular schedule (see Student Services if you have specific questions)

The Theatrical Production course offers students the opportunity to explore all aspects of theater, including acting, directing, set design, sound and lighting, and costume creation. According to their interests and talents, students will work collaboratively towards a end-of-year production, gaining hands-on experience in both the creative and technical sides of theater production.

### **PHYSICS (PHYSIQUE) 30S - Optional I credit**

Prerequisite: Science 20F

The study of the motion of objects and the related concepts of force and energy forms the field called mechanics, which is divided into kinematics (how objects move) and dynamics (why objects move as they do). The study of waves, sound waves in particular, and their motion are also explored - the focus of Physics 30S.

**Note:** Students must be enrolled in Math Pre-Calculus 30S or Applied Math 30S.

### **PRE-ENGINEERING (PRÉ-GÉNIE: TECHNOLOGIE APPLIQUÉE) 40S - Optional I credit**

In this course, students work in teams to research, design and construct a solution to open-ended engineering problems. They apply principles developed throughout the term and are guided by the instructor. With a strong emphasis on the development of problem solving skills, students will learn how engineers apply math, science and technology to solve “Real World” challenges. The ability to use lab time wisely, to be prepared to work independently and to meet regular deadlines are important assets.

**Note:** A strong background in Science and Mathematics is recommended.

### **PROPEL**

This course is a project-based learning environment that extends over the **one full semester**. Students conceive, plan and execute a large-scale project while integrating technology, career planning and French language skills, earning three high school credits:

- Français 30F
- Print Communication 25S/ Interactive Media 25S, and
- LifeWork Building 30S.

Physical Education 30F is also scheduled during this semester.

**Note:** Participation in this course requires careful scheduling. Interested students should meet with Student Services.

### **PSYCHOLOGY (PSYCHOLOGIE) 40S - Optional I credit**

This course is the study of human behaviour which describes, explains, predicts and influences the actions of individuals. Topics to be included are behaviour, motivation, perception and consciousness, learning, thinking and intelligence. Other topics may be included as interest warrants.

### **SPANISH (ESPAGNOL) 30S - Optional I credit**

Prerequisite: Spanish 20F

In this third-year language course, development of all four language skills continues, although more independent oral and written work is required. Exposure to varied written texts is augmented by a taste of Hispanic literature.. Students are expected to communicate in Spanish and should be comfortable and competent using bilingual and unilingual dictionaries to help them meet their communicative needs.

### **TEXTILES, ART & DESIGN (VÊTEMENTS, HABITATION & DESSIN) 30S – Optional I credit**

Prerequisite: Textiles, Art & Design 20S is recommended but not required.

This course focuses on enhanced knowledge and skill development in textile design and construction. Students will examine the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on local communities.

### **TOPICS & TRENDS IN BUSINESS (TENDANCES EN AFFAIRES) 40S – Optional I credit**

Prerequisite: Mathématiques 20S

This course allows students to learn tools necessary to engage in project-based learning, including business communication skills, applied business technologies and ethical and legal standards. This model allows students to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement an action plan based on their inquiry findings. This course is designed to allow students to focus on issues about which they are passionate.

### **VISUAL ART (ARTS VISUELS) 30S - Optional 1 credit**

Prerequisite: Visual Art 20S

In this level of the Art program, students apply the elements and principles of design that were studied in previous years to create works of art in new media. Students will study techniques in art as well as the language of art, history of art, and cultural context of art throughout history. This course includes an introduction to gesture drawing and figure study.

The course will require a fee to cover specialized supplies.

### **YEARBOOK FRANÇAIS (FRANÇAIS ANNUAIRE) 31G - Optional 1 credit**

The main focus in this course is on creating the yearbook. Students must display the ability to adapt to a flexible schedule and to work both independently as well as within a group setting. Please note that this course is typically scheduled during the lunch hour.

# Grade 12

**Grade 12 students must take a minimum of four compulsory credits (one in each of Français, Math, English and Phys Ed at the 40S level), plus sufficient optional courses to complete the required 30 credits for graduation.**

**The following courses are compulsory:** 4.0 credit hours

Français 40S

English Language Arts 40S - **one** of the following:

- Comprehensive Focus 40S
- Literary Focus 40S

Mathematics 40S – **one** of the following:

- Applied Mathematics 40S
- Essential Mathematics 40S
- Pre-Calculus Mathematics 40S

Physical Education 40F – **one** of the following:

- Active Living 40F
- Female Fitness 40F
- Outdoor Education 40F
- Personal Training 40F
- Sports and Games 40F

**The following courses are optional:** (1 must be taken; 2 must be taken to attend a university)

Some options may not be offered. Selection will be based on student interest and enrollment.

• Biology	40S	1 credit
• Calculus (Introduction to)/Advanced Mathematics	45S	1 credit
• Chemistry	40S	1 credit
• Cinema as a Witness to Modern History	40S	1 credit
• Computer Science	40S	1 credit
• Current Topics in First Nations, Métis & Inuit	40S	1 credit
• Family Studies	40S	1 credit
• Français 1007 / 1009 (USB)	42U	1 credit
• Indigenous Languages *new* (with WPC)	40S	1 credit
• Law	40S	1 credit
• Leadership Training	41G	1 credit
• Life/Work Transition	40S	1 credit
• Music Options		
- Concert Band	40S	1 credit
- Guitar	40S	1 credit
- Jazz Band	40S	1 credit
- Technical Music Production	30S	1 credit



• Physics	40S	I credit
• Pre-Engineering	40S	I credit
• Psychology	40S	I credit
• Spanish	40S	I credit
• Textile Art and Design *new*	40S	I credit
• Topics & Trends in Business	40S	I credit
• Theatre Production *new*	40G	I credit
• Visual Art	40S	I credit

# Grade 12 Course Descriptions

## **Compulsory Courses**

### **FRANÇAIS: LANGUE ET COMMUNICATION 40S** - Compulsory I credit

Prerequisite: Français 30S

The development of the students' French language skills continues, with emphasis on the functional aspects of the language. Students will learn to write more extensively with a special focus on the development of various forms of writing. This course also consists of the study of literary and non-literary works. Appreciation for French language and culture will also be explored in a variety of ways. Students are encouraged to take the initiative to participate in activities such as viewing films, listening to music, attending plays, and communicating in French on a daily basis.

