

Collège Béliveau

BARRACUDAS



Grades 9 - 12
2024-2025

STUDENT HANDBOOK

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Note: This handbook was updated in February 2024. Changes and adjustments stemming from further announcements by our Minister of Education cannot be predicted at this time.

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Foreword

Dear Students and Caregivers:

We welcome you to Collège Béliveau! Our school has a long tradition of excellence in academics, and we strive to guide our students in the development of their skills in teamwork, problem solving, lifelong learning, communication, and technology use.

Our school is unique in North America in that it was the first to offer a High School French Immersion program in a totally French milieu. All of our courses are taught in French except for the English Language Arts program. In order to reach our goal of developing successful, bilingual (or multilingual) learners, Collège Béliveau boasts an enthusiastic and dedicated staff to help students realize their full potential. It is expected that staff and students communicate in French.

This handbook provides a description of the High School courses, programs, and services that are offered at Collège Béliveau. It also provides details about guidelines that are important to us and that we follow as a school community. We offer a variety of courses and programs that respond to the various interests of our students. A combination of these courses will provide a sound and balanced program for our students.

We look forward to meeting the needs of our students as they become members of our school community. Our staff is here to answer any questions about various courses that are taught at Collège Béliveau.

It is our sincere hope that this handbook will assist our students as they prepare for a successful and enjoyable 2024-2025 school year.

Kind regards,



Andrea Kolody
Principal



Jennifer Oldfield
Vice-Principal

Mission Statement

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

BILINGUALISM

We recognize that to become bilingual, we need to practice our French language skills at every available opportunity.

GROWTH/COMMITMENT

Through the years, we develop, change and grow. We are committed to achieving our personal best through continuous improvement as life-long learners.

SELF-ESTEEM

We are good individuals, worthy of a sense of belonging, appreciation, love and respect. We are conscious of our wellbeing.

RESPECT

We place value on learning, life, ourselves, others, the environment, and the property of others.



HONESTY

We are truthful in all situations and in all our dealings with others.

INDEPENDENCE

We are unique individuals. We have special qualities, talents and unique personalities. We strive to be resilient and productive members of society, capable of making informed decisions.

RESPONSIBILITY/ ACCOUNTABILITY

We have many responsibilities: to ourselves, to our families, and at school. We accept these responsibilities and we are accountable for our actions.

General School Information

The Semester System

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

Student Schedule

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

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

Assessments

Students will be evaluated both formatively and summatively throughout the year. Formative assessment is used to assist the learning process and to guide teaching and learning. These evaluations do not count towards the final mark. Examples of formative assessments may include ungraded quizzes, oral questioning, teacher observations, draft work, class discussion, and portfolios. Summative evaluation includes assessments that count in determining the final mark such as tests, projects, and presentations.

All teachers will distribute a course outline at the beginning of the semester that will provide greater information about how student learning will be assessed in each course.

The goal of a classroom assessment plan is to show evidence of learning from multiple sources such as daily work, assignments, projects, and tests. Each course requires a certain number of summative assignments as evidence of student learning, as well as formative assignments as students practice new skills and acquire 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 outcomes.

**Note: We strongly recommend that family vacations or appointments
NOT be scheduled near the end of a semester.**

Report Cards and Communication Regarding Student Progress

1. Students will receive report cards 4 times per year – November, February, April, and June.
2. Student progress conferences will be held in conjunction with the November and April report cards.
3. Teachers will contact caregivers by phone, e-mail, or by interim report if a student is experiencing academic, attendance, or social / emotional concerns.
4. Caregivers may contact the school or a specific teacher by phone or e-mail at any time to inquire about their young person's progress.

Transcript of Marks

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

Promotion

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

Summer School

During the months of May and June, information from Summer School programs is sent to all High Schools. Students who may wish to attend a Summer School Program should speak to one of our student services teachers during that time. The cost for Summer School is the student's (parent's) responsibility. Information is posted on our divisional website in June.

Recognition of Academic Achievement

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

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

Banquet sportif (Sports Luncheon)

- Collège Béliveau recognizes the selected annual Athletes of the Month, as well as its Scholar Athletes and the Athletes of the Year at the sports luncheon in June of that same year. All student athletes are invited to attend.

Student Support Services

Our student support services teachers are available to respond to the personal, social, educational, and career development of Collège Béliveau students. Student support services teachers also assist Phys Ed staff with the Health component of the Grade 9 Physical Education course. Classroom sessions cover topics such as transition to high school, dealing with decisions appropriate to adolescents, self-understanding and long-range career planning. Students can choose to see the student support services teachers or they may be referred by caregivers, teachers and administrators. Students can be assured that problems or personal concerns will be discussed in a caring and confidential atmosphere.

The Student Support Services Team provides the following:

- assisting the classroom teacher in identifying and assessing at-risk students;
- consulting and collaborating with classroom teachers in setting up individualized programming to meet student needs;
- assisting teachers in selecting strategies and instructional materials;
- collaborating with classroom teachers in reviewing and redefining individualized, adapted and modified programs;

- collaborating with the student support services team and the classroom teachers in informing caregivers of the results of assessment and the special programming needs of their child;
- assisting other members of the student services team in coordinating services from divisional clinicians (psychology, social work, occupational therapy, speech and language pathology);
- coordinating educational assistants' schedules;
- coordinating the Learning Centers and helping students meet their academic goals within the center;
- assisting students in areas of course selection and changes, secondary school alternatives, and post-secondary planning;
- assisting students in exploring future job/career possibilities and/or training.

Listed below are other tasks performed by student support services teachers:

- Working with teachers and caregivers;
- Working/consulting with community agencies such as the Louis Riel School Division clinicians, Child and Family Services, Public Health, Probation Services, Canada Employment Services, Employability Assistance for People with Disabilities Program, Truancy etc.;
- Organizing and conducting orientation and information sessions for students and families new to the school;
- Arranging tours and/or transitions to other schools, colleges, and universities;
- Providing informational services to students and caregivers;
- Coordinating special conferences and presentations;
- Providing information to students and caregivers regarding various bursaries and scholarships;
- Organizing and helping with other functions that arise throughout the year to support students.

Library Services

Library Learning Commons – La médiathèque

Mission

Our mission is to support staff and students and to empower our entire school community in becoming lifelong learners. The Teacher-Librarian and Library-Assistant work with staff to support student achievement, to create a rich learning environment, and to facilitate access to a variety of resources.

Hours

The library welcomes students and staff throughout the day. We are open from 8:15 a.m. to 3:45 p.m. daily to assist students with their course work and to provide a quiet area to study. It is a place to read, research, study and work on assignments. Either the Teacher-Librarian or the Library-Assistant is available to help students during these hours. Students also have access to the library during their lunch hour.

Resources

The school's collection includes a variety of print and digital resources. The library team helps staff and students navigate these resources to become discriminating users of various sources of information. Students can receive guidance for Internet research, to access online databases and complete assignments. They are encouraged to ask the library staff for help if they are not finding the resources they need.

Circulation Procedures

Most books may be signed out for a two-week period. Items can be renewed unless a hold has been placed. Students can access the library catalogue online from any computer using the "Destiny Catalogue" link on the school's portal.

Space

The library's main space is divided in a few soft lounging areas for reading or quiet study and a centrally located area with large tables for studying or working collaboratively. Our library is a shared space in our school community, and is often host to a variety of presentations and guest speakers.

School Guidelines

Language Guideline

Collège Béliveau is a fully **French Immersion High School**. The Collège Béliveau learning community believes that a student best learns a second or additional language by communicating and studying in that language.

MULTI-LINGUALISM

We recognize that to become bilingual or multi-lingual, we need to practice our French language skills at every available opportunity.

Expectation

Students will communicate in French in the presence of any staff member or delegate (includes support personnel and guests).

Each staff member has developed a classroom plan to promote le **FRANÇAIS** as the only language of communication in their classroom.

Attendance Guidelines (Collège Béliveau)

**Students are required to be in regular attendance in order to earn their credits.
There is a direct relationship between regular, punctual attendance and success in school.**

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

Guidelines

The Public Schools Act requires students to attend school/classes and to be punctual unless they are sick or unavoidably need to be absent from school/class by reason of communicable diseases or any day regarded as a holy day.

To ensure regular and punctual attendance, counselling of student and/or parent/guardian by school personnel, a divisional Child and Family Support Worker, and/or outside social agencies may be required.

Procedure

1. If a student will be absent from a class or classes, parents must notify the school office on the day of the absence. Common explained absences are related to illnesses, medical appointments, family vacations, and funerals. ***Please note that neither sleeping in nor missing a class in order to work on an assignment is considered a justifiable absence.***
2. All families will be notified on a daily basis when students miss classes. This will be done via a computerized voice message system. If you receive an email judged to be in error, please contact the school to clarify the situation.
3. If a student must miss school for an extended period of time, please call the Principal or Vice-Principal to discuss the matter.
4. Teachers and Administration will enforce the following procedures and expectations:
 - When a student misses a class without parental notification, teachers will meet with the student to address their concerns.
 - When a student reaches **three** unjustified absences in one course, teachers will contact a parent to address the concern regarding attendance.
 - When a student reaches **five** unjustified absences in one course, a counsellor will meet with the student and contact parent(s) to set up an academic success plan. An attendance letter may also be mailed home.
 - When a student reaches **eight** unjustified absences in one course, the school administration will meet with the student and his/her parent(s) to review the academic plan and to discuss the serious nature of the situation. An attendance letter will be sent to the parents.
 - When a student reaches **fifteen** unjustified absences in one course, continuation in that course will be reviewed by administration and the student may be withdrawn from the course.

