



# Ste. Anne Collegiate

## 2019-2020 Course Registration Guide

Ste. Anne Collegiate is one of three high schools in Seine River School Division. We have approximately 360 students and are located in the town of Ste. Anne, Manitoba.

This handbook provides some general information about Ste. Anne Collegiate and descriptions of the courses we are offering in the 2019-2020 school year. The compulsory courses for the Grade 9 students are listed first followed by the elective courses.

In addition to school-based courses, Ste. Anne Collegiate has an active High School Apprenticeship Program. This option allows students to take compulsory courses in Grade 11 and 12 and earn optional credits at a job/work site through a trade.

We are very pleased to highlight some significant events our school is proud to participate in. Our students take an active role in working with staff on school projects and initiatives. We have a volunteer committee “Student Leadership” that has dedicated a great deal of time and energy building student spirit and making the student body social issues. Our students are involved in sports at all levels, from intramural programs to Junior Varsity and Varsity school sports teams. The Drama program is also a very energetic course showcasing work through productions for our school and the community. We encourage all Ste. Anne Collegiate students to become involved in the “extra” activities we offer.

For parents wanting to get involved, we would encourage you to join the **Parent Advisory Council (SACPAC)**. The Council is involved in a wide variety of activities connected to the school and they are always interested in fresh, creative, and new ideas. Please contact the school for more information.

Above all, we, at **Ste. Anne Collegiate** care about our students and work hard to contribute to their successes. *We welcome you to our school!*



# CONTENTS

**The Credit System.....**

**Registration .....**

**Program and Course Information.....**

**Course Descriptions .....**

**LRATC Information.....**

**Apprenticeship Information .....**

**Family Studies Certificate .....**

**Post - Secondary Entrance Requirements .....**

# THE CREDIT SYSTEM

Education Manitoba requires that a student earn a minimum of thirty (30) credits to graduate from High School (Grades 9 - 12). In order for a student to achieve a credit he/she must complete 110 hours for a full credit, or 55 hours for a half credit, and obtain a minimum of 50% in each course.

**High School** courses have number and letter designations (e.g. Grade 9 Science [10F] and Grade 10 Mathematics [20S]). The course codes contain three characters, which can be deciphered as follows:

## First Character

- 1...courses developed for Grade 9
- 2...courses developed for Grade 10
- 3...courses developed for Grade 11
- 4...courses developed for Grade 12

## Second Character

- 0....course developed or approved by Man. Ed. and Training for 1 credit
- 5....course developed or approved by Man. Ed. and Training for ½ credit
- 1....course developed by school/division and registered by Man. Ed. and Training such as (School-initiated Course (SIC) or Student-initiated Project (SIP)
- 2....course developed elsewhere and approved or registered by Man. Ed. and Training (e.g. University, Out-of- Country)

## Third Character

- F →Foundation..... Courses which are broadly based and appropriate for all students, and which may lead to further studies beyond the Grade 12 level.
- S →Specialized..... Courses which provide learning experiences, knowledge, and skills that may lead to further post-secondary studies.
- Note: A few department courses still are designated G or Generalized (e.g. Grade 10 Woodworking [20G]). This designation will be phased out as new curricula are introduced and will be replaced with a F or Foundation or S or Specialized. G is now Optional.*
- G →Optional..... Courses are developed at the school/division/district level to address local needs and interests. Courses can be (SIC) or (SIP).
- E →English Second Language ..... Courses are designed to assist students for whom English is not a first language in making a transition into the English program. An (IEP) is required for each student.
- M→Modified..... Courses whose curriculum outcomes have been modified more than 50% to take into account the learning environments of students. An Individual Educational Plan (I. E. P.) is required for each student.
- I →Individualized..... Courses are developmentally and age appropriate, highly individualized and take into account the learning requirements of the student. An (IEP) is required for each student.
- C →College-Based..... Courses are developed by a college and can be used for dual credits (Grades 11 and 12) and for the first year of college.
- U →University-Based..... Courses are developed by a university and can be used for dual credits (credit at Grade 12 and, in some cases, Grade 11) for graduation purposes and also for the first year of university.

Most Grades 9 and 10 compulsory courses are designated as **Foundation**, while Grades 11 and 12 *compulsory courses* are designated **Specialized**.

# REGISTRATION

Students are asked to complete a registration package, which includes:

1. Registration Form
2. Bus Transportation Form
3. Course Selection Sheet

## PROGRAM AND COURSE INFORMATION

Career and life dreams come in all shapes and sizes. Not everyone learns in the same way and, most importantly, not everyone shares the same individual passions, dreams, or aspirations. To achieve your career and life goals you have to make *“your education work for you”*.

From the variety of courses offered at **Ste. Anne Collegiate**, choose the ones which best match your needs, interests, abilities, and which best help you achieve your goals. If you think that some combination of courses will better meet your needs, consult the guidance counselor to discuss your options.

When choosing courses for any particular year, consider:

- Graduation requirements
- Post-secondary requirements and
- Post-graduation plans

# Course Descriptions

## Grade 9 - Compulsory Courses

### **ENGLISH 10F**

1 Credit

ELA 10F will introduce the six components involved in a communication course using a thematic approach. The students will review and improve the learning outcomes of the ELA course, including reading, writing, speaking, listening, viewing, and representing. Emphasis will be placed on writing and communication skills including paragraph writing, essay writing, poetry, journal writing, reading logs, literature discussion, public speaking and reader's theatre. Resources will include a variety of short stories, novels, poetry, and relevant articles.

### **MATHEMATICS 10F**

1 Credit

The Grade 9 Mathematics program supports the belief that students learn in different ways and must construct their own meaning of mathematics, by promoting the learning of mathematics in a variety of ways. There are four strands in the curriculum framework. Students will learn the four strands which are; number, patterns and relations, shape and space, statistics and probability using a variety of methods. Students will work in small groups, and are encouraged to use manipulatives for abstract concepts.

### **PHYSICAL EDUCATION 10F**

1 Credit

The focus of this Phys. Ed. and Health course is the development of physically active and healthy lifestyles for all students. The five general themes woven throughout this course are movement, fitness management, safety, personal and social management, and healthy lifestyle practices.

### **SCIENCE 10F**

1 Credit

The Grade 9 Science program is to develop scientifically literate students. The program is built upon five foundations for scientific literacy. The five foundations for scientific literacy include; Nature of Science and Technology, Science, Technology, Society, and the Environment (STSE), Scientific and Technological Skills and Attitudes, Essential Science Knowledge, Unifying Concepts. Students will learn about the universe by a combination of theories, knowledge, experiments, and processes in the physical world. Students will learn to understand life structures and processes pertaining to reproduction, the properties and structures atoms and elements, and the nature of electricity. Students will learn to develop a positive attitude for growth affecting their intellectual development and creating a readiness for responsible application of what they learn.

## **SOCIAL STUDIES 10G**

1 Credit

This course is an introductory study of Canadian cultural diversity, geography, economics, law, politics, and Canada's role in the global community. Students will respond using a variety of written and oral responses, including briefs, essays, research papers, presentations, discussions, and a variety of other assessment tools.

## **Grade 9 – ELECTIVE COURSES**

### **VISUAL ART 10S**

1 Credit

Students will be provided with a general introduction to art. Four components of the course will be: art language and tools, understanding art in context, creative expression in art, and valuing artistic experience. At this level, the focus for the students will be creative expression through a wide variety of art media.

### **BAND 10S a & BAND 10S b**

2 Credits

Pre-requisite – previous band experience is an asset, but not a requirement.

Band

This is a performance-oriented course in which students further develop their musical skills through the mastery of various musical instruments. Music theory, style, history and ear training are integrated within the study of various musical selections chosen for concert & festival performances. Band is a full-year course that runs from September through to June and two credits are earned.

Students have an opportunity to continue studying their instruments and to continue developing the skill of ensemble playing. Students are also encouraged to work on solo literature. The Concert Band offers a variety of public performance opportunities for students throughout the year.

