

# PROSPECTUS

2026-2027



DIVISION SCOLAIRE

**LOUIS RIEL**  
SCHOOL DIVISION

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# PROSPECTUS

## Bienvenue au CJS ~ Welcome to CJS

Ce prospectus vous servira de guide dans les choix de cours que vous aurez à faire. En faisant vos choix de cours, nous vous encourageons de consulter de près vos parents, les enseignants et Services aux élèves. Nous vous suggérons de choisir vos cours selon vos habiletés, vos aptitudes, vos intérêts, ainsi que vos plans futurs.

Notre mission est de vous aider à continuer votre apprentissage en français tout au long de votre vie et à devenir des citoyens respectueux et responsables. Notre devise reflète la mission que nous nous sommes donnée : *les racines de l'avenir*.

Le Collège Jeanne-Sauvé fera tout son possible pour vous donner l'occasion d'atteindre votre potentiel et de viser l'excellence par l'intermédiaire d'une variété d'expériences d'apprentissage, et ce, en encourageant l'indépendance, le respect et la responsabilité d'être bon citoyen, en promouvant les aptitudes nécessaires pour apprendre tout au long de votre vie, et en améliorant l'apprentissage du français.

*Sharad Srivastava, Directeur*

*Jennifer Boudreau-Allan, Directrice adjointe*

*Jacqueline Chan, Directrice adjointe*

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Welcome to Collège Jeanne-Sauvé, a Grade 9 to 12 French Immersion high school. Our immersion program provides students with opportunities to reach their potential and strive for excellence while further enhancing their French language learning.

We are proud of our academic and extracurricular programs that prepare students well for life-long learning. At CJS, we provide our students with learning experiences that enable them to grow academically, socially, and emotionally so that they become responsible members of our society.

In addition to the traditional academic courses, we deliver a variety of programs such as Music, Fine Arts, Spanish, \* Information Technologies, Theatre and Art. All these programs are taught in the French language.

Our commitment to offering a rich learning experience to all students extends beyond the classroom walls. Students are encouraged to actively contribute to our school culture through extra-curricular

activities in athletics, media productions, music, fine arts, theatre, student leadership and volunteer work.

With the help of their parents or guardians, student services teachers, and classroom teachers, we encourage students to use this Prospectus as a reference to choose the program of studies best suited to their abilities, aptitudes, interests and future.

As a final note to students, keep in mind that your high school years are very important as they open the door to the future. Students who have the most satisfying senior years have one thing in common, a positive attitude!

*Sharad Srivastava, Directeur*

*Jennifer Boudreau-Allan, Directrice adjointe*

*Jacqueline Chan, Directrice adjointe*

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**Please visit the “About Us” tab on our school website at: <https://www.lrsd.net/CJS>**



## **Mission ~ Mission**

Notre mission est d'outiller nos élèves pour qu'ils deviennent des apprenants à vie et pour qu'ils réalisent leur potentiel en tant que citoyens responsables et indépendants.

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Our mission is to empower students to become lifelong learners and to realize their potential as resourceful and responsible citizens.

## **Vision ~ Vision**

Le Collège Jeanne-Sauvé offre des occasions à tous ses élèves de réaliser leur potentiel et de poursuivre l'excellence par l'entremise de diverses expériences enrichissantes qui:

- promeuvent l'indépendance, le respect et la citoyenneté,
- développent des habiletés qui facilitent l'apprentissage à vie,
- développent des habiletés linguistiques dans les deux langues officielles.

Le Collège Jeanne-Sauvé offre une ambiance collaborative afin que ses élèves puissent s'épanouir dans un milieu sécuritaire et chaleureux.

Conformément aux principes de l'énoncé de mission, les élèves s'engagent à faire un effort conscient et appliqué dans tout ce qui est entrepris en s'engageant à:

- améliorer leurs compétences langagières dans les deux langues officielles,
- se comporter comme citoyens respectueux et responsables conformément au code de vie.

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Collège Jeanne-Sauvé strives to provide students with opportunities to reach their potential and seek excellence through various learning experiences while:

- promoting independence, respect, and good citizenship,
- nurturing the skills necessary for lifelong learning,
- enhancing their skills in both official languages.

Collège Jeanne-Sauvé provides a collaborative atmosphere so that our students have the opportunity to grow in a safe, open and caring environment.

In keeping with the mission statement, CJS students are committed to making a conscientious and diligent effort in all of their endeavors by:

- demonstrating a commitment to improving their language skills in both official languages,
- behaving as responsible and respectful citizens as per the Code of Conduct.

## **Mon engagement ~ My Commitment**

Compte tenu de la mission du Collège Jeanne-Sauvé, je désire bien assumer les responsabilités et l'engagement qui en découlent. C'est pourquoi je m'engage à:

- respecter le code de vie du Collège Jeanne-Sauvé,
- fournir un plein rendement dans mes cours et dans mes activités parascolaires,
- respecter la politique d'assiduité en étant assidu aux cours et aux
- activités dans lesquels je m'engage,
- respecter la mission langagière de notre école.

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In keeping with our mission statement, I am committed to doing my very best to meet the following expectations. I shall:

- behave in a responsible manner in agreement with school rules and Collège Jeanne-Sauvé's Code of Conduct,
- make a conscientious and diligent effort in my course work and extracurricular activities,
- attend my scheduled classes and extracurricular activities punctually and regularly,
- demonstrate a commitment to using and perfecting the French language.

# EXPECTATIONS AND OBLIGATIONS

## Behaviour Code

### Respect for Self

As a student at Collège Jeanne-Sauvé, you will be treated with dignity and respect. As you strive for success in all the areas of your student life, remember that the respect you have for yourself shows in your commitment to behaving responsibly, speaking courteously, dressing appropriately, and working diligently.

### Respect for Others

You share this school with many other people. You are expected to help it function effectively by treating both your fellow students and all staff members with courtesy and respect through the display of a positive attitude and the use of language that is always appropriate. Meeting these expectations will help you achieve your goals.

### Respect for Rules and Policies

As a student at CJS, you have the right to a positive learning environment so that you can achieve your educational goals. Rules and policies have been developed by the school and the trustees of the school division to ensure that the learning climate gives each student such opportunities.

You are expected to respect school rules and divisional policies. In doing so, you are showing respect for your rights and the rights of your fellow students to learn in an atmosphere which is positive and orderly.

### Respect for Property

Please treat the building and its contents with care so that those who follow you will enjoy the same quality of opportunity as you do now. It is your responsibility to care for and return all learning materials which are loaned to you by the school. You are also expected to show consideration for others by ensuring that the building and the grounds remain clean and tidy.

### Classroom Responsibilities

At Collège Jeanne Sauvé, students and teachers work together and alongside each other to maximize the learning experience. You'll find that the greatest level of success will come when you arrive on time, attend your classes regularly, and show engagement in the learning opportunities with which you are presented. Learning is an active process comprised of strong study habits and positive behavior. By being an active participant in your learning experience at CJS, you will be in a great position to achieve your academic goals.

## **Out-of-Class Responsibilities**

Your out-of-class behavior should also reflect your classroom expectations. Whether you are enjoying free time, are on a field trip or on a tour, doing a research project, or participating in an athletic or music event, you are a representative of Collège Jeanne-Sauvé, and your behavior should always bring credit to yourself and to the school.

### **Use of Free Time**

You are expected to use your free time constructively and, in a way, that ensures that you do not impede others from achieving their goals. The library is available for homework and study. A quiet atmosphere for study or individual work is required in the school library. Out of consideration for classes in progress, students at CJS must conduct themselves in a respectful manner during their free time.

### **Personal Belongings**

Unfortunately, each year we experience a certain number of thefts at CJS. Theft at our school is primarily a crime of opportunity: a purse left unattended in the change room, a backpack left in a hallway, or a binder left in the cafeteria. Many students own cell phones, laptops, AirPods, etc. We do not assume any responsibility should they become lost or stolen. Students are encouraged not to leave valuables in any unsecured location.

### **Lockers**

CJS provides lockers for the convenience of students. Students are also provided with a combination lock and receive their combination once they have assumed responsibility for the condition of the locker and for its contents. At the end of the school year, students must return their assigned combination lock to the office. **Failure to do so will result in a \$15.00 fee that will be charged to the student account.** Students are advised not to keep valuables and money in their lockers. School lockers may be subject to inspection.

# Code of Conduct

## We believe that...

Effective learning and teaching occur best in a positive school climate where students behave appropriately. Respect and responsibility are the foundation of proper conduct.

Teachers and other adults have an ongoing responsibility to prepare students for their role as citizens and to model these attributes in their daily interactions with students. Students and staff need to demonstrate the importance of respect for themselves, others, and property.

Students must:

- behave responsibly.
- be respectful to self and others.
- show concern for and tolerance of others.

Our goal is for students to achieve self-discipline. Our expectations revolve around these two beliefs of respect and responsibility. These powerful words guide a standard of behavior at our school.

## Respect and Responsibility

Students are expected to:

- demonstrate respect for the rights, roles and responsibilities of other students and staff.
- demonstrate respect for the school and the property of others.
- adhere to school policies respecting appropriate use of email and the Internet, including the prohibition of materials that the school has determined to be objectionable.
- attend school regularly.
- be punctual.
- follow guidelines for appropriate school attire.
- ensure that all assignments and tests demonstrate academic honesty.

School staff play a critical role by modeling respect for and support of the above expectations.

Staff will intervene when students:

- use profanity (including language and/or gestures).
- are disrespectful.
- do not maintain academic integrity – plagiarism, cheating, etc.
- utter threats.
- are disruptive and interfere with the learning of others.

Students are referred to the administration when the following occurs:

- fighting and/or assault on an employee or another student
- threats to staff members and/or other students
- weapons on the school grounds (including school buses and bus stops)
- serious damage to property – this includes fires that are set on school property.
- chronic behaviour problems
- stealing
- smoking/vaping on school property
- leaving class or school without permission
- plagiarism or cheating

As outlined by the Manitoba Public Schools Act, the following actions are unacceptable and will result in immediate referral to the administration:

- bullying, or abusing physically, sexually or psychologically (orally, in writing or otherwise) any person
- discriminating based on any characteristic set out of subsection 9(2) of The Human Rights Code
- using, possessing or being under the influence of alcohol or illicit drugs at school

The following will not be tolerated on school site and will result in immediate referral to the administration:

- possessing a weapon, as "weapon" is defined in Section 2 of the Criminal Code (Canada)

Interventions, including disciplinary consequences for violating the Code of Conduct, in all situations are intended to preserve the dignity and self-worth of all involved in the disciplinary action.

Interventions/consequences may include: counselling, formal conference, temporary withdrawal from the classroom, removal of privileges, detention, restitution, clinician referral, performance contract, police involvement, and out-of-school suspension.

# POLICIES AND PROCEDURES

## Academic Responsibility

In order to help our students develop skills to take them forward beyond our school, students must take ownership for their own academic growth. Students can also expect help and guidance from their classroom teachers. Teachers are responsible for ensuring that due dates for assignments are clearly established and that students are informed of these dates in advance.

- When exceptional circumstances arise, a student can approach a teacher to negotiate an alternate due date for an assignment.
- If the established due date is not respected, the student may:
  - Be required to stay after school hours to complete the assignment in question.
  - Lose the privilege of their spare(s) until the assignment is submitted.
  - Lose the privilege of participating in extracurricular activities until the assignment is submitted.
  - Be required to spend their class time in the office until the assignment is submitted if it is more than a week overdue.

## Academic Honesty

When students learn, apply, demonstrate and articulate their own knowledge, their own skills related to creativity, critical thinking, collaboration, communication, citizenship and connection to self become richer. Additionally, students gain a greater sense of pride in their learning and teachers are better able to assess and facilitate student growth. This is also consistent with the Department of Education's Framework for Learning.

Our practices related to academic honesty also align with the [Government of Manitoba's Provincial Assessment Policy](#). In essence, students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own ideas and work and that cheating, unauthorized collaboration and plagiarism will not be tolerated.

Consequently, passing off another source's ideas and work as their own as well as submitting the same work in more than one course is unacceptable. This includes the inappropriate use of technology such as Artificial Intelligence (AI) or translators.

As a division, we continue to work and respond to the ever-evolving nature of technology's impact on students' original work.

When a teacher determines that an assignment is in fact not work demonstrating a student's own knowledge, they will be required to redo the assignment under staff supervision and potentially beyond their class time. Consequences of plagiarism or the inappropriate use of technology can cover the range of outcomes including academic penalties, informing parents/guardians, documentation in provincial report cards, loss of privileges at school, or more.

Teachers will consider the nature of the assignment, the age and maturity of the student, previous history of infractions, the individual circumstances of the student, and the potential impact of the consequences on subsequent learning and motivation when deciding consequences. Often, decisions will be made in consultation with administration and there will be efforts to be consistent, all the while considering individual factors. Whatever the consequence, students should complete the work in an honest way.

## **Attendance Policy**

Regular attendance and punctuality are keys to a student's academic success, as there is a direct relationship between regular, punctual attendance and success in school. In addition to academic success, regular school attendance has positive impacts on mental health and well-being and social development. Punctuality, attendance, and reliability are essential values. Tardiness and irregular attendance cause valuable learning time to be lost.