Note: *All absences regardless of the reason will be counted.*

Excused Absences

From time to time, there are absences for such things as school field trips or school sponsored events that will be considered an excused absence. These **excused absences will not be counted against the student.**

Extended Absences

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

Tardiness Guideline

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

- a) If tardiness happens on a regular basis, the teacher will address the situation with the student.
- b) The teacher will contact a caregiver to inform them of the growing problem (before it is referred to the school's administration for further action.)
- c) If the student's tardiness persists, the classroom teacher will inform an administrator of the situation. This will now be considered a discipline issue and disciplinary actions may be taken, including the necessity of makeup time to be completed.

Excused Lates

Some lates are occasionally unavoidable due to inclement weather, medical appointments, etc. In these cases, **the student must report to the office upon his/her arrival.** If the reason is considered to be acceptable, the student will receive a late slip upon his/her arrival, and an explained late in the system.

**** Excused lates will not be counted towards a student's total lates.****

Dress Code Guideline

Collège Béliveau has adopted a dress code guideline 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 environment. Therefore, the following standards for appropriate attire have been established:

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

Non-Smoking Guideline (*Vaping, Electronic cigarettes & Tobacco cigarettes*)

Collège Béliveau is a smoke-free school. This means that smoking, vaping, and chewing tobacco is not allowed on school property at any time. **Any student caught smoking in the school or on school property will be suspended from school.**

Substance Abuse Guideline (*Drugs & Alcohol*)

1. If a teacher **suspects** a student of **being under the influence**, as a result of observing the student, he/she will contact the office requesting an administrator to the classroom. If the teacher's observation occurs in the absence of the administration, the teacher will have his/her suspicion confirmed by another adult. A report will then be given to the administration for follow-up.
2. The administration will escort the student from the class to the office where he/she will be questioned.

NOTE: Regardless of the outcome the student will not return to the classroom for the remainder of the period.

3. If the administrator confirms the teacher's suspicion, the following actions will result:
 - a) Caregivers will be contacted immediately so that they may come to the school to discuss with the administration and if need be, escort their son/daughter home.
 - b) An out of school suspension if the student is under the influence of drugs or alcohol. It should be noted that this suspension may be extended following consultation with the Superintendent's Office.
 - c) A caregiver and the student will meet with the school administration prior to the student's return to school.
 - d) Other consequences as determined in consultation with caregivers.
 - e) If drugs are found on the student and/or in his/her locker, the police **may be** contacted.
4. If a student is suspected of being under the influence a second time during the same school year:
 - a) Caregivers will be contacted immediately so that they may come to the school to discuss with the administration and if need be, escort their son/daughter home.
 - b) Out of school suspension for an undetermined period of time.
 - c) The situation is referred to the superintendent's office.
 - d) A caregiver and the student will meet with the school administration prior to the student's return to school.
 - e) The student will be subject to a probationary period during which time he/she may not be permitted to attend extracurricular events (sporting events, dances, etc...)
 - f) Other consequences as determined in consultation with parents.
 - g) If drugs are found on the student and/or in his/her locker, the police **may be** contacted.

Academic Honesty Guideline

To plagiarize is to take the ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. It is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas or expressions they use in their written work, whether quoted directly or

paraphrased. This applies to diagrams, statistical tables, and all written material. To provide adequate documentation is not only an indication of academic honesty but also a courtesy, which enables the reader to consult sources with ease. Failure to do so constitutes plagiarism. It will also be called plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, including the use of AI apps or sites, or copies of the answer or answers of another student in any test, end of semester evaluation or take-home assignment.

Plagiarism or any other form of cheating on a test or an end of semester evaluation is subject to penalty. A student found guilty of contributing to cheating in such a situation is also subject to penalty.

Some Key Ways to Avoid Cheating and Plagiarism:

In tests and end of semester evaluations

- Do not sit near friends.
- Shield your answer sheet so that others cannot see it.
- Do not gaze around the room when writing a test or an end of semester evaluation.
- Do not communicate with any other student; communicate only with the teacher.
- Arrive on time. Hand in all papers required.
- If you hear of anyone obtaining information about a test or end of semester evaluation in advance, report it to the teacher without delay. This includes information about past evaluations when they are not known to be available to all students.

In essays, reports and other assignments

- Know the rules, including the specific rules for the specific assignment.
- In your bibliography, do not cite any books, articles or other sources, which you have not used for the assignment in question. A bibliography lists only material actually used as reference.
- Do not lend your work to other students unless you feel certain they will not use it dishonestly.
- Submit assignments directly to your teacher. If you are unable to turn it in to your teacher, turn it in at the office with your teacher's name on it.
- When in doubt about any practice, ask your teacher. Do not rely only on friends, relatives or fellow students for information about what is acceptable academic practice in a particular course or discipline.
- When material you read impresses you, be particularly careful to use your own words. Use quotation marks and cite sources whenever you use words of another, even phrases only one or two words in length. Acknowledge all sources of information and inspiration. Think of 4 A's: Always Acknowledge All sources Appropriately.
- Students are strongly discouraged from using **Google Translate**, as it prevents them from demonstrating the ability to think in French and therefore to communicate their ideas 'en français.' Google Translate often mistranslates ideas and in most cases adds more mistakes to a text than a student would when trying to express themselves in French.

Consequences of Academic Dishonesty

Students who are caught cheating or plagiarizing on a test or assignment will need to redo and resubmit their assignment within established timelines as discussed with their teacher.

Student Conduct Guideline

Students are expected to be respectful at all times. Students being disrespectful will meet with the teacher(s). Recurring problems will be directed to the Principal and/or Vice-Principal. Chronic and flagrant violations of the school rules will result in a phone conversation or a meeting with student and a caregiver, and a possible suspension (either in-school or out-of-school).

The following will result in an automatic suspension:

- intimidation
- sexual harassment
- vaping / smoking on school property
- fighting
- substance abuse (possession or use)
- theft
- harassment
- hazing
- arson

The Louis Riel School Division has a zero tolerance against weapons in school. A student who brings a weapon to school could face expulsion.

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

Cell Phone Guidelines

The following guidelines will be in place to support a successful learning environment:

➤ **Grade 9 & 10 students:**

Each class period, students will be asked to place their cell phones in a container in a locked location for the duration of the class. Alternatively, students are welcome to secure their cell phones outside of the classroom (in their lockers or at home). Storage of phones in pockets or backpacks within the classroom will not be permitted. Exceptions such as a medical condition where the phone is required will be treated on an individual basis.

➤ **Grade 11 & 12 students:**

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

➤ **Additional guidelines for all students:**

- Listening devices, such as AirPods are not to be worn at any time during instruction.
- Students must have permission from the teacher to use headphones/AirPods *during work times only*.
- There are moments when cell phones may be used as a tool for learning; teachers will manage and direct that usage.
- Students will not turn in cell phones in the case of a substitute teacher.
- Apple watches or other devices that have the ability to receive messages must be put on "do not disturb" during class time.

- **In the case of refusal to follow this protocol, students may be asked to turn over their device for the duration of the class, or for the remainder of the school day. Parents will be notified by the classroom teacher if this is the case and may be asked to retrieve the device. Administration may become involved should the issue persist.**

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

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

Graduation Guideline

Diploma Ceremony

The right to participate is limited to all students who have successfully completed provincial graduation requirements and who were enrolled at Collège Béliveau during the current school year.

Picture Composite

The composite will include all students who:

- receive their diploma in June of the current school year;
- successfully complete all graduation requirements by September 1st of the current school year and who were enrolled at Collège Béliveau during the previous school year.

Graduation Banquet and Safe Grad

These events are reserved for Grade 12 students enrolled at Collège Béliveau during the current school year.

Student Parking Guideline

Student parking is available for a fee of 19.00 per month. **It should be noted that this fee is subject to change.** Students paying for parking will receive an assigned parking spot and a parking tag indicating their assigned stall number. Please consult the school office for further details.

Parking Violations

Students who do not pay for parking are not permitted to park in the parking lot. If a student's car is found to be parked in the lot without an appropriate parking tag and without having paid the necessary fees, a warning will be issued and the student will be expected to move the vehicle immediately. Also, a letter will be sent home after this first incident advising the caregivers that the student was illegally parked and should this happen again, no further warning will be issued. If the student decides to park illegally in the parking lot a second time, the car will simply be towed at the student's expense without warning.