**NOTE:** *There is a provincial exam for this course.*

### **ENGLISH LANGUAGE ARTS 40S** – Compulsory I credit

Pre-requisite: English Language Arts 30S

STUDENTS MUST TAKE **ONE** OF THE FOLLOWING ELA 40S COURSES:

#### **ELA: COMPREHENSIVE FOCUS 40S**

This course provides opportunities for students to consolidate the skills they have been developing over the past 12 years. The course is an equal balance of aesthetic and practical, real-world reading material, writing and other work.

#### **ELA: LITERARY FOCUS 40S**

This is a course designed for students who wish a more in-depth look at literary texts and to continue working on creative writing, short stories and poetic language. Special emphasis is placed on fiction, poetry, drama, and literary forms.

**NOTE:** *There is a provincial exam for this course.*

## CONSIDERATIONS FOR MATHEMATICS COURSE SELECTION

In Grade 12, students may choose from three different mathematics courses (although they can take more than one), each one counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and learning needs of students.

When students choose courses which best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future.

Please note that, although many smartphones have Apps that students can use for math functions (scientific calculators, etc.), these cannot be used during assessments (quizzes, tests, exams) as it is not possible for teachers to monitor how the phones are being used.

### **APPLIED MATHEMATICS** (MATHÉMATIQUES APPLIQUÉES) **40S – 1 credit**

Prerequisite: **Applied Mathematics 30S or Pre-Calculus Math 30S with teacher approval** (students should have a minimum Grade 11 mark of 60% to take this course, or should meet with Student Services to discuss)

Grade 12 Applied Mathematics is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context-driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. Technology is an integral part of both learning and assessment in Applied Mathematics. Spreadsheets and other computer software will be used by students for mathematical explorations, modelling, and problem solving.

**NOTE:** *There is a provincial exam for this course.*

### **ESSENTIAL MATHEMATICS** (MATHÉMATIQUES AU QUOTIDIEN) **40S – 1 credit**

Grade 12 Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. It emphasizes consumer applications, problem solving, decision making, and spatial sense.

**NOTE:** *There is a provincial exam for this course.*

## **PRE-CALCULUS MATHEMATICS (MATHÉMATIQUES PRÉ-CALCUL) 40S – 1 credit**

**Prerequisite:** **Pre-Calculus Math 30S** (Students should have a minimum Pre-Calculus 30S mark of 70% to take this course, or should meet with an advisor to ensure the student can succeed in this course.)

Grade 12 Pre-Calculus Mathematics is designed for students who intend to study calculus and related mathematics as part of post-secondary education. It builds on the topics studied in Grade 11 Pre-Calculus Mathematics and provides background knowledge and skills for the study of calculus in post-secondary institutions. The course comprises a high-level study of theoretical mathematics.

**NOTE:** *There is a provincial exam for this course.*

*Students registering in this course should expect a daily workload of a minimum of 30-40 minutes outside of classtime. Due to the level of difficulty, there must be a consistent commitment for students to succeed in this course.*

## **PHYSICAL EDUCATION 40F**

**Prerequisite:** Éducation physique 30F

These courses are designed to help students take greater ownership of their personal physical fitness, to encourage them to develop and pursue their interests in physical activities, and to engage them in an active lifestyle into their future. All courses have two components: 25% community-based and 75% school-based, that must both be completed to receive the credit.

### **Grading**

All Physical Education courses at the 30S level are graded as “Complete” or “Incomplete”. The “Complete” or “Incomplete” designation will not affect the student’s grade point average as no percentage mark will be assigned.

## **PHYSICAL EDUCATION – ACTIVE LIVING (ÉDUCATION PHYSIQUE – VIE ACTIVE) 40F**

This course will focus on an individualised approach to the participation in recreational activities that lead to healthy lifestyle choices. Examples of activities in this course are (but are not limited to) golf, hiking, cycling, and yard games. The goal of this course is to develop a positive relationship with being physically active that can be carried forward in a lifelong adoption of healthy habits. The school-based health curriculum includes topics related to fitness management, nutrition, healthy relationships, and personal and social development.

### **PHYSICAL EDUCATION - FEMALE FITNESS (ÉDUCATION PHYSIQUE - CONDITIONNEMENT PHYSIQUE POUR FILLES) 40F**

This course will focus on the development of a healthy lifestyle through the empowerment of young women. This course will teach students about personal fitness management, body image, nutrition and other lifestyle topics and current events that are relevant for young women. Examples of activities in this course are (but are not limited to) weight training, cardiovascular development, yoga, cycle fitness and Crossfit. Some of the skills that will be developed are individual goal setting, confidence building and developing healthy relationships. There will be planned outings for specialized instruction throughout the course. The school-based health curriculum includes topics related to fitness management, nutrition, healthy relationships, and personal and social development.

#### **Activity fee:**

Please note there will be a nominal fee (amount is dependent upon course enrollment) associated with course activities. Fees will be used to cover the cost of outings, specialized activities and expert instruction (i.e. yoga, Zumba, cycle and other fitness classes).

### **PHYSICAL EDUCATION - OUTDOOR EDUCATION (ÉDUCATION PHYSIQUE – ÉDUCATION EN PLEIN AIR) 40F**

This specialized course will expose students to lifelong outdoor recreational pursuits through the theoretical and practical application of survival skills as well as the exploration of current outdoor education issues. The emphasis of the course will be planning, organizing and enjoying outdoor experiences. Examples of activities in this course include (but are not limited to) cycling, snowshoeing, cross-country skiing, geocaching, curling and horseback riding. Some of the skills that will be developed are winter wilderness survival, finding alternative pursuits within Manitoba, and reconnecting with nature. The school-based health curriculum includes topics related to fitness management, nutrition, healthy relationships, and personal and social development.