**Parents must notify the school if a student will be late or absent for a class either by using the Safe Arrival app or by email.**

**All emails regarding absences for anticipated reasons should be sent to [cis.office@lrsd.net](mailto:cis.office@lrsd.net).**

Please read the attendance policy and expectations listed below:

- Parents will notify the school before 9:00 am on the day of the absence, should a student miss a class for any reason.
- Students who will be absent from school for an extended period must submit a Student Leave of Absence Notification form prior to their departure (see below).
- All absences incurred due to school organized activities (outings, committees, teams, etc.) are justified at the school level.
- Please note that absences due to suspension will be included as an explained absence in the total number of absences.

## **Illness**

- Students who become ill during school hours are asked to report to the Administration Office and inform the secretary, who will telephone parents/guardians before the student can leave the building. In the event that no home contact can be made, the student will be looked after at the school.

## **Safe Arrival**

Safe Arrival is a system that makes reporting student absences easier and faster. It can be accessed 24/7 through an app, website, or toll-free number. Please visit this site to learn how to use Safe Arrival:

<https://www.lrsd.net/how-to-create-school-messenger-account-to-use-safe-arrival-report-child-absences>.

- All families are encouraged to use Safe Arrival. This system allows us to confirm absences immediately and automatically notify you by email if your young person is marked absent. If you receive an e-mail judged to be an error, please call the school and contact the teacher to clarify the situation so that accurate data is entered in the information systems.
- Safe Arrival is built for all grade levels (K-12) and therefore, some of the terms around periods/blocks are different than terms we use at high school. The following table shows

the equivalent times:

| Block                | Safe Arrival Period |
|----------------------|---------------------|
| A                    | 2                   |
| B                    | 3                   |
| C                    | 4                   |
| Lunch                | 5                   |
| D                    | 6                   |
| E                    | 7                   |
| After school courses | 8                   |

### Student Extended Leaves

Over the years, we have had a variety of requests from parents regarding extended leaves during the school year to accommodate family trips.

As your child is in high school and part of a semester system, their absence from school for an extended period (1-2 weeks) will have an adverse effect on their learning. It is also unrealistic to expect teachers to “pre-teach” or “re-teach” everything that a student misses due to absences. Therefore, **all students who plan an extended absence must complete the “Student Leave of Absence Notification” form** prior to departure.

This form ensures that all absences are identified well in advance and places the responsibility of missed assignments and learning on the student. A great deal of learning occurs in the classroom and simply cannot be replicated later. Although we can appreciate the value of travel and the importance of family time, we continue to encourage you to do so within the dates set aside for school holidays.

### Change of Address

Please inform the office of any changes of address, telephone number, workplace information or email address which may occur during the year.

### Responsible and Respectful Use of Technology

At Collège Jeanne-Sauvé, we recognize the educational potential of technology in a school setting. Students are expected to bring their own device to school with all necessary accessories as part of the 21<sup>st</sup> century Learning Initiative.

We encourage the responsible use of technology for our students, all the while recognizing how balancing access to technology allows for greater focus in the classrooms with both content and peers. Our practices align with divisional policies as well as ministerial directives aimed at reducing classroom

distractions and minimizing the harmful effects of social media and online platforms. Additionally, we respect provincial guidelines around the use of cell phones and wearable technology.

School office staff will facilitate communication between students and their parents/guardians during emergencies.

Students and staff must follow all terms of Policy IJNDC – Internet and Information Systems Use: Staff and Students and seek consent before photographing or recording others' voices or images.

CJS is a bring-your-own-device (BYOD) school, with laptops being the primary source of technology used in the classroom. Cell phones may be used as a learning or teaching tool in exceptional circumstances, such as adaptations. Cell phone use is at the discretion of the team working with the student (student services, administration, teacher, EA). Cell phones should never be a distraction to individual students or staff at any time.

- During class time, students will store the phone in their backpack, locker or place in a bin under the care of the teacher.
- Photos or videotaping are prohibited at all times unless permission has been granted beforehand. Students must adhere to LRSD's Internet and Systems Acceptable Use Agreement at all times, even when using personal devices (laptops or cell phones) at school.

Staff members will serve as positive role models of digital citizenship and play an important role toward educating students to use technology in responsible and respectful ways. Teachers will clearly communicate their expectations regarding technology use in the classroom or in any other school setting (such as the library or on field trips). If necessary, the school administration will be consulted, and parents will be contacted in order to ensure that these expectations are followed and that students continue to develop responsible use of technology. In cases of continuous inappropriate use of technology, disciplinary measures, as defined by the school Code of Conduct and divisional policy, will be imposed.

### **Computers and Internet Access**

As with other LRSD high schools, CJS is a Bring Your Own Device (BYOD) school. Students can access computers in various areas of the school. All students must complete the Internet and Systems User Agreement and have it signed by a parent or guardian. If a family needs assistance in getting a device, please contact administration ([cjs.admin@lrsd.net](mailto:cjs.admin@lrsd.net)) and we will see how we can assist.

### **Dress Code**

Collège Jeanne-Sauvé has adopted a dress code policy that reflects our belief that school is a workplace. Students should be dressed in a modest and respectful manner as they would in any other workplace. Therefore, the following standards for appropriate attire have been established:

- Staff will intervene when students are wearing clothing that is unsuitable for the learning environment. This could include clothing that is unsafe; language or graphics that encourages the consumption or use of alcohol or drugs, as well as messaging which is obscene or discriminatory. Students will be expected to change.

## **Drugs and Alcohol**

A student who is under the influence of alcohol or drugs at school or while participating in any school activity, will be subject to discipline. Possession of and/or trafficking of illegal drugs are criminal offences. As per Divisional guidelines, in addition to other consequences, the Winnipeg Police Service may also be contacted.

## **Vaping / Smoking**

CJS is a smoke-free school, therefore smoking, chewing tobacco or vaping on school property is not permitted at any time. Students found to be in possession of vaping and tobacco products on school property will have these products confiscated and may be suspended from school.

Divisional policy: [LRSD Divisional Policy ADC - SCHOOLS/WORKPLACES FREE OF TOBACCO](#)

City of Winnipeg bylaw and list of infractions: [City of Winnipeg bylaw](#)

# Student Supports

## Student Services

The Student Services Team at Collège Jeanne-Sauvé is committed to working together with teachers, parents, and students to provide the best learning environment to meet the needs of our community.

## Philosophy of Inclusion

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members.

The **CJS Student Services teachers** will assist students with:

- Academic support (including transitioning into high school)
- Monitoring Individual Educational Plans (IEPs)
- Course selection and/or requirements
- Connecting to divisional and/or community services/supports
- Personal and career development
- Post-secondary information

## Clinical Services – Divisional

When students find themselves struggling, either academically, emotionally or socially, it is possible to solicit the assistance of divisional specialists at any time during the school year. The LRSD Clinical Services Unit provides students with professional support by way of social workers, psychologists, occupational therapists, physiotherapists as well as speech and hearing specialists. With the CJS Student Services team, these specialists effectively collaborate to assess and develop a plan that will best meet the students' needs.

## Our Student Clubs and Committees

**Students are encouraged to join different committees during their high school experience to learn new skills that they may not learn in a classroom. Clubs and committees provide students the opportunity to expand their thinking and interest and encourage their personal development through communication and exploration. Here are a few:**

### Humanitaires en herbe d'UNESCO

UNESCO schools are laboratories of ideas that focus on inclusive, innovative, quality education. Sound practices promote UNESCO values inside and outside school and work to share them with others. The Network empowers groups of school participants to take on active roles locally and globally to resolve global challenges and contribute proactively to a more just, peaceful, inclusive, secure, and sustainable world. Collège Jeanne-Sauvé is one of the 70 schools in Canada belonging to the Associated Schools Network thereby making a commitment to support UNESCO's ideals through five pillars of learning and four themes of study.

Pillars of Learning:

- Learning to live together.
- Learning to be.
- Learning to do.
- Learning to know.
- Learning to transform oneself and society.

Themes of Study:

- Inter-cultural learning.
- Peace and human rights.
- Education for sustainable development.
- ASPnet and UN priorities.

### Indigenous Youth Leadership

LRSD's Indigenous Youth Leadership program focuses on bringing together Indigenous Youth from across the division to build relationships, foster a sense of belonging and collective voice, and provide authentic cultural, language, and land-based learning opportunities for Indigenous students in LRSD. At CJS, members represent the school in divisional activities throughout the school year, help support all our Indigenous students, and educate our school communities in the process of reconciliation with our Indigenous peoples.

## **CJS BIPOC et allié.e.s**

This student group aims to create an inclusive environment for Black, Indigenous, Students of Colour as well as their allies. We aim to promote equity, diversity and inclusion within our school and celebrate the successes of the aforementioned communities.

Our activities involve planning school events like Black History Month and Asian Heritage Month. Students also take part in events around the city and field trips that explore diversity in our larger community. We seek to foster connections with BIPOC individuals from our community to open dialogue that allows us to listen and uphold the greater interests of these students.

## **Aidants naturels**

Aidants naturels is comprised of grade 10, 11 and 12 students who have been identified by their peers as natural helpers. Students receive basic training in peer counseling which allows them to better understand and assist others. Aidants naturels members undertake different roles in the school; participate in various workshops, attend conferences, and initiate projects that benefit the entire student population. Recent themes have included maintaining a balanced lifestyle, encouraging resiliency and promoting positive relationships.

## **CJS Game**

Enter the immersive world of gaming with CJS Game, the video game club, where pixels meet passion! Our club is a haven for gamers of all stripes, from casual players to competitive enthusiasts. Whether you're into strategy, adventure, sports, or indie gems, there's a community waiting for you.

CJS Game is more than just a place to play—it's a space for collaboration, creativity, and camaraderie. Members can participate in school-based tournaments as well as online eSports leagues for titles such as Super Smash Bros. Ultimate, Mario Kart 8 Deluxe, and Rocket League. Whether you're teaming up for a raid, testing your skills in a tournament, or learning the basics of game development, there's always something exciting happening in our club.

Beyond the screen, the CJS Game fosters a sense of community and belonging, where students can forge friendships, build teamwork skills, and celebrate their shared passion for gaming. Through events, discussions, and outreach activities, our club strives to promote inclusivity, sportsmanship, and a positive gaming culture within the school community. Join us at CJS Game to level up your gaming experience while making memories and friendships that will last a lifetime. Get ready to press start and embark on an epic journey filled with fun, friendship, and endless adventures!

## CJS Tabletop

Welcome to CJS Tabletop, the tabletop gaming club where dice rolls and strategic moves take center stage! Our club is a gathering place for students who love the thrill of tabletop gaming, from classic board games to strategic card games to immersive role-playing adventures. CJS Tabletop is for everyone from seasoned dungeon masters to newcomers eager to roll their first characters.

At CJS Tabletop, students come together to explore a world of endless possibilities, where imagination and strategy reign supreme. From intense battles of wits in strategy board games to epic storytelling quests in tabletop role-playing games (RPGs), our club offers a diverse array of gaming experiences to suit every interest and skill level. CJS Tabletop is also a place where friendships are forged, creativity flourishes, and memories are made. Members can embark on epic adventures, solve challenging puzzles, and collaborate with fellow gamers to overcome obstacles and achieve victory.

Our Tabletop club fosters a welcoming and inclusive community where students can share their passion for gaming in a supportive and respectful environment. Join us at CJS Tabletop to embark on an unforgettable journey filled with excitement, laughter, and camaraderie. Whether you're conquering kingdoms, solving mysteries, or forging alliances, there's always a new adventure waiting to be discovered at our tables!

## Gender-Sexuality Alliance (GSA)

The Gender-Sexuality Alliance (GSA) is a safe and inclusive space for all students regardless of their gender identity or sexual orientation. Our club provides a supportive environment where members can openly express themselves, explore their identities, and engage in meaningful discussions about 2SLGBTQ+ (two-spirit, lesbian, gay, bisexual, transgender, queer/questioning, and others) issues.

What We Do:

- **Community Building:** We foster a sense of belonging and acceptance by organizing social events, group activities, and supportive discussions. Whether you're 2SLGBTQ+ or an ally, everyone is welcome to join us in building a strong and supportive community.
- **Education and Awareness:** We strive to raise awareness about 2SLGBTQ+ issues, promote acceptance, and combat stereotypes and discrimination. Through workshops, presentations, and guest speakers, we provide educational opportunities to learn about different identities, experiences, and perspectives.
- **Advocacy and Activism:** As advocates for equality and social justice, we work to create positive change within our school and beyond. From advocating for 2SLGBTQ+-inclusive policies and resources to participating in community events and campaigns, we empower members to become active agents of change.
- **Support and Resources:** We offer support to 2SLGBTQ+ students and allies who may be navigating challenges related to their identities. Whether you're seeking advice, resources, or just a listening ear, our club provides a supportive network where you can find understanding and acceptance.

Whether you're looking for support, education, advocacy, or just a welcoming community, the Gender-Sexuality Alliance (GSA) is here for you. Join us in celebrating diversity, promoting acceptance, and creating positive change!

## ÉcOlympiens

This group works under the supervision of a staff member and plays an active leadership role in the exploration of concepts and ideas related to environmental topics.

**...and many others such as *Club de japonais*, *Club de sciences & mathématiques*, *Club de lecture*, *Impro* and *Club de journalisme*... just to name a few!**

## Our Sports Program

The Collège Jeanne-Sauvé student athlete is expected to prioritize their academic responsibilities. All students who participate in any interscholastic activity become ambassadors of Collège Jeanne-Sauvé. Student athletes dedicate themselves to displaying sportsmanship on and off the court.