*** Please note that parking in the Winakwa Community Club parking lot is also prohibited and similar consequences may result for violators.**

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

What to Consider When Selecting Courses

As a student:

1. You must take the responsibility of choosing courses very seriously.
2. You are encouraged to ask questions and get all the information you can before making course choices.
3. You should consult with your caregivers, student services support teachers and classroom teachers when selecting your courses.

Ask yourself:

- What are my interests?
- What are my abilities?
- What career do I have in mind?
- What courses do I need in order to achieve my career goals?

The Credit System and Graduation Requirements

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

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

Graduation Requirements: 30 credits

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

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

A Collège Béliveau French Immersion diploma attests to the fact that a student has completed an immersion program where French has been the language of instruction for the majority of courses, other than the required English Language Arts courses. In order to become a Collège Béliveau graduate, a student must have:

- successfully completed the Français 40S, English Language Arts 40S, Mathematics 40S and Physical Education 40S credits;
- Exceptions to these requirements must be approved by the Principal.

- Please note that the Province of Manitoba has updated requirements for students to receive a French Immersion diploma, for students entering the program as of September 2024.

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

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

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

How to Decipher Course Codes

CREDITS

The credit system begins in Grade 9 in all Manitoba High Schools. All courses offered are one credit each; any exceptions are specified. The minimum credits required for a Manitoba High School Diploma is 30.

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 ½ credit

1 – Developed by the School or Division including Self-Initiated Projects for ½ 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*: course for students with significant intellectual (cognitive) disabilities where the learning goals have been modified to accommodate these individual learning needs. An individual Modified education plan is required.

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.

L *French Literacy*: course for students needing additional support to learn French in the subject area, with educational experiences designed to assist with the transition into regular programming. A student educational plan is required.

E *EAL – English Additional Language* : course for students for whom English is not a first language, with learning experiences designed to assist in making the transition into regular programming. An EAL student education plan is required.

ILLUSTRATIVE EXAMPLES

- *Social Studies 10G* – Grade 9, general course, developed by the Manitoba Education, Citizenship and Youth, 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.

Timetable Changes

1. Timetable changes may be made for the following reasons:

- cancellation of a course due to insufficient enrollment;
- unsuccessful course completion
- timetable conflict;
- addition of a course to meet school requirements for graduation;
- addition of a course for post-secondary requirements;
- addition of a course due to new academic orientation;
- an imbalance of students registered in a certain course;
- office timetable error.

2. **Procedures to follow for a timetable change are:**

- Students consult one of the Student Services Teachers to develop a timetable change. Appointments can be made through email, Tams chat, or drop in.
- Timetable changes may be requested from the Student Services Teacher's office during the first five days of the first semester and of the second semester.
- New timetable is submitted to the school administration for approval.
- If timetable is approved, the Student Services Teacher makes the necessary changes and a new timetable is given to the student.
- Depending on the number of students registered in a course, students wishing to add a course might be placed on a waitlist.

4. **If a student wishes to withdraw from a course, he/she should follow this procedure:**

- Discuss with the classroom teacher and a Student Services Teacher; appointments can be made through email, Tams chat, or drop in.
- Following parental approval, confirm this course withdrawal with a Student Services Teacher (in rooms 206 or 215).

Grade 9

The following courses are compulsory: (6.0 credit hours)

Français	10F	1 credit
English Language Arts	10F	1 credit
Mathematics	10F	1 credit
Science	10F	1 credit
Canada in the Contemporary World	10F	1 credit
Physical Education	10F	1 credit

The following courses are optional: (3.0 must be taken)

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

- Applying Information & Communication Technology

Part 1	15F	½ credit
Part 2	15F	½ credit
- Electricity-Electronics Technology 10G 1 credit
- Film & Media 10S 1 credit
- Human Ecology 10S 1 credit
- Music Options

- Concert Band	10S	1 credit
- Guitar	10S	1 credit
- Jazz Band	10S	1 credit
- Pre-Engineering Part 1-Technology Education 15G ½ credit
- Pre-Engineering Part 2-Drafting Design 15G ½ credit
- Spanish 10F 1 credit
- Transitional Mathematics (*consultation with gr. 8 math teacher prior to acceptance into course) 10F 1 credit
- Visual Art 10S 1 credit

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

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

Grade 9 Course Descriptions

In French immersion, the learning and teaching of *le français* as a second language relies on learning principles which encourage the student to progress toward language autonomy. For this to occur, the student must take responsibility for his/her learning and take advantage of every opportunity to communicate in French.

The learning outcomes of the French immersion program demand thought processes where the student benefits from cognitive and metacognitive strategies necessary to realize projects of communication.

These learning outcomes can be divided into five categories:

- an appreciation of learning “*le français*”
- oral comprehension
- written comprehension
- oral production
- written production

Compulsory Courses

FRANÇAIS 10F – Compulsory 1 credit

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

ENGLISH LANGUAGE ARTS 10F – Compulsory 1 credit

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

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

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

Note: *Representing activities enable students to communicate their ideas visually through a variety of media including charts, posters, diagrams, photographs, video presentations, visual art, drama and mime.*

A GUIDE TO MATHEMATICS COURSE SELECTION

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

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

MATHEMATICS (MATHÉMATIQUES) 10F – Compulsory 1 credit

Content : The curriculum continues to develop and expand on skills such as communication, reasoning, estimation and mental mathematics, visualization, connections, technology and problem solving.

(See: www.edu.gov.mb.ca/k12/cur/math/framework_9-12/full_doc.pdf for further details.)

Numbers

- rational numbers
- square roots
- powers
- laws of exponents
- order of operations

Shape & Space

- circle properties
- properties and relations of 2-D and 3-D objects and shapes
- position and motion of objects and shapes

Statistics & Probability

- data gathering, analysis & drawing conclusions from experiments
- comparing a variety of data gathering techniques
- experimental & theoretical probabilities
- the role of probability in today's society

Patterns & Relations

- solving equations & inequalities
- algebraic expressions (polynomials)
- graphing, analyzing, interpolating, extrapolating linear relations.

SCIENCE (SCIENCES) 10F – Compulsory 1 credit

Content: The Science 10F course focuses on four different areas of study:

- Biology (Reproduction)
- Chemistry (Atoms and Elements)
- Physics (Nature of Electricity)
- Astronomy

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

Content : The Grade 9 social studies course deals with Canada and Canadian society. Specific topics include: Canada's political heritage, multiculturalism, Canadian identity, politics & history, immigration, Canada's legal and political system, Canada's economic and social system, Canada's role in the world, and current issues regarding Canada.

Instruction:

- Lectures
- Reading
- Discussions
- Assignments
- Films
- Research projects
- Caricatures
- Current events

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

Content: Grade 9 Physical Education is a full credit course aimed at promoting health and wellness through physical activity and health education. This course offers a variety of activities including team, individual, and cooperative games in order to develop the skills for lifelong participation in physical activities. In addition, students will participate in health modules, topics including Human Sexuality, Mental Health, Substance Use and Abuse, Introduction to Human Anatomy and Physiology, and Principles of Fitness Training.

Optional Courses

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

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

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

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

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

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

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

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

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

This course includes Family Studies for approximately 1 month, Clothing and Textiles for approximately 2 months and then Foods and Nutrition for the remainder of the time (2 months). There is an equal emphasis on theory and practical components of the course.

Content:

Clothing and Textile (Vêtement & Habitation)

Theory

- Fabrics: types, principal characteristics
- Garment labels: interpretation, content and care of clothing
- Figure types and measurements
- Creating an image

Practical

- Working with patterns
- Seams and seam finishes
- Hand stitching techniques
- Machine project
- Machine embroidery

Foods and Nutrition (Nourriture & Nutrition)

Theory

- Safety
- Hygiene
- Food safety
- Kitchen equipment
- Measuring techniques
- Canada's Food Guide
- Nutrient Properties and Functions
- Healthy Food Choices
- Food Habits
- Breakfast

- Snacks
- Food Presentation
- Consumerism
- Budgeting
- Malnutrition
- Nutrient deficiency
- Obesity
- Vegetarianism
- Cultural Food Habits and Practices

Practical

- Utilization of different cooking techniques and equipment
- Creating and preparing recipes that enhances theory aspect of the course
- Food preparation
- Food presentation
- Food Safety
- Cooperation – Team work
- Time management
- Efficiency
- Students take part in a practical as well as a written end of term assessment.

MUSIC OPTIONS

CONCERT BAND (HARMONIE) 10S – Optional 1 credit

Prerequisite: No prerequisite is required for this course.

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

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

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

Prerequisite: Student must also be registered in either band or guitar at the senior high level and/or have permission of instructor.

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

GUITAR (GUITARE) 10S - Optional 1 credit

Prerequisite: No prerequisite is required for this course.

Content: This course will focus on learning a variety of different types of musics for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on the guitar in a variety of styles and genres such as pop, rock, blues, hip hop, jazz, folk, metal, country, classical, and more. Students

will learn and perform in a variety of musical settings including solo, small ensemble, and large group ensembles. Additionally, students will be afforded the opportunity to critically reflect, connect, and respond to a variety of music throughout the course. Finally, potential field trips, guest clinicians and performers, and concerts will add both balance and depth to our learning.

