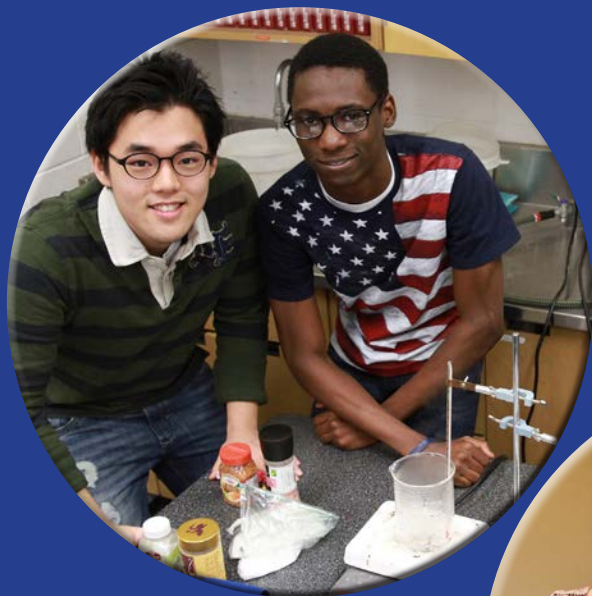


# St. James-Assiniboia School Division High School Common Course Book 2019-2020



Great Schools for Growing and Learning  
[www.sjasd.ca](http://www.sjasd.ca)

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# The Senior Years

The Senior Years in the St. James-Assiniboia School Division provides a varied curriculum to meet the needs, interests, and abilities of students. The program provides a sound basis for further education or immediate employment.

This booklet has been designed to answer some of the questions that arise as students make the transition to the senior years of secondary education. The aspects of the senior years are as follows: Structure, Semester System, Credit System, Attendance Policy, Course Selection, and Graduation Certificates.

## **STRUCTURE**

The Manitoba Education high school structure includes Grades 9, 10, 11, and 12.

## **SEMESTER SYSTEM**

The majority of senior year's courses are taught on a semester system; that is, the course runs from September to the end of January or from February to the end of June. Some courses are taught from September to June and are referred to as non-semestered. Each student is timetabled individually depending on the courses selected.

## **CREDIT SYSTEM**

The credit system provides a framework enabling students to pursue programs best suited to their individual needs and aspirations. A student may earn one credit by successfully completing a course of study. Half credits may be earned in a similar manner.

## **ATTENDANCE POLICY**

Students are expected to be in their scheduled classes on time. Schools have an open campus for those students with unscheduled time. Students may choose to study/read in the library, to socialize in the cafeteria, or to leave the school grounds. The granting of course credits on a per subject basis is conditional on meeting school attendance requirements.

# Student Services

Student Services is comprised of counsellors and resource teachers whose primary goals are to assist students in overcoming academic, vocational, personal, or social emotional/mental health concerns which may interfere with the pursuit of their educational goals. Information is provided on post-secondary planning and career prospects. Parents/students should contact universities, colleges, and/or other institutions for specific entrance requirements. Institutions will usually mail their program requirements to you on request.

# Graduation Requirements

*Students are required to accumulate a minimum of 30 credits to graduate with a Manitoba Provincial Diploma.*

## **CERTIFICATES and DIPLOMAS**

The **St. James-Assiniboia School Division Certificate** is awarded to students who have completed 40 hours of community service (see Community Activity Service Certificate on page 6).

The **SJASD Technology Education Certificate** is awarded to students who successfully complete a minimum of 30 credits, including compulsory academic subjects, and vocational requirements.

The Senior Years **SJASD French Immersion Diploma** is awarded to students who earn a minimum of 30 credits in grade 9 to grade 12 including a minimum of 14 credits earned in courses where the French is the language of instruction, and who complete all the other requirements for graduation. French Immersion students must complete the compulsory English Language Arts courses in grade 9 to grade 12. In grade 9, Français, Mathématiques, Sciences humaines, and sciences de la nature are required subjects. In grade 10, Français, Mathématiques, Sciences de la nature and Géographie are required subjects. In grade 11, Français, Mathématiques and at least one other French Immersion course are required. In grade 12, required subjects include Français and at least two other courses taken in French.

The **International Baccalaureate (IB) Diploma** is a comprehensive pre-university course for academically motivated students. This program is offered at both Collège Sturgeon Heights Collegiate and Westwood Collegiate. It is a sophisticated two-year curriculum offered to over half a million students in 119 countries. The curriculum aims to encourage critical thinking by the study of traditional disciplines while encouraging an international perspective. Assessment is varied and takes place over two years with final exams in each subject. Student's work is assessed by an international board of examiners monitored by the International Baccalaureate Organization (IBO). Subjects are scored on a 1 to 7 scale with a further three points available for the Theory of Knowledge and the Extended Essay. Students who display good levels of performance and achieve a minimum of 24 points (out of a possible 45) are awarded the diploma. All others receive a certificate for each of the subjects completed.