Collège Jeanne-Sauvé takes pride in offering a variety of sports. Our school is a member of the Manitoba High School Athletic Association and is classified as an AAAA school. Our teams participate in the South-Central Athletic Conference (SCAC) provincial Zone 2. We believe in providing a safe and inclusive environment for all athletes. We also encourage students to be active and adopt a healthy lifestyle. Announcements regarding tryout dates are communicated through our daily announcements and through social media.

Students are invited to participate in the following SCAC (MHSAA) sports:

- **Golf** (September – please note tryouts are held in June)
- **Cross Country** (September – October)
- **Volleyball** (September – November)
- **Curling** (October – February)
- **Basketball** (December – March)
- **Badminton** (March – May)
- **Fast pitch** (April – June)
- **Soccer** (April – June)
- **Track and Field** (May – June)

Other sports that may be offered (but are not affiliated with the SCAC) are:

- **Water Polo** (September – December)
- **Hockey** (September – March)
- **Indoor Soccer** (October-March)
- **Indoor Track and Field** (December - February)
- **Beach volleyball** (May- one tournament)
- **Ringette** (May – one tournament)
- **Rugby** (April – June)
- **Ultimate** (Fall and/or Spring)
- **Lacrosse** (Spring)



## Recognition of your success

### French Immersion Diploma

Students graduating from Collège Jeanne-Sauvé receive a French Immersion High School Diploma. Our students should be very proud of their high school diploma as it is a tangible demonstration of their commitment to and successful completion of the French Immersion program. Students are to be commended for achieving their educational goals while completing all of their studies in an additional language!

### Scholarship and Bursaries

To access CJS's list of bursaries, scholarships and other post- secondary information, please go to <https://www.lrsd.net/schools/CJS> and click on the "graduating class" link. The list consists of:

- awards, bursaries, and scholarships for which students can apply (many of which are awarded at the convocation ceremony in June)
- outside sources for awards, bursaries, scholarships, and financial aid including internet links
- details for university and college entrance awards: USB, RRC, U of M, U of W, MITT and the LRSD ATC
- information for apprenticeship programs

### Please Note:

Students are encouraged to consult Student Services teachers for information related to their specific interests and to actively participate in the various career / education sessions available throughout the high school years.

Community service and volunteerism are assets when students are being considered for awards, bursaries and scholarships.

We are currently in the process of conducting a review to reassess and redefine the ways we acknowledge and celebrate student success. Our goal is to develop a more holistic and inclusive approach to recognize a diverse range of activities, achievements, and skills.

# SCHOOL SCHEDULE AND GENERAL COURSE INFORMATION

## School schedule

CJS offers a semester schedule. There are five 70-minute periods per day and 5-minute transitions between classes. Some music classes are taught before 8:30, during the lunch period, and after 3:45. We follow the 6-day school cycle.

**Regular School Day Schedule**

| Class Times | Day 1                    | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|-------------|--------------------------|-------|-------|-------|-------|-------|
| 8:30-9:40   | A                        | A     | A     | A     | A     | A     |
| 9:40-9:45   | Transition               |       |       |       |       |       |
| 9:45-10:55  | B                        | B     | B     | B     | B     | B     |
| 10:55-11:00 | Transition               |       |       |       |       |       |
| 11:00-12:10 | C                        | C     | C     | C     | C     | C     |
| 12:10-12:15 | Transition to lunch      |       |       |       |       |       |
| 12:15-1:15  | <b>Lunch</b>             |       |       |       |       |       |
| 1:15-2:25   | D                        | D     | D     | D     | D     | D     |
| 2:25-2:30   | Transition               |       |       |       |       |       |
| 2:30-3:40   | E                        | E     | E     | E     | E     | E     |
| 3:40-3:45   | Transition to end of day |       |       |       |       |       |
| 3:45        | <b>End of day</b>        |       |       |       |       |       |

**Midweek Networking Schedule (Wednesdays)**

| Class Times | Day 1                    | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 |
|-------------|--------------------------|-------|-------|-------|-------|-------|
| 9:45-10:40  | A                        | A     | A     | A     | A     | A     |
| 10:40-10:45 | Transition               |       |       |       |       |       |
| 10:45-11:40 | B                        | B     | B     | B     | B     | B     |
| 11:40-11:45 | Transition               |       |       |       |       |       |
| 11:45-12:40 | C                        | C     | C     | C     | C     | C     |
| 12:40-12:45 | Transition to lunch      |       |       |       |       |       |
| 12:45-1:45  | <b>Lunch</b>             |       |       |       |       |       |
| 1:45-2:40   | D                        | D     | D     | D     | D     | D     |
| 2:40-2:45   | Transition               |       |       |       |       |       |
| 2:45-3:40   | E                        | E     | E     | E     | E     | E     |
| 3:40-3:45   | Transition to end of day |       |       |       |       |       |
| 3:45        | <b>End of day</b>        |       |       |       |       |       |

### Early Dismissal Schedule

| Class Times | Day 1    | Day 2    | Day 3    | Day 4                    | Day 5    | Day 6    |
|-------------|----------|----------|----------|--------------------------|----------|----------|
| 8:30-9:25   | <b>A</b> | <b>A</b> | <b>A</b> | <b>A</b>                 | <b>A</b> | <b>A</b> |
| 9:25-9:30   |          |          |          | Transition               |          |          |
| 9:30-10:25  | <b>B</b> | <b>B</b> | <b>B</b> | <b>B</b>                 | <b>B</b> | <b>B</b> |
| 10:25-10:30 |          |          |          | Transition               |          |          |
| 10:30-11:25 | <b>C</b> | <b>C</b> | <b>C</b> | <b>C</b>                 | <b>C</b> | <b>C</b> |
| 11:25-11:30 |          |          |          | Transition to lunch      |          |          |
| 11:30-12:30 |          |          |          | <b>Lunch</b>             |          |          |
| 12:30-1:25  | <b>D</b> | <b>D</b> | <b>D</b> | <b>D</b>                 | <b>D</b> | <b>D</b> |
| 1:25-1:30   |          |          |          | Transition               |          |          |
| 1:30-2:25   | <b>E</b> | <b>E</b> | <b>E</b> | <b>E</b>                 | <b>E</b> | <b>E</b> |
| 2:25-2:30   |          |          |          | Transition to end of day |          |          |
| 2:30        |          |          |          | <b>End of day</b>        |          |          |

### Evaluation

Our school year is divided into two semesters. Students should choose courses that will not limit future career choices while being realistic about personal commitment and motivation. Therefore, before selecting courses, consider the following 2 points:

- Did you achieve a clear and solid pass (understanding) in your subjects in the previous year?
- Are you prepared to do the work required in the courses you have chosen?

At the beginning of each semester, students receive a course outline which identifies grade distribution. Each course requires a certain number of obligatory summative assignments to be submitted. These assignments must be completed in a timely manner and are weighed in determining the final grade for the course. These assignments will be clearly identified by the teacher and students will be provided with the necessary time to complete them. A final grade for the course will be withheld until such time as students submit all critical summative assignments, satisfactorily meeting the evaluative criteria for each assignment.

### Assessment

“Student assessment supports student learning and then, when the learning time is over, evaluates what individuals know, can do, and can articulate” (Herbst & Davies, 2014). These words are at the foundation of assessment at CJS. The goal of a classroom assessment plan is to show the student’s evidence of learning from multiple sources such as daily work, assignments, projects, and tests amongst others. Each course requires a certain number of obligatory summative assignments as evidence of student learning as well as formative assignments when students are practicing new skills and acquiring new learning. 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 criteria.

Throughout the semester, teachers, students, and parents/guardians form a learning team that communicates with each other not only at formal times (ex. report cards and parent-teacher conferences) but also as the need arises throughout the semester via email or phone calls. As this is a partnership, teachers will be communicating throughout the semester with you, and we encourage you to do the same should you have any questions or concerns.

### **Test and assignment retakes**

The philosophy of retakes is that they are a privilege not a right. Therefore, this privilege is only given at the discretion of the teacher who will consider the following factors: effort, attitude and the difficulty of the element in question. To be eligible for a retake, students must demonstrate that they have earned the right. Students can attend remedial classes, do extra research, discuss with the teacher, and work in Student services as examples of demonstrating the desire to improve their academic results.

## The Credit System and Graduation Requirements

In Manitoba, a student must successfully complete a minimum of 30 credits to graduate. This includes 21 compulsory credits and a minimum of 9 electives.

### What is a credit?

A credit is defined by the Department of Education as a course of study undertaken in approximately 110 hours of instruction and earned by a student through successful completion of that course of study. A total of 30 credits is the minimum requirement for graduation from a four- year high school program. These credits must include compulsory credits.

| GRADE 9  | GRADE 10   | GRADE 11   | GRADE 12  |
|--|--|--|---|
| 6 compulsory credits   | 6 compulsory credits   | 5 compulsory credits   | 4 compulsory credits  |
| Français Arts<br>Langagiers -<br>Immersion<br>1                                  | Français Arts<br>Langagiers -<br>Immersion<br>1  | Français Arts<br>Langagiers -<br>Immersion<br>1  | Français Arts<br>Langagiers -<br>Immersion<br>1   |
| English Language<br>Arts - Immersion<br>1  | English Language<br>Arts - Immersion<br>1  | English Language<br>Arts –<br>Comprehensive or<br>Literary Focus<br>1                        | English Language<br>Arts –<br>Comprehensive or<br>Literary Focus<br>1                                 |
| Mathematics<br>1   | Mathematics<br>1   | Mathematics<br>1   | Mathematics<br>1  |
| Canada in the<br>Contemporary<br>World<br>1                                      | Geographic Issues<br>of the 21 <sup>st</sup> Century<br>1                                    | History of Canada<br>1   | Physical Education<br>1   |
| Science<br>1   | Science<br>1   | Physical Education<br>1  | Two additional<br>Grade 12 credits  |
| Physical Education<br>1  | Physical Education<br>1  |  |   |
| Options (3)  | Options (2)  | Options (2)  | Options (2)   |
|  | *A student may take a<br>third option provided the<br>school can accommodate<br>the request. | *A student may take a<br>third option provided the<br>school can accommodate<br>the request. | The school will attempt<br>to schedule the student<br>for as many options as<br>required to graduate. |
| 9 credits  | 8 credits  | 7 credits  | 6 credits   |
| <b>A student must successfully complete a minimum of 30 credits to graduate.</b> |  |  |   |

# How to Understand Course Codes

## Course Numbering

The numbering system is made up of three characters, the first and second being numerals and the third a letter. The first character represents the grade level, the second the origin of development, and the third the level of difficulty or specialization.

### FIRST CHARACTER

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

### SECOND CHARACTER

- 0 – Developed/approved by Manitoba Education, Citizenship and Youth for 1 or more credits.
- 5 – Developed/approved by Manitoba Education, Citizenship and Youth for  $\frac{1}{2}$  credit
- 1 – Developed by the School or Division including Self-Initiated Projects for  $\frac{1}{2}$  or more credits
- 2 – Advanced placement courses or private music options.

### THIRD CHARACTER

- 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: courses for which curriculum has been modified to take into account the capabilities of students with special needs.
- U University-based: post-secondary courses that can be recognized for dual credit at the Grade 12 level and also for the first year of university.

### EXAMPLE

*Social Studies 10G* – Grade 9, general course, developed by the Department for 1 credit.

*Introduction to Applied & Pre-Calculus Mathematics 20S* – Grade 10, specialized course developed by Manitoba Education, Citizenship and Youth, leading to further studies at the post-secondary level.

**We try to offer a variety of options for our students in order to provide a well-rounded high school experience. However, it is possible that certain options will not be offered if there is insufficient interest at the time of registration.**

## ARTS DRAMATIQUES (THÉÂTRE)

At CJS we strongly believe that an arts education provides balance in the overall school curriculum by developing many "other" ways of knowing, and by enhancing understanding of our cultures and ourselves.

### Arts dramatiques (Théâtre) 10S

This course is an introduction to theatre: the vocabulary of theatre, the origins of theatre conventions, and an introduction to acting. Students will learn the basic principles of this art form and will practice their theatre skills by presenting short dialogues, monologues, and various skits. Improvisational skills will also be developed, and we will explore the unique format of the French-Canadian improvisation competition. Through class activities, group work, and individual presentations, students will build confidence, teamwork, and participation skills. This course provides a strong steppingstone and appreciation for the various other clubs and activities offered at CJS such as the Festival Théâtre Jeunesse theatre competition, the school improvisation team, and musical theatre.

### Arts dramatiques (Théâtre) 20S

Students will continue to work on their acting skills, more specifically on voice, movement, and scene study. Students will develop strategies for building characters. They will continue to work on their theatrical improvisational skills. This course will also allow the students to develop their French language skills through the creative writing of individual or group scripts for theatre. They will examine the structural elements of a script, how to choose a subject, characters, and conflict. Through the study of different forms of dialogues and monologues, students will begin by writing short scenes.