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

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

Recommendations for this course: Students should have the ability to work both independently and cooperatively with others, and to meet project deadlines.

Content: 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 to solve problems by developing realistic solutions. Students will be taught all required manufacturing skills, and how to safely utilize the equipment in the lab. Projects cover one of several major technology sectors while employing an enterprise process to design, build, and market an invention or idea. No previous experience required!

ADDITIONAL INFORMATION - The technologies introduced are:

- AC/DC Power
- Communication Technology
- Engineering
- Mechanical Systems & Mechanisms
- Quality Control
- Lab Safety
- CNC Milling Technology
- Electrical Systems
- Manufacturing Tools
- Pneumatics Technology
- Robotics Technology

SPANISH (ESPAGNOL) 10F - Optional 1 credit

Prerequisite: A desire to learn a new language and discover new worlds, to have fun and laugh easily, and to develop and expand one's learning techniques.

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

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

Content: This course is a program designed to provide transitional support for students who have struggled to learn mathematics in middle years. It is designed for delivery prior to Mathematics 10F to reinforce skills required to develop further understanding in mathematics. The guiding principles of the course include the language, skill, process, and concept development necessary for the transition into Mathematics 10F and beyond. *Students will be placed in this course following a consultation with their Grade 8 mathematics teacher.

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

Prerequisite: No prerequisite is required for this course.

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

Grade 10

Grade 10 students must take **six** compulsory courses along with **two** optional courses. A third option may be possible providing there is flexibility within the timetable and where space is available.

The following courses are compulsory:

Français	20F	1 credit
English Language Arts	20F	1 credit
Mathematics - one of the following:		
- Essential Mathematics	20S	1 credit
- Introduction to Applied & Pre-Calculus Mathematics	20S	1 credit
Science	20F	1 credit
Geographic Issues of the 21 st Century	20F	1 credit
Physical Education	20F	1 credit

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

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

• Broadcast Media / Digital Filmmaking	35S/25S	1 credit
• Computer Science	20S	1 credit
• Digital Imagery / Desktop Publishing	25S/35S	1 credit
• Family Studies	20S	1 credit
• Life/Work Planning	20S	1 credit
• Music Options		
- Concert Band	20S	1 credit
- Guitar	20S	1 credit
- Jazz Band	20S	1 credit
- Technical Music Production	20S	1 credit
• Personal Finance	20S	1 credit
• Pre-Engineering II Concepts & Applications	21G	1 credit
• Spanish	20F	1 credit
• Textiles, Art & Design	20S	1 credit
• Visual Art	20S	1 credit
• 2D Animation / Web Design	35S	1 credit
• Yearbook Français	21G	1 credit

Grade 10 Course Descriptions

In French immersion, the learning and teaching of *le français* as a second language relies on learning principles which encourage the student to progress toward language autonomy. For this to occur, the student must take responsibility for his/her learning and take advantage of every opportunity to communicate in French.

The learning outcomes of the French immersion program demand thought processes where the student benefits from cognitive and metacognitive strategies necessary to realize projects of communication. These learning outcomes can be divided into five categories:

- an appreciation of learning “*le français*”
- oral comprehension
- written comprehension
- oral production
- written production

Compulsory Courses

FRANÇAIS 20F - Compulsory 1 credit

Prerequisite: Français 10F

Content: This course is designed to further develop and refine students’ ability to communicate in French as well as to expand their knowledge in reading and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, oral presentations and projects. Students will read and write in a variety of genres (e.g. articles, brochures, newspapers, songs, opinion letters, interviews, documentaries). They will study a minimum of one classic novel, and a variety of films. This course will further develop writing skills through continuing practice in the use of complex grammatical structures. Students are encouraged to take the initiative to participate in activities such as viewing films, listening to music, attending plays, and communicating in French on a daily basis.

ENGLISH LANGUAGE ARTS 20F - Compulsory 1 credit

Prerequisite: English Language Arts 10F

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

A GUIDE TO MATHEMATICS COURSE SELECTION

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed from kindergarten.

Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

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

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

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

INTRODUCTION TO APPLIED & PRE-CALCULUS MATH (INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES & PRÉ-CALCUL) 20S - Compulsory 1 credit

Prerequisite: **Mathematics 10F**

Content: **Introduction to Applied & Pre-calculus Mathematics 20S** is intended for students considering post-secondary studies that require a math pre-requisite. 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 form the foundation for topics to be studied in both Applied Mathematics 30S and Pre-calculus Mathematics 30S.

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

(As indicated in the document, *Province of Manitoba's Grades 9 to 12 Mathematics Manitoba Curriculum Framework of Outcomes*, http://www.edu.gov.mb.ca/k12/cur/math/framework_9-12/index.html)

NOTE: Students with an average of less than 60% in Math 10F must meet with students services teachers or the administration accompanied by a caregiver before being registered in Grade 10 Introduction to Applied & Pre-calculus Mathematics 20S.

Students choosing to study Introduction to Applied & Pre-Calculus Mathematics 20S must know that a minimum of 20 minutes of practice time outside of class time, on a daily basis, is strongly advised if a student is to be successful in this course. New concepts are taught every day, and students must be willing to keep up with their work if they are to thrive.

Students who do not possess the requisite skills to be successful in Grade 10 Introduction to Applied & Pre-calculus Mathematics 20S, and who may require the course for entry in future post-secondary programs, are encouraged to choose a mathematics course best suited to their interests and abilities, and to explore appropriate upgrading opportunities at a later date.

ESSENTIAL MATHEMATICS (MATHÉMATIQUES AU QUOTIDIEN) 20S - Compulsory **1 credit**

Prerequisite: **Mathematics 10F**

Content: **Essential Mathematics 20S** is intended for students whose post-secondary planning may not include a focus on mathematics and science-related fields. Essential Mathematics 20S is a one-credit course emphasizing consumer applications, problem solving, decision making, and spatial sense. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

Topics of Study include: Analysis of Games and Numbers, Personal Finance, Trigonometry, Measurement, Consumer Decisions, 2-D Geometry, Transformations, Angle Construction

(As indicated in the document, *Province of Manitoba's Grades 9 to 12 Mathematics Manitoba Curriculum Framework of Outcomes*, http://www.edu.gov.mb.ca/k12/cur/math/framework_9-12/index.html)

SCIENCE (SCIENCES) 20F - Compulsory 1 credit

Prerequisite: Science 10F

Content: The Science 20F course focuses on four different areas of study:

- Ecosystem dynamics (Ecology)
- Chemical reactions (Chemistry)
- Motion Dynamics (Physics)
- Weather dynamics (Meteorology)

GEOGRAPHIC ISSUES OF THE 21ST CENTURY (ENJEUX GÉOGRAPHIQUES DU 21^e SIÈCLE) 20F - Compulsory 1 credit

Prerequisite: Canada in the Contemporary World 10F

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

PHYSICAL EDUCATION (ÉDUCATION PHYSIQUE) 20F - Compulsory 1 credit

Prerequisite: Physical Education 10F

Content: Grade 10 Physical Education is a full credit course aimed at promoting health and wellness through physical activity and health education. This course offers a variety of activities including team, individual, and cooperative games in order to develop the skills for lifelong participation in physical activities. In addition, students will participate in health modules, topics including Nutrition, Mental Health, First Aid and CPR (Certification offered), and Principles of Fitness Training.

Optional Courses

2D ANIMATION 35S / WEB DESIGN 35S (ANIMATION 2D / CONCEPTION DE SITES WEB) – Optional 1 credit

Content : In addition to building on prior knowledge, the Animation-2D 35S & Web Design 35S courses will provide students with the necessary knowledge and skills to design, develop, and publish websites and animations using Adobe Creative Cloud software. By participating in the program, students will become better acquainted with :

- Adobe Animate CC
- Adobe Dreamweaver CC

By successfully completing this course, students will receive a half-credit for each of its components.

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

Content: **Broadcast media 35S** is a technology-based half-credit course that provides students an understanding of all phases of the media production process. Students will:

- create and edit audio broadcasts;
- record sound files;
- edit sound files;
- prepare video broadcasts;
- record video broadcasts;
- edit video broadcasts;
- create and record audio and video programs;
- create audio and video clips for broadcasting.

Digital Filmmaking 35S – In this course, students apply knowledge acquired in Broadcast Media to create short films using audio, image and animation components. Students will learn to plan, develop and create a quality final product.

COMPUTER SCIENCE (INFORMATIQUE) 20S - Optional 1 credit

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

Students will study the following concepts throughout this course:

- | | |
|--|-----------------------|
| • History of Computer Hardware | • Data Structures |
| • Ethical Behavior | • Control Structures |
| • Documentation | • Debugging |
| • Project Management | • Reusable Code |
| • Programming Standards and Convention | • Reasoning and Logic |

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

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

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

Prerequisite: There is no prerequisite for this course.

Content : Family Studies 20S focuses on the skills and knowledge parents and caregivers need, with emphasis on human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as caregivers. Goals of the course include fundamentals of human development, relationships and influences, health and wellness, fundamentals of parenting and caregiving, citizenship and sustainability, and career development.