\*\*\*A mandatory 3-day canoeing, downhill ski, or back packing trip will be required for course completion.

#### **Activity Fee:**

The course will require a fee of **approximately \$250** to cover major costs for excursions and special programs. Students will also be responsible to purchase their own food and supplies for excursions.

### **PHYSICAL EDUCATION – PERSONAL TRAINING (ÉDUCATION PHYSIQUE – ENTRAÎNEMENT PERSONNEL) 40F**

This course will focus on the development of individual fitness in a weightroom-based setting. Examples of activities in this course are (but are not limited to) a personalized fitness program, Crossfit, TRX, weightlifting, functional movement training and active recovery. Some of the skills that will be developed are individual goal setting, increased awareness of anatomy, joint and muscle health, and the impact of nutrition on the body. The school-based health curriculum

includes topics related to fitness management, nutrition, healthy relationships, and personal and social development.

### **PHYSICAL EDUCATION – SPORTS & GAMES (ÉDUCATION PHYSIQUE - SPORTS & LOISIRS) 40F**

This course will focus on team sports and low-organized games. Examples of activities in this course are (but are not limited to) soccer, volleyball, basketball, ultimate, floor hockey, and handball. Some of the skills that will be developed are teamwork, communication, sport-specific skills, and offensive and defensive strategies. The school-based health curriculum includes topics related to fitness management, nutrition, healthy relationships, and personal and social development.

## **Optional Courses**

### **BIOLOGY (BIOLOGIE) 40S - Optional I credit**

*Prerequisite:* Biology 30S is not required but is strongly recommended.

Several themes are studied in Biology 40S, including cellular reproduction, nucleic acid replication, and protein synthesis. Genetics (the study of the transmission of character traits) is an important part of the course. Also included is the study of the five biological kingdoms (Monera, Protista, Fungi, Plantae and Animalia). The evolutionary mechanisms of species and variation are also considered.

### **CALCULUS 45S / ADVANCED MATHEMATICS 45S (CALCUL/MATHÉMATIQUES AVANCÉES) - Optional I credit**

*Prerequisite:* Mathematics Pre-Calculus 30S

*Co-requisite:* Must be enrolled in or have completed Pre-Calculus 40S.

The prime objective of the calculus portion of the course is to introduce students to areas of mathematics which will be studied in depth in post-secondary programs. In this half-credit course, students will be introduced to the concepts of limits, derivative of a function, applications of derivatives and integration. Senior Calculus (45S) is not to be substituted for Grade 12 Pre-Calculus Mathematics.

In the Advanced Mathematics portion of the course, students will be introduced to various mathematical concepts which can include complex numbers 7 polar coordinated, matrices and systems of linear equiations, number theory and theory of equations.

## **CHEMISTRY (CHIMIE) 40S - Optional I credit**

Prerequisite: Chemistry 30S (A strong background in Mathematics is recommended).

This course is an extension or continuation of the purpose of Chemistry 30S; developing some basic principles of chemistry through experimentation, textbook study and problem solving. The fundamental principles which will be introduced to the student at this level will include solubility equilibria, acid and base systems, organic chemistry, atomic structure, atomic bonding and molecular architecture.

## **CINEMA AS A WITNESS TO MODERN HISTORY (LE CINÉMA, TÉMOIN DE L'HISTOIRE MODERNE) 40S – Optional I credit**

This course will study film as an art form, a historical artifact, and as an interpreter and teacher of history. Students will learn to judge the historical significance of film and how the art form depicts modern and contemporary history. They will also be able to recognize film's impact on our vision and interpretation of the 20<sup>th</sup> and 21<sup>st</sup> centuries.

## **COMPUTER SCIENCE 40S (INFORMATIQUE) 40S - Optional I credit**

Prerequisite: Computer Science 30S

The Computer Science 40S course continues from the 30S course, with the addition of searching and sorting algorithms and recursion. Students will engage in collaborative projects as creators of technology to develop computer knowledge and skills like creative thinking and problem solving. Using tools, platforms, and languages (with a focus in Java), students will practice computational thinking, explore computer-related career paths, and explore professional tools that foster creativity and collaboration. Topics regarding cybersecurity and AI will also be discussed. **Please note that Chromebooks are not compatible with the software used in this course.**

## **CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES (PREMIÈRES NATIONS MÉTIS & INUIT) 40S – Optional I credit**

Although the bulk of the content covered will be determined according to students' needs and interests, the primary goals of this course include:

- Developing our knowledge and appreciation of Indigenous cultures, traditions, and present realities and aspirations of the First Nations, Métis and Inuit populations in Canada.
- Relearning, through the lens of decolonization, the history of First Nations, Métis, and Inuit peoples of Canada in order to better understand their realities today.
- Recognizing that the First Nations, Métis, and Inuit populations as well as their respective cultures remain an integral part of Canadian society, history and identity.

- Participating actively in and taking meaningful steps towards the process of reconciliation between Indigenous and non-Indigenous peoples.

Students will have the opportunity to hear a variety of perspectives through the study of media, field trips and interactions with guest speakers.

### **FAMILY STUDIES (ÉTUDES DE LA FAMILLE) 40S – Optional I credit**

Students in this course will learn to identify and describe the physiological stages of growth and development during adolescence, adulthood, and through to old age as well as how each stage can be nurtured. The theories of human needs and how they apply to the aging adult will be examined as students will participate in a practical experience working with this sector of the population. Other concepts to be studied include diversity in families, parenthood, life choices, illness, death and grieving.