### Arts dramatiques (Théâtre) 30S/40S

This course offers an in-depth study of the stage actor while providing opportunities to explore a variety of roles involved in theatre productions, such as writing, directing, and technical design. Students will delve into the drama between the lines, master dramatic pauses, and discover the importance of subtext for character development. Building on these skills, students will study the structural elements of a script and develop more complex characters, focusing on internal conflicts and exploring the psychological nuances of their roles. Students will also have the chance to take on leadership roles in theatre production, such as costume design, lighting design, sound design, and other behind-the-scenes responsibilities. This hands-on approach encourages creativity and collaboration. As a culminating project, students will collaborate to create and present a thirty-minute play, working together as a class collective to bring their ideas to life. It is possible that grade levels will be combined based on enrollment.

## ARTS VISUELS

**The arts contribute to the development of creativity, expression, cognition, confidence, and hope. Aesthetic education enriches our quality of life and is critical in maintaining a vibrant and healthy culture.**

An art kit with the following items will be available for purchase at wholesale price at the beginning of each semester.

|   |                                       |
|---|---------------------------------------|
| <i>Sketchbook (Strathmore 9 x 12; 50 pages)</i> | <i>Sharpies (Fine and Ultra-fine)</i> |
| <i>Pencils (HB, 2B, 4B, 6B)</i>                 | <i>Blending Stomp</i>                 |
| <i>White Eraser</i>                             | <i>Coloured Pencil Crayons</i>        |
| <i>Grey Kneaded Eraser</i>                      | <i>Black Bag</i>                      |

### Arts visuels 10S

The Art 10S program is designed to provide students with a foundational understanding of art, introducing them to a wide range of materials and techniques such as pencil, pastels, watercolour, ceramics, acrylic paint, pencil crayon, ink, and collage. Students will learn the basics of artmaking, including composition, colour theory, and other fundamental concepts that serve as the building blocks for developing their artistic skills. Through hands-on exploration, they will gain the tools needed to express their ideas creatively.

### Arts visuels 20S

The Arts visuels 20S program builds on the foundational skills developed in Grade 9, offering students the opportunity to refine their abilities with a range of materials. Students will explore various art forms, including surrealist portraiture, ceramics, contemporary still life, value drawing, natural forms, and architectural perspective. Through these assignments, students will enhance their perceptual and technical abilities in both two- and three-dimensional design. The course fosters creativity and critical thinking, helping students create more sophisticated and personal expressions within their artworks.

### Arts visuels 30S

The Arts visuels 30S program extends what was initiated in Arts visuels 20S, with an emphasis on developing a personal artistic style. Students will focus on more conceptual themes such as environmentalism, mental health and resilience, independent ceramics study, multimedia and contemporary art. With a solid technical background in various art materials, students will now concentrate on refining their skills in their preferred media and create original artworks. The course encourages critical thinking, as students research and explore these themes, integrating meaning and personal expression into their work.

## **Arts visuels 40S**

The Arts visuels 40S program builds on previous years, allowing students to refine their technical skills and explore complex thematic projects such as self-portraiture, graffiti and public art, surrealism, multimedia art, and art activism. Students will create original works with communicative intent, developing a personal style and expressing their ideas and opinions visually. The course emphasizes the role of art in reflecting and responding to the world, helping students understand how art can create a sense of agency and meaning. The goal is to help students become true artists, developing their artistic voice while exploring the broader role of art in society and developing their art portfolio.

## **ARTS INDUSTRIELS/ÉTUDES TECHNOLOGIQUES**

**CJS students interested in continuing their studies in Industrial Arts can select from the following courses.**

### **Pré-génie 10G**

This course is designed to use Project Based Learning as the instructional model. Students will be involved in problem-solving investigations and other engaging tasks that allow them to work in groups and/or individually to solve open-ended engineering problems. They will design, build and test solutions they have planned and constructed. Students will be taught all required manufacturing skills, and how to safely utilize the equipment in the lab. Students should have the ability to meet deadlines and to work independently and cooperatively with others.

Students will learn:

- Lab safety
- All required manufacturing skills in order to solve problems.
- Basic engineering principles
- Design process
- To solve challenges in a variety of engineering disciplines (e.g., mechanical, environmental, geological, and electrical)

### **Pré-génie 20G**

*Prerequisite: Pré-génie 10G*

Building on the foundational skills developed in Grade 9, students will continue to explore and develop their interests in the area of engineering. As with Year 1, this course is designed to use Project Based Learning as the instructional model. Students will be involved in problem-solving investigations and other engaging tasks that allow them to work in groups and/or individually to solve open-ended engineering problems. They will design, build, and test solutions they have planned and constructed. Students will be taught all required manufacturing skills, and how to safely utilize the equipment in the lab. Students should have the ability to meet deadlines and to work independently and cooperatively with others.

## Pré-génie et études technologiques 30G

Prerequisite: Pré-génie 20G

Students will continue to refine their problem solving and manufacturing skills through project-based learning. Careers in engineering will be explored through hands-on projects using the engineering design process. Students will learn to professionally research, plan, develop, build, and test designs like an engineer. Using math, science, and technology students will develop ideas for open ended solutions. The ability to self-motivate, use time wisely, meet regular deadlines and learn independently are assets to this course.

Topics discussed:

- Career exploration
- Engineering by Design
- Design Software Applications
- Civil Engineering.
- Electrical Engineering
- Manufacturing Engineering
- Mechanical Engineering
- Environmental Engineering

## DÉVELOPPEMENT DE CARRIÈRE

**Career development is an important piece of transition to adulthood and the workplace. Students will be invited to explore career possibilities through the lens of their skills, interests, and competencies.**

## Vie-travail – Exploration 10S

In this course, students are given learning opportunities to get to know themselves better through identifying and developing their strengths, skills, and abilities. They will develop connections between school and the skillsets required for the workforce through career exploration and experiential learning. Students will work to develop critical thinking, decision making, and problem-solving skills; citizenship and social responsibility; entrepreneurial thinking; and financial literacy.

## ÉCOLOGIE HUMAINE

## Arts textiles et design 10S

Primarily a “hands-on” approach to clothing and textiles, this course introduces students to the basics of sewing while encouraging them to reflect on how personal choices in clothing and textiles can influence others and the world around them. Students will explore topics such as material use and waste, fast fashion, and the environmental and social impacts of the textile industry. Within the framework of specific requirements, students will be able to choose practical projects aligned with their interests. Basic materials will be provided.

## **Études de la famille 20S**

This course explores the concept of family and the complexity of family life, including the responsibilities and challenges of being a parent, as well as the realities of adolescence and the difficulties that can accompany this stage of life. Students examine human reproduction and discuss the responsibilities and consequences associated with intimacy. The course then focuses on prenatal development, different possibilities for prenatal care such as midwifery or care provided by an obstetrician-gynecologist, birthing, birth interventions, and the skills required to care for an infant. Once students have learned the fundamentals of infant care, they are given the opportunity to parent an electronic simulator baby for a weekend. There is no prerequisite for this course.

## **Arts textiles et design 20S**

Students will use a knowledge of textiles and sewing skills while continuing to explore clothing waste, fast fashion, and how personal choices impact the environment. This course emphasizes developing more advanced sewing techniques and learning how to upcycle materials, allowing students to take their skills and understanding to a higher level. Through practical projects, students will reflect on sustainability, material use, and responsible consumption. Basic materials will be provided. There is no prerequisite for this course.

## **Arts textiles et design 30S**

Students will examine the world of textile fabrics. Using an experimental approach, they will discover fabric qualities and design elements that ensure wise choices in clothing, household, and industry-related textile purchases. Practical projects allow students to further their skills in the use of textiles in the use of textiles in areas such as interior decorating. Basic materials will be supplied in class. There is no prerequisite for this course.

## **Études de la famille 40S**

Family Studies 40S aspires 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. There is no prerequisite for this course.

# ÉDUCATION PHYSIQUE/ÉDUCATION À LA SANTÉ

## The Foundation Years – Grade 9 & 10

### Éducation physique et éducation à la santé 10F

The grade 9 physical education course is comprised of a variety of movement and fitness units. The basis of the course is to select and refine the movement skills that are required for adapting and applying them to individual and dual games or sports, group and team-type activities and alternative pursuit activities. Some of the skills that will be covered are as follows:

- transport skills – i.e.: running, jumping, etc.
- manipulation skills – i.e.: overhand throwing, underhand throwing, striking, bouncing, etc.
- balance abilities – i.e.: static balance, dynamic balance

Students will also strive to identify similarities and/or differences between characteristics of basic movement skills to thus describe how movement skill patterns transfer from one activity to another.

The health curriculum and fitness unit is an integral part of the program. The fitness unit will consist of demonstrating the use of heart- rate monitoring to compare exertion levels in different activities and identifying types of strength and stretching exercises, among other fitness topics. Students will also study the following health topics:

- human sexuality
- personal safety
- mental health
- substance use and abuse

### Éducation physique et éducation à la santé 20F

The grade 10 physical education course is comprised of compulsory and optional units of study. The health curriculum is an integral part of the program. Students will study nutrition and substance use and first aid. Students will be able to choose from a wide variety of optional physical education units. Some of these activities will require a fee. Please refer to the list below.

Compulsory Units: Health, First Aid & CPR (\$30.00)

Optional Units may include:

|                      |                   |                               |
|----------------------|-------------------|-------------------------------|
| Aerobics             | Winter activities | Downhill Skiing (\$50 - \$75) |
| Badminton            | Softball          | Floor Hockey                  |
| Beach Volleyball     | Team Handball     | Indoor Soccer                 |
| Cross Country Skiing | Volleyball        | Racquet Sports                |
| Flag Football        | Archery           | Soccer                        |
| Golf (\$10 - \$15)   | Basketball        | Table Tennis                  |
| Low Organized Games  | Broomball         | Touch Rugby                   |
| Skating              | Cycling           | Circus                        |

## **The Specialty Years – Grade 11 & 12**

**Please note:** Students will be asked to indicate their top three (3) choices on their course selection from. As shown below, there are various options available for each grade level. It is possible that certain options will not be offered if there is insufficient interest at the time of registration.

These compulsory full-credit courses are designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal fitness planning. These topics will make up the core 25% IN-class component of every course.

As part of earning a credit for these courses, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

### **Note for parents/guardians:**

Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision.

Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.

## **Académie de sports 30F**

This course is designed for students who wish to pursue and develop their personal potential and knowledge in their preferred sport. The In- class component of the course will be devoted to personal fitness training, substance use and abuse and the social impact of sport.

Students will be required to develop and implement a personal fitness plan and a physical activity plan as part of a physical activity practicum.

## **Éducation physique pour filles (Conditionnement physique pour filles) 30F**

This course consists of topics and activities related to health, fitness, and wellness issues relevant to young women. Students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum.

Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen. Students will also be required to participate in a variety of activities. Fees may be charged to cover the cost of certain activities.

## **Plein air 30F**

The objectives of this course are to provide students with the knowledge and skills to participate in a variety of outdoor pursuits. The course will combine theoretical and practical components. Potential

units are wilderness survival, snow shoeing, camping, cross-country ski touring, canoeing, mountain biking, hiking, orienteering, rock climbing. Students will be required to participate in activities outside of school hours and will be assessed fees to cover activity costs.

Participants may be required to obtain equipment for various activities.

### **Général 30F**

This course will focus on developing and maintaining physical fitness and healthy lifestyle choices. Students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen. Students will participate in a wide range of activities that will enhance their ability to make informed choices regarding their overall personal wellness. Fees may be assessed to cover the cost of certain activities.

### **Entraînement personnel 30F**

This course is designed as an introduction to personal fitness management. Students will learn the skills and techniques necessary to help develop and maintain their own personal fitness. Students will participate in activities to develop physical strength and endurance, cardiovascular endurance, and flexibility. Students may be required to participate in activities outside of school hours and may be assessed a fee to cover activity costs. Students will also be required to develop and implement a personal physical activity plan as part of a physical activity practicum.

### **Poursuite récréative (Sports et loisirs) 40F**

This course includes a variety of physical education activities, fitness and health while also exploring a variety of recreational activities available within our community. These include indoor activities (such as bowling, pickleball, curling, virtual active games, and wall climbing) and outdoor activities (such as downhill and cross-country skiing, tobogganing, golf, lawn bowling, fishing, walks, and dragon boating). Occasionally, activities may take place outside of school hours. Fees may be applied to cover a portion of activity costs. Students will also be required to develop and implement a personal physical activity plan as part of a physical activity practicum.

### **Général 40F**

This course will focus on developing and maintaining physical fitness and healthy lifestyle choices. Students will participate in a wide range of activities that will enhance their ability to make informed choices regarding their overall personal wellness. Fees may be assessed to cover the cost of certain activities.

## **Entraînement personnel 40F**

This course is designed for students who wish to develop and pursue a personalized fitness program or sports specific program. The emphasis will be on the development and implementation of different exercise routines that are safe, ethical and contribute to health-related fitness goals.

Students will also be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum.

## **Académie de sports 40F**

This course is designed for students who wish to pursue and develop their personal potential and knowledge in their preferred sport. The in-class component of the course will be devoted to human anatomy, muscle structure and function, prevention and care of injuries and sports nutrition. Students will be required to develop and implement a personal fitness plan and a physical activity plan as part of a physical activity practicum.

## **Éducation physique pour filles 40F**

This course consists of topics and activities related to health, fitness, and wellness issues relevant to young women. Students will be required to participate in a variety of activities and develop and implement a personal physical activity plan. Fees may be charged to cover the cost of certain activities.