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

Content: This career development course is designed to help students uncover and develop their interests. It will also help students discover what motivates them. By completing this course, students take their first step in planning for their future and acquiring the tools and skills needed in order to enter college, university, or the workplace. Students will explore the world of work, as well as learn what it takes to apply for a job.

MUSIC OPTIONS

CONCERT BAND (HARMONIE) 20S - Optional 1 credit

Prerequisite: Concert Band 10S or recommendation of teacher.

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

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

JAZZ BAND (ORCHESTRE DE JAZZ) 20S – Optional 1 credit

Prerequisite: Student must also be registered in either band or guitar at the senior high level and/or have permission of instructor.

Content: This course will deal with the idiom of jazz, jazz-rock, and Latin jazz. It will include the discussion and practice of modern harmony, improvisation, and

various jazz styles. Classes may take place outside of regular school hours. The Jazz ensemble will be formed of senior high students from different grade levels.

GUITAR (GUITARE) 20S – Optional 1 credit

Prerequisite: Guitar 10S or permission from instructor.

Content: This course will focus on learning a variety of different types of musics for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on the guitar in a variety of styles and genres such as pop, rock, blues, hip hop, jazz, folk, metal, country, classical, and more. Students will learn and perform in a variety of musical settings including solo, small ensemble, and large group ensembles. Additionally, students will be afforded the opportunity to critically reflect, connect, and respond to a variety of music throughout the course. It is likely that the Grade 10, 11, and 12 students will be grouped together.

TECHNICAL MUSIC PRODUCTION (TECHNIQUE DE PRODUCTION MUSICALE) 20S - Optional 1 credit

Prerequisite: No musical or computer experience is required.

Content: This course aims to provide students with the fundamentals of music composition and to gain music production experience in the recording arts through modern technology. The course will include an introduction to basic theory, chord progressions, harmonies, and song structure. Students will work with a variety of software to compose their own melodies and harmonies. Studio analog and digital recording formats will be introduced. MIDI technology, music composition software and digital recording software will be used in this class.

PERSONAL FINANCE (FINANCE PERSONNELLE) 20S – Optional 1 credit

Prerequisite: **Grade 9 mathematics** (recommended for students **NOT** enrolled in Essential Math)

Content: This course focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. The topics covered will 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. They will also be asked to consider how social media and the internet can affect their buying decisions.

PRE-ENGINEERING II CONCEPTS & APPLICATIONS (PRÉ-GÉNIE PARTIE 2: CONCEPTS & APPLICATIONS) 21G - Optional 1 credit

Prerequisite: **Pre-engineering I is recommended but not required.**

Recommendations For Success: A strong academic standing in mathematics and sciences is recommended.

Content: This course is an introduction to engineering which bridges the gap between pure science and pure technology. Using problem solving, experimentation and self-directed research projects students are given an opportunity to investigate and experience hands-on learning. Students will work both independently and cooperatively in teams to create, test, and communicate solutions to a variety of interesting challenges. Did you enjoy the series “Mythbusters”? If so, this course is for you!

This course places a strong emphasis on basic mathematical skills, design, applied physics, manufacturing processes and computer applications in engineering technology. Course work includes classroom lectures, hands-on opportunities and individual projects that provide students with a broad range of technical knowledge used by today's engineers. Major topics include:

- Introduction to Engineering Principles
- Technical Writing
- Pneumatics
- Mechanical Devices
- Projects and Challenges
- Tools Materials & Processes
- Basic Electronics
- Hydraulics
- Drafting by Design
- Lab Safety

Career Connections: This course will be of interest to those students who are curious about the many facets of engineering, and its practical applications. Skills learned would apply to careers in sciences, engineering, electronics, and production technologies, to name a few.

SPANISH (ESPAGNOL) 20F - Optional 1 credit

Prerequisite: Spanish 10F

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

TEXTILES, ART & DESIGN (VÊTEMENTS, HABITATION & DESSIN) 20S – Optional 1 credit

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

Content: Grade 10 Textile Arts and Design examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

VISUAL ART (ARTS VISUELS) 20S - Optional 1 credit

Prerequisite: **No prerequisite is required for this course.**

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

YEARBOOK FRANÇAIS (ANNUAIRE) 21G - Optional 1 credit

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

Students applying for this course should:

- be able to work independently;
- be able to meet deadlines;
- be knowledgeable in computer use, photography, be interested in lay-out design and graphic arts;
- be self-motivated to produce high quality work;
- effectively use the French language;
- easily accept group decisions and function cooperatively.

Grade 11

Grade 11 students must take **five** compulsory credits. The school will provide **two** optional courses for each student. Additional options may be possible providing there is flexibility within the timetable and/or space available in the courses requested.

The following courses are compulsory:

Français: Langue et communication	30S	1 credit
English Language Arts - <u>one</u> of the following:		
- Comprehensive Focus	30S	1 credit
- Literary Focus	30S	1 credit
History of Canada	30S	1 credit
Mathematics - <u>one</u> of the following:		
- Applied Mathematics	30S	1 credit
- Essential Mathematics	30S	1 credit
- Pre-Calculus Mathematics	30S	1 credit
Physical Education	30F	1 credit

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

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

• 2D Animation / Web Design	35S	1 credit
• Biology	30S	1 credit
• Broadcast Media / Digital Filmmaking	35S / 25S	1 credit
• Chemistry	30S	1 credit
• Cinema as a Witness to Modern History	40S	1 credit
• Computer Science	30S	1 credit
• Current Topics in First Nation, Métis & Inuit Studies	40S	1 credit
• Digital Imagery/Desktop Publishing	25S / 35S	1 credit
• Family Studies	40S	1 credit
• Interdisciplinary Topics in Science	40S	1 credit
• Law	40S	1 credit
• Leadership Training	41G	1 credit
• Life/Work Building	30S	1 credit
• Music Options		
- Concert Band	30S	1 credit
- Guitar	30S	1 credit
- Jazz Band	30S	1 credit
- Technical Music Production	30S	1 credit
• Physics	30S	1 credit
• Pre-Engineering	40S	1 credit
• Psychology	40S	1 credit
• Spanish	30S	1 credit
• Textiles, Art & Design	30S	1 credit
• Topics & Trends in Business	40S	1 credit
• Visual Art	30S	1 credit
• Yearbook Français	31G	1 credit

Grade 11 Course Descriptions

In French immersion, the learning and teaching of *le français* as a second language, relies on learning principles which encourage the student to progress toward language autonomy. For this to occur, the student must take responsibility for his/her learning and take advantage of every opportunity to communicate in French.

The learning outcomes of the French immersion program demand thought processes where the student benefits from cognitive and metacognitive strategies necessary to realize projects of communication. These learning outcomes can be divided into five categories:

- an appreciation of learning “*le français*”
- oral comprehension
- written comprehension
- oral production
- written production

Compulsory Courses

FRANCAIS: LANGUE ET COMMUNICATION 30S - Compulsory 1 credit

Prerequisite: Français 20F

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

ENGLISH LANGUAGE ARTS 30S – Compulsory 1 credit

Pre-requisite: English Language Arts 20F

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

ELA: COMPREHENSIVE FOCUS 30S – 1 credit

Content : This course is a continuation of ELA 20F designed to further extend students’ literacy skills through pragmatic (that is, real-world) and aesthetic (that is, creative) opportunities to engage with texts. In other words, this course is a mixture of fiction and non-fiction, practical and creative work. Students will have the opportunity to appreciate, analyze, interpret, create, persuade, inform, reflect and express feelings in order to better understand themselves and the world around them. This course can be used for university entrance.

ELA: LITERARY FOCUS 30S – 1 credit

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

HISTORY OF CANADA (HISTOIRE DU CANADA) 30F - Compulsory 1 credit

Prerequisite: Geographic Issues of the 21st Century 20F

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

Specific topics include:

- Turtle Island and its First Peoples
- French Colonialism – La Nouvelle-France
- British North America
- Post-Confederation and Contemporary Canada

A GUIDE TO MATHEMATICS COURSE SELECTION

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

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

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

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

APPLIED MATHEMATICS (MATHÉMATIQUES APPLIQUÉES) 30S – 1 crédit

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

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

This course includes the following topics:

<ul style="list-style-type: none"> • Problem Solving • Scale • Quadratic Functions • Proofs 	<ul style="list-style-type: none"> • Research • Statistics • Systems of Inequalities • Trigonometry
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NOTE : 70% or higher in Introduction to Applied & Pre-Calculus Mathematics 20S is recommended for students to continue into Applied Mathematics 30S.

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

Content : Essential Mathematics 30S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course centres on the connections to mathematics that we face in our day-to-day lives. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in a technological society.