### **CAREER DEVELOPMENT 10S (Life/work Exploration)**

1 Credit

This course is the beginning of a series of four career courses offered. One of the main goals of education is to aid students in their transition to life after graduation. This course is broken into five areas as follows:

#### **Unit 1: Personal Management**

- Build and maintain a positive self-image.
- Interact positively and effectively with others.
- Change and grow throughout life.

### **Unit 2: Career Exploration**

- Locate and effectively use life/work information.
- Understand the relationship between work and society/economy.
- Maintain balanced life and work roles.
- Understand the changing nature of life/work roles.

### **Unit 3: Learning and Planning**

- Participate in lifelong learning supportive of life/work goals.
- Make life/work enhancing decisions.
- Understand, engage in, and manage one's own life/work building process.

### **Unit 4: Job Seeking and Job Maintenance**

- Secure/create and maintain work.

### **Unit 5: Career and Community Experiences**

This unit draws upon all student learning outcomes, targeting those that individual students need to focus on. In addition to individual learning outcomes, the following will be revisited:

- Locate and effectively use life/work information.
- Understand, engage in, and manage one's own life/work building process.

## **FAMILY STUDIES 10F**

1 Credit

Family Studies looks at the function of family in society and various types of families. It focuses on the adolescent and looks at development, reproduction and contraceptive options, needs/wants and how he/she and their family meets each others' needs and wants. It looks at relationships and how to foster a good relationship with friends and family through various effective communication patterns. Social issues effecting adolescents such as health, substance abuse, STI's (sexually transmitted infections), alcohol, drugs, dating, chat-rooms, violence, abuse and illness are all discussed. This course also includes a practical component where students will be responsible for taking care of a "real care" baby (an electronic life-like baby) for a short period of time.

## **FOODS & NUTRITION 10G**

1 Credit

Grade 9 Foods and Nutrition explore topics in: healthy eating, safety in the kitchen, proper measurement techniques, time management, reading a recipe, baking terminology, menu creation, food guide basics, body image, and eating disorders. Students will learn how to make simple, nutritious, quick meals.

## **FRENCH 10F**

1 Credit

This is an introductory course. It is intended for students who have some prior knowledge of the French language. Emphasis is on a wide variety of learning activities aimed at developing listening, speaking, writing, and reading skills.

All lessons and projects have been developed so that each student will have a step-by-step guide for preparing a well-written business plan.

It is structured as follows:

- Introduction to business
- Forms of business ownership
- The marketing environment
- Develop the product or service
- Financial planning or analysis
- Managing and protecting your business

## **GUITAR 10S**

1 Credit

This course is an introduction to the basic skills necessary to play the guitar. Subjects studied include music theory, music history, and critical listening skills, in addition to basic guitar skills.

## **INTRODUCTION TO WOODWORKING 10G**

1 Credit

Students will be introduced to the use and care of hand tools, power tools, stationary woodworking machines, as well as measurement, project design and layout, material selection, and basic finishing techniques. The students will also learn CAD (Computer Aided Drafting) duplicating hand drawn projects using the computer. This course develops the skills and knowledge needed, in the architectural and industrial design field, to produce works of computer generated and manual drawings

# **Grade 10 – COMPULSORY COURSES**

## **ESSENTIAL MATHEMATICS 20S**

Pre-requisite: Mathematics 10F

1 Credit

Grade 10 Essential Math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. It provides an opportunity to learn practical math that will be used in your day to day living. It emphasizes consumer applications, problem solving, decision making, and spatial sense. The units covered will be: Analysis of Games and Number, Personal Finance, Measurement, 2-D Geometry, Trigonometry, Consumer Decisions, Transformations, and Angle Construction.

## **INTRODUCTION TO APPLIED AND PRE-CALCULUS MATH 20S**

1 Credit

Pre-requisite: Mathematics 10F

Grade 10 Introduction to Applied and Pre-Calculus Mathematics 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. Students will be doing activities that are both context driven (practical) and algebraic (abstract). The units covered will be: Linear Modelling, Number Sense, Measurement, Linear Functions, Algebra, Coordinate Geometry, Trigonometry, and Applications of Linear Functions.

## **ENGLISH 20F**

Pre-requisite: English 10F

1 Credit

This foundation course provides a rich and varied study of the human experience, as it is related through novels, short stories, drama, poetry, and media studies. Emphasis is on developing thinking, reading, speaking, listening and writing skills. Students will work in a variety of settings, including classroom instruction, independent work, and cooperative groups.

## **GEOGRAPHY 20F**

Pre-requisite – Social Studies 10F

1 Credit

Grade 10 Social Studies focuses on a variety of issues and challenges in the contemporary world. Students explore the nature of geography and develop skills related to geographic thinking. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade and increasing urbanization – all in the context of Canada and the world.

## **PHYSICAL EDUCATION 20F**

1 Credit

In this course the students will review the basic rules of various sports with the emphasis on learning the skills and strategies to play each sport. The five general themes woven throughout this course are movement, safety, fitness, management, and healthy lifestyle practices. Sports covered include: volleyball, basketball, football, badminton, baseball, tennis, racquetball, physical fitness, aerobics, team handball, track and field, as well as low organized games.

\*Participation and effort are emphasized rather than skill level.

## **SCIENCE 20F**

Pre-requisite – Science 10F

1 Credit

This course is designed to further student knowledge of physical science and to offer some insight into the means by which scientific knowledge is acquired. Students explore topics related to the nature of chemical bonding and acid and base chemistry, the interaction of the components of ecosystems and concepts related to motion in physics. Students will perform a variety of experiments and seek answers about the physical world.

# **Grade 10 – ELECTIVE COURSES**

## **Visual ART 20S**

Pre-requisite – Art 10S or equivalent experience

1 Credit

The four components of the course will be: art language and tools, understanding art in context, creative expression in art, and valuing artistic experience. Students will build on skills developed in previous art courses and experiences, including the elements and principles of design. Students will also continue to explore a variety of different media.

## **BAND 20S a & BAND 20S b**

Pre-requisite – Band 10S or equivalent experience.

2 Credits

This is a performance-oriented course in which students further develop their musical skills through the mastery of various musical instruments. Music theory, style, history and ear training are integrated within the study of various musical selections chosen for concert & festival performances. Band is a full-year course that runs from September through to June.

Students have an opportunity to continue studying their instruments and to continue developing the skill of ensemble playing. Students are also encouraged to work on solo literature. There are many opportunities for performance including concerts, festivals, special performances, and trips.

Students will have the opportunity to determine their instrument of choice, however this must be done in consultation with the band instructor to ensure a “balanced band”. Students are responsible for providing their own instrument, either through rental or purchase.

## **CAREER DEVELOPMENT 20S (Life/work Planning)**

1 Credit

This course follows the career development course in grade 9. The career development courses connect school learning with workplace and labour market realities which will contribute to increasing the number of students graduating high school in Manitoba. The program leads to a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply the knowledge and skills to make appropriate decisions for life, work and the essential post-secondary education/ training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, demonstrate employability skills, essential skills and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements that provide students with knowledge, skills and learning outcomes that are sometimes not available to them in their school setting.

## **COMPUTER SCIENCE 20S**

1 Credit

This course is an introduction to computer programming. Computer programming is the science of understanding and developing computer logic, syntax and code. Students will develop knowledge of computer programming concepts as well as an understanding of logical structures and mathematical operations.

### **Topics:**

- Forms and controls
- Variables, data types and math operations
- Controlling program flow with logical operations
- Looping (definite and indefinite)
- String Manipulation
- Arrays
- Program Design and Documentation
- Current information technology issues and ethical questions

## **DESKTOP PUBLISHING 35S & DIGITAL PICTURES 25S**

1 Credit (.5 credit for Desktop Publishing & .5 credit for Digital Pictures)

**STUDENTS MUST REGISTER FOR BOTH HALF CREDIT COURSES**

Pre-requisite: ICT 15F is recommended

This course provides students with the opportunity to develop skills in a variety of areas including: photography, graphic design, journalism, and publication. You will receive technical training in desktop publishing skills where connections are made with real-life projects. Software used will be Microsoft Publisher and Adobe Photoshop. Through this course you should become confident in your technological abilities, becoming effective

problem solvers, creative thinkers, and enhance communication through your use of technology. You will also have an opportunity to develop the ability to work as an individual and as a collaborative team to complete tasks and to develop organizational skills necessary to meet deadlines.