# **ENGLISH LANGUAGE ARTS - IMMERSION**

## **The Foundation Years – Grade 9 & 10**

The foundation years are intended to provide learners with access to a core curriculum with common essential learning.

Grade 9 and 10 English stresses the basic program objectives in order to:

- explore thoughts, ideas, feelings, and experiences;
- comprehend and respond personally and critically to oral, literary, and media sources;
- manage ideas and information;
- enhance the clarity and artistry of communication;
- celebrate and build community

## **English Language Arts 10F**

Grade 9 English examines the program objectives listed above.

The course will offer students a broad range of language experiences using a wide variety of literary and transactional sources. Students will build on their foundational communication skills by reading, writing, speaking, representing, and reflecting in response to a variety of texts both aesthetic and informative.

## **English Language Arts 20F**

*Prerequisite: English 10F*

Grade 10 English stresses the increasing complexities of the program objectives outlined above. To prepare for increasing course specialization, studies will foster a greater awareness of language in various contexts (i.e., the purpose of shaping the message to suit the audience).

### **The Specialization Years – Grade 11 & 12**

The specialization years are intended to provide learners with access to a variety of curricula to allow them to prepare most effectively for their post-secondary goals and for their future in an increasingly complex society.

All Grade 11 and 12 students may choose any one of the following courses: both with a difference in focus.

**Please note:** The two course offerings in Grades 11 and 12 are of approximately equal difficulty; however, the skill activities students do in class will be, for the most part, different, even if the thematic unit is similar. Note that both courses satisfy post-secondary entrance requirements.

Students may choose either of the course offerings in Grade 11 (Comprehensive focus 30S or Literary focus 30S) and subsequently change their course focus in Grade 12. Their Grade 11 focus choice does not pre-determine their Grade 12 choice.

### **English Language Arts – Comprehensive focus 30S**

*Prerequisite: English 20F*

Students will develop a deeper understanding of language, literature, and means of communication by examining and responding to a wide variety of literary and transactional sources. As an example, in a dystopian unit, students might write a comparative essay highlighting the differences between a novel and its film adaptation. Students will examine and create work with a roughly 50% transactional (informative, persuasive) emphasis, and a roughly 50% literary (expressive, creative) emphasis.

### **English Language Arts – Literary focus 30S**

*Prerequisite: English 20F*

Students explore meaningful and relevant themes presented in literature. They will also develop their own creative writing skills. The acquisition of analysis skills and research skills will also be included. As an example, in a dystopian unit, students might write a short story set in a fictional society to show their understanding of the genre. Students will examine and create work with a roughly 30% transactional (informative, persuasive) emphasis, and a roughly 70% literary (expressive, creative) emphasis.

## **English Language Arts – Comprehensive focus 40S**

Prerequisite: *ELA Comprehensive focus 30S or ELA Literary focus 30S*

This course will offer students a broad range of reading and language experiences (non-fiction literature, drama, poetry, documentary films, etc.). Students will refine their analysis skills and develop an awareness of how different texts express ideas and convey meaning. Students will examine and create work with a roughly 50% transactional emphasis, and a roughly 50% literary emphasis.

**Please note:** There is a provincial test for this course.

## **English Language Arts – Literary focus 40S**

Prerequisite: *ELA Comprehensive focus 30S or ELA Literary focus 30S*

Students will have the opportunity to explore meaningful and relevant themes presented in literature. They can expect to refine their creative writing skills and learn to express main ideas through various forms. Students will also begin to learn various formatting guidelines to refine their academic writing skills in preparation for post-secondary studies. Literary texts including plays, poetry, novels, and films will be explored with a focus on analysis and critical thinking skills. Students will examine and create work with a roughly 30% transactional emphasis, and a roughly 70% literary emphasis.

**Please note:** There is a provincial test for this course.

## **ESPAGNOL**

**Would you like to be able to communicate in another language by the time you graduate? It is possible at CJS! Your years of French language experience will help you learn Spanish more quickly than you think.**

**Throughout all four years of Spanish at CJS, speaking, listening, reading, and writing Spanish has its rewards. Many students are already conversing fluently by the end of their second year. All engaged students who continue with Spanish through Grade 12 can converse with native speakers by the end of their fourth year.**

### **Espagnol 10F**

This course is an introduction to one of the most widely spoken languages in the world and could be considered a *kindergarten for teens*. Students are taught basic concepts such as the Spanish alphabet, greetings, how to introduce oneself to others, the names of classroom objects and school subjects, numbers, adjectives to describe people, family, the calendar, how to tell time, as well as the weather, clothing, and daily activities. Various strategies are used to enable students to develop their auditory and reading comprehension skills as well as the ability to speak and write in Spanish.

As early as possible, classes are conducted exclusively in Spanish. Various media and interactive websites are used to help develop listening and speaking. Students are encouraged to speak the language as much as possible, and they will participate in short oral presentations in class. Since this is a

first-year course, an effort is made to use vocabulary which is common to both Latin America and Spain. Students will create cultural art projects with teachers and Spanish-speaking guests.

## **Espagnol 20F**

*Prerequisite: Espagnol 10F*

There is a strong cultural component to the second-year course. Students will be given the opportunity to learn about the food, music, festivals, films, and dance of Latin America and Spain. Spanish-speaking guests may present information about their traditions and cultural celebrations. They will develop their speaking skills through group presentations, both in class and through video productions related to themes such as the daily routine, sports, parts of the house and preparing a recipe in a cooking show.

## **Espagnol 30S**

*Prerequisite: Espagnol 20F*

Students in the 30S course continue to develop their speaking fluency through a wide variety of small-group conversations, role-playing, presentations, and games. Students will create children's books to be shared with Spanish elementary students in Winnipeg. Students will explore a variety of topics, such as nature, travel in Latin America, and Latin music. There is more use of news sources which are intended for native speakers, so students are challenged to learn about current events while at the same time developing their listening skills. We also view films and series from Spanish-speaking countries and delve into Latin American short stories. Students continue to review themes from Grades 9 and 10 and improve their abilities to describe events in the past and future tenses.

## **Espagnol 40S**

*Prerequisite: Espagnol 30S*

The Grade 12 Spanish course solidifies learning across the four years through review of past themes while incorporating new cultural content. Students will continue to develop their speaking fluency through a wide variety of small-group conversations, role-playing, and games. Students will learn about Latin American people of influence, current events, social issues, and unique customs in Spanish-speaking countries. Latin American texts such as short stories, songs, poetry, and films will be explored throughout the course.

## **FRANÇAIS ARTS LANGAGIERS - IMMERSION**

**The main objective of the Senior High Français program is to enable students to further develop their French language skills in the areas of listening, speaking, reading, writing, viewing, and representing. Emphasis is placed on communication in various real-life situations.**

### [The Foundation Years – Grade 9 & 10](#)

## **Français Arts Langagiers 10F**

This course is designed to develop language proficiency in French. Students will study novels, songs, poems, newspaper articles and other forms of literature. Films and other video elements are included in the course. We will emphasize the improvement of oral fluency and the use of everyday vocabulary. Oral and written communication exercises will enable the students to enhance their vocabulary and acquire a better understanding of grammatical concepts.

## **Français Arts Langagiers 20F**

*Prerequisite: Français 10F*

The main objective of this course is to enable students to further develop and enhance language proficiency in French through the study of literary and non-literary works, such as novel studies, television series, articles, and fables. Students will do an in-depth study of short stories where they will have the opportunity to read, analyze and write their own story while developing a conflict and finding a resolution. Many grammatical concepts will be reviewed, and new ones will be taught. Students will be challenged and enabled to acquire a better understanding of the complexities of the French language, to broaden their vocabulary, and learn to appreciate another culture.

### **The Specialization Years – Grade 11 & 12**

## **Français Arts Langagiers 30S**

*Prerequisite: Français 20F*

The main objective of this course is to enable students to further develop and enhance language proficiency in French through the study of literary and non-literary works, such as films, novels, plays and articles. Students will learn to analyze, and critique various themes presented in class, and they will learn to present their ideas through written format and oral format. The improvement of grammar skills will be emphasized through written and oral work. Students will be presented with many useful tools in order to improve their self-editing skills when writing.

## **Français Arts Langagiers 40S**

*Prerequisite: Français 30S*

In this final year of high school French, student writings will focus on the argumentative essay and on how to convince various audiences on their point of view with tone and style. A variety of oral and written activities allow students to give their opinion and experiment with various strategies in authentic communication settings. Students will have the opportunity to strengthen their reading skills through literary circles, analyzing various articles and participating in reading partnerships with younger students. Many grammatical concepts will be reviewed and new more complex concepts will be taught. Students will work on becoming autonomous in their editing skills.

**Please note:** There is a provincial test for this course.

### **Optional Credit**

#### **Français 1007-1009 (1.0 Highschool credit – 42U)**

Prerequisite: Français 40S

Grammar is given a primary focus throughout daily activities, weekly assignments, and evaluations. Students will obtain 6 university credits and 1 high school credit. The objective of this course is to improve French writing skills and to experience the structure of a university course. This course is strongly recommended for students planning to attend l'Université de Saint-Boniface.

*\*\*Please read additional details under the section “Postsecondary courses available for Grade 12 students”*

### **JAPONAIS**

**Start your journey into an exciting new language! This program is perfect for beginners and a great first step toward global communication and understanding. Learning a third or fourth language opens doors to new cultures, enhances communication skills, and boosts cognitive abilities like problem solving and multitasking.**

#### **Introduction au japonais 10G**

This course introduces students to the basics of the Japanese language and culture, focusing on building core skills in speaking, listening, reading, and writing. Students will learn essential grammar, vocabulary, and writing systems, including hiragana, katakana, and basic kanji.

Students will work towards fluency by learning basic greetings and everyday expressions. By constructing simple sentences and questions, students will also develop conversational skills using real-life scenarios.

In addition to language learning, the course explores elements of traditional and modern Japanese culture, such as holidays, etiquette, and daily life, providing an understanding of the language in context.

### **MATHÉMATIQUES**

**The Senior High mathematics program is varied as interests, capabilities, and needs of individuals differ considerably. For some students, a thorough understanding of mathematics is necessary for what they plan to do in the future; for others, a general knowledge of the basic concepts and skills is sufficient. Student interests, learning styles, course content, teacher feedback, and learning behaviors should be considered when determining the choice of course.**

#### **Mathématiques 10F**

Grade 9 Mathematics (10F) is a foundation course to prepare students for multiple pathways in Grades 10 to 12. The acquired knowledge in this introductory course will help the students select their future mathematics courses. Students will be expected to complete daily assignments in order to master

concepts presented in class. Topics studied include number sense, exponents, polynomials, linear relations and geometry. Problem solving is emphasized in all units.

**Please note:** This course requires a scientific calculator.

### **Mathématiques de transition 10F**

This remedial course does not replace Mathématiques 10F. The goal of this optional course is to prepare students to successfully meet the expectations of the Mathématiques 10F course. Several topics from the middle years' curriculum will be reviewed.

**Please note:** This course may be recommended by the grade 8 mathematics teacher.

### **Specialization Years - Grade 10**

#### **Introduction aux mathématiques appliquées et pré-calcul 20S**

Prerequisite: Mathématiques 10F

Students who are considering this course **should have achieved a mark of 70% and above in Grade 9 mathematics**. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. The topics studied, such as algebraic reasoning, understanding functions and manipulating equations, form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-calculus Mathematics.

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. Please note that this course is strongly recommended for physique 30S and chimie 30S.

#### **Mathématiques au quotidien 20S**

Prerequisite: Mathématiques 10F

Although grade 10 essential Mathematics (20S) is intended for students whose post- secondary planning does not include a focus on mathematics and science- related fields, it does satisfy requirements for post-secondary education. Grade 10 Essential Mathematics (20S) is a course emphasizing problem solving, decision making and spatial sense.

Students develop valuable knowledge and skills that will allow them to make informed decisions as they become independent citizens. The Essentials curriculum addresses personal financial management, career exploration, analysis of games, as well as more traditional topics such as trigonometry and 2-D geometry.

**Please note:** This course requires a scientific calculator.

### Optional Credit

## Éducation en commerce appliqué – Finances personnelles 20S

Prerequisite: Grade 9 mathematics (recommended for students not enrolled in Essential Mathematics)

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. The topics covered engage the student to recognize the workforce they are entering. They will be asked to consider future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. This is an optional course and does not satisfy the grade 10 Math requirement.

### Specialization Years - Grade 11 & 12

#### Mathématiques appliquées 30S

Prerequisite: *Introduction aux mathématiques appliquées et pré-calcul 20S*

This course 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.

The primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations. Students will make regular use of their device. Graphing software, spreadsheets, and other computer software will be used by students for mathematical explorations, modeling, and problem solving.

#### Mathématiques au quotidien 30S

Prerequisite : *any Mathématiques 20S*

Essential Mathematics 30S emphasizes consumer applications, problem-solving, decision making as well as number understanding and use. This course does not satisfy requirements for post-secondary education.

Students are expected to work both individually and in small groups on mathematical concepts and skills encountered and used in a technological society. The curriculum addresses the following units: managing money, relations and patterns, trigonometry, 3-D geometry and statistics.