Topics include:

<ul style="list-style-type: none"> • Analysis of Games and Numbers • Interest and Credit • Managing Money • 3-D Geometry 	<ul style="list-style-type: none"> • Relations and Patterns • Statistics • Trigonometry • Design Modelling
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PRE-CALCULUS MATHEMATICS (MATHÉMATIQUES PRÉ-CALCUL) 30S – 1 credit

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

Content: Pre-Calculus Mathematics 30S is designed for students who intend to study calculus and related mathematics in their post-secondary education. The course comprises a **high-level, fast-paced** study of **theoretical** mathematics with an emphasis on conceptual problem solving, mental mathematics, as well as cumulative exercises and testing. Students must possess an ability to learn theoretical concepts and must be capable to work with increasingly abstract ideas. Topics include:

<ul style="list-style-type: none"> • Quadratic Equations • Algebra • Radicals • Functions • Sequences 	<ul style="list-style-type: none"> • Absolute Value • Rationals • Equation Solving • Trigonometry • Systems and Inequalities
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NOTE: Students who have attained a minimum average of 70% in Introduction to Applied & Pre-Calculus Math 20S are encouraged to continue with this course. Students choosing this course must understand that a minimum of 30 minutes of daily practice outside of class time is strongly advised to ensure success.

PHYSICAL EDUCATION 30F

Prerequisite: Éducation physique 20F

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

Grading

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

Community-based component (25%)

The community-based component for the Physical Education credit is the same for all courses. In order to fulfill the community-based component of the course, all students are required to create and execute a minimum 28-hour personal physical activity plan that contributes to their overall health and fitness. Caregivers will be required to review the student’s physical activity plan and sign a Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Caregivers will also be required to regularly verify the entries of the student’s physical activity log.

School-based component (75%)

Students are required to select **ONE** of the following Physical Education 30F courses - **1 credit**

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

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

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

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

Activity fee:

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

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

Content: This specialized course will expose students to lifelong outdoor recreational pursuits through the theoretical and practical application of survival skills as well as the exploration of current outdoor education issues. The emphasis of the course will be to teach students how to plan, organize and enjoy outdoor experiences. Examples of activities in this course include (but not limited to) cycling, snowshoeing, cross-country skiing, geocaching, curling and horseback riding. Some of the skills that will be developed are winter wilderness survival, finding alternative pursuits within Manitoba, and reconnecting with nature. The

school-based health curriculum includes topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

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

Activity Fee:

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

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

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

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

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

Optional Courses

2D ANIMATION 35S / WEB DESIGN 35S (ANIMATION 2D / CONCEPTION DE SITES WEB) – Optional 1 credit

Content : In addition to building on prior knowledge, the Animation-2D 35S & Web Design 35S course will provide students with the necessary knowledge and skills to design, develop, and publish websites and animations using Adobe Creative Cloud software. By participating in the program, students will become better acquainted with :

- Adobe Animate CC
- Adobe Dreamweaver CC

By successfully completing this course, students will receive a half-credit for each of its components.

BIOLOGY (BIOLOGIE) 30S - Optional 1 credit

Prerequisite: Science 20F

Content: The Biology 30S course encompasses on one hand an introduction to the life sciences and on the other, an overview of human anatomy and physiology. The first part of the course includes the study of biological characteristics, a presentation of cell theory, and an introduction to biochemistry. The bulk of the course entails a relatively detailed study of the human body. The human systems are examined from an anatomical, physiological and pathological viewpoint.

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

Content: **Broadcast media 35S** is a technology-based half-credit course that provides students an understanding of all phases of the media production process. Students will:

- create and edit audio broadcasts;
- record sound files;
- edit sound files;
- prepare video broadcasts;
- record video broadcasts;
- edit video broadcasts;
- create and record audio and video programs;
- create audio and video clips for broadcasting.

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

CHEMISTRY (CHIMIE) 30S - Optional 1.0 credit

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

Content: The course covers topics such as:

- atomic and molecular theory
- mole concept
- formulae and chemical equations
- behaviours, both qualitative and quantitative, of gases, liquids and solids
- introduction to electrochemistry

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

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

Prerequisite: Histoire du Canada 30S

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

COMPUTER SCIENCE (INFORMATIQUE) 30S - Optional 1 credit

Prerequisite: Computer Science 20S

Content : The Computer Science 30S course continues from the 20S course with renewed emphasis on teamwork, communication, documentation, imagination and logic. In addition, the course will develop programming structures using arrays and subprograms. Students will be introduced to a new java-based programming language in this course (Processing) to learn these new concepts. Most areas will be integrated together and developed throughout the course. **Please note that Chromebooks are not compatible with the software used in this course.**

Students will study the following:

- | | |
|---|-----------------------|
| • History of Computer Software | • Data Structures |
| • Ethical Behaviour | • Control Structures |
| • Documentation | • Debugging |
| • Project Management | • Reusable Code |
| • Programming Standards and Conventions | • Reasoning and Logic |

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

CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES (PREMIÈRES NATIONS MÉTIS ET INUIT) 40S – Optional 1 credit

Prerequisite: Histoire du Canada 30S

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

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

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

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

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

FAMILY STUDIES (ÉTUDES DE LA FAMILLE) 40S – Optional 1 credit

Prerequisite: There is no prerequisite for this course.

Content : 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.

INTERDISCIPLINARY TOPICS IN SCIENCE 40S (SUJETS INTERDISCIPLINAIRE EN SCIENCES) 40S – Optional 1 credit

Content : Interdisciplinary Topics in Science 40S is a multidisciplinary project-based science course based on current issues rather than being textbook driven. During the 2024-25 school year, this course will focus on fundamental concepts and skills pertaining to Environmental Science such as basic ecology, energy conservation, sustainable agriculture and forestry and scientific solutions to modern environmental challenges. Hands-on activities and laboratory sessions will be incorporated. Critical thinking, problem solving, research, laboratory skills and project completion are emphasized.

Students may obtain a credit from this course as well as a credit from any Biology, Chemistry or Physics course. Students who are interested in Environmental Science, capable of independent work, have good academic standing, strong work ethic and research skills are the best candidates for this course.

Note: This course will be offered in rotation with Current Topics in Science 30S.

LAW (DROIT) 40S – Optional 1 credit

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

Topics to be studied include:

- Origins of law
- The Common Law & its origins
- The Civil Law & its origins
- The Canadian Legislative system
- Canadian Constitution
- Canadian Charter of Rights & Freedoms
- Canadian judicial system
- Criminal law
- The judicial procedure

LEADERSHIP TRAINING (ENTRAINEMENT AU LEADERSHIP) 41G - Optional 1 credit

Content: This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. A total of 50 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteering at a community organization). 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 a job resume, interview preparation, 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
- Job search preparation

LIFE/WORK BUILDING (ORGANISATION VIE-TRAVAIL) 30S – Optional 1 credit

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

MUSIC OPTIONS

CONCERT BAND (HARMONIE) 30S - Optional 1 credit

Prerequisite: Concert Band 20S or recommendation of Teacher

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

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

JAZZ BAND (ORCHESTRE DE JAZZ) 30S - Optional 1 credit

Prerequisite: Student must also be registered in either band or guitar at the senior high level and/or have permission of instructor.

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

GUITAR (GUITARE) 30S – Optional 1 credit

Prerequisite: Guitar 20S or permission from instructor

Content: This course will focus on learning a variety of different types of musics for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on guitar in a variety of styles and genres such as pop, rock, blues, hip hop, jazz, folk, metal, country, classical, and more. Students will learn and perform in a variety of musical settings including solo, small ensemble, and large group ensembles. Additionally, students will be afforded the opportunity to critically reflect, connect, and respond to a variety of musics throughout the course. Finally, potential field trips, guest clinicians and performers, and concerts will add both balance and depth to our learning. It is likely that the Grade 10, 11, and 12 students will be grouped together.

TECHNICAL MUSIC PRODUCTION (TECHNIQUE DE PRODUCTION MUSICALE) 30S - Optional 1 credit

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

Content: This course, which is a continuation of Technical Music Production 21G, aims to enhance students' understanding of music composition, as well as techniques in music production and the recording arts through modern technology. The course will include basic and more advanced theory, chord progressions, harmonies and song structure. Various types of recording formats will be introduced and applied in the musical productions. MIDI technology, music composition software and digital recording software will be used in this class.

PHYSICS (PHYSIQUE) 30S - Optional 1 credit

Prerequisite: Science 20F

Content: The study of the motion of objects and the related concepts of force and energy forms the field called mechanics. The study of waves, sound waves in particular, and their motion are also explored - the focus of Physics 30S. Mechanics is divided into two parts:

- kinematics - the description of how objects move, and
- dynamics - which deals with why objects move as they do.

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

PRE-ENGINEERING (PRÉ-GÉNIE: TECHNOLOGIE APPLIQUÉE) 40S - Optional 1 credit

Prerequisite: There is no prerequisite for this course.

Content: This course provides an introduction to the field of Engineering. Topics include:

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

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

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

PSYCHOLOGY (PSYCHOLOGIE) 40S - Optional 1 credit

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

Objectives of this course are to:

- introduce students to the study of psychology – the scientific study and understanding of behavior;
- present information with respect to human development, and social psychology.