## **DIGITAL FILM MAKING 25S & INTERACTIVE MEDIA 35S**

1 Credit (.5 credit for Digital Film Making & .5 credit for Interactive Media)

Pre-requisite: ICT 15F is recommended

The purpose of the course is to provide students with the skills and knowledge to tell stories by combining sound, still images, moving images, text, graphics, and animation into a video product. Students will plan, develop, and produce a video project.

Some topics include:

- Creating storyboards
- Developing a shooting schedule
- Evaluating the effect of camera settings
- Evaluating the effect of camera position, angle, and movement
- Capturing images and sounds with cameras and microphones
- Transferring images and sounds from recording devices
- Editing video and sound clips using Adobe Premiere Elements

## **DRAMA 20S**

1 Credit

The objectives for Drama 20G are to develop basic acting skills, increase self-confidence and creativity, and to have fun! Each class will begin with warm-up exercises to prepare the student physically and mentally for creative drama. The warm-up exercises will also help build a relaxed environment conducive for risk-taking, self-expression and building team spirit.

## **FAMILY STUDIES 20F**

Pre-requisite – Family Studies 10F

1 Credit

Family Studies 20F looks at family planning and parenting, the roles and responsibilities of becoming a parent, teen pregnancy and the readiness for parenting, and different options for becoming a parent, i.e. fostering. The course looks at prenatal and infant development through to preschool, including the development of the fetus, labor and birth. Topics such as the needs of infants and children, guiding behavior, providing for their basic needs, and different parenting styles will be covered. This course also includes a practical component where students will plan for and work with preschool children, as well as, be responsible for taking care of “real care” baby (an electronic life-like baby) for a short period of time.

## **FOODS & NUTRITION 20G**

1 Credit

The Foods & Nutrition courses examine the social, cultural, and personal choices of food. The significant relationship between food, health, and lifestyle is central to each course. Consumer skills and changing food needs are studied. Trends in the food industry in

Canada and their effect on the consumer are also identified. The practical portion of the course includes preparing and sampling a variety of delicious and nutritious dishes. Students develop food preparation, meal planning, and time management skills

## **FRENCH 20F**

Pre-requisite French 10F

1 Credit

This course is designed to reinforce and further develop the speaking, listening and reading skills acquired at the Senior 1 level. The emphasis will be on everyday conversation. Students will be invited to improve their proficiency in French by participating actively in classroom discussions, by improvising skits in small groups. Testing will include both written and oral examinations.

## **GUITAR 20S**

Pre-requisite: Guitar 10S or demonstrated proficiency in guitar skills

1 Credit

This course will continue to build upon the basic techniques learned in Guitar 10G. In addition to studying advanced theory and ear training skills, students will be studying repertoire in classic, pop, and jazz styles. This course will also introduce the topics of improvisation and composition.

## **METAL WORK TECHNOLOGY 20G**

Pre-requisite – Introduction to Woodworking 10G

1 Credit

This course provides an introduction to arc welding and metal fabrication. Content includes arc and oxy acetylene welding, power sources, electrodes and their selection, set-up and operation of the equipment. Students will also be involved in the fabrication of a variety of metal products.

## **WOODWORKING TECHNOLOGY 20G**

Pre-requisite – Introduction to Woodworking 10G

1 Credit

Students acquire the basic skills of carpentry and woodworking. This course deals with the framing of both housing and commercial construction starting with floor joist layouts, floor sheathing and wall framing components. Students will use these new skills to complete layouts from building plans and construct the complete framing of pre-fab and ready-to-move construction projects.

# Grade 11 – COMPULSORY COURSES

Must have 5 – Gr. 11 Courses and 5 – Gr. 12 courses to graduate with a total of 30 credits.

## **APPLIED MATHEMATICS 30S**

Pre-requisite: Introduction to Applied and Pre-Calculus Math 20S

1 Credit

This course is available for students planning to pursue post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. The student is expected to solve problems both algebraically, and with the aid of technology. Topics found in this course include: logical reasoning, angle properties, trigonometry, statistics, systems of linear inequalities, quadratic functions, and scale factors.

## **ESSENTIAL MATHEMATICS 30S**

1 Credit

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. The universities recognize the Essential Mathematics program of study that will be completed with the 40S level as a mathematics elective for first year university entrance. Grade 11 Essential Mathematics is a one-credit course emphasizing consumer applications, problem solving, decision making and spatial sense. Grade 11 Essential Mathematics builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics.

## **PRE-CALCULUS MATHEMATICS 30S**

Pre-requisite: Introduction to Applied and Pre-Calculus Math 20S with an achieved mark of 70% or more

1 Credit

Pre-Calculus Mathematics is designed for students who intend to study calculus and related mathematics as part of their post-secondary education. The course comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem-solving, mental mathematics, as well as cumulative exercises and testing. Many of the exercises and problems are expected to be original or different from those presented in class. Topics include sequences, trigonometry, quadratics, functions and equations, and systems of inequalities. The student is expected to work both individually and in small groups and must demonstrate a high level of mastery in algebraic operations, an aptitude for problem solving and an ability to effectively communicate both in verbal and in written format the logical steps required to arrive at a solution.

## **ENGLISH COMPREHENSIVE 30S**

1 Credit

This course will continue to provide students with the opportunity to explore a variety of themes related to life, (ie: good vs. evil, emotional/social differences between males and females) while increasing their communication skills in reading, writing, listening speaking, viewing and representation. Students will be exposed to a wide variety of contemporary and traditional writings through magazines, journals, short stories, plays, poetry, and novels.

## **ENGLISH LITERARY FOCUS (Creative Writing) 30S**

1 Credit

This course will focus on the art, forms and craft of creative writing. The foundation for this course will be the literary focus curriculum but the main purpose will be to explore literature through personal writing and through reading the work of other writers. Students will explore and experiment with poetry, non-fiction, fiction and drama, in order to create a portfolio of writing. This course is intended for students who enjoy writing and want to learn more about it. Students will speak, listen, read, write, view and represent through creative writing, in a supportive, flexible and inspirational environment that is safe and welcoming.

## **English Transactional 30S**

1 Credit

Transactional Focus 30S is to introduce practical language used in newspapers, business communications, journals, magazines, advertising, etc. There is an emphasis on analytical skills, both oral and written. The student is expected to do considerable reading, writing and speaking.

## **CANADIAN HISTORY 30F**

1 Credit

This course is a study of Canada starting with the arrival of the first peoples to modern times. A multi-media approach is taken, which includes: internet sites, video presentations, archival materials, assigned readings, map work, research projects, essays, and debates.

## **PHYSICAL EDUCATION 30F**

1 Credit

### **Active Healthy Lifestyles (General)**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the core 25% IN-class component of the course content. Students will be required to develop and implement the remaining 75% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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

## **Grade 11 – ELECTIVE COURSES**

### **ART 30S**

Pre-requisite – Art 20S

1 Credit

The four components of the course will be: art language and tools, understanding art in context, creative expression in art, and valuing artistic experience. Students will build on skills developed in previous art courses and experiences, including the elements and principles of design. Students will also continue to explore a variety of different media to complete independent art projects during this course.

### **BAND 30S a & BAND 30S b**

2 Credits

Pre-requisite – Band 20S or equivalent experience.

#### **Band**

This is a performance-oriented course in which students further develop their musical skills through the mastery of various musical instruments. Music theory, style, history and ear training are integrated within the study of various musical selections chosen for concert & festival performances. Band is a full-year course that runs from September through to June.