The **International Baccalaureate Bilingual Diploma** (French Immersion) offered at Collège Sturgeon Heights Collegiate is designed for students who wish to graduate with a Manitoba French Immersion diploma as well as with a Bilingual IB Diploma. To obtain the IB Bilingual Diploma, students would complete the IB requirements and complete their Language A2 program in French. Language A2 is a program and assessment designed for fluent speakers with a high level of competence in that language, i.e. French Immersion students.

The **Advanced Placement (AP) program**, offered at John Taylor Collelegiate and St. James Collegiate, provides special opportunities to those students who wish to study university topics in a high school setting. This program of college-level courses and exams was designed to allow the successful student to receive some credit and /or standing on entering university. Both high schools have selected Biology, Chemistry, English Literature, English Language, Calculus AB, and Psychology as courses to be offered, depending on enrollment. Historically, students have chosen to enroll in AP courses for other reasons as well; some wanted to further their knowledge in a specific field of academic achievement, others wanted a working knowledge of material taught at university, and still others just wanted to enjoy a subject for its challenge. Regardless of the reason for taking AP, students are able to enjoy the flexibility of focusing on the subjects that are of interest to them. All AP candidates will be expected to write an externally set and marked examination, which consists of multiple choice and essay questions.

# St. James-Assiniboia School Division Community Activity Service Certificate

This certificate is awarded to students who complete a minimum of 40 hours of unpaid community involvement before graduating. The 40 hours can be completed in one year or spread out over the grade 9 to grade 12 years. Community Service Hours and the requisite credit count are required to attain a St. James-Assiniboia School Division diploma. Community Service Hours are also required to be considered for any SJASD School Board bursary or award.

Participating in community involvement activities enriches the lives of all students. It provides developmental opportunities that promote personal, social and intellectual growth, as well as civic responsibility and career exploration. Many favourable results occur in each of the aforementioned activities.

These include:

- developing self-confidence and self-esteem
- openness to new experiences and roles
- ability to take risks and accept challenges
- a sense of usefulness and purpose
- ability to work cooperatively with others
- a sense of caring for others
- acceptance and awareness of others from diverse backgrounds
- critical thinking skills
- a sense of responsibility to contribute to society
- awareness of community needs
- human service skills

Information on the community involvement graduation requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity is available on our website, [www.sjasd.ca](http://www.sjasd.ca) in our policy manual.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity. A parent is not required to sign a form or to be consulted if the student is 18 years of age or older.

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the list of ineligible activities.

# Registration

## 1. General Information

- a. Students/parents registering during February will be supplied with a blank registration form. A parent/guardian signature is required on this form.
- b. Students registering at other times must make an appointment for an interview with the Principal. They must bring with them a transcript of previous marks, and an attendance profile.
- c. Students new to Manitoba must have their standing assessed by an administrator prior to completing registration. New students must be accompanied by a parent/guardian upon registration. Additional proof of residence documentation (eg. birth certificate; MB Health card, lease agreement, driver's license) may be required.
- d. Students from Out-of-Division must apply online at [www.sjasd.ca](http://www.sjasd.ca)
- e. Planning Guides for each program have been included for your convenience.

## 2. Special Notes

- a. Give careful consideration to courses selected. In many instances it may be impossible to make alternate choices later. Selections made during the registration period will determine the courses offered for the next school year. Timetable changes will be considered based on individual needs and space availability.
  - i. Grade 9 and 10 students are recommended to be fully timetabled for both semesters (no spares).
  - ii. All grade 11 and 12 students are expected to register for a minimum of six credits, but eight is recommended.
- b. It may be necessary to restrict the number of students in a course or to cancel a course if the number of registrations is low.

# Course Selection

The Senior Level course numbering system is made up of a minimum five character, alphanumeric code. The first and second characters are letters, the third and fourth are numbers and the remaining characters are letters.

## First Two Characters

These first two characters are each letters, which are used as a course description:

MA - Math   EN - English   SC – Science   SS - Social Studies   HI – History   PE – Physical Education  
GE - Geography

## Third 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

## Fourth Character

- 0 - courses developed or approved by the province for 1 credit
- 5 - courses developed or approved by the province for 1/2 credit
- 1 - courses developed by a school or division and approved or registered by the province
- 2 - courses developed elsewhere and approved or registered by the province  
(e.g. university, out-of province, and out-of-country)

## Fifth Character

Courses in each subject are identified as foundation, general, specialized, advanced, modified, individualized, or English as an Additional Language.