SPANISH (ESPAGNOL) 30S - Optional 1 credit

Prerequisite: Spanish 20F

Content: In this third-year language course, development of all four language skills continues, although more independent oral and written work is required. Exposure to varied written texts continues and is augmented by a taste of Hispanic literature. Students will continue to learn new vocabulary such as sports, daily routines, household items, and health. Students are expected to communicate in Spanish and should be comfortable and competent using bilingual and unilingual dictionaries to help them meet their communicative needs.

TEXTILES, ART & DESIGN (VÊTEMENTS, HABITATION & DESSIN) 30S – Optional 1 credit

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

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

TOPICS & TRENDS IN BUSINESS (TENDANCES EN AFFAIRES) 40S – Optional 1 credit

Prerequisite: Mathématiques 20S

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

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

Prerequisite: **No prerequisite is required for this course.**

Content: This level of the Art program builds on the development of concepts and skills that have been previously introduced at the prior levels. Students apply the elements and principles of design that were studied in previous years to create works of art in new media. Students will study techniques in art as well as the language of art, history of art, and cultural context of art throughout history. This course includes an introduction to gesture drawing and figure study.

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

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

Students applying for this course should have a strong:

- desire to learn, and to work without direct supervision;
- ability to meet deadlines;
- knowledge in computer use, photography, interest in lay-out design, graphic arts;
- self-motivation to produce high quality work;
- use of the French language;
- ability to accept group decisions and to function cooperatively.

Grade 12

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

The following courses are compulsory:

Français: Langue et communication	40S	1 credit
English Language Arts - <u>one</u> of the following:		
- Comprehensive Focus	40S	1 credit
- Literary Focus	40S	1 credit
Mathematics - <u>one</u> of the following:		
- Applied Mathematics	40S	1 credit
- Essential Mathematics	40S	1 credit
- Pre-Calculus Mathematics	40S	1 credit
Physical Education	40F	1 credit

The following courses are optional: (1 must be taken; 2 must be taken to attend a university)
Some options may not be offered. Selection will be based on student interest and enrollment.

• Biology	40S	1 credit
• Calculus (Introduction to)/Advanced Mathematics	45S	1 credit
• Chemistry	40S	1 credit
• Cinema as a Witness to Modern History	40S	1 credit
• Computer Science	40S	1 credit
• Current Topics in First Nations, Métis & Inuit	40S	1 credit
• Family Studies	40S	1 credit
• Français 1007 / 1009 (USB)	42U	1 credit
• Interdisciplinary Topics in Science	40S	1 credit
• Law	40S	1 credit
• Leadership Training	41G	1 credit
• Life/Work Transition	40S	1 credit
• Music Options		
- Concert Band	40S	1 credit
- Guitar	40S	1 credit
- Jazz Band	40S	1 credit
- Technical Music Production	30S	1 credit
• Physics	40S	1 credit
• Pre-Engineering	40S	1 credit
• Psychology	40S	1 credit
• Spanish	40S	1 credit
• Topics & Trends in Business	40S	1 credit
• Visual Art	40S	1 credit

Grade 12 Course Descriptions

Compulsory Courses

FRANÇAIS: LANGUE ET COMMUNICATION 40S - Compulsory 1 credit

Prerequisite: Français 30S

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

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

ENGLISH LANGUAGE ARTS 40S – Compulsory 1 credit

Pre-requisite: English Language Arts 30S

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

ELA: COMPREHENSIVE FOCUS 40S

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

ELA: LITERARY FOCUS 40S

Content: This is a course designed for students who wish a more in-depth look at literary texts and to continue working on creative writing, short stories and poetic language. Special emphasis is placed on fiction, poetry, drama, and literary forms. (Students, however, are not required to read any more than the other two courses.) 25% of the course is Transactional (practical, real-world).

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

A GUIDE TO MATHEMATICS COURSE SELECTION

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

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

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

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

APPLIED MATHEMATICS (MATHÉMATIQUES APPLIQUÉES) 40S – 1 credit

Prerequisite: **Applied Mathematics 30S or Pre-Calculus Math 30S with teacher approval** (students should have a minimum Grade 11 mark of 60% to take this course, or should meet with an advisor to ensure the student can succeed in this course)

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

Topics include:

- Financial Mathematics
- Logical Reasoning
- Probability
- Relations and Functions
- Design and Measurement
- Permutations and Combinations

Additionally, students will complete a Mathematics Research Project.

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

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

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

This course also includes a Career Life project which connects student self-assessment data with career possibilities and allows students to learn topics from the perspective of a consumer or an employee. Students explore and simulate future lifestyle considerations and learn valuable day-to-day financial applications.

Topics include:

- Analysis of Games and Numbers
- Vehicle Finance
- Precision Measurement
- Home Finance
- Career Life
- Probability
- Geometry and Trigonometry
- Statistics

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

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

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

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

Topics include:

- Trigonometric Functions
- Transformations of Functions
- Polynomial Functions
- Radical Functions
- Binomial Theorem
- Exponential and Logarithmic Functions
- Permutations and Combinations
- Rational Functions
- Trigonometric Identities

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

PHYSICAL EDUCATION 40F

Prerequisite: Éducation physique 30F

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

Grading

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

Community-based component (25%)

The community-based component for the Physical Education credit is the same for all courses. In order to fulfill the community-based component of the course, all students are required to create and execute a minimum 28-hour personal physical activity plan that contributes to their overall health and fitness. Caregivers will be required to review the student’s physical activity plan and sign a Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Caregivers will also be required to regularly verify the entries of the student’s physical activity log.

School-based component (75%)

Students are required to select **ONE** of the following Physical Education 40F courses - **1 credit**

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

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

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

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

Activity fee:

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

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

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

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

Activity Fee:

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

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

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

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

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

Optional Courses

BIOLOGY (BIOLOGIE) 40S - Optional 1 credit

Prerequisite: Biology 30S is not a prerequisite but is strongly recommended.

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

CALCULUS 45S / ADVANCED MATHEMATICS 45S (CALCUL/MATHÉMATIQUES AVANCÉES) - Optional 1 credit

Prerequisite: Mathematics Pre-Calculus 30S

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

Calculus 45A Content:

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

Advanced Math 45A Content:

In this half-credit course, students will be introduced to various mathematical concepts which can include:

- Complex numbers & polar coordinated
- Matrices and systems of linear equations
- Number theory
- Theory of equations

CHEMISTRY (CHIMIE) 40S - Optional 1 credit

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

Content: The Chemistry 40S course will consist of 6 units or chapters. The purpose of this course is an extension or continuation of the purpose of Chemistry 30S - that of developing some basic principles of chemistry through experimentation, textbook study and problem solving.

The fundamental principles which will be introduced to the student at this level will include:

- solubility equilibria
- acid and base systems
- organic chemistry
- atomic structure
- atomic bonding
- molecular architecture

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

Prerequisite: Histoire du Canada 30S

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

COMPUTER SCIENCE 40S (INFORMATIQUE) 40S - Optional 1 credit

Prerequisite: Computer Science 30S

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

Students will study the following:

- History of Computer Software
- Ethical Behavior
- Documentation
- Project Management
- Programming Standards and Conventions
- Data Structures
- Control Structures
- Debugging
- Reusable Code
- Reasoning and Logic

CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES (PREMIÈRES NATIONS MÉTIS & INUIT) 40S – Optional 1 credit

Prerequisite: Histoire du Canada 30S

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

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

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

FAMILY STUDIES (ÉTUDES DE LA FAMILLE) 40S – Optional 1 credit

Prerequisite: There is no prerequisite for this course.

Content : 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.

GRAMMAIRE DE L'ÉCRIT I – 1007 / GRAMMAIRE DE L'ÉCRIT II - 1009 / Français 42U – Optional 1 credit

Prerequisite: **Français 40S**

Content : Grammar and writing are given a primary focus throughout daily activities, weekly assignments and assessments. Successful completion of Français 30S and evidence of proficiency in that course are required. The objective of these two half-credit courses is to reinforce writing competencies and to provide an introduction to a university course. Students who complete these two three credit courses will obtain 6 university credits and 1 high school credit. Students must complete both 1007 and 1009 courses to receive the Français 42U high school credit. This course is strongly recommended for students planning to attend l'Université de Saint-Boniface. University credits can be transferred to any post-secondary institution that offers a similar course. Students wishing to transfer credits to a post-secondary institution other than l'Université de Saint-Boniface need to provide the course syllabus for Grammaire de l'écrit I and II to their post-secondary institution for course equivalency.

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

INTERDISCIPLINARY TOPICS IN SCIENCE (SUJETS INTERDISCIPLINAIRES EN SCIENCES) 40S – Optional 1 credit

Prerequisite: Science 20S

Content: This is a course for students interested in selective science topics. As this is a 40S credit, it may be used for admission to university, but may not be used as a prerequisite for university biology, chemistry, or physics. Student should check admission requirements at the different universities.

Interdisciplinary Topics in Science 40S is a multidisciplinary project-based science course based on current issues rather than being textbook driven. During the 2024-

25 school year, this course will focus on fundamental concepts and skills pertaining to Environmental Science such as basic ecology, energy conservation, sustainable agriculture and forestry and scientific solutions to modern environmental challenges. Hands-on activities and laboratory sessions will be incorporated. Critical thinking, problem solving, research, laboratory skills and project completion are emphasized.