Students have an opportunity to continue studying their instruments and to continue developing the skill of ensemble playing. Students are also encouraged to work on solo literature. There are many opportunities for performance including concerts, festivals, special performances, and trips.

Students will have the opportunity to determine their instrument of choice, however this must be done in consultation with the band instructor to ensure a “balanced band”. Students are responsible for providing their own instrument, either through rental or purchase.

## **BIOLOGY 30S**

1 Credit

The Biology 30S program provides the student with an opportunity to learn some basic language, skills, and knowledge of biology, which they could use in higher levels of study at university or in an applied technology area. The students will study human biology using a “Systems” approach. Course topics include the following: cell structure and function, biochemistry, an introduction to anatomy, digestion and nutrition, the heart and circulatory system, the endocrine system and the nervous system. There is an extensive lab program involving dissection and microscope techniques. Students will be required to keep a lab journal and will be required to write research papers. Internet skills will be useful

## **CAREER DEVELOPMENT 30S (Life/work Building)**

1 credit

The full name of this course is Career Development: Life/Work Building. It is comprised of five units of study.

### **Career and Community Experiences**

This unit provides students with community experiences that will assist them in better understanding the realities of the workplace and post-secondary educational and training institutions. Grade 11 students will benefit from a longer time in the community to enhance previously taught generic work skills and to gain exposure to specific occupational experiences.

### **Job Seeking and Job Maintenance**

This unit gives students the opportunity to develop the skills and knowledge necessary to find jobs that are available at a local, provincial, national, and international level. They will develop the necessary skills needed for preparing résumés, completing job application forms, writing cover letters, and mastering job interviews. Students will acquire career management skills that will enable them to succeed in the labour market. The students will also acquire knowledge about unions, safe workplaces, and Manitoba labour practices.

### **Personal Management**

The learning experiences in this unit provide students the knowledge and skills to help them build and maintain a positive self-image and learn how self-image influences their lives. The theme assists students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership. The students will learn to build successful relationships in all aspects of their lives. This section also helps students to discover and learn how to respond to change and personal growth as they pass through the various stages of their lives. These personal management skills are needed for success in work, learning, and life.

### **Career Exploration**

The learning experiences in this unit will assist students with the knowledge and skills needed to be able to locate and effectively use life/work information and to understand the relationship between work and society and the economy. Students will discover the importance of post-secondary education and explore the numerous post-secondary education and training opportunities. They will learn about the interrelationship of life/work roles and the changing career patterns of men and women. The career exploration section provides students with information that allows them to explore issues around occupational choice, the meaning of work, and the impact of these choices on their lives.

### **Learning and Planning**

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change. Students will be required to engage in and manage their own life/work building process. They review the various components of the high school curricula, reflect on personal experiences, and use this knowledge in developing an Annual Education Plan and a Career Portfolio. Students will learn about the changing nature of life/work roles, factors involved in making life/work enhancing decisions, lifelong learning, and its contribution to one's life and work. Students will understand and experience the process of life/work building.

## **CHEMISTRY 30S**

Pre-requisite: Science 20F

1 Credit

Chemistry deals with the structure and interaction of substances. Chemistry 30S provides the student with an introduction to the basic language and fundamental skills required to study chemistry at a higher level. While students began this in Science 10 and 20F, this course will go into much more detail and introduce new topics. Some topics covered are atomic structure, solubility, and different types of solutions, chemical reactions, and quantitative calculations based on these. Organic chemistry will be introduced through a systematic organization based on the alkanes, alkenes, alkynes, aromatic compounds, alcohols, organic acids, esters, and other substituted derivatives. In the lab program students will learn basic laboratory skills with experiments that relate to the topics developed in the classroom. A reasonably strong mathematical aptitude is required because of the large amount of problem solving done

## **COMPUTER SCIENCE 30S**

1 Credit

*Students registering for this course should be enrolled in Applied or Pre-Calculus Math with an average or achieved mark of 70% or higher. Computer Science 20S is strongly recommended for students wishing to take this course, as some of the concepts presented in that course are required to understand and use concepts in Computer Science 30S*

This course is a look at starting to use more advanced computer programming concepts using an object-oriented language (such as C++, Java or C#). Students will learn syntax, structure and design concepts for an object-oriented language and will apply those concepts to solve problems. This course is very heavily based on problem solving.

### **Topics:**

- Object oriented syntax
- Logic Structure
- Arrays
- Looping
- Class and Method Design
- Polymorphism
- Design and Documentation

## **DESKTOP PUBLISHING 35S & DIGITAL PICTURES 25S**

1 Credit (.5 credit for Desktop Publishing & .5 credit for Digital Pictures)

**STUDENTS MUST REGISTER FOR BOTH HALF CREDIT COURSES**

Pre-requisite: ICT 15F is recommended

**The students in this course will be responsible for the yearbook production.**

This course provides students with the opportunity to develop skills in a variety of areas including: photography, graphic design, journalism, and publication. You will receive technical training in desktop publishing skills where connections are made with real-life projects. Software used will be Microsoft Publisher and Adobe Photoshop. Through this course you should become confident in your technological abilities, becoming effective problem solvers, creative thinkers, and enhance communication through your use of technology. You will also have an opportunity to develop the ability to work as an individual and as a collaborative team to complete tasks and to develop organizational skills necessary to meet deadlines.

## **DRAMA 30S**

1 Credit

The students will be required to participate in the staging of a major production for the school and community. The goals of the courses are to promote awareness, foster development and encourage use of imagination, creativity, cooperation, self-discipline, self-expression, self-confidence, responsibility, and communication. Dedication and commitment is required.

## **FAMILY STUDIES 30S**

Pre-requisite – Family Studies 20S

1 Credit

This course focuses on parenting, and how to create a happy, healthy, and safe environment for school aged children. Some topics discussed are how to nurture each physiological stage of child development, investigating, identifying and evaluating care giving/parenting options available to meet the needs of children in daycare, how to nurture good sibling relationships, study different learning styles, identify the physical, mental, and social development of special needs children, and research careers that provide services for individuals and families. This course includes a practical component where students will plan for and work with school-aged children.

## **FOODS & NUTRITION 30S**

1 Credit

The 30S course focuses on a healthy lifestyle and the appropriate food choices we should make towards that healthy lifestyle. It includes exploring the food various food and food cultures of the world. The practical portion of the course includes preparing and sampling a variety of delicious and nutritious dishes. Students develop food preparation, meal planning, and time and money management skills. The Foods & Nutrition courses examine the social, cultural, and personal choices of food. The significant relationship between food, health, and lifestyle is central to each course. Consumer skills and changing food needs are studied. Trends in the food industry in Canada and their effect on the consumer are also identified.

## **FRENCH 30S**

Pre-requisite French 20F

1 Credit

This course deals primarily with mastery of three basic skills: speaking, comprehension and writing. The emphasis will be on everyday conversation as well as on current events published on the Internet. Students will be invited to improve their proficiency in French by participating actively in classroom discussions, by preparing skits in small groups. Testing will include both written and oral examinations.

## **GEOGRAPHY 30S (Offered 2019-2020-- Will not be offered in 2020-2021)**

1 Credit

Physical Geography is a survey course, providing an introduction to the broad field of physical geography. The curriculum documents, representative of the time period, reflected a highly descriptive approach to the study of physical geography.

General topics include:

- the solar system, Earth, time and seasons
- spheres of the Earth and Earth materials
- diastrophism and mass wasting processes
- oceans, currents and waves
- elements of weather and climate
- world climate, vegetation and soil regions

The contemporary approach to physical geography education emphasizes the nature of earth systems and their interactions with each other and with humans, ecological patterns, environmental issues, and the limitations that the physical world places on human activities and, in turn, the impact of human activities on the physical world. When considered within this new approach, the study of physical geography is both timely and relevant in view of the global challenges facing humankind on Earth.