#### Mathématiques pré-calcul 30S

Prerequisite: *Introduction aux Mathématiques appliqués et pré-calcul 20S*

Students who are considering registering for this course **should have achieved a mark of 70% and above in Grade 10 *Introduction aux Mathématiques appliqués et pré-calcul 20S***. The Pre-Calculus Mathematics 30S curriculum comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by cumulative exercises and testing. Students can expect regular homework to further their learning of the course's mathematical concepts.

Many of the questions and problems on exercises, tests, and examinations can be expected to be different from those presented in class.

## **Mathématiques appliquées 40S**

Prerequisite: Mathématiques appliquées 30S or Mathématiques pré-calcul 30S

Applied Mathematics 40S emphasizes collaborative explorations, probable inferences, and the testing of solutions. Students are required to complete exercises and assignments. Every effort is made to ensure relevance through the use of practical and applied problem-solving with regular use of students' devices. Spreadsheets, graphing software and other computer programs will be used by students for mathematical explorations, modeling, and problem solving.

**Please note:** There is a provincial test for this course.

## **Mathématiques au quotidien 40S**

Prerequisite : any Mathématiques 30S

Essential Mathematics 40S is a course whose main objective is to ensure that students gain sufficient knowledge and skills in mathematics so that they may better understand issues in a technological society as well as in their own lives. Students will have the opportunity to develop their cooperative, interactive and communicative skills required for future careers and as active citizens. The units of study for this course will include home finances, geometry and trigonometry, statistics, and precision measurement. Essential Mathematics satisfies requirements for post-secondary entry.

**Please note:** There is a provincial test for this course.

## **Mathématiques pré-calcul 40S**

Prerequisite: Mathématiques pré-calcul 30S

Students that are considering this course **should have achieved a mark of 70% and above in Grade 11**

**Pre-calculus.** The Pre-Calculus Mathematics 40S curriculum comprises primarily a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by assignments and testing. Students can expect regular homework to further their learning of the course's mathematical concepts. Many questions on assignments, quizzes and tests can be expected to challenge the students and to improve their problem-solving skills.

**Please note:** There is a provincial test for this course.

### **Optional Credit**

#### **Éducation en commerce appliqué – Thèmes et tendances en affaires 40S**

Prerequisite: Mathématiques 20S

This course's focus is on learning and applying 21st Century Skills by leading an inquiry-based learning project. This inquiry will enable students to develop their business communication skills, apply business technologies, and describe 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 a business plan based on their inquiry findings. This is an optional course and does not satisfy the grade 11 or 12 Math requirement.

### **MUSIQUE**

**Learning through the arts enables students to rely on imaginative and creative processes. It also promotes open-ended, non-linear thinking, and encourages understanding and feelings mediated through the senses. It requires openness to new ideas, connections, and new ways of seeing - a spirit of inquiry and exploration that leads to independent learning. Our music community at CJS is built on mutual respect and working towards a common goal.**

***Please note: If a student is renting an instrument owned by the school, an annual rental fee will be collected in the fall.***

- **Percussion instruments - \$60.00**
- **Wind instruments - \$120.00**
- **Musical theatre course fee - \$65.00**

#### **Chorale 10S, 20S, 30S and 40S**

The Choral Music course is designed for students who have an interest in learning music through singing. It is not mandatory to have previous singing experience; however, knowledge in music theory and/or music reading skills is beneficial. In this course, students will learn the fundamentals of being a choral musician through the performance of various styles of choral repertoire. There will be a variety of performance opportunities within the school and in the wider community.

#### **Ensemble à vents 10G, 20G, 30G and 40G**

This course is designed for students whose interest and/or abilities go beyond the repertoire performed in the 10S, 20S, 30S or 40S band program. Students will be admitted into Wind Ensemble based on instrumentation requirements and by audition. Students may audition in September or be invited to play during the year based on their performance in other band classes. Rehearsals will take place outside of the regular timetable. There will be a number of concerts over the course of the school year and opportunities to showcase their leadership within the CJS music community. Students must be enrolled in Harmonie 10S, 20S, 30S or 40S in order to participate in Wind Ensemble.

## **Guitare 10S, 20S, 30S, 40S**

The curriculum is centered on five distinct areas of study including technique, ear training, music literacy, creative process, and appreciation. It is possible that grade levels will be combined based on enrollment.

### **Guitar program objectives:**

Music is one of the finer pleasures in life regardless of whether one is involved professionally or on a more casual basis. Our objectives in the guitar program are:

- To develop skills and proficiency in playing the guitar, as a lifelong skill.
- To develop an appreciation and understanding of the language and structure of music.
- To give the student the opportunity of expanding their interest and talent.
- To provide the student with opportunities for public performance.
- To give the student an opportunity to develop self- discipline and pride in their accomplishments.
- To assist the student in planning for future leisure enjoyment and lifelong learning.

Students with a particular interest in performing and improvising rock, blues, and jazz fusion may have the opportunity to try the electric guitar.

**Please note:** There is a \$20 fee/year which goes towards rental and maintenance of the guitars.

## **Harmonie 10S**

The Band 10S course is open to any and all grade 9 students at CJS. Experience in Band in grade 7 and 8 is an asset but not required. Band 10S will strive to provide musical opportunities for the students through playing, studying, listening, and creating music. It is the intent of this program to foster the musical independence of its students through these activities and build a strong sense of community in the ensemble. There will be a number of concerts and activities over the course of the school year. Inquiries regarding instrument choice can be relayed to the CJS Band department.

*Please note: An annual Band Camp outing is typically planned every fall (approx. cost is \$170). Participation is optional but is strongly encouraged!*

## **Harmonie 20S, 30S and 40S**

These courses are a continuation of the programs from previous years and will strive to provide musical opportunities for the students through playing, studying, listening to, and creating music. It is the intent of this program to foster the musical independence of its students through these activities. There will be a number of concerts over the course of the school year. Students will be expected to participate in all of these band functions.

## **Jazz 10S, 20S, 30S and 40S**

Jazz Ensemble is designed for students whose interest and/or abilities go beyond the performance of concert band repertoire and who wish to perform in a specialized group studying the various styles of

jazz music and performance. Students must be enrolled in Harmonie 10S, 20S, 30S or 40S in order to enroll in Jazz Ensemble. Students may be asked to learn new/different instruments based on the instrumentation needed for this kind of performing group. There will be a number of concerts over the course of the school year.

### **Jazz vocal 10S, 20S, 30S and 40S**

This full-credit course is designed for students who participate in choir and would like to work in a smaller vocal setting, singing more select styles of vocal repertoire. This ensemble is selected by audition only and will generally be limited to 12-16 spaces. Due to the size and nature of Vocal Jazz Ensemble, students must have a strong sense of musical independence and above average vocal technique. Although not mandatory, it is very beneficial if the students have previous jazz performance experience or are currently involved in the instrumental jazz program. Students are expected to be available for all performances outside of regular school hours.

### **Production technique de la musique 20S, 30S, 40S**

In this course students will practice, arrange, and perform selections from the popular genres of music (rock, pop, folk, R&B, etc.) in both French and English. They will also explore the technological aspects associated with music of this genre, including the use of programs such as GarageBand, Logic Pro and Sibelius to write and record their own music. Students will have the opportunity to play a variety of instruments in class.

Limit of 20 students. Students must have completed guitar, band, jazz band and/or choir 10S or in special circumstances can complete them as a co-requisite.

Depending on enrollment, students may be asked to participate in a small audition process. If you are not selected to participate in the ensemble, it is strongly encouraged that you continue in an ensemble setting such as band, jazz band, choir, or guitar in order to further develop your music reading skills and practical techniques and prepare you for the next session of this course.

### **Théâtre musical 10S, 20S, 30S and 40S**

Prerequisite: None. This course is audition based. Selections will be made at the discretion of Mme Katie Donnelly and M. Jake Enns (or designate).

Audition information for lead roles & Corequisite: Students wishing to take on a lead role must be enrolled in Chorale 10S, 20S, 30S or 40S.

**Please note:** This course typically runs from mid-November to mid-March outside of the regular schedule. Interested students will be required to attend an information meeting. Meeting details will be provided in the fall. Students will only be enrolled after a successful audition/interview. It is not necessary to indicate interest on the course selection form.

Whether it's singing, dancing, acting, or an instrumental strength you carry, the musical has something to offer everyone. Those who are not comfortable with the performance side of the production are

invited to take part in the technical side of this course. The musical also engages many students behind the scenes in set construction and design, sound and lighting design and operation, costumes, make-up, and an array of other talents where students can find their niche. Musical Theatre is such a tremendous experience that it often finds several students returning after graduation to volunteer their time.

Students will:

- work together on all aspects of producing a dramatic production from popular musical theatre culture.
- Students interested in acting will learn how to audition for a role, read scripts.
- Students will learn how to sing in the style of the show for their character.
- Students interested in the technical side of theatre will be involved in set production, costumes construction, makeup design and application, prop production and management, sound, and lights.
- Students in the pit band will learn what it means to play for live performers (vamping, taking cues, sound effects versus music, etc.)

\*Depending on the show and the students' interest there may be opportunities for dancers/tap dancers

**Please Note:** Students must be available after school (not every day) and on certain Sundays during the fall and winter term. Once roles and jobs are assigned, students will receive a detailed schedule as to when they need to be at rehearsals. Please listen to announcements and sign up during the first week of school. Students can sign up at course registration time but can also join in September.

## SCIENCES DE LA NATURE

**The science program seeks to develop students' awareness of the impact of science in their daily lives, specifically the relationships between science, society, technology, and the environment. The science program also seeks to provide students with an understanding of basic scientific principles and increase scientific literacy.**

### The Foundation Years - Grade 9 and 10

#### Sciences de la nature 10F

In this Grade 9 Science, learners will continue their explorations of science and strengthen their science literacy. They will investigate atomic particles, electricity, and how living things reproduce and pass on information. The knowledge areas of matter, energy, genetics, and evolution provide a basis for study. A foundation for an active and practical approach to learning and doing science proceeds in Grade 9. This includes conducting scientific investigations, furthering tool and measurement skills, exploring science in everyday life, and looking into how science interacts with society and the environment.

#### Sciences de la nature 20F

Prerequisite: Sciences de la nature 10F

The Grade 10 Science course is designed to develop students' skills in Science, Technology, Society, and Environment (STSE) while providing a strong foundation for future scientific studies. Students will learn how living things evolved to survive on our planet and examine how human activities have led to significant changes on Earth. They will also explore how energy and matter are used and transformed, as well as how forces have helped shape the Universe and influence the motion of objects. This course emphasizes sustainability, Indigenous perspectives, and responsible decision-making, helping students build a strong foundation in scientific knowledge while developing curiosity, confidence, and critical thinking skills.

## **The Specialization Years - Grade 11 and 12**

### **Biologie 30S**

*Prerequisite: Sciences de la nature 20F*

This comprehensive course covers essential topics in human anatomy and physiology such as cell structure and functions, wellness, homeostasis, digestion, nutrition, circulation, respiration, the excretory system, and the nervous and endocrine systems. Discover the complexities of these biological phenomena, gaining a profound understanding of life's fundamental processes.

### **Chimie 30S**

*Prerequisite: Sciences de la nature 20F*

Introduction aux mathématiques appliquées et pré-calcul 20S is strongly recommended.

In Chemistry 30S, Students will develop the ability to make informed hypotheses and draw logical conclusions from the various compulsory laboratory activities. Strong math, independent study and organizational skills are required to do well in this challenging course. Students will begin by studying the role of chemistry in an ever-evolving world. Physical properties and changes of matter are compared to chemical properties and changes through a series of demonstrations and lab experiments. The mathematical aspect of chemical reactions is introduced as well as the concept of the mole, rules of nomenclature and stoichiometry. Other units of study include solubility and organic chemistry.

### **Physique 30S**

*Prerequisite: Sciences de la nature 20F*

Introduction aux mathématiques appliquées et pré-calcul 20S is strongly recommended

Physics is the most basic and fundamental of all the sciences. Problem-solving, critical thinking and the science of everyday life are all key components of the course. Physicists want to understand how things work, in every detail and at the deepest level. This includes everything from electrons to the universe itself. In this introductory course, students will study the nature of light, sound, motion, forces, and fields.

## **Biologie 40S**

*Prerequisite: Sciences de la nature 20F*

This course focuses on fostering a deep understanding of biology through the development of strategic thinking, precise scientific vocabulary, and effective problem-solving skills. Students will explore key topics such as genetics, nucleic acid replication, protein synthesis, gene mutations, evolutionary theory, and biodiversity. The course also examines the characteristics of various domains of life, providing a comprehensive perspective on the complexity of living organisms. Emphasis is placed on enhancing scientific communication and inquiry skills, making this course a rich exploration of biological concepts and the art of scientific discovery.

## **Chimie 40S**

*Prerequisite: Chimie 30S.*

Mathématiques appliqués 30S or mathématiques pré-calcul 30S is strongly recommended.

Chemistry 40S is an extension of the principles of Chemistry 30S. Units of study include inquiry in chemistry, atomic structure, chemical kinetics, chemical equilibrium and acids and bases. Emphasis is placed on the skills, knowledge and work ethics needed to develop inquiry, problem-solving and decision-making abilities in a classroom or laboratory setting. Furthermore, independent study skills and pre-calculus mathematical 30S skills are highly recommended.

## **Physique 40S**

*Prerequisite: Physique 30S*

Mathématiques appliqués 30S or Mathématiques pré-calcul 30S is strongly recommended.