**F** – Foundation: educational experiences, which are broadly based and compulsory for all students.

The following courses have been designated as Foundation Courses: EN10F, SC10F, MA10F, PE10F, SS10F, EN20F, GE20F, PE20F, SC20F, HI30F

**G** - General: general education experiences for all students.

**S** – Specialized: educational experiences in specialized areas leading to further studies beyond high school.

**M** – Modified: educational experiences intended for students with specific cognitive disabilities and where the provincial subject area curriculum outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

**I** – Individualized: educational experiences intended for students with significant cognitive disabilities and are developmentally and age appropriate and highly individualized to take into account the learning requirements of the student; an Individual Education Plan (IEP) is required for each student.

**E** – EAL: educational experiences designed to assist students for whom English is not a first language in making a transition into the English program.

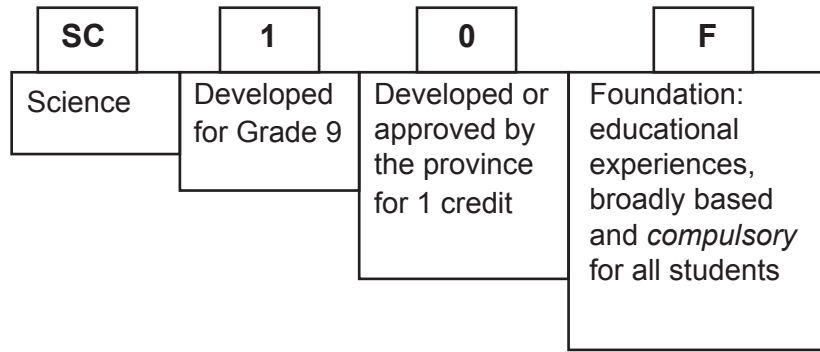
**IB** – International Baccalaureate

**PB** – Preparation for International Baccalaureate Programme

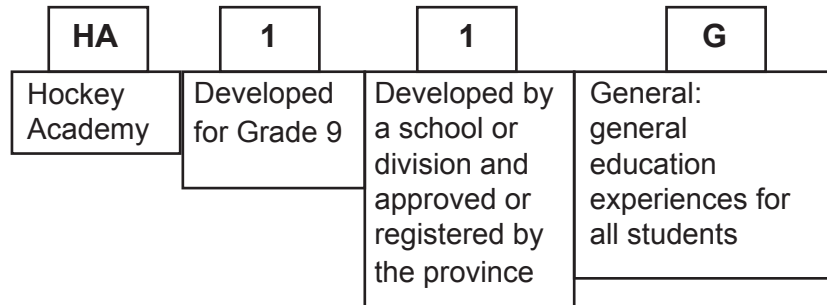
**X** – French Immersion



EX: SC10F



EX: HA11G



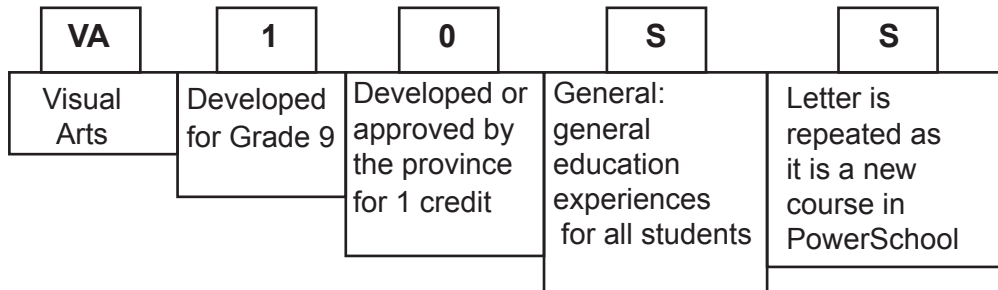
**Sixth and Subsequent Characters**

When used, will assist in further describing the course name.

i.e. **H** – Preparation for Advanced Placement Program

**High School Arts and Vocational Courses Identification**

EX: VA10SS



**Important Note**

- All School-Initiated Courses (SIC) will ONLY run if approved by the Department of Education.
- All Student-Initiated Projects (SIP) will ONLY run if approved by the Department of Education.

# School Board Awards

## GOVERNOR GENERAL'S MEDAL

This **BRONZE** medal is a nationally recognized honour and therefore the most prestigious award a student can receive in SJASD. It is awarded to the student who achieves the highest average upon graduation from a secondary school. The average includes all grade 11 and 12 courses as listed on the student's official transcript of grades issued by the school. The average cannot be anticipated, it must be calculated based on final results after provincial/territorial examinations, where Manitoba Education requires final exams. Equitability of access for the entire student population is an important aspect of the Medal's value. Regardless of the stream or the subjects chosen, all students are eligible for consideration upon graduation. Courses taken after graduation to upgrade marks are not to be included.