### **Major Topics**

The current recommended student and teacher resources (*Earth Matters*, see below) reflect

this new approach to physical geography. These resources contain the following units:

Unit 1: The Earth: A Vibrant Planet

Unit 2: The Ground Beneath our Feet: Understanding the Lithosphere

Unit 3: The Water all Around: Understanding the Hydrosphere

Unit 4: The Air Above: Understanding the Atmosphere

Unit 5: All That is Living: Understanding the Biosphere

## **GUITAR 30S**

Prerequisite: Guitar 20G or permission of the instructor

1 credit

Students will continue to gain knowledge about and to develop technical facility with the instrument, with emphasis on expanding their familiarity with the entire fret board. An increasingly divergent range of playing techniques and styles will be studied.

## **INTERACTIVE MEDIA 35S & DIGITAL FILM MAKING 25S**

**STUDENTS MUST REGISTER FOR BOTH HALF CREDIT COURSES**

1 Credit (.5 credit for Digital Film Making & .5 credit for Interactive Media)

Pre-requisite: ICT 15F is recommended

The purpose of the course is to provide students with the skills and knowledge to tell stories by combining sound, still images, moving images, text, graphics, and animation into a video product. Students will plan, develop, and produce a video project.

Some topics include:

- Creating storyboards
- Developing a shooting schedule
- Evaluating the effect of camera settings
- Evaluating the effect of camera position, angle, and movement
- Capturing images and sounds with cameras and microphones
- Transferring images and sounds from recording devices
- Editing video and sound clips using Adobe Premiere Elements

This course will introduce students to performance skills and techniques in the jazz idiom. This ensemble will perform repertoire in swing, rock, and Latin styles. A special emphasis of the course will be jazz improvisation. A second instrument may be studied. The Jazz Band offers a variety of public performance opportunities for students throughout the year. Members must also play in the Concert Band, and depending on enrollment and instrumentation needs, an audition may be required. Students will have the opportunity to determine their instrument of choice, however this must be done in consultation with the band instructor to ensure a “balanced band”. Students are responsible for providing their own instrument, either through rental or purchase.

## **METALWORK TECHNOLOGY 30G**

1 Credit

This course introduces and practices traditional and advanced techniques in welding. Students will have the opportunity to explore special areas of M.I.G. (Metal Inert Gas) welding such as equipment repair, structure welding, and entrepreneurial initiatives.

## **PHYSICS 30S**

Pre-requisite: Science 20F

1 Credit

Physics deals with the relationship between matter and energy. Physics 30S builds on the Physics component of the Science 20F program. It provides the student with the ability to describe the natural world around him/her both theoretically and mathematically. Areas of study include measurement, functions, vector analysis, kinematics, mechanics, fields (gravitational, electrostatic and magnetic) and waves(sound, water, and light). Tools such as graphical analysis, vectors and problem solving are used throughout. An emphasis is placed on lab work and practical applications of the material. This is a pre-requisite for Physics 40S and it requires a high level of problem solving and calculation. Students must have demonstrated good skills in prior Science 20F and Mathematics 20S courses.

## **WOODWORKING TECH. 30G**

1 Credit

In this course the student will learn construction layout methods. The basic covering materials utilized in various types of construction including shed, gable, and hip style roofs will be explored. The student will differentiate between the types of rafter/truss systems, soffit, and fascia. The use of rafter squares will also be incorporated.

## Grade 12 – COMPULSORY COURSES

### **APPLIED MATHEMATICS 40S**

Pre-requisite: Applied Mathematics 30S

1 Credit

This course is available for students planning to pursue 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. This course is an extension of the ideas and concepts presented in the Applied Mathematics 30S course. The student is expected to solve problems both algebraically, and with the aid of technology. Topics found in this course include: sinusoidal functions, compound interest, probability, polynomial functions, investments, design and measurement, and exponential functions.

***\*\*This course has a Provincial Standardized Assessment.***

### **ESSENTIAL MATHEMATICS 40S**

1 Credit

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. The universities recognize the Essential Mathematics program of study that will be completed with the 40S level as a mathematics elective for first year university entrance. Grade 12 Essential Mathematics is a one-credit course emphasizing consumer applications, problem solving, decision making and spatial sense. Grade 12 Essential Mathematics builds on the knowledge and skills of Grade 11 Essential Mathematics.

***\*\*This course has a Provincial Standardized Assessment.***

### **PRE-CALCULUS MATHEMATICS 40S**

Pre-requisite: Pre-Calculus Math 30S

1 Credit

Pre-Calculus Mathematics 40S is designed for students who intend to study calculus and related mathematics as part of their post-secondary education. The course comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem-solving, mental mathematics, as well as cumulative exercises and testing. Topics include transformations, trigonometric functions, binomial theorem, polynomial functions, trigonometric identities, exponents and logarithms, and radicals. The student is expected to work both individually and in small groups and must demonstrate a high level of mastery in algebraic operations, an aptitude for problem solving and an ability to effectively communicate both in verbal and in written format the logical steps required to arrive at a solution.

***\*\*This course has a Provincial Standardized Assessment.***

## **ENGLISH COMPREHENSIVE 40S**

1 Credit

This course balances practical and literary purposes and uses of language. Students produce and explore oral, written, and visual texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experiences, and bring enjoyment.

***\*\*This course has a Provincial Standardized Assessment***

And/Or

## **ENGLISH TRANSACTIONAL 40S**

1 Credit

This course focuses on the day-to-day use of language for a variety of practical purposes. Students produce and engage with oral, written, and visual texts that inform, direct, persuade, plan, analyze, argue, and explain. This course will continue to provide students with the opportunity to explore a variety of themes related to life, while increasing their communication skills in reading, writing, listening speaking, viewing and representation. Students will be covering three different units such as self-exploration, journals, speeches and career portfolios; media study, commercials advertising, and television programming; and journalism, reviews, feature articles, and profiles.

***\*\*This course has a Provincial Standardized Assessment***

And/or

## **ENGLISH LITERARY FOCUS 40S**

1 Credit

This course focuses on the purposes and forms of literature. Students produce and engage with a variety of oral, written, and visual texts that enlighten, foster understanding and empathy, reflect culture, express feelings and experiences, and bring enjoyment. They may, for example, view films, read novels, listen to songs, create sculptures, or write poems to bring pleasure to others or themselves, respond to experiences, or express feelings. They may also read, view, or write texts that, for example, inform, persuade, or analyze.

***\*\*This course has a Provincial Standardized Assessment***

## **PHYSICAL EDUCATION 40F**

### **Active Healthy Lifestyles (General)**

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

component of the course content. Students will be required to develop and implement the remaining 75% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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

## Grade 12 – ELECTIVE COURSES

### ANTHROPOLOGY 41G (Offered 2020 - 2021 -- Will not be offered in 2019-2020)

1 Credit

Wow, we humans sure think we're important! We'll spend a semester studying humans. To do so we'll figure out why we physically look like this, culturally observe what we do and try to figure out why we do it. We'll develop skills, methods, tools and whole new ways of thinking. We'll use these to evaluate things we've always taken for granted. Come explore the “fuzzy” world of the *social sciences*. Through understanding and knowledge comes tolerance and peace.

- ❖ Physical Humans - *How have bodies changed? How do groups differ? Why are we built that way?*
- ❖ Concept of Cultures - *How are they different and similar, what happens when they change (war)?*
- ❖ Archeology & Ancient Societies - *How did humans used to live? Why?*
- ❖ Aspects of Culture: - *How do people live in that culture and why?*
  - *Religion, Ritual & Law Systems*
  - *Communities, Cliques, Roles & Status*
  - *Power & Economics*
  - *Family, Marriage & Gender*
  - *Body Language & Linguistics*

### APPLIED TECHNOLOGY 40S

#### (CONSTRUCTION or METALWORK or POWER MECHANICS)

1 Credit

This 40S course is designed to provide students with opportunities to perfect their skills and acquire in-depth knowledge to develop advanced skills through practice, study, research, and participation in special applications. The student and instructor will co-facilitate a special project, initiated by the student, in his/her particular chosen interest. The project or job and location will have to be school authorized. In order to show progress students must keep an electronic/pictorial log as the project proceeds. This makes an excellent addition to the student's employability skills portfolio.