Students will combine critical thinking and creativity to understand the relationships and interactions in the world that surrounds us. Building on concepts introduced in Physics 30S, this Grade 12 course extends students' scientific literacy through more advanced experimental techniques and introduces new areas of study, including energy, electric circuits, electromagnetic induction, and radiation.

## **SCIENCES HUMAINES**

**Through Social Studies, students will have the opportunity to learn about themselves and the world around them. A particular emphasis will be placed around the four main pillars of learning identified by UNESCO: learning to know, learning to do, learning to be, and learning to live together.**

### **Compulsory Courses - Grade 9, 10 and 11**

#### **Le Canada dans le monde contemporain 10F**

This contemporary course provides students with the opportunity to examine Canada as a society as well as its place on the international stage. The course will focus on four main themes: diversity, government, Canada on the world stage and future challenges.

## **Les enjeux géographiques du 21e siècle 20F**

Prerequisite: *Le Canada dans le monde contemporain 10F*

This engaging geography course invites students to explore three key questions: *Why this? Why there? Why care?* The curriculum is designed to help students better understand the world around them while fostering critical thinking skills. We will examine pressing global issues such as climate change, the exploitation and management of natural resources, the increasing demand for energy, the unequal distribution of food and resources, and the impacts of globalization. Through these topics, students will analyze its impacts on people, the environment and the economy and gain valuable insights into the interconnected nature of our world.

## **Histoire du Canada 30F**

Prerequisite: *Les Enjeux géographiques du 21e siècle 20F*

The objective of this course is to study the historical development of Canada, beginning with the First Nations, followed by the impact of French and English colonization, and finally the continued development of Canada post-confederation. Local, national, and international events, as well as a large selection of important historical figures are also interwoven into the course in order to help students develop an understanding of the connection between past and present events in Canada.

### **OPTIONAL CREDITS – Grade 11 and 12**

## **Cinéma – témoin de l'histoire moderne 40S**

Prerequisite: *Histoire du Canada 30F*

This course uses cinema (documentaries, dramas, etc.) as a main source of information about the past. Through open discussion, sharing of ideas and respect of perspective, these movies help us develop critical thinking skills needed when interpreting history. As movies are often a product of their period, students will study examples of various genres of cinema, exploring the historical and social context in which the selected films were created, while analyzing the filmmaker's message. They will pose questions about the influence of film on their own representations of the past, and conduct their own inquiry, based on guiding questions engaging them in critical reflections, historical thinking, and important principles of media literacy. The course will deal with a selection of the key themes in world history since the beginning of the 20th century, including political, economic, and social ideologies, the two world wars, the cold war and propaganda, oppression and resistance. Students will be expected to carry out historical research on a number of issues and present their findings to the class.

## **Droit canadien 40S**

Students will discover their relationship with law, their legal rights and obligations, and how law affects them now and in the future. Topics include the foundations of law (Canadian legal system and history),

criminal law, civil law (including Indigenous land, treaty rights and basic principles of contracts), family law, and the Canadian Charter of Rights and Freedoms. Renowned cases will be studied with emphasis put on current events. Students will be able to create connections between the media and what they have learned in their law course. A variety of guest speakers will provide their expertise in order to put the Canadian legal system into context.

## **Enjeux mondiaux : citoyenneté et durabilité 40S**

In this course, students will explore the social, political, environmental, and economic impact of current and emerging global issues. Students will examine the effects of the issues studied on quality of life at the local, national, and global levels. This course is based on the principles of active and democratic citizenship, ecological literacy, critical thinking, and ethical decision-making. It strengthens learning across disciplines to develop agents of change for a sustainable and equitable future. One component of the course is the development and implementation of a community-based action-research project.

## **Études autochtones – Premières nations, Métis et Inuit 40S**

Prerequisite: *Histoire du Canada 30F*

Through this course, students will gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples. Topics will include image and identity; self- determination and self-government; health, education, and justice; as well as language and cultural reclamation. Students will also be exposed to a variety of perspectives through interactions with guest speakers and a variety of cultural activities, field trips and experiences.

## **Leadership 41G**

This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. A total of 30 hours of volunteer service must be completed within the school & community (20 hours dedicated to school-initiated events and 10 hours dedicated to community service). Some volunteer hours for the course will be completed during the school day while others may be completed before or after school.

With appropriate training and tools, students can develop the skills to become independent, positive leaders who are able to lead programs with minimal assistance from adult facilitators. Students will learn, through theory and practical strategies, how to cooperate with others, plan meetings, express themselves in public, develop interpersonal skills, participate in and promote school events, and experience a personal commitment and responsibility to their school. Specific topics include:

- Becoming an effective leader
- Building a leadership team
- Developing leadership skills
- Taking the lead – leadership in action

**Selection Criteria:** Students will be selected for the course according to the following criteria:

- Application Form outlining the student's participation in school activities and overall engagement in the school community as well as in-school references from staff (submitted with course selection form).
- Interviews (if needed)

## Psychologie 40S

In Psychologie 40S, students will explore, learn about, and apply the science of behaviour and mental processes. Topics of study include the history of psychology, research methods, the biological basis of behaviour, human development, cognitive psychology, and individual differences. This course is recommended both for students personally interested in psychology and for those looking to pursue it as a career.

## TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION (TIC)

We at Collège Jeanne-Sauvé believe in an integrated approach to using information and communication technology so that students learn to use their devices for a variety of authentic productivity purposes. Our technology courses offer focused and specialized studies on relevant topics such as 3D modeling, architectural drafting, coding, multimedia production, and video game design. Key concepts for Microsoft Office applications such as Word, Excel and Powerpoint will be integrated to core classes to complement learning outcomes with relevant experiences.

Students will require a laptop or tablet for the school year and the device will need to interact with the Louis Riel School Division (LRSD) network environment. Windows and Apple laptops are well suited for this initiative. Chromebooks and tablets do not have software that is best optimized for our learning environment. For students taking Technology courses, please **do not purchase a Chromebook or tablet** for this BYOD initiative.

### System requirements

|                  | LRSD Minimum Specifications   | CJS Technology Courses Recommended Specifications  |
|------------------|---|--|
| Operating System |   | <ul style="list-style-type: none"><li>• Windows 10 or 11</li><li>• MacOS 11.0 or later</li></ul> |
| CPU              | <ul style="list-style-type: none"><li>• Intel Celeron N series or AMD Athlon series</li></ul> | <ul style="list-style-type: none"><li>• Quad-core Intel or AMD, 2.5 GHz or faster</li></ul>      |
| RAM              | <ul style="list-style-type: none"><li>• 4 GB</li></ul>  | <ul style="list-style-type: none"><li>• Minimum 8 GB</li></ul>                                   |
| Disk space       | <ul style="list-style-type: none"><li>• 64-128gb</li></ul>                                    | <ul style="list-style-type: none"><li>• Minimum 500GB, internal or external USB drive</li></ul>  |

## **Dessin technique – 10G, 20G et 30S**

**These courses are designed to complement each other and build on the skills taught in each respective grade level. However, it is important to note that there is no prerequisite for each course. For example, a student may register for the grade 10 course without having previously completed the grade 9 course.**

In this class, students will explore concepts in drafting design and architecture, with an emphasis on exploring artistic and technical computer drawings using project-based activities. Students will be introduced to 3D drafting design with Trimble SketchUp Pro for the purpose of producing scale plans and 3D models of buildings and other structures. In higher grades, students will learn how to use rendering software such as Chaos V-Ray and Enscape to bring their models to life with lighting sources, as high-definition images, fly-through videos, and interactive 360-degree visual panoramas. It is possible that grade levels will be combined based on enrollment.

Consider this class if...

- You are interested in how buildings and houses are designed.
- You want to improve the world for other people.
- You enjoy storytelling through settings and lighting.
- You would like to explore careers in architecture or design.

## **Conception des médias (Application des technologies de l'information et de la communication) – 15F/15F, 25S/25S et 35S/35S**

**These courses are designed to complement each other and build on the skills taught in each respective grade level. However, it is important to note that there is no prerequisite for each course. For example, a student may register for the grade 10 course without having previously completed the grade 9 course.**

In this class, students will learn about various methods of digital audio and video production by using their smartphones and progressing to DSLR cameras at higher levels. Course content includes digital photography, photo editing, video production, video editing and more. In the Photography section of this class, students will cover key concepts such as digital camera operation, composition, and understanding the exposure pyramid of aperture, shutter speed, and ISO. In the Video Production section of this class, students will learn video camera operation, storyboarding, setting up shots, lighting, audio capture, and post-production. Students will also learn about photo and video editing using the Adobe Creative Cloud applications Photoshop and Premiere Pro, as well as Microsoft Clipchamp. It is possible that grade levels will be combined based on enrollment.

Consider this class if...

- You want to learn how to use your smartphone camera more efficiently.
- You are interested in learning more about how television and movies are created.
- You enjoy storytelling through pictures and videos.
- You would like to explore careers in photography, video production or graphic design.

## **Informatique (Conception des jeux vidéos) – 20S et 30S**

**These courses are designed to complement each other and build on the skills taught in each respective grade level. However, it is important to note that there is no prerequisite for each course. For example, a student may register for the grade 11 course without having previously completed the grade 10 course.**

In this class, students will learn about coding and programming for the purpose of making computer games. Students will learn about the process of game creation, from conception through production. Course content will focus on an exploration of programming concepts, game design, interface development, and audio design through a variety of project-based activities with different interactive experiences in both 2D and 3D forms. Programming will take place in the Unreal Engine Visual Blueprint coding language and will prepare students to use the same software that professional companies use to make popular games and movies today. It is possible that grade levels will be combined based on enrollment.

Consider this class if...

- You like programming and working with computer code.
- You enjoy playing video games and want to learn how they work.
- You enjoy storytelling through interactive experiences.
- You would like to explore careers in computer programming or video game production.

### **Annuaire (Yearbook) – 20G et 30G**

***Please note: Yearbook class is available for students at any grade level and students may choose to enroll more than once during their time at high school. However, it is important to note that a student may only receive a maximum of two (2) credits from participating in Yearbook.***

In this class, students will be responsible for the creation of the school's yearbook over the course of the entire school year. Students in Yearbook should have a desire to attend school events, capture photos, design pages, and meet deadlines. Course content includes an overview of various publishing applications such as Friesen's DesignIt, Microsoft Publisher and Adobe Photoshop. Knowledge of computer multimedia production, digital photography, page design and graphic arts are an asset but not required. Students will need to work and communicate within a group to collaborate on the yearbook and must be willing to adapt to a flexible schedule. It is important to note that the Yearbook class meets outside of the regular course schedule.

Consider this class if...

- You are self-motivated and can work independently.
- You enjoy attending school events and capturing moments.
- You have an interest in photography and photo editing.
- You have creative ideas for page layouts and design.

### **Animation 3D I et II (Animation 3D I et II) – 35S/35S**

In this class, students will learn to create both 2D drawings and 3D models with animations using the open-source creation suite Blender. Students will be introduced to the world of 3D modeling and rendering by learning to create and edit objects in a 3D environment. The first part of the course will focus on modeling by using simple primitive objects to create objects, re-shaping geometry, modifying models using rotation and extrusion, applying textures, implementing light sources, and rendering finished images. Afterward, students will learn how to create storyboards and animate their creations using animation principles and Blender's toolset of transforms, paths, and armatures. It is possible that grade levels will be combined based on enrollment.

Consider this class if...

- You enjoy watching animated shows and want to learn how they are made.
- You want to learn how to create and animate 3D models.
- You enjoy storytelling through expression, actions and movements.
- You would like to explore careers in video production or creating animated features.

## OTHER COURSES AND OPTIONS AVAILABLE TO CJS STUDENTS:

### Non-School Based Credits

#### Cadet Service

Cadets in Manitoba may receive two (2) additional credits for actively taking part in the Cadet Program:

- **Basic Program** - Sea Cadets, Cadet, Army Cadets, and Air Cadets
- **Advanced Program** - Sea Cadets, Army Cadets, and Air Cadets

These two credits will be recognized as additional credits beyond the minimum 30 credits required for high school graduation.

#### Private Music Option

The Private Music Option, in which credit is offered for studies under private teachers, may be offered for credits in Grade 9, 10, 11 or 12. A maximum of four (4) credits may be obtained in the Private Music Option. Students desiring to take the Private Music Option as an elective should make the necessary arrangements with a Student Services Advisor who can provide the necessary guidelines and requirements for this option. Full information concerning School of Music programs may be obtained from their respective universities. Further Western Board requirements can be received from the Western Board Office at the School of Music, University of Manitoba or the Manitoba Education, Citizenship and Youth, Program Development Branch.

#### Private Ballet Option

The Department of Education allows high schools to grant a maximum of three credits for ballet at the senior dance levels (professional division), one credit for each of levels 3, 4, and 5. High schools will also be allowed to assign further student-initiated course credits for the work done in the Ballet School's dance program to a maximum of three credits. These credits must be taken at the Royal Winnipeg Ballet School.

#### Language Special Credit

The Special Language Credit Option has been available to Manitoba students for a number of years. Credits for language competency can be granted for a language that is curriculum based or not. French or Spanish may not be used as a special credit. Examinations occur in November and/or in March. Students who wish to take a language exam should make arrangements with a Student Services teacher. All credits obtained as a Non-School Based Credit will appear on the final transcript.