## AWARD OF EXCELLENCE

The St. James-Assiniboia Award of Excellence is presented to the Grade 12 graduate in each senior years school who attains the highest average in the following courses totaling six credits: one English 40S (which contains the Provincial exam), Math 40SA or SP, and any four Grade 12 Level S courses with a maximum of two courses from any department. For French Immersion students only, Français 40SX may replace the English 40S. Only full one-credit courses are to be counted. Only courses taken in the St. James-Assiniboia School Division may be used to calculate the average. Provincial exam results are to be used in average calculation. In the event of a tie, the highest average of the English 40S/ Français 40SX course which contains the Provincial exam results and Math 40SA or SP is to be used.

## ACADEMIC SCHOOL BOARD CASH AWARDS

1. School Board cash awards allocated to Academic and Technology areas are awarded to students with the highest averages. To be eligible a student must:
  - be graduating if in grade 12.
  - have at least a 70% average based on courses at the current grade level. (Note: courses at the current grade level, but taken in previous years may be used)
  - must have no failing subjects in the current school year.
  - must have completed the minimum 40 hours of Community Involvement Activity (CIA)
2. Averages are to be based on:
  - the required courses as defined by the School Division.
  - a minimum of 7 credits at the grade 9 level, a minimum of 6 credits at the grade 10 level, a minimum of 6 credits at the grade 11 level, and a minimum of 6 at the grade 12 level, with the exception of the technology award where 6 credits in grade 12 courses are required.
3. Students are only eligible for awards at their current grade level.
4. Winners of a School Board cash award for the Academic area must include:
  - Grade 9 – a minimum of 7 grade 9 credits
  - Grade 10 – a minimum of 8 credits of which at least 6 are in grade 10 subjects
  - Grade 11 – a minimum of 6 credits in grade 11 subjects
  - Grade 12 – a minimum of 6 credits in grade 12 subjects for a grade 12 award with the exception of Technology Award where 6 credits in grade 12 subjects are required
5. All courses will be weighted according to their credit value in the calculation of an average.
6. All awards will be based on final marks.
7. Students who have previously graduated and have returned to take additional credits are not eligible for School Board cash awards.
8. Students transferring in from another St. James-Assiniboia school at the beginning of the second semester will be eligible for a School Board cash award.
9. Students transferring in from any school outside St. James-Assiniboia will only be eligible for School Board cash awards if the transfer occurs in the first semester and only if all criteria are met.
10. Exchange students and International Program students are not eligible for School Board cash awards.
11. Student marks received in an Independent Study Program, Continuing Education, evening school or intersession, and any Summer School courses are not to be used towards a School Board cash award.

# Vocational Education Across High Schools in St. James-Assiniboia School Division

The mission of St. James-Assiniboia School Division is to provide a meaningful, safe and caring educational environment so that all students are prepared to be responsible citizens in a democratic society. To this end, as a school division, we are continuously exploring innovative ways to provide programming for our students so that they can choose to stay in their neighbourhood schools.

# Online Learning in St. James-Assiniboia School Division

Any high school student currently enrolled in St. James-Assiniboia School Division may register for online courses offered by InformNet ([www.informnet.mb.ca](http://www.informnet.mb.ca)).



Online learning through InformNet provides students with daily instruction, assignments and evaluation through regular email and web-based interaction from a certified high school teacher. The student's home school provides the course credit when subject requirements are met.

## InformNet Course Listing for 2019-2020

| First Semester Courses   | Second Semester Courses   |
|--|---|
| <ul style="list-style-type: none"> <li>• ELA 10F</li> <li>• Science 10F</li> <li>• Social Studies 10F</li> <li>• Physical Education 10F</li> <li>• Math 10F</li> <li>• Geography 20F</li> <li>• Science 20F</li> <li>• Math: Essential 20S</li> <li>• Career Development: Life/Work Planning 20S</li> <li>• ELA 20F</li> <li>• Physical Education 20F</li> <li>• Math: Essential 30S</li> <li>• History 30F</li> <li>• ELA Comprehensive Focus 30S</li> <li>• Physical Education 30F</li> <li>• Math: Essential 40S</li> <li>• Math: Pre-Calculus 30S</li> <li>• Applied Math 30S</li> <li>• Accounting 30S</li> <li>• ELA Comprehensive Focus 40S</li> <li>• Psychology 40S</li> <li>• Physics 30S</li> <li>• Computer Science 30S</li> <li>• Computer Science 40S</li> </ul> | <ul style="list-style-type: none"> <li>• Science 10F</li> <li>• Social Studies 10F</li> <li>• Physical Education 10F</li> <li>• Geography 20F</li> <li>• Science 20F</li> <li>• Math: Introduction to Applied and Pre-Calculus 20S</li> <li>• Career Development: Life/Work Planning 20S</li> <li>• Physical Education 20F</li> <li>• History 30F</li> <li>• Biology 30S</li> <li>• Chemistry 30S</li> <li>• Physical Education 30F</li> <li>• Applied Math 40S</li> <li>• Math: Pre-Calculus 40S</li> <li>• Chemistry 40S</li> <li>• Biology 40S</li> <li>• ELA Transactional Focus 30S</li> <li>• ELA Transactional Focus 40S</li> <li>• Physical Education 40F</li> <li>• Global Issues 40S</li> <li>• Law 40S</li> <li>• Physics 40S</li> <li>• Psychology 40S</li> </ul> |
| <p>Please visit the InformNet website (<a href="http://www.informnet.mb.ca">www.informnet.mb.ca</a>) for updated information and/or see your school counselor.</p>   |   |

Online learning is not for everyone. It is an opportunity given to students who cannot get into a course offered at their school, need a credit required for graduation or would like to try a course not offered at their home school. The guidance counselor and school administration can limit access to online courses if a student's academic progress may be hindered by learning in an online environment based on specific factors.