\* *There is an application and interview required to be consider for this course.*

## **ART 40S**

Pre-requisite – Art 30S

1 Credit

The four components of the course will be: art language and tools, understanding art in context, creative expression in art, and valuing artistic experience. Students will build on skills developed in previous art courses and experiences, including the elements and principles of design. Students will also continue to explore a variety of different media to complete independent art projects during this course.

## **BAND 40S a & BAND 40S b**

2 Credits

Pre-requisite – Band 30S or equivalent experience.

Band

This is a performance-oriented course in which students further develop their musical skills through the mastery of various musical instruments. Music theory, style, history and ear training are integrated within the study of various musical selections chosen for concert & festival performances. Band is a full-year course that runs from September through to June.

Students have an opportunity to continue studying their instruments and to continue developing the skill of ensemble playing. Students are also encouraged to work on solo literature. There are many opportunities for performance including concerts, festivals, special performances, and trips.

Students will have the opportunity to determine their instrument of choice, however this must be done in consultation with the band instructor to ensure a “balanced band”. Students are responsible for providing their own instrument, either through rental or purchase.

## **BIOLOGY 40S**

1 Credit

This course is not directly dependent on Biology 30S and so students with high averages who have not taken Biology 30S may opt for Biology 40S; however, Biology 30S is highly recommended as a structural and fundamental understanding of the human system is expected. The course will cover: Evolution – evidence supporting the theory; Darwinian, post-Darwinian and recent evolution topics; Diversity – a survey of the five kingdoms with an emphasis on evolutionary trends leading to the most complicated plant and animal forms; Microbiology – bacteriology, virology and diseases causing organisms; Cell reproduction – mitosis and meiosis; Molecular Biology – DNA, RNA and protein synthesis, Chromosome Theory; Human Genetics – Mendelian, post-Mendelian and molecular genetics, genetic engineering and cloning; Bioenergetics – photosynthesis and cellular respiration.

## **CAREER DEVELOPMENT 40S (Life/work Transition)**

1 Credit

Manitoba's career development curricula use the Blueprint for Life/Work Designs competencies as the foundation for student learning outcomes. The Blueprint identifies core career management competencies with associated performance indicators for each competency at four developmental levels across the lifespan. The core competencies are the basis upon which career development programs can be designed. The performance indicators, which are organized by learning stages, can be used to measure learning gains and demonstrate the effectiveness of such programs. Competencies and performance indicators are arranged under three key headings:

### *Area A: Personal Management*

- Build and maintain a positive self-image
- Interact positively and effectively with others
- Change and grow throughout one's life

### *Area B: Learning and Work Exploration*

- Participate in life-long learning supportive of life/work goals
- Locate and effectively use life/work information
- Understand the relationship between work and society/economy

### *Area C: Life/Work Building*

- Secure or create and maintain work
- Make life/work enhancing decisions
- Maintain balanced life and work roles
- Understand the changing nature of life and work roles
- Understand, engage in and manage one's own life/work building process.

These competencies include the employability skills employer groups suggest are lacking in too many prospective employees, particularly youth. In fact, work habits and attitudes strongly influence early adult earning, so educational and training programs need to emphasize work behaviors as much as they emphasize job skills. Self-reliance grows out of the acquisition of these skills.

## **CHEMISTRY 40S**

pre-requisite: Chemistry 30S

1 Credit

Chemistry 40S is a continuation of Chemistry 30S and students are expected to have learned the fundamental language, concepts and skills of that program. Many concepts learned in Chemistry 30S included solubility, atomic structure, equilibrium and the Periodic Table. These will be further developed and applied in new ways. New topics include: Quantum mechanics, oxidation-reduction reactions, Bond Types, the structure of solids and liquids, and the rates of chemical reactions.

## **COMPUTER SCIENCE 40S**

Pre-requisite – Computer Science 30S

1 Credit

*Students registering for this course should be enrolled in Applied or Pre-Calculus Math with an average or achieved mark of 70% or higher. Computer Science 30S is required for students wishing to take this course, as some of the concepts presented in that course are required to understand and use concepts in Computer Science 40S*

This course is extending and expanding upon the concepts and skills developed in Computer Science 30S. Using an object-oriented language (such as C++, Java or C#), students will apply their knowledge of syntax, logic and design to solve more advanced problems and start looking at data structures and algorithms.

### **Topics:**

- Object oriented syntax
- Logic Structure
- Class and Method Design
- Polymorphism
- Design and Documentation
- Sorting and Searching
- Graphical Interfaces in object oriented languages

## **Multi-Cultural Studies – An Aboriginal Perspective 40S (Offered 2020-2021 -- Will not be offered in 2019-2020)**

1 Credit

Supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. Students gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples. Additionally, exploration of topics such as self-determination, self-government, and language and cultural reclamation allows students to understand and work towards the post-colonial future envisioned by Indigenous peoples.

## **DRAMA 40S**

1 Credit

The students will be required to participate in the staging of a major production for the school and community. The goals of the courses are to promote awareness, foster development and encourage use of imagination, creativity, cooperation, self-discipline, self-expression, self-confidence, responsibility, and communication. Dedication and commitment is required.

## **APPLIED FAMILY STUDIES 40S**

Pre-requisite – Family Studies 30S

1 Credit

Applied Family Studies prepares students for a caregiving role with infants, toddlers and children through the study of child development. The skills and knowledge are applied to a 40 hour practical experience with children where students will observe, guide behavior, ensure health and safety and participate in play-based learning experiences. This course provides a foundation for further study within the field of early childhood education and related careers.

## **FOODS AND NUTRITION 40S**

Pre-requisite – Foods and Nutrition 30S

1 Credit

The Food and Nutrition curriculum is designed to teach about food and nutrition through theoretical and practical food experiences. A study of Food and Nutrition can expose students to accurate information and provide opportunities for students to gain competence in making informed reasoned choices. The learning outcomes develop skills, knowledge, and resources necessary for life. Students are provided with an opportunity to achieve success through learning activities that build self-image and increase self-confidence. Many students may be responsible for meal preparation at home. Knowledge and understanding of basic food preparation and nutrition are important so that healthy food choices for individual and family well-being are made. The preparation of food, whether at school or at home, can be a creative, interesting, enjoyable, and rewarding experience. The skills and knowledge taught in this curriculum increases the resourcefulness of students, and helps them to develop self-reliance, independence, and positive social skills. Another benefit is the acquisition of basic life skills and knowledge that all students need.

## **FRENCH 40S**

Pre-requisite – French 30S

1 Credit

This course is designed to reinforce and further develop the reading, writing, listening and speaking skills acquired at the Senior 3 level. The emphasis will be on every day conversation and on current events and themes of general interest published on the Internet. Students will be invited to improve proficiency in French by participating actively in classroom discussions, by preparing skits in small groups. Testing will include both written and oral examinations.

## **GEOGRAPHY 40S (Offered 2020-2021-- Will not be offered in 2019-2020)**

1 Credit

The central theme of this course is human responsibility within the global community. The course stresses the interdependent nature of people in geographic, economic and political terms. This course will focus on population studies, human–environment relationships, quality of life, resource and energy, urbanization, scarcity and choice, and supply and demand.

## **LAW 40S (Offered 2019-2020) -- Will not be offered in 2020-2021)**

1 credit

This course is intended to increase the students' awareness and appreciation of the laws that govern and protect society. This course deals with different types of law in the Canadian justice system, and how it deals with issues such as morality, the law-making process, youth criminal justice, policing, judicial procedures, and corrections and rehabilitation. The course will be as practical as possible.