### **GRAMMAIRE DE L'ÉCRIT I – 1007 / GRAMMAIRE DE L'ÉCRIT II - 1009 / Français 42U – Optional I credit**

Prerequisite:    **Français 40S**

The objective of these two half-credit courses is to reinforce writing competencies and to provide an introduction to a university course. Students who complete these two three credit courses will obtain 6 university credits and 1 high school credit. Students must complete both 1007 and 1009 courses to receive the Français 42U high school credit. This course is strongly recommended for students planning to attend l'Université de Saint-Boniface. University credits can be transferred to any post-secondary institution that offers a similar course. Students wishing to transfer credits to a post-secondary institution other than USB need to provide the course syllabus for Grammaire de l'écrit I and II to their post-secondary institution for course equivalency.

***\*Please note that your final mark in this course does not affect students' Grade 12 average. Students will be assigned an S (for Standing) on their high school report card. Passing this course gives students direct entry into USB without having to take the 'Test de profil linguistique'.***

### **INDIGENOUS LANGUAGES 10S – Optional I credit      **PREREQUISITE: None****

This course is offered at WPC and is accessible to both CB and WPC students. The specific Indigenous languages implemented will depend on the learner population and the needs of the school and the community.

The value of learning an Indigenous language for learners includes:

- increased awareness of and sensitivity to cultural and linguistic diversity in Manitoba, Canada, and the world
- enhanced role of the language in the home and community, especially for Indigenous learners, but also for non-Indigenous learners
- to take an active role in the preservation, revitalization, and maintenance of Indigenous languages and cultures



## **LAW 40S – Optional I credit**

Content: This course is an introduction to our Canadian Legal system. It is designed to enable students to discover their relationship to law, their legal rights and obligations and how law affects them now and in the future.

## **LEADERSHIP TRAINING (ENTRAÎNEMENT AU LEADERSHIP) 41G - Optional I credit**

This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. Students work to develop the skills to become independent, positive leaders. Students will learn, through theory and practical strategies, how to cooperate with others, plan meetings, express themselves in public, develop a job resume, prepare for an interview, participate in and promote school events, and experience a personal commitment and responsibility to their school. A total of 50 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteering at a community organization).

## **LIFE/WORK TRANSITION (TRANSITION VIE-TRAVAIL) 40S – Optional I credit**

This career development course is designed to connect school learning with the workplace. Students will develop employability skills and experiences, explore different careers and experience a real workplace. Students in this course will work largely independently to gain experience through volunteering and an internship. The course is not in the regular timetable, and runs the entire year, giving students the necessary flexibility and time for their learning.

## **MUSIC OPTIONS**

**Note:** Regular home practice will assist students in further developing the skills they will learn in class. Any student who uses a division-owned instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair.

## **CONCERT BAND (HARMONIE) 40S – Optional I credit**

Prerequisite: Concert Band 30S or recommendation of teacher

This course is designed to develop each musician's musical and technical skills. The course will include both instrumental and theory instruction with the primary focus being performance in the Senior Concert Band. This ensemble, made up of grade 10, 11 and 12 students, will study and perform a variety of band music of different styles and eras. Concerts will highlight some of the works studied throughout the year.

## **JAZZ BAND (ORCHESTRE DE JAZZ) 40S – Optional I credit**

This course will explore jazz, jazz-rock, and Latin jazz. This will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes will take place outside of regular school hours. The Jazz ensemble will be formed of senior high students from different grade levels.

## **GUITAR (GUITARE) 40S – Optional I credit**

Prerequisite: Guitar 30S or permission from instructor

This course will focus on learning a variety of different types of music for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on guitar in a variety of styles and genres. Students will learn and perform in a variety of musical settings including solo, small ensemble, and large group ensembles. Students will also be afforded the opportunity to critically reflect, connect, and respond to music throughout the course. It is likely that the Grade 10, 11, and 12 students will be grouped together.

## **TECHNICAL MUSIC PRODUCTION (TECHNIQUE DE PRODUCTION MUSICALE) 30S - Optional I credit**

Prerequisite: Technical Music Production 20S with a minimum of 70% or permission from instructor.

This course is a continuation of Technical Music Production 20S that aims to enhance the understanding of music composition and techniques in music production and the recording arts through modern technology. The course will include basic and more advanced theory, chord progressions, harmonies and song structure. Students will work with software to compose their own melodies, harmonies and full songs and arrangements.

Various types of recording formats will be introduced and applied in the musical productions. MIDI technology, music composition software and digital recording software will be used in this class.

## **TEXTILES, ART & DESIGN (VÊTEMENTS, HABITATION & DESSIN) 40S – Optional I credit**

Prerequisite: Textiles, Art & Design 30S

This course focuses on advanced knowledge and skill development in textile design and construction. Students will examine in depth the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities.

## **THEATRE PRODUCTION (PRODUCTION DE THÉÂTRE) 40G – Optional I credit**

\*Please note that this course is offered outside of the regular schedule (see Student Services if you have specific questions)

The Theatrical Production course offers students the opportunity to explore all aspects of theater, including acting, directing, set design, sound and lighting, and costume creation. According to their interests and talents, students will work collaboratively towards a end-of-year production, gaining hands-on experience in both the creative and technical sides of theater production.

## **PHYSICS (PHYSIQUE) 40S – Optional I credit**

Prerequisite: Physics 30S, and one of either Pre-Calculus 30S or Applied Math 30S

A further study of kinematics and dynamics of motion are the nature of the first part of the course. Topics studied are projectile motion in two dimensions, momentum, kinetic and gravitational potential energy and circular motion.

Gravitational, electrical and magnetic fields are also explored. These topics are then applied to concepts of space exploration, low earth orbits and electromagnetic induction and medical physics. The study of electricity and electric circuits are also included in the course.

## **PRE-ENGINEERING (PRÉ-GÉNIE: TECHNOLOGIE APPLIQUÉE) 40S - Optional I credit**

In this course, students work in teams to research, design and construct a solution to open-ended engineering problems. Students apply principles developed throughout the term and are guided by the instructor. With a strong emphasis on the development of problem solving skills, students will learn how engineers apply math, science and technology to solve “Real World” challenges. The ability to use lab time wisely, to be prepared to work independently and to meet regular deadlines are important assets.