All interested students are encouraged to contact their school counselor and/or school administration for registration information.

# Compulsory Core Courses

The following section contains the five core subject areas: English, Mathematics, Science, Social Studies and Physical Education. All of the following courses can be taken at any of the high schools. Each school may have additional courses in each of the subject areas. You will need to go to each individual school's section of the handbook to view all of the additional courses that each school has to offer.

## ENGLISH LANGUAGE ARTS

### FOUNDATION COURSES – GRADE 9 AND 10

#### ENGLISH - EN10F

This is an integrated, theme-based course designed to provide students with a solid foundation of literacy skills, knowledge, and learning strategies. The course emphasizes reading comprehension, personal and critical response, and interpretation of a variety of text forms. Students also learn to collect, organize, and synthesize information through research and inquiry processes.

In the 10F course, students express their ideas using the six English language arts of reading, writing, listening, speaking, viewing, and representing. Particular emphasis is placed on written communication, including exploration, examination, and analysis of the structure of sentences, paragraphs, essays, and longer fiction and non-fiction text. English 10F occurs every day for both semesters.

#### ENGLISH - EN20F

This is the second of the two foundation courses and completes the literacy skills, knowledge, and learning strategies begun in English 10F. The course continues to emphasize reading comprehension, personal and critical response, and interpretation of various text forms; text forms include short prose, poetry, novels, and Shakespearean plays. Students continue learning to collect, organize and synthesize information through research and inquiry processes. Written communication skills continue to be a focus in EN20F. Students create various texts to demonstrate their ability to address a specific audience, for a specific context and purpose.

### FOCUS COURSES – GRADE 11 AND 12

In grade 11 and 12, students choose one of three English curriculum focus courses to meet graduation requirements. These courses include the Literary Focus, the Transactional Focus, and the Comprehensive Focus. Unlike English language arts courses in the grades before Grade 11, Grades 11 and 12 courses offer different specializations based on the purposes for reading, writing, listening to, speaking, viewing, and representing texts. The Comprehensive Focus course covers a variety of purposes and provides an equal amount of time on working with texts for pragmatic (50%) and aesthetic (50%) purposes. The Transactional Focus course gives more weight to experiencing texts for pragmatic (70%) rather than aesthetic (30%) purposes. The Literary Focus course places more emphasis on working with texts for aesthetic (70%) rather than pragmatic (30%) purposes. Each of these courses is different from but equivalent to the others, and you can complete any or all of the three for credit.

#### ***What are aesthetic and pragmatic purposes?***

Aesthetic is defined as a principle of taste (beauty) or style adopted by a particular person, group, or culture. Aesthetic works include: poetry, plays, novels, and short stories. For example, a student will read and analyze works of literature in terms of literary elements such as symbols, metaphors, similes or irony and explain how these are important in a literary piece.

Pragmatic is defined as of or relating to a practical point of view or practical considerations. Pragmatic writing includes: resumes, letters, speeches, and research essays. For example, students will learn how to write a cover letter and a proper resume.

**Note:** Each course will require the study of aesthetic and pragmatic pieces and purposes, but the focus of each is different.

All of the three focuses satisfy university entrance requirements. Students at the grade 12 level are required to write the Provincial ELA Standards Test, usually at the end of the first semester.

### **ENGLISH COMPREHENSIVE FOCUS - EN30SC**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 11 Comprehensive Focus. Students read and respond to a balance of pragmatic and aesthetic texts. For example, transactional or non-fiction texts are used for practical, every-day purposes, while literary texts are used for aesthetic, expressive, and creative purposes.

### **ENGLISH LITERARY FOCUS - EN30SL**

The Grade 11 Literary course provides students with the opportunity to explore novels, plays, short stories and poetry. The course examines how writers use techniques or devices in their works, and more importantly, the effects these techniques have on the reader.

### **ENGLISH TRANSACTIONAL FOCUS – EN30ST**

The grade 11 transactional provides students with the opportunity to create and reflect upon personal goals and begin examining career choices. They also have the opportunity to create connections and explore the inquiry process through research. All of these skills are explored using a variety of materials that include novels, poetry and non-fiction texts.