#### Community Service Student Initiated Project

The Community Service Student Initiated Project (Community Service SIP) enables those students who contribute to their community by volunteering for approved causes or organizations. Students

have the opportunity to obtain credit for a private activity in a **pre-approved** placement for which they may receive either 0.5 credit (55 hours minimum) or 1.0 credit (110 hours minimum). A registration form must be completed, and written documentation of the activity must be handed in upon completion of the volunteering activity. The school and organization will monitor performance collaboratively and students who successfully complete the placement requirements will be awarded a "P" (pass).

**Please Note:** Community Service Student Initiated Projects (SIP) are valuable assets when applying for awards, bursaries and / or scholarships.

### Cultural Exploration Student Initiated Project

The Cultural Exploration Student Initiated Project (Cultural Exploration SIP) enables students to obtain credit while enhancing their knowledge of their own cultural origins or of a cultural group that interests them. This private **pre-approved** activity for which they receive either 0.5 credit (55 hours minimum) or 1.0 credit (110 hours minimum) is an opportunity for students to increase their self-esteem and maturity, strengthen cultural identity and/or provide greater intercultural understanding and an appreciation of cultural diversity. A registration form must be completed, and written documentation of the activity must be handed in upon completion of the project. Students who successfully complete the project requirements will be awarded a "P" (pass).

### High School Apprenticeship Program

The High School Apprenticeship Program (HSAP) allows students to earn up to eight 40S credits and up to 880 hours of on-the-job training towards continued apprenticeship training after graduation. Mature Diploma students can earn a maximum of six credits and 660 hours. 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 over 50 designated trades to receive one credit. Students must maintain a grade of 70% or higher on their workplace evaluations. Students who are interested in pursuing this option should arrange to speak to a Student Services advisor for more information.

## **Postsecondary courses available to grade 12 students**

Louis Riel high school students have the opportunity to earn university and college credits in partnership with the University of Winnipeg, Université de Saint-Boniface, Red River College and the University of Manitoba while they are still in high school. These courses are free and are considered dual credits; they count towards the student's credit count and university or college credit with our partner institutions.

Postsecondary courses will:

- Follow Canadian university or college curriculum.
- Be taught by university or college accredited professors/instructors.
- Be recognized by Canadian universities and colleges.

### [\*\*When can students begin these courses?\*\*](#)

University or college course work can begin in Grade 11. Students must have completed 22 high school credits (maintaining a 70% academic average), completed at least one 40S credit or in consultation with/or at the school's discretion.

### [\*\*Is there a cost for the postsecondary courses?\*\*](#)

If you are taking a course at the Université de Saint-Boniface, your registration fee will be waived. If you choose to take a course outside of the Université de Saint-Boniface, a registration fee for the post-secondary institution (approximately \$80) will be charged. Course enrolment is free (costs are covered by the Louis Riel School Division) and represents a significant cost reduction to a student's post-secondary program.

### [\*\*Can students withdraw from the course if they find it is not for them?\*\*](#)

University or college transcripts will not include courses from which students withdraw two weeks prior to the final exam.

### [\*\*What courses will be offered?\*\*](#)

Courses offered by the division will be dependent upon sufficient enrolment and the availability of a qualified staff member. Please contact your student services advisor if you require more information.

At least one of these courses will be offered at Collège Jeanne-Sauvé

- Français 1007 & 1009 (1.0 Highschool credit – 42U)
- Introduction au calcul (MATH 1501; 0.5 Highschool credit – 42U);

These above courses may only be taken with the prerequisite and the completion of the 40S course offered at the school.

The following two programs are offered through Université de Saint-Boniface:

- Aide en soin de santé (Health Care Aide)
- Jeune enfance (online only) – (Early Childhood Education)

## **Université de Saint-Boniface – École technique et professionnelle (ÉTP)**

The École technique et professionnelle (ÉTP) 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 2026-2027 school year in the fields of:

- Aide en soins de santé (Health Care Aide)
- Éducation de la jeune enfance (Early Childhood Education)

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

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 ÉTP for up to 5 years after high school graduation.

Grade 12 students of the LRSD will receive the *Aide en soins de santé* certificate from the ÉTP only when they have received their high school diploma. As for courses in tourism management, early childhood education, multimedia communication/web mastering or any other program, the post- secondary level credit will be granted once the student has enrolled in the respective diploma program at the ÉTP.

- To address the shortage in bilingual personnel in the above-mentioned fields and enhance the development of the francophone communities.
- To create a partnership between the LRSD and USB in order to maximize resources from both institutions and avoid overlap in services.
- To encourage the targeted clientele to pursue post-secondary education in French.

### **Attendance policy of the ÉTP:**

The courses offered by the ÉTP 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.

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

This program teaches you to meet the physical, emotional, and social needs of patients in their daily lives. The program includes theory courses (315 hours) and a clinical practicum (280 hours). All instruction is in French, in a state-of-the-art facility that mimics the hospital environment. This is unique in Canada! Examples of subjects studied during the courses:

- Daily care (mobility, dressing, feeding, personal hygiene, etc.)
- Psychological support
- Long-term care
- Workplace safety
- Home care
- Cultural diversity
- Interpersonal relationships
- Growth and development, including gerontology

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 ÉTP (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.

- **Instruction:**
  - This course is offered in class, Monday thru Friday, from September to December, on campus at the Université de Saint-Boniface. Students must complete a practicum during the month of January.
- **Requirements:**
  - Students are required to purchase a textbook before the commencement of the course.
  - Students may have to complete certain checks or screenings to be accepted in the course.
  - Students are required to show proof that the required immunizations are up to date.
- **Other certificates are a bonus!** At the end of this program, you will receive your Health Care Aide certificate, but also two other valuable certificates: a certificate in cardiopulmonary resuscitation (CPR Level C) and a certification in the provincial violence prevention program.
- **Further study:** You can return to Université de Saint-Boniface at any time to begin a two-year Practical Nursing degree or a four-year Bachelor of Nursing degree.

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

This course is an introduction to the key concepts for working with children in a childcare setting in Manitoba. It is recognized by the Province of Manitoba and leads to the Child Care Assistant (CCA) classification for individuals working in a licensed childcare centre.

- **Instruction:** Duration 45 hours of online classes over 10 weeks (4.5 hours of class per week). You complete the course on your own schedule.
- **Program Overview:**
  - The 10-week step-by-step educational experience is centered on five components:
    - The various aspects of an early childhood education centre
    - The concept of the child at the heart of the learning centre
    - The child's health and well-being
    - The importance of healthy relationships with the child
    - The value of play
  - The course includes a variety of interactive elements to provide you with a practical and realistic picture of a childcare setting (staff, health and safety procedures, daily routines and educational interventions).
  - This course provides self-assessment activities, formative activities, and summative activities to verify and validate what you have learned.
  - The course website features a weekly progress report for easy, detailed tracking of your learning.
- **Employment opportunities:**

By carefully completing the course and carrying out the assigned activities, you will gain independence and, upon passing the course, you will be able to work as a Child Care Assistant (CCA).

- **Additional information:**

This course is offered online six times per year. The dates are found on the registration form. A half-credit is offered to high school students for this course.

- **Further studies:**

This course may subsequently be credited within the Early Childhood Education diploma at *École technique et professionnelle (ÉTP)*.

## LRSD Online courses

### Offered to grade 11 and grade 12 students only

#### Why take an online course?

Various circumstances can make online courses an appropriate option for some students. Please see your student services advisor if you have any of these requirements:

- 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

#### Am I a candidate for an online course?

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 to be successful, you 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

#### On-line courses offered:

- English Comprehensive Focus 30/40S
- English Transactional Focus 40S
- History 30F
- Biology 30S/40S (available semester 1 only)
- Éducation Physique 30F/40F (typically, this is only offered in French during semester 1)
- Physical Education 30F/40F (typically, this is offered in English in both semesters)
- Essential Mathematics 30S/40S
- Applied Mathematics 30S/40S

#### How does an online course work?

Online courses through LRSD are taught by teachers at various schools in the Louis Riel School Division and are offered through Teams or Brightspace. Your LRSD teacher will provide a course outline, lessons and instruction, assignments, tests, and feedback through Teams/Brightspace, and your teacher is available to support you on Teams or over email should you have any questions or need support as you work on the course. Course materials are available at all times online, so students are able to work at a time that is convenient for them. Students will have a school contact teacher to facilitate communication and provide additional support.

## Manitoba Institute of Trades and Technology (MITT)

\*The following information has been adapted from the MITT website\*

<https://mitt.ca/programs/high-school/>

MITT High School is an excellent choice for students looking to complete their high school diploma and at the same time get a head start developing knowledge and skills for entry into high-demand trade or technical careers.

For more than 30 years, MITT has offered students in grade 11 and 12, studying in partner school divisions, the opportunity to study in one of their post-secondary technical training programs. Students earn high school credits, a post-secondary certificate, and learn valuable skills for life! Louis Riel School Division is a proud member of this partnership.

### WHAT ARE THE BENEFITS?

- Explore new careers/hobbies
- Fast-track to a new career
- Receive Apprenticeship Manitoba accredited training
- Learn valuable life skills
- Meet new friends

### WHAT DOES IT COST?

Students studying in Louis Riel School Division can study in the high school partnership program, tuition-free.

### HOW DOES THE PROGRAM WORK?

Students spend a half-day completing academic subjects at Collège Jeanne-Sauvé, and the balance of their day in a technical training program at MITT. Upon successful completion, they will receive high school credits, earn a MITT post-secondary certificate, and may be eligible to receive Apprenticeship Manitoba Accreditation for a skilled trade.

### WHAT IS APPRENTICESHIP?

Apprenticeship is the pathway to becoming a Red Seal Certified Skilled Tradesperson. Students studying in the High School Partnership Program may also receive Level-1 apprenticeship accreditation for a skilled trade. To achieve apprenticeship accreditation, students must complete the high school partnership program with an accumulative average of 70% or better in their program. For more information on apprenticeship, please visit: [www.gov.mb.ca/wd/apprenticeship/](http://www.gov.mb.ca/wd/apprenticeship/)

### HOW CAN STUDENTS REGISTER?

Seats and transportation are limited. **Students are highly encouraged to contact their Student Services teacher** (preferably in grade 10), to confirm seat availability and registration details.

**Below are the options for the 2026-27 MITT High School technical programs:**

### **Automotive Technology**

The Automotive Technology (High School) program provides students with the opportunity to gain the knowledge and skills necessary to enter into the motor vehicle repair industry. Students will learn theory and its practical application while working on automobiles in a shop setting, by performing selected repairs, and by applying basic diagnostic and troubleshooting techniques.

### **Culinary Arts**

The MITT Culinary Arts and Design program provides students with the practical skills and knowledge to succeed in an exciting career in the culinary industry. As an accredited apprenticeship program, this program offers hands-on experience in all facets of food preparation and production including basic food service, baking, meat and poultry preparation, banquet and buffet service, inventory control, and menu planning. This career path is ideal for individuals who are creative, love teamwork, have physical stamina and an ability to thrive under pressure, and are passionate about food.

Students completing the Culinary Arts and Design program are recognized by Entrepreneurship, Training and Trade, Apprenticeship Branch as having achieved Level 1 Cook Apprenticeship status.

### **Electrical Trades Technology**

MITT's Electrical Applications program will provide students with the necessary knowledge and skills they'll need to install, operate, troubleshoot, service and repair electrical equipment in their career in residential, commercial and industrial settings. The program connects students with studies of motors, generators, transformers, electrical systems, and a wide variety of control equipment.

### **Hairstyling**

Students use their creativity in the growing Hairstyling industry. Lifelong learning is a necessary requirement to keep up with the latest trends and is a major part of this career.

The MITT hairstyling program provides the competitive edge to succeed. Studying in their full-service salon, students will have the opportunity to practice and perform all types of classic styling techniques, as well as barbering and advanced haircutting techniques, colour or chemical texture services. The hairstyling program is accredited by Apprenticeship Manitoba and is designed in consultation with industry to ensure the curriculum meets employer's needs.

### **Welding Technology**

The Industrial Welding program provides students with the knowledge and skills necessary to design and build products by cutting and joining materials using ferrous and non-ferrous materials.

Students will gain welding knowledge and skills through the Industrial Welding program with hands-on experience designing and fabricating projects by cutting and joining materials using ferrous and non-ferrous materials. The current welding and fabrication equipment used simulates an industrial shop environment, preparing them for apprenticeship. And it's flexible - MITT offers this as a daytime or evening program.

This accredited program consists of 9 core credits, providing theory and practical applications and is associated with the Canadian Welding Association, Canadian Welding Bureau and the Department of Labor. The evaluation is done through written tests in welding, power tools, blueprint reading, and math with practical evaluations conducted using Canadian Welding Bureau and Department of Labor procedures and standards.

Students should possess good manual dexterity, a mechanical aptitude and the ability to problem solve.

## **Louis Riel Arts & Technology Centre (ATC)**

*(Please refer to the following pages for more information)*

## 2026-2027

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

- **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

**Applied Business Management:** Designed for students with strong personal interest in business, finance, and entrepreneurship. There is an optional 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**

**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.

- **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 LRATC) 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 (4 weeks)
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a 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 journeyperson 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. LRATC 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 (5 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 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 LRATC, 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. LRATC students who register for HSAP can combine their on-the-job hours earned in an LRATC 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 Journeyperson
- 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

## SERVICE

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