**NOTE:** A strong background in Science and Mathematics is recommended.  
\*\*This course is NOT a requirement for entry into a University-level Engineering program\*\*

## **PSYCHOLOGY (PSYCHOLOGIE) 40S – Optional I credit**

This course is the study of human behaviour which describes, explains, predicts and influences the actions of individuals. Topics to be included are behaviour, motivation, perception and consciousness, learning, thinking and intelligence. Other topics may be included as interest warrants.

### **SPANISH (ESPAGNOL) 40S – Optional I credit**

Prerequisite: Spanish 30S

This fourth year course continues to develop the spoken and written skills acquired in previous years through literary and non-literary works. Graduates of this course should be able to get along independently in a Spanish-speaking environment.

### **TOPICS & TRENDS IN BUSINESS (TENDANCES EN AFFAIRES) 40S – Optional I credit**

Prerequisite: Mathématiques 20S

This course allows students to learn tools necessary to engage in project-based learning, including business communication skills, applied business technologies and ethical and legal standards. This model allows students to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement an action plan based on their inquiry findings. This course is designed to allow students to focus on issues about which they are passionate.

### **VISUAL ART (ARTS VISUELS) 40S - Optional I credit**

Prerequisite: **Visual Art 30S**

Students in this course apply the elements and principles of design that were studied in previous years to create works of art in a variety of media. Students will learn techniques in art as well as the language of art, history of art, and cultural context of art throughout history. Alongside regular assignments, students at this level will be able to work on specific projects of their choosing. Much emphasis is placed on developing a professional attitude and product through analysis and the joy of discovering.

The course will require a fee to cover specialized supplies.

# Alternative Credit Options

## **Special Language Credit**

Students who are proficient in a language other than English, French or Spanish may be eligible to write a special language exam to obtain high school credits. Any student who is interested should contact the Student Services Department to arrange an exam to evaluate their proficiency. Typically, exams take place in the fall and spring. Based on their exam performance, students can earn up to four credits towards graduation.

## **Cadets Credit**

Cadets Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized only as additional credits beyond the minimum 30 credits required for provincial graduation. Course codes related to Cadets are listed in the department-approved section.

## **Community Service Credit**

Manitoba Education Citizenship and Youth provides a Community Service credit for high school students. Students who make a significant contribution by volunteering for organizations within the community may be eligible to earn a full credit (110 hours) or a half credit (55 hours). Students who may be interested in pursuing this credit are advised to speak to a Student Services teacher for more details.

## **Private Music Option**

The Private Music Option, in which credit is offered for studies under private teachers, may be offered for credit in grade 9 and in each year of high school. The requirements for this option have been set up by the universities and departments of education of Alberta, Saskatchewan and Manitoba, acting through the Western Board of Music.

<http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo.html>

[http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo\\_appendix.html](http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo_appendix.html)

### **Royal Winnipeg Ballet Dance Credit**

If a student is enrolled in the Professional Division at RWB, they can get a document from RWB saying that they have completed the levels listed below. Credits will then be allotted.

- Up to four credits are available for students enrolled in the Professional Division of Royal Winnipeg Ballet
- The credits have to be obtained at the RWB School
- The credits are identified as follows: 12G, 22G, 32S, 42S

# Online Courses

## Within LRSD:

The Louis Riel School Division is pleased to offer some online courses Grade 11 and 12 students during the 2025-2026 school year. Please note that there are a limited amount of seats allotted to each school.

Certain circumstances can make online courses an appropriate option for some students:

- an interest in learning through this delivery method
- course conflict
- full schedule
- course not offered at their home school
- school absence due to illness/surgery, elite athletics, etc.
- the need to change or add a course once the term has started

## What to Expect

Taking a course online is challenging and requires students to be willing to commit the same amount of time as they typically would in a face-to-face classroom environment. Past experience indicates that interested students should possess the following characteristics:

- capable of an appropriate level of independent learning
- excellent time management skills
- a willingness to contribute to discussions and to share problems and opinions online

TEAMS and Brightspace are used to deliver course content. Teachers provide students with course outlines, assignments, tests and feedback using this system and e-mail. Course content is available on the Internet at all times. Please see Student Services to inquire about the possibility of online courses.

**NOTE:** To ensure successful completion, students are strongly encouraged to participate regularly in the online course. Students are assigned a study period during their school day to work on this course.

## OTHER ONLINE OPTIONS:



<https://tmopinecreeksd.weebly.com/>

Fee per course \$350 + \$10 Processing Fee For 2024-2025



<https://www.informnet.mb.ca/>

Fee per course \$350 + \$10 Processing Fee For 2024-2025. Summer school options available.

## **Université de Saint-Boniface (USB) and the Louis Riel School Division (LRSD) Partnership**

### **Background**

The École Technique et Professionnelle (ETP) at the Université de Saint-Boniface (USB) and the Louis Riel School Division (LRSD) are partnering to offer technical and professional courses to grade 11 and 12 students for the 2025/2026 school year.

### **The objectives of the ETP (USB)-LRSD partnership:**

1. To offer the above-mentioned LRSD clientele secondary-level credits for completed technical and professional courses. These credits could then be transferable to the corresponding programs at USB's ETP for up to 5 years after high school graduation.
2. To address the shortage in bilingual personnel in the above-mentioned fields and enhance the development of the francophone communities.
3. To create a partnership between the LRSD and USB in order to maximize resources from both institutions and avoid overlap in services.
4. To encourage the targeted clientele to pursue post-secondary education in French.

### **Attendance policy of the ETP:**

The courses offered by the ETP to the LRSD clientele are at a post-secondary level and require regular attendance. Any absence exceeding 10% of classes within any one course will be reported to the principal of the student's school.