### **ENGLISH COMPREHENSIVE FOCUS - EN40SC**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Comprehensive Focus. Students read and respond to a balance of pragmatic and aesthetic texts at a more advanced level than the grade 11 course.

### **ENGLISH LITERARY FOCUS - EN40SL**

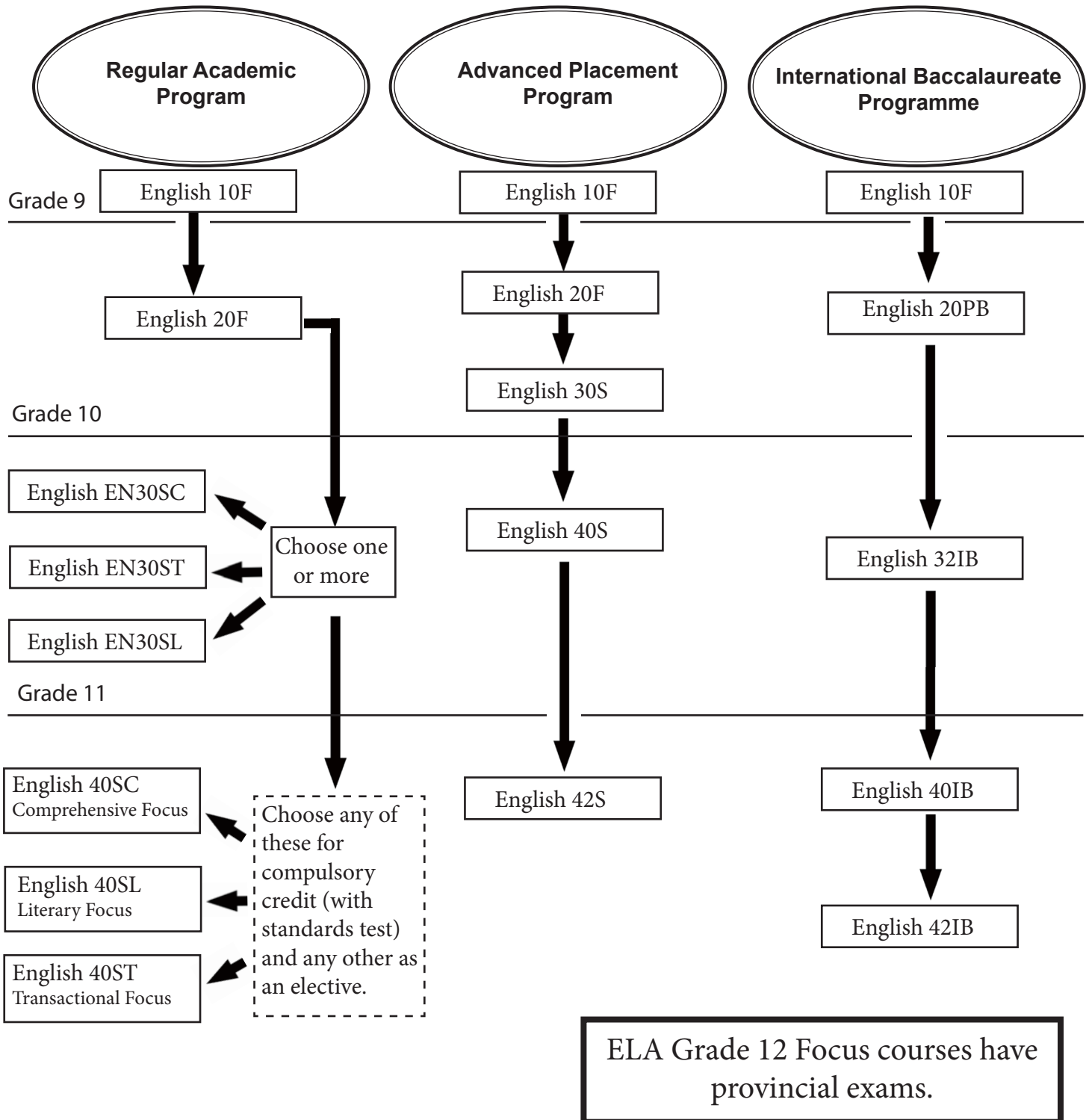
This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Literary Focus. Students read and respond primarily to literary or aesthetic text forms - including poetry, short prose, Shakespearean plays, and novels - at a more complex and deeper level than at the grade 11 level.

### **ENGLISH TRANSACTIONAL FOCUS - EN40ST**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Transactional Focus. Students read and respond primarily to transactional, pragmatic, or functional texts at a more advanced level than at the grade 11 level.

# English Language Arts

\* Students may change program at any time.



# MATHEMATICS

## Grade 9

### **MATHEMATICS FOUNDATIONS - MA10F**

This course provides the foundation for the various mathematics courses at the grade 10 level. The course includes, but is not limited to, statistics, probability, measurement, algebra, geometry and problem solving.