## **PSYCHOLOGY 40S (Offered 2019-2020) -- Will not be offered in 2020-2021)**

1 Credit

This course contains the Themes, Topics, and Specific Learning Outcomes for the course. The 5 themes represent broad content areas. They are:

1. Introduction and Research Methods
2. Biopsychology: Biological Bases of Behaviours, Sensation and Perception, Motivation and Emotion, Stress, Coping, and Health,
3. Developmental Psychology: Life Span Development, Personality and Assessment,
4. Cognitive Psychology: Learning, Memory, Thinking and Language, States of Consciousness, Individual Differences
5. Variations in Individual and Group Behaviour: Psychological Disorders and Treatments, Social and Cultural Dimensions of Behaviour.

## **PHYSICS 40S**

1 Credit - Pre-requisite: Physics 30S

The Physics program has a spiral curriculum so the topics begun in Physics 30S will be revisited in the Physics 40S program but will be dealt with in much more depth. The course will expand from these topics to concepts in modern physics and light. A strong aptitude for problem solving is extremely important and a strong mathematical ability (especially in trigonometry) is paramount. Students will be required to write a number of lab reports and do several projects.

Note: Manitoba Hydro may require grade 12 physics for students interested in working with them. Topics include: Nuclear physics and radiation, Exploration of space and universal gravitation, Electric fields, electromagnetic induction and electric circuits and Kinematics and Dynamics, including: Projectile motion, Circular motion & Friction and inclined planes

## **GLOBAL ISSUES: Citizenship & Sustainability 40S**

(Offered 2020-2021 -- Will not be offered in 2019-2020)

1 Credit

Students conduct inquiry into the social, political, environmental and economic impact of a variety of contemporary and emerging issues in the world. Through their inquiry they focus on questions of quality of life locally, nationally and globally. This course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision-making, and consolidates learning across the disciplines to empower students as agents of change for a sustainable and equitable future. A component of the course is the planning and implementation of a community-based action-research project.

## **HISTORY OF WESTERN CIVILIZATION 40S**

(Offered 2019-2020 -- Will not be offered in 2020-2021)

1 Credit

This course is designed to help students understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. The course is organized around the following six major concepts: religion, ideology, humanism, individualism, secularism, and skepticism.



## Arts & Technology Centre (ATC) 2019-2020

The **Arts & Technology Centre** is an extension of the *Seine River 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. Grade 11 students attend ATC for semester two for Part 1 of a program and then return for semester one, in grade 12, to take Part 2 of their program.

Students register at their home school, allowing them to participate in school events and extra-curricular activities including sports, music, and student government. Students graduate with their classmates at their home school. In addition to their regular high school diploma and an ATC certificate, students in most programs earn a Technology Education high school diploma. Students may also choose to complete all or part of a program following high school graduation (no tuition fees for the first 4 credits after graduation). While at ATC, many students make use of the open gym and library and choose to participate in intramural sports as well as the student advisory council (student government).

**See your guidance counsellor to include ATC courses as part of your grade 11 and 12 or post-secondary plans. Applications forms are available in February and deadline for submission is in March.**

---

## HIGH SCHOOL APPRENTICESHIP PROGRAM

### HIGH SCHOOL APPRENTICESHIP PROGRAM

The HSAP falls within the Senior Years Technology Education Program. In Manitoba, apprenticeship training is administered by Apprenticeship Manitoba. Apprenticeship is a training relationship involving a trainee (known as an apprentice), an employer, and the Apprenticeship Manitoba. An employer hires an apprentice to meet an existing or projected skill need. A contractual arrangement, known as indenturement, is established among the employer, the apprentice, and the Apprenticeship Manitoba.

### **Jump start your future career while going to school!**

If you are at least 15 years old, enrolled in a Manitoba high school and in grade 10, 11 or 12, you can get a head start on your future. The HSAP is a quick route to traditional apprenticeship training. It integrates regular high school and on-the-job apprenticeship training. You can earn up to **eight academic credits towards graduation** and at the same time apply on-the-job work time towards continued apprenticeship training hours after you leave school. Instead of simply working part time, if you are enrolled as a high school apprentice, you earn both academic and apprenticeship credits **while getting paid** to learn a marketable skill. When you are not in school, you work for your employer and are paid at a trade-regulated rate.

### **What are apprenticeship trades?**

In Manitoba, there are over 50 and the number is growing. While there are many trade-related occupations, those that are apprenticeship trades are governed by provincial regulations. Apprenticeship combines on-the-job learning and technical training over a period of **two to five** years, depending on the trade. Unlike university or college where YOU PAY for your entire education, as an apprentice YOU GET PAID to learn.

### **What are the benefits of apprenticeship training?**

A journeyman Certificate of Qualification is proof of professional academic credentials and hands-on skills. Most trades have interprovincial or "**Red Seal**" status which means that with an interprovincial Certificate of Qualification **you can move to other parts of Canada without further training or testing;**

- apprenticeship can lead to owning your own business;
- many apprenticeship trades use state-of-the-art technology;

- lots of job opportunities - many trades people are retiring;
- apprenticeship trades offer creative, satisfying and tangible work; and
- receive credit for prior learning and/or work experience if you move into another related trade.

### **What trade is best for you?**

If you like to get your hands on everything, work with tools and equipment or take things apart to see how they work, you may want to choose a mechanical trade and work as a mechanic or machinist and many more.

If you like to finish one job before you start the next and take things one step at a time, you may want work in the construction field as a carpenter, bricklayer, plumber, electrician, painter and many more.

If you enjoy trying new ways of doing things and like finding new solutions, you may want employment in the industrial sector as a welder, boilermaker, millwright, tool and die maker and many more.

If you like to make things better for others, your people skills are used in the service field as a parts person, hairstylist, cook or pastry chef.

Find a trade that interests you, then talk to people who work in this occupation. There are thousands of specialized career choices in apprenticeship trades. Your guidance counsellor or apprenticeship coordinator can help you find up-to-date career information, as well.

### **What is the pay like?**

As the work is complex, skilled journeypersons command higher wages than those who do not apprentice. As a High School apprentice or full-time apprentice you are paid at least a specific trade-set minimum wage that increases throughout the required levels of training.

### **How does HSAP apprenticeship work?**

It's the same as a regular apprenticeship. After you've determined the trade in which you would like to work, you find an employer who will train you as an apprentice. The HSAP Coordinator at the Apprenticeship Manitoba will work with you, your employer and the high school apprenticeship coordinator to ensure that you are fulfilling your school academic requirements and apprenticeship training requirements when you are not at school.

### **What academic credits are needed?**

To become an apprentice, you must meet academic standards for each trade. Employers still want people with mechanical abilities, but as many of the trades are technology based, they're looking for other skills as well – Mathematics, Science and Computer know-how. Today's jobs also require good reading, writing and communication skills.

To broaden your scope of career options, you should have grade 12 or equivalent academic standing. What's your best bet? Stay in school and take as many Mathematics, Science, Computer and English courses as you can.

New technologies and competition from companies outside of Canada are making industries rethink the way they do business. In the past workers did the same job over and over again. Now machines do many of these jobs. Companies need skilled employees who can work together in teams, employees who know and understand all aspects of what their company does or makes. People have to work smarter and harder with more flexibility and cooperation. The more you know, the more marketable you'll be.

### **Want to know more?**

Talk to your school apprenticeship coordinator Mr. Leefe.

# Family Studies Certificate

Our economy will continue to be driven by globalization, demographic shifts, and technological advances. These changes will create a highly competitive, rapidly changing work environment for the next generation. The social, economic, and technological changes occurring in society have an impact on work as well as personal and social relationships., Our future as a society is dependent upon youth and their ability to be successful not only in the workplace, but also in their homes and personal lives.

Family Studies courses provide skills and knowledge in the areas of parenting, money management, relationships, and the well-being of individuals/families. Students have the opportunity to increase their knowledge as to how individuals/families function in society during different stages of the life cycle. Throughout the human life cycle, people need to be cared for and to care for themselves and others. Nurturing and care-giving skills are utilized along with knowledge of human growth and development to anticipate changing personal and family needs

Some of the *Family Studies* courses are sequential and prerequisites may be required and courses requiring a prerequisite

The certificate requirements are as follows:

Students need to take a minimum of **three** Family Studies credits, a minimum of **two** Foods and Nutrition credits and credits from any of the following courses to make a total of **eight** credits, Drama, Psychology, Biology, Lifeworks, Global Issues, Family Studies, Foods and Nutrition and Art.