**Please see the Student Services Department for information on courses being offered in the 2025-2026 school year.**



## **Courses offered in the USB (ETP) - LRSD partnership during the 2025-2026 school year**

### **I. Aide en soins de santé (Health Care Aide)**

The program includes theory courses and a clinical practicum. A maximum of four (4) secondary-level credits are granted to students who have successfully completed the program. Students who have successfully completed the program according to the criteria of ETP (a grade of B or more in every course) and who have obtained a high school diploma will receive the *Certificat d'aide en soins de santé* (Health Care Aide Certificate) from l'Université de Saint-Boniface.

### **II. Éducation de la jeune enfance (Early Childhood Education)**

Course: *Le jeu de l'enfant*

Credits:

- secondary-level credit
- 3 credits towards the *Diplôme en éducation de la jeune enfance* granted by USB's ETP

The student who successfully completes this course and who is 18 years old or older can apply for a position as a Daycare Assistant.



MANITOBA INSTITUTE OF  
TRADES AND TECHNOLOGY

## Manitoba Institute of Trades and Technology

The Manitoba Institute of Trades and Technology (MITT) offers the latest innovations in applied, hands-on-learning, with caring instruction in a modern, well-equipped facility. Specializing in the fields of Health Care, Human Services, Information and Business Technology as well as Skilled Trades and Technology, high school students can achieve an accredited College certificate while continuing to earn credits towards high school graduation. For application process and entrance requirement information students must see their home high school counsellor as seating can be limited. **Please note: If a student chooses to pursue courses at MITT, they must do so full-time and become a student of MITT for graduation.**

**Click on the following link for the most recent updates:**

<https://mitt.ca/programs/post-secondary-programs>

## Entrance Requirements for Manitoba Post-Secondary Institutions

It is the responsibility of each student who plans to enroll in a post-secondary institution to ensure that he or she takes the specific courses required for entrance into postsecondary institutions. For specific information about these programs, the student should make an appointment with Student Services. Although specific courses are required by each faculty at the universities, the following links provide general entrance requirements.

### UNIVERSITY OF MANITOBA



For more specific information regarding requirements for admission into specific faculties, please visit the University of Manitoba website at <https://www.umanitoba.ca/admissions>

### UNIVERSITY OF WINNIPEG



Click on the following link for the most recent updates:

<https://www.uwinnipeg.ca/future-student/requirements/mb-hs-students.html>

For more specific information regarding requirements for admission into specific faculties, please visit the University of Winnipeg website at [www.uwinnipeg.ca](http://www.uwinnipeg.ca).

### RED RIVER COLLEGE POLYTECH



<https://www.rrc.ca/future-students/admission-requirements/>

For more specific information regarding requirements for admission into specific programs, please visit the Red River College website at [www.rrc.ca](http://www.rrc.ca).

## BRANDON UNIVERSITY



Click on the following link for the most recent updates:

<https://www.brandonu.ca/future-students/apply/domestic/>

For more specific information regarding requirements for admission into specific faculties, please visit the University of Brandon website at <https://www.brandonu.ca/>

## UNIVERSITÉ DE SAINT-BONIFACE



Click on the following link for the most recent updates <https://ustboniface.ca/accueil>

<https://ustboniface.ca/file/exigences-dadmission-des-programmes.pdf>

### École Technique et Professionnelle (College programs at USB)

For more specific information regarding requirements for admission into specific programs, please visit the Université de Saint-Boniface website at <https://ustboniface.ca/etp>.

**For a list of all public post-secondary education institutions in Manitoba, please refer to the Manitoba Advanced Education and Training website:**

[https://www.edu.gov.mb.ca/ald/uni\\_coll.html](https://www.edu.gov.mb.ca/ald/uni_coll.html)



## 2025-2026

The **Louis Riel Arts & Technology Centre** is an extension of the Louis Riel School Division high schools for grade 11 & 12 students. Students who choose LRATC as part of their high school studies take the majority of their grade 11 & 12 elective courses at ATC and their compulsory courses at their home school. Our students typically attend LRATC for one semester in grade 11 for Part 1 of a program and then return for another semester in grade 12 to take Part 2 of their program. Talk to your counsellor about other possible patterns.

Students register at their home school, allowing them to participate in school events and extra-curricular activities including sports, music, and student government. Hence, they still graduate high school with their classmates at their home school. In addition to their regular high school diploma and an LRATC certificate, students may earn a Technology Education high school diploma. LRATC students who hold evening or summer jobs may be eligible to obtain high school credits towards graduation and time credit towards apprenticeship training by applying for the High School Apprenticeship Program.

Students are encouraged to bring and use their own electronic devices. While at LRATC they are also encouraged to participate in intramural activities available during the lunch hour in our open gym and/or being part of our Student Leadership Council.

**See your guidance counsellor to include LRATC courses as part of your grade 11 and 12 or post-secondary plans.**

### LRATC PROGRAMS

**Academic Courses:** To assist with scheduling, LRATC students can enrol in an online academic course while at LRATC. There are five class periods in a day at LRATC and most programs require four periods except for the following programs: Building Trades and Esthetics. Academic courses are scheduled into the remaining period and include:

- English Comprehensive Focus 30S/40S
- English Transactional Focus 40S
- History 30F
- Biology 30S/40S (sem 1)
- Essential Mathematics 30S/40S
- Applied Mathematics 30S/40S
- Physical Education - English and French 30F/40F (LRSD only)

**Applied Business Management:** Designed for students with strong personal interest in business, finance, and entrepreneurship. This is a dual credit program where students can earn eight high school credits as well as six credit hours at the University of Winnipeg.

- **Skills** – working with collaborative teams, and independently, strong communication skills, financial literacy, and an interest in business and marketing ventures
- **Features** – theory, project based practical skills, working with clients, industry internship (3 weeks in part 1 & 2)
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a September and February intake**

- **University Credits** – can receive six credit hours for completion of Introduction to Business 1 (BUS-1201(3)), and Introduction to Business 2 (BUS-1201(3))

**Automotive Technology:** The Automotive Technology program is for students interested in automotive repair and prepares students for employment or further education in the automotive industry.