NOTE: This course is offered in rotation with Current Topics in Science 30S..

LAW 40S – Optional 1 credit

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

Topics to be studied include:

- Origins of law
- The Common Law & its origins
- The Civil Law & its origins
- The Canadian Legislative system
- Canadian Constitution
- Canadian Charter of Rights & Freedoms
- Canadian judicial system
- Criminal law
- The judicial procedure

LEADERSHIP TRAINING (ENTRAINEMENT AU LEADERSHIP) 41G - Optional 1 credit

Content: This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. A total of 50 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteer at a community organization). 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 a job resume, interview preparation, 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
- Job search preparation

LIFE/WORK TRANSITION (TRANSITION VIE-TRAVAIL) 40S – Optional 1 credit

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

MUSIC OPTIONS

CONCERT BAND (HARMONIE) 40S – Optional 1 credit

Prerequisite: Concert Band 30S or recommendation of teacher

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

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

JAZZ BAND (ORCHESTRE DE JAZZ) 40S – Optional 1 credit

Prerequisite: Student must be presently registered in either band or guitar at the senior high level and/or have permission of instructor.

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

GUITAR (GUITARE) 40S – Optional 1 credit

Prerequisite: Guitar 30S or permission from instructor

Content: This course will focus on learning a variety of different types of musics for guitar with an emphasis on popular music. Class time will be devoted to developing overall musicianship skills on guitar in a variety of styles and genres such as pop, rock, blues, hip hop, jazz, folk, metal, country, classical, and more. Students will

learn and perform in a variety of musical settings including solo, small ensemble, and large group ensembles. Additionally, students will be afforded the opportunity to critically reflect, connect, and respond to a variety of musics throughout the course. It is likely that the Grade 10, 11, and 12 students will be grouped together.

TECHNICAL MUSIC PRODUCTION (TECHNIQUE DE PRODUCTION MUSICALE) 30S

- Optional 1 credit

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

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

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

PHYSICS (PHYSIQUE) 40S – Optional 1 credit

Prerequisite: Physics 30S, Pre-Calculus 30S or Applied Math 30S

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

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

PRE-ENGINEERING (PRÉ-GÉNIE: TECHNOLOGIE APPLIQUÉE) 40S - Optional 1 credit

Prerequisite: There is no prerequisite for this course.

Content: This course provides an introduction to the field of Engineering. In this senior year Pre-Engineering course, students work in teams to research, design and construct a solution to open-ended engineering problems. Students apply principles developed throughout the term and are guided by the instructor. With a strong emphasis on the development of problem solving skills, students will learn how engineers apply math, science and technology to solve “Real World”

challenges. The ability to use lab time wisely, to be prepared to work independently and to meet regular deadlines are important assets.

Topics include:

- Career exploration
- Engineering by design
- Design software applications
- Civil engineering
- Electrical engineering
- Manufacturing engineering
- Mechanical engineering
- Environmental engineering

NOTE: A strong background in Science and Mathematics is recommended.

PSYCHOLOGY (PSYCHOLOGIE) 40S – Optional 1 credit

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

Objectives of the course are :

- To introduce students to the study of psychology – the scientific study and understanding of behaviour.
- To present information with respect to human development, and social psychology.

SPANISH (ESPAGNOL) 40S – Optional 1 credit

Prerequisite: Spanish 30S

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

TOPICS & TRENDS IN BUSINESS (TENDANCES EN AFFAIRES) 40S – Optional 1 credit

Prerequisite: Mathématiques 20S

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

VISUAL ART (ARTS VISUELS) 40S - Optional 1 credit

Prerequisite: No prerequisite is required for this course.

Content: This level of the Art Program builds on the development of concepts and skills that have been previously introduced at the prior levels. Students apply the elements and principles of design that were studied in previous years to create works of art in a variety of media. Students will learn techniques in art as well as the language of art, history of art, and cultural context of art throughout history. Alongside regular assignments, students at this level will be able to work on specific projects of their choosing. Much emphasis is placed on developing a professional attitude and product through analysis and the joy of discovering.

Alternative Credit Options

Special Language Credit

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

Cadets Credit

Cadets Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized only as additional credits beyond the minimum 30 credits required for provincial graduation. Course codes related to Cadets are listed in the department-approved section. Additional information is available at www.edu.gov.mb.ca/k12/policy/gradreq/docs/cadet_training_policy.pdf

Community Service Credit

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

Private Music Option

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

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

http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo_appendix.html

Royal Winnipeg Ballet Dance Credit

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

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

Online Courses

The Louis Riel School Division is pleased to announce that a limited number of online courses will be offered for Grade 11 and 12 students during the 2024-2025 school year. Please note that there are a limited amount of seats allotted to each school.

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

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

What to Expect

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

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

TEAMS and Brightspace are used to deliver course content. Teachers provide students with course outlines, assignments, tests and feedback using this system and e-mail. Course content is available on the Internet at all times.

Candidates for the Program

Ideally, students interested in registering for an online course should be self-motivated, capable of independent learning and have excellent time management skills. Students will be responsible for meeting deadlines, completing assignments and contributing to online discussions while working in the online environment. Students will have a school contact teacher to facilitate communication and provide additional support. **Please see Student Services if interested in this program.**

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



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

Background

The École Technique et Professionnelle (ETP) at the Université de Saint-Boniface (USB) and the Louis Riel School Division (LRSD) are partnering to offer technical and professional courses to grade 11 and 12 students for the 2024/2025 school year.

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

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

Attendance policy of the ETP:

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

Please see the Student Services Department for information on courses being offered in the 2024-2025 school year.

Courses offered in the USB (ETP) - LRSD partnership during the 2024-2025 school year

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

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

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

Course: *Le jeu de l'enfant*

Credits:

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

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



MANITOBA INSTITUTE OF
TRADES AND TECHNOLOGY

Manitoba Institute of Trades and Technology

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

Click on the following link for the most recent updates:

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

Entrance Requirements for Manitoba Post-Secondary Institutions

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

UNIVERSITY OF MANITOBA



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

UNIVERSITY OF WINNIPEG



Click on the following link for the most recent updates:

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

For more specific information regarding requirements for admission into specific faculties, please visit the University of Winnipeg website at www.uwinnipeg.ca.

RED RIVER COLLEGE POLYTECH



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

For more specific information regarding requirements for admission into specific programs, please visit the Red River College website at www.rrc.ca.

BRANDON UNIVERSITY



Click on the following link for the most recent updates:

<https://www.brandonu.ca/future-students/apply/high-school/guide/requirements/>

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

UNIVERSITÉ DE SAINT-BONIFACE



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

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

École Technique et Professionnelle (College programs at USB)

For more specific information regarding requirements for admission into specific programs, please visit the Université de Saint-Boniface website at www.ustboniface.ca.

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

https://www.edu.gov.mb.ca/ald/uni_coll.html



2024-2025

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 ATC as part of their high school studies take the majority of their grade 11 & 12 elective courses at ATC and their compulsory courses at their home school. Our students typically attend ATC 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 student services teacher 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 ATC certificate, students may earn a Technology Education high school diploma. ATC 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 ATC they are also encouraged to participate in intramural activities available during the lunch hour in our open gym and/or pursuing career development by Connecting Their Dots.

See your student services teacher to include ATC courses as part of your grade 11 and 12 or post-secondary plans.

ATC PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Skills** – HTML, CSS, Java Script, PHP, website creation and maintenance using Dreamweaver, web layouts and graphics using Photoshop and Animate, Unity & Action Script, database concepts, business concepts including SEO and social media, and project management.
- **Features** – web project for a business client (4 months), online portfolio development
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a February intake**

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

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

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

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

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

Once accepted into the HSAP program, the student:

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

INDUSTRIAL

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

SERVICE

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

TRANSPORTATION

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

CONSTRUCTION

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

Career Development @ LRATC

LRATC's Career Centre is a unique divisional space that augments each of the 13 programs at LRATC program by helping students engage in a deeper exploration of their potential and important personal questions: who am I, what are my values, which skills do I possess, which skills do I hope to achieve, what do I offer to a professional community?

While students at LRATC learn industry-driven applied, technical; and apprenticeship skills, the Career Centre offers opportunities for students to weave the Government of Canada's Skills for Success into their programs, along with insights and practices designed to develop powerful personal brands demonstrate focus, confidence, and job-seeking strategies.

The Career Centre team empowers students to,

- Facilitate Apprenticeship Manitoba discussions and paperwork
- Write professional résumés, cover letters, and references applicable to their programs
- Engage employment-seeking processes including industry research, job searches, and myBlueprint.ca (online career management program) portfolio work
- Practice protocols related to seeking internship experiences, attending professional events, engaging with professional outside LRATC
- Join the Connect Your Dots program for exploration and reflection about best ways to share my potential with others.
- Leave ATC with confidence to execute a thoughtful plan to seek employment and/or further education.

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