The Certificate will add to their portfolio and could help them get into a career in working with children.

# POST SECONDARY INFORMATION

Students considering post-secondary education must select courses during their high school years that prepare them for their selected post-secondary education. The following is a brief outline of entrance requirements to some of Manitoba's post-secondary institutions. More detailed information is available through the guidance counsellor.

**UNIVERSITY OF WINNIPEG**

**www.uwinnipeg.ca**

*Students who wish to study at the university for the first time must submit a completed Application for Admission form to the Admissions Office where an Admissions Officer reviews it. After the evaluation, applicants receive formal notification of the decision.*

## **English Language Policy**

The language of instruction at UWinnipeg is English. Students must have a level of ability in English that allows them to participate in all aspects of university study, including lectures, reading, writing, and discussion. If English is not their first/primary language and they are not from an *English Exempt Country*, they must provide supporting documentation to show they meet one of the conditions. Most students will meet this condition: **Graduation from a high school in Manitoba with at least one Grade 12 Core English credit with a minimum grade of 70%.**

All students entering directly from high school are required to take RHET-1105/3 Academic Writing. Some exemptions do apply.

## **Regular Admission**

### **Entrance Requirements to the Faculties of Arts, Science, Business and Economics**

Candidates must:

- Be a high school student with standing in at least 30 Manitoba high school credits **OR** hold a Mature Status Diploma and have completed courses required for Regular Status entry
- Have completed five credits at the Grade 12 level, designated A, S or G level (three of which must be 40S). Physical Education cannot be used as one of the 5 courses.
- Present a minimum one credit of focus English 40 (A or S level) and one credit of Mathematics 40S (Pre-Calculus, Applied or Essential)
- Have an admission average of at least 65% calculated from one credit of English 40S, one credit of Math 40S, plus one other 40S credit from a different subject area.

### **Entrance Requirements to the Faculty of Education**

Candidates must:

- Be a high school student with standing in at least 30 Manitoba high school credits **OR** hold a Mature Status Diploma and have completed courses required for Regular Status entry
- Have completed five credits at the Grade 12 level, designated A, S or G. Physical Education cannot be used as one of the 5 courses.
- Must present standing in either a) two credits of English 40 (A or S level) plus one credit of Mathematics 40S (Applied or Essential) or b) one credit of English 40 (A or S level) plus Pre-Calculus Mathematics 40S.
- The average calculation must cover three different subject areas and include at least one of English 40 (A or S level, two credits), Pre-Calculus Mathematics 40S or Applied Mathematics 40S. Essentials Mathematics cannot be used in the average calculation.

For a degree in Education applicants must have an admission average of at least 80% calculated from three 40S courses from the list of approved Grade 12 courses (see below).

English 40 (A or S level, two credits)

Art 40S

Biology 40S

Chemistry 40S

Cinema as a Witness to Modern History 40S

Computer Science 40S

Family Studies 40S

Geography 40S

Global Issues: Citizens and Sustainability

History of Western Civilization 40S

Law 40S

Current Topics in First Nations, Metis and Inuit Studies 40S      Mathematics 40S (Applied or Pre-Calculus)  
 Dramatic Arts 40S  
 Music 40S (One of: Band, Choral, Guitar, Strings, Private)  
 Economics 40S      Psychology 40S  
 Global Issues 40S      A Language Course at the 40S level  
 Physics 40S

Special Entrance Scholarships will be determined based on the final admission average. (Best 40S English, Best 40S Math, One other 40S credit)

**Students will automatically be considered if their application is completed prior to March 1.**

| Average       | Amount |
|---------------|--------|
| 95% or higher | \$2250 |
| 90 – 94.9%    | \$1750 |
| 86 – 89.9%    | \$1100 |
| 80 – 85.9%    | \$500  |

**UNIVERSITY OF MANITOBA**      [www.umanitoba.ca/applynow](http://www.umanitoba.ca/applynow)

The direct entry requirements apply to current Manitoba high school students or students who have already graduated from high school but who have completed less than 24 credit hours (four full courses) at an accredited university or college. The only faculties that students may enter directly from high school are Agriculture and Food Sciences, School of Art, Faculty of Arts, Asper School of Business, Engineering, Environment, Earth, and Resources, Health Sciences, Kinesiology and Recreation Management, Music and Science. Otherwise all students begin by applying to U1.

**Entrance Requirements to University 1:**

Manitoba high school graduation, with full credits at the Grade 12 level, in courses designated S (specialized), G (general), or U (Dual credit – University), with a minimum of three credits in S or U courses.

Completion of **one** of the following sets of requirements:

Set A:

- One credit of Grade 12S or U English with a minimum grade of 60%, and
- A minimum average of 70% over three Grade 12 S or U credits

Set B: (limited admission)

- One credit of Grade 12 S or U English, with a minimum grade of 60%, and
- A minimum average of 63 – 69% over three Grade 12 S or U credits

Set C: (limited admission)

- A minimum average of 70% over three Grade 12 S or U credits, but lacking Grade 12S or U English requirement (either less than 60% or no credit at all)

**\*\*Note:** Admission under set B or C will be considered a limited admission to University 1: some registration restrictions and performance standards will apply, and additional academic supports and services will be provided.

Individual faculties have specific requirements; please check with the counsellor to ensure you have the required courses.

To be considered for an Entrance Scholarship, candidates will require:

- A minimum average of 85% over their best five credits as listed below
- Completed application by the Early Admission Deadline

- Standing in five 40S subjects from the following list in different subject areas:

The *only* exception allowed is with English courses; two English credits can be counted and English 40G can be used.

|  |  |
|--|--|
| Art 40S  | Global Issues 40S  |
| Biology 40S  | <b>One of</b> Applied or Pre-Calculus Mathematics        |
| Chemistry 40S  | <b>One of</b> Music 40S or Private Music Option 42S      |
| Computer Science 40S   | Current Topics in First Nations, Metis and Inuit Studies |
| 40SEnglish/anglais 40S   | Geography 40S  |
| History 40S  | Language 40S course                                      |
| Physics 40S  |  |
| <b>One of</b> Clothing, Housing & Design 40S, Family Studies 40S, Food & Nutrition 40S |  |

Special Entrance Scholarships will be determined based on the final admission average. **Students will automatically be considered if their application is completed prior to March 1.**

| Entrance Scholarship                              | Amount |
|---|--------|
| UM Queen Elizabeth Entrance Scholarship: 95-100%  | \$3000 |
| UM Guertin Entrance Scholarship: 90-94.9%         | \$2000 |
| UM Hogg Centennial Entrance Scholarship: 85-89.9% | \$1000 |

## ***RED RIVER COMMUNITY COLLEGE***

**[www.rrc.mb.ca](http://www.rrc.mb.ca)**

1. Applicants must meet the program prerequisites. These vary according to the program applied for. (See the current Red River Calendar for specifics.) The majority of courses offered require a *grade twelve diploma*.
2. Admission is based on date of application, paid application fee and submitting required documentation within 30 days if applicable
3. Courses offered vary in length anywhere from 5 months to three years in length.

Admission of part-time students will be subject to availability of space and approval of the Vice-President Academic or Designate.

### **Post-Secondary Information**

Different opportunities are provided during the year for students interested in getting more information about post-secondary institutions:

- Semester 1: Each post-secondary institution visits Ste. Anne Collegiate. Students may sign up to attend a presentation.
- Semester 2: Each post-secondary institution has an open house in February. Students may sign up to participate in a tour of a campus of their choice.
- Throughout the year: Students may book an appointment with the guidance counsellor to ask questions about programs, applications or scholarship opportunities

### **Scholarship Information**

There are many scholarships/bursaries/awards that are offered at the community and school level (**school grad awards survey must be completed in order to be considered for any/all awards**) as well as by post-secondary institutions.