- **Skills** – diagnosis and repair related to basic service, MiG & gas welding, brakes, engine fundamentals & performance applications, fuel systems, chassis & drive train, and electronics
- **Features** – theory, practical lab work, on-the-job training on customer vehicles in a well-equipped shop, industry internship (4 weeks)
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a February intake**
- **Apprenticeship Manitoba** – can receive credit for Level 1 in-school technical training for the trade of Automotive Service Technician

**Baking & Pastry Arts:** This program is designed for students with interest in pastry and baking and to prepare them for employment in the food services industry, retail and commercial bakeries, pastry shops, specialty shops, corporate and health care cafeterias, cruise ships and international resorts and hotels.

For more detailed information about specific programs, see your counsellor for a brochure or call 204 237 8951.  
 website: [www.lratc.ca](http://www.lratc.ca) Facebook: [www.facebook.com/ArtsTechCentre](https://www.facebook.com/ArtsTechCentre) twitter: [@ArtsTechCentre](https://twitter.com/ArtsTechCentre)

- **Skills** – sanitation and safety procedures, bakery management, quick breads & cookies, yeast goods, wedding & occasional cake production and decorating, special pastries, chocolate, artistic show pieces
- **Features** – theory, on-the-job training in well-equipped bakery, industry internship (2 weeks in both part 1 & 2)
- **Part 1** – 4 credits  
**Part 2** – 4 credits
- **This program has a September and February intake**

**Broadcast Media:** Broadcast Media consists of the production and transmission of audio or video programming for a variety of media, including radio, television, and the internet.

- **Skills** – video, film, and audio production, multi-camera production, content editing, lighting, storyboarding, script writing, news reporting, sporting event video production
- **Features** – state-of-the-art industry-quality equipment, hands on experience with the school's online TV station – LRSD TV, industry internship (4 weeks)
- **Part 1** – 4 credits  
**Part 2** – 4 credits
- **This program has a February intake**

**Building Trades:** Designed to provide students (minimum 16 years old) with valuable on-the-job experience in one or more building construction trade(s) that may include; carpentry, concrete, bricklaying, framing, heating, plumbing, painting and cabinet-making in preparation for employment, apprenticeship or further education.

- **Skills** – theory and demonstrations focus on all aspects of residential construction including blueprints, concrete, framing, exterior coverings & roofing, interior millwork & finishing, cabinets & finish coatings, electrical, heating & air-conditioning and renovations. On-the-job skills training will vary depending on the trade chosen for industry work practicum.
- **Features** – theory & demonstrations (Mondays at ATC) and industry work practicum (Tuesday – Friday on job sites). Students are required to travel to job sites and may work in adverse conditions.
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a September and February intake**

**Culinary Arts:** The Culinary Arts program offers instruction that includes a blend of practical, theory, catering, and on-the-job training. The program will prepare students for employment locally, nationally, or internationally or for further education in the food services industry.

- **Skills** – preparation of fruits & vegetables, stocks, soups & sauces, meats, poultry, fish & seafood, baking &

pastry, nutrition, Garde manger, management, purchasing, costing, catering, and entrepreneurship

- **Features** – theory, on-the-job training in well-equipped commercial kitchen, on-site and off-site catering, industry internship (5 weeks)
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a September and February intake**
- **Manitoba Apprenticeship** – may receive credit for Level 1 in-school technical training for the trade of Cook

**Early Childhood Educator:** Designed for students with strong personal interest in early childhood education and to prepare students for employment in early learning centres. The program provides the opportunity to explore all aspects of the profession and prepare for further post-secondary education leading to the Early Childhood Educator II (ECE II) designation.

- **Skills** – development of self-regulation through guided practice, planning play-based experiences and interacting with children through play, building caring relationships with children, cultural diversity and family dynamics, human development, child and caregiver wellness professional development
- **Features** – comprehensive child development theory delivered in a teacher-led classroom environment, weekly work practicum in a childcare facility
- **Part 1** – 5 credits
- **Part 2** – 5 credits
- **This program has a February intake**

**Electrical Trades:** This program provides a strong foundation in residential and commercial wiring and variety of electrical installations. Upon completion students will be prepared to continue with apprenticeship or continue with post-secondary education.

- **Skills** – principles of electricity including relevant mathematics and physics, Canadian Electrical Code, AC/DC Circuits, residential and industrial wiring, conduit bending, armoured cable applications, blueprint reading, installation of complete systems
- **Features** – theory in a teacher-led classroom environment, hands-on practical work in a lab facility
- **Part 1** – 4 credits  
**Part 2** – 4 credits
- **This program has a February intake**
- **Apprenticeship Manitoba** – graduates can receive credit for Level 1 in-school technical training for the trade of Construction Electrician, Industrial Electrician, and Power Electrician

**Esthetics:** This program provides students with the knowledge and skills required for all aspects of Esthetics that include manicures, pedicures, hand and facial treatments.

- **Skills** – manicures, pedicures, nail extensions, nail art & nail treatments, skin treatments, make-up application and hair removal
- **Features** – theory, practice on mannequins, on-the-job training on clients in a well-equipped salon facility, skills competitions
- **Part 1** – 5 credits
- **Part 2** – 6 credits
- **This program has a February intake**
- **Apprenticeship Manitoba** – Students who successfully complete Parts 1 & 2 and pass the practical exam administered by Apprenticeship Manitoba will be eligible to enter a two-year apprenticeship, which will lead to journeyman status as an Esthetician.

**Hairstyling:** This program is designed for students with strong personal interest in hairstyling and to prepare students for employment as a hairstylist for both men and women.