## Grade 10

### **MATHEMATICS ESSENTIAL - MA20SS**

Grade 10 Mathematics Essential is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Mathematics Essential topics emphasize 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.

### **MATHEMATICS INTRODUCTION TO APPLIED AND PRE-CALCULUS - MA20SPA**

The grade 10 introduction to Applied and Pre-Calculus is intended for students considering post-secondary studies that require a math pre-requisite. The topics studied form the foundation for topics to be studied in both grade 11 Applied and Pre-Calculus Mathematics. Students will engage in experiments and activities that include the use of technology, problem solving, mental mathematics and theoretical mathematics to promote the development of mathematical skills.

## Grade 11

### **MATHEMATICS APPLIED - MA30SA**

This is one of two math programs available for students planning to pursue post-secondary studies in mathematics and science. It is intended for students whose post-secondary studies do not require the study of theoretical calculus. The math studied promotes the learning of problem solving skills, number skills and geometry skills as they relate to the world around us.

Topics include:

- Quadratic Functions
- Proofs
- Statistics
- Systems of Inequalities
- Mathematics Research Project
- Trigonometry

### **MATHEMATICS ESSENTIAL - MA30S**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. This is a one credit course comprising two half credits, each emphasizing consumer applications, problem-solving and decision making, as well as number sense and spatial sense.

Students are expected to work both individually and in small groups on mathematical concepts and skills encountered and used in a technological society.

Topics include:

- Analysis of Games and Numbers
- Interest and Credit
- 3-D Geometry
- Statistics
- Managing Money
- Relations and Patterns
- Trigonometry
- Design Modeling



### **MATHEMATICS PRE-CALCULUS - MA30SP**

This course is designed for students who intend to study calculus and related mathematics as part of a post-secondary education. The course comprises, primarily, a high-level of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by cumulative exercises and testing.

Students are required to learn mathematical concepts through practice and regular homework. Many of the questions and problems on exercises, tests and examinations can be expected to be different from those presented in class.

Topics include:

- Quadratic Equations and Functions
- Radicals & Rationals Equations and Expressions
- Sequences
- Inequalities
- Algebra
- Trigonometry
- Relations and Functions

### **Grade 12**

#### **MATHEMATICS APPLIED - MA40SA**

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem solving techniques as they relate to the world around us.