- **Skills** – safety & sanitation, hair analysis, shampooing & hair cutting, waving & straightening, lightening, conditioning, hairstyling, hair coloring, beauty treatments on face and neck, wig & hairpiece service, trimming beards & mustaches, makeup, manicures on natural nails and salon management
- **Features** – theory, practice on mannequins, on-the-job training on clients in a well-equipped salon facility, industry internship (1 week), hairstyling competitions
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **Part 3** – 4 credits
- **This program has a September and February intake**
- **Apprenticeship Manitoba** – successful students will be eligible to enter a two-year apprenticeship in a salon, which will lead to red seal journeyman status as a Hairstylist. Students may be eligible to begin a paid apprenticeship while enrolled in the program

**Information Systems:** Designed for students with strong personal interest in computer repair and networking and to prepare students for employment in the installation and maintenance of computer hardware, software, and network infrastructure. ATC is part of the Cisco Academy Program.

- **Skills** – software, hardware and networking fundamentals and troubleshooting, security and forensic techniques, network gaming and optimization, router programming, home and small business networking solutions.
- **Features** – theory, on-the-job training on clients' computers, industry internship (4 weeks)
- **Part 1** – 4 credits

- **Part 2** – 4 credits
- **This program has a February intake**
- **External Industry Certification** – students completing Part 1 can write the CompTIA A+ Computer Repair Technician exam. In Part 2, students may also choose to write the CompTIA Net+ Network Technician exam. Students may also be eligible to write the Cisco CCENT\_ Cisco Certified Entry Network Technician exam (extra fees apply).

**New Media Design:** This program will expose students to different aspects of the New Media Industry through participation in the workflow of designing and developing an online presence. This program provides a solid foundation for students considering a career in website development, computer programming, digital media design, game design and development or other information technology fields whether through direct employment, self-employment or further study at university or Red River College.

- **Skills** – HTML, CSS, Java Script, PHP, website creation and maintenance using Dreamweaver, web layouts and graphics using Photoshop and Animate, Unity & Action Script, database concepts, business concepts including SEO and social media, and project management.
- **Features** – web project for a business client (4 months), online portfolio development
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a February intake**
- **Articulation:** LRATC's New Media Design program may be recognized as the equivalent of the Digital Media Design year 1 program at RRC, when the student is pursuing the Interaction Design and Development stream.

**Plumbing Trades:** Designed for students with strong personal interest in the piping and plumbing industry and to prepare students for employment, apprenticeship, or further post-secondary education.

- **Skills** – workplace safety, tool use and maintenance, piping material storage and assembly, construction code education and application, piping installation, venting system installation, water distribution installation, fixture installations, plumbing system installations
- **Features** – State-of-the-art learning facility and lab, industry internship (4 weeks)
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a February intake**
- **Apprenticeship Manitoba** – can receive credit for Level 1 in-school technical training for the trade of Plumber.

# High School Apprenticeship Program (HSAP) Available in LRSD High Schools

**HSAP** allows Louis Riel School Division students, while attending their home high school or ATC, to earn up to eight grade 12 credits and up to 880 hours of on-the-job training towards continued apprenticeship training after graduation. Depending on school timetable, students may be able to do paid work during the day, evening, or weekend. Summer work can count too. Students must work a minimum of 110 hours towards apprenticeship in any of the designated trades and obtain a grade of 70% or higher on their evaluation to be eligible to receive one credit. ATC students who register for HSAP can combine their on-the-job hours earned in an ATC program with hours earned through HSAP for a significant start on apprenticeship.

- **Skills** – on-the-job skills in over 40 trades consistent with Apprenticeship Manitoba guidelines for training
- **Features** – a way to make your part-time job count and earn grade 12 credits towards graduation, allows you to begin apprenticeship while in school, you get paid to learn
- **Prerequisites** – high school students must have a complete Grade 10; students must be at least 16 years old
- **Student's Responsibilities** – to enter the HSAP program the student:
  - finds an employer willing and able to train an apprentice
  - contacts the LRSD apprenticeship teacher
  - works with school to ensure an appropriate timetable is possible

Once accepted into the HSAP program, the student:

- arranges travel to and from work
- maintains all in-school studies and a 70% mark in on-the-job training
- informs the employer of any absences
- reports regularly all hours worked to the LRSD apprenticeship teacher
- **How to Register** – students may see Mr. Darry Stevens, Louis Riel School Division HSAP Teacher, at their home school or contact him by phone at 204-792-4816. More information about HSAP is available online at <http://www.lratc.ca>
- **Qualifying Trades**

## INDUSTRIAL

- Electric Motor System Technician
- Industrial Electrician
- Industrial Instrument Mechanic
- Machinist
- CNC Machinist
- Power Electrician
- Rig Technician
- Tool and Die Maker
- Water and Wastewater Technician
- Welder

## TRANSPORTATION

- Agricultural Equipment Technician
- Aircraft Maintenance Journeyman
- Automotive Painter
- Automotive Service Technician
- Diesel Engine Mechanic
- Gas Turbine and Overhaul Technician
- Heavy Duty Equipment Mechanic
- Marine & Outdoor Power Equipment Technician
- Motor Vehicle Body Repairer
- Railway Car Technician
- Recreational Vehicle Service Technician
- Transport Trailer Technician
- Truck & Transport Mechanic

## CONSTRUCTION

- Boilermaker
- Bricklayer
- Cabinetmaker
- Carpenter
- Concrete Finisher
- Construction Craft Worker (Labourer)
- Construction Electrician
- Crane & Hoist Equipment Operator
- Glazier
- Industrial Mechanic (millwright)
- Mobile Crane Operator
- Boom Truck Hoist Operator
- Tower Crane Operator
- Power Generation and Transmission Boom Truck Hoist Operator
- Gasfitter
- Domestic Gasfitter
- Floor Covering Installer
- Insulator (Heat & Frost)
- Ironworker
- Lather (Interior Systems Mechanic)
- Landscape Horticulturalist
- Painter & Decorator
- Plumber
- Refrigeration & Air Conditioning Mechanic
- Rig Technician
- Roofer
- Sheet Metal Worker
- Sloped Roofer

- Sprinkler System Installer
- Steamfitter-Pipefitter

## SERVICE

- Cook
- Electrologist
- Esthetician
- Hairstylist
- Parts Person
- Pork Production Technician