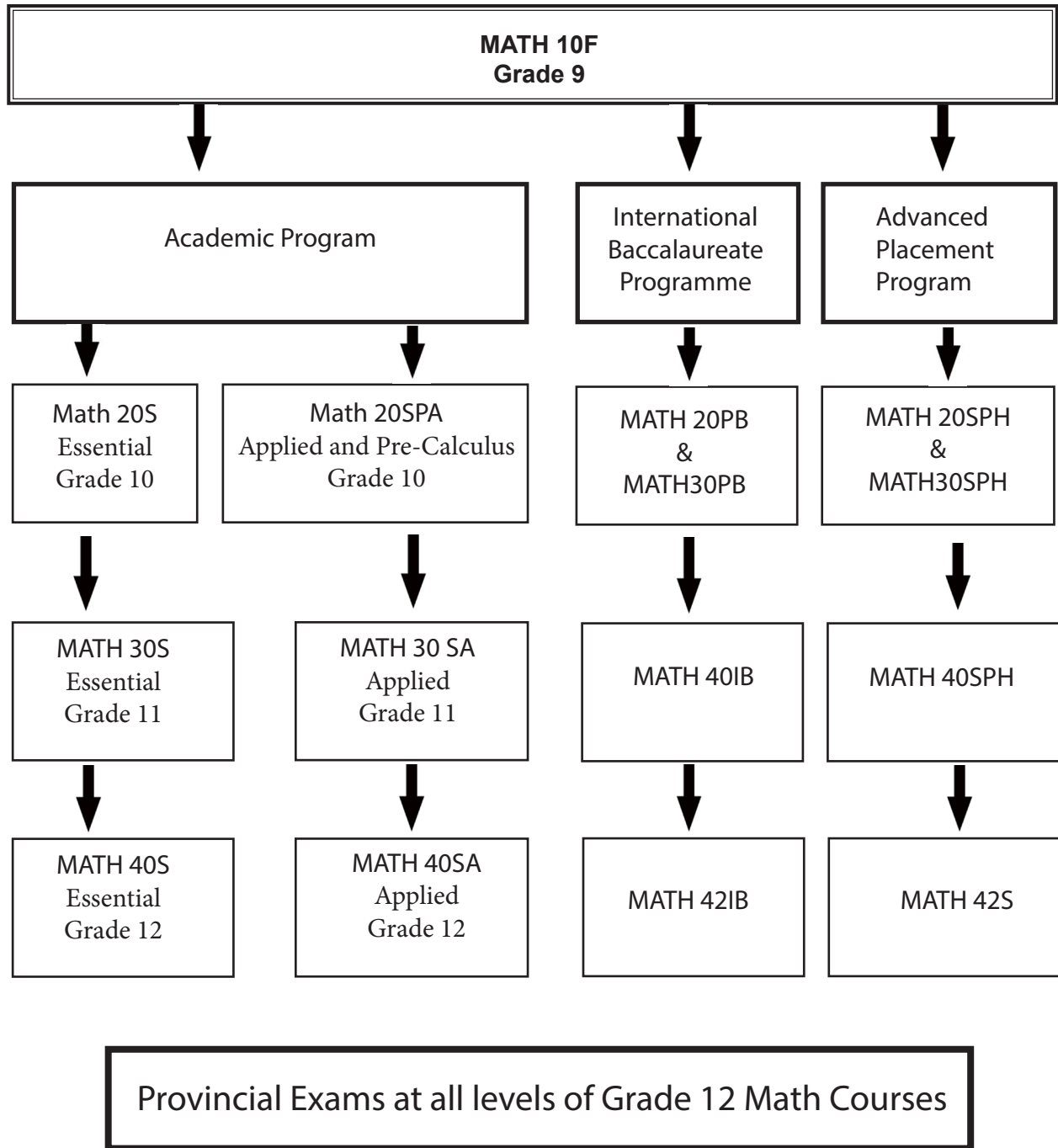
#### **MATHEMATICS ESSENTIAL - MA40S**

This course is intended for student whose post-secondary planning does not include a focus on mathematics and science- related fields. Grade 12 essential Mathematics (40S) is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision-making, and spatial sense.

#### **MATHEMATICS PRE-CALCULUS - MA40SP**

This course 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.

# Mathematics Programs Recommended Pathways



**NOTE:**

More than one mathematics course may be taken at each grade level for more than 1 credit. (For example a student may take both MA20S and MA20SPA (for a total of 2 credits)

## SCIENCE

### SCIENCE FOUNDATION - SC10F

SC10F is divided into four major units: Reproduction, Atoms and Elements, Nature of Electricity, and Exploring the Universe. The Reproduction unit involves the study of human reproduction and genetics. Atoms and Elements is an introduction to the basics of chemistry. The Nature of Electricity unit has students investigating static and current electricity. Exploring the Universe leads students through an exploration of the universe and the study of space science and technology.

### SCIENCE FOUNDATION - SC20F

The SC20F program is composed of four major units: Dynamics of Ecosystems, Chemistry in Action, In Motion, and Weather Dynamics. Dynamics of Ecosystems has students examining ecosystem relationships, population dynamics, biodiversity and how human activities affect ecosystems. The Chemistry in Action unit is a continuation from SC10F's Atoms and Elements. Students will study chemical reactions, nomenclature basics, principles of acid-base chemistry, and the effects of chemical use in the environment. Basic kinematics along with the concepts of inertia, force, impulse and momentum are looked at during the In Motion unit. The complex relationships that influence weather and climate are pursued in the Weather Dynamics unit including the impact of human activities on our global climate.

### BIOLOGY - BI30S

Students in BI30S will study the Human Body with respect to homeostasis, digestion and nutrition, the respiratory system, excretion and waste management, concluding with the immune and nervous system. Students will also look at how technology has affected the wellness of the human body and resulting social issues.

### CHEMISTRY - CH30S

Using the kinetic molecular theory, students will look at physical properties of matter, including phase changes and vaporization. Students will also be studying physical characteristics of gases, gas laws, chemical reactions, stoichiometry, solutions and their physical characteristics, and organic chemistry including IUPAC nomenclature. Included in their studies will be a look at how chemistry has affected our quality of life.

### PHYSICS - PH30S

The PH30S course is divided into four major areas: Waves, Nature of Light, Mechanics and Fields. Some of the concepts studied in waves are the physical characteristics of waves, superposition of waves and wave interference. The concept of waves continues into the Nature of Light where light is looked at in terms of its wave characteristics and particle characteristics. Carrying on from the SC20F program, students will continue the study of kinematics during the Mechanics unit. To complete and overview of basic physics, students will address the concept of fields with respect to gravitational, magnetic, electric and electromagnetic fields. Included in their studies will be a look at how the relationship between physics and science and technology has influenced our quality of life.

### SCIENCE CURRENT TOPICS - SC30S

Multidisciplinary topics based on current issues serve as the organizing themes for this course, in which scientific knowledge and its implications are presented in a unified manner, integrating the areas of biology, chemistry, physics, the geosciences and the space sciences. The course shifts the focus from teaching concepts and facts to teaching critical thinking and problem-solving skills developed through the study of a particular topic, from which key concepts and facts will evolve naturally from the context at hand.

### BIOLOGY - BI40S

In this course, students are exposed to foundation concepts regarding the Biology of the world around us. The interdependence of life is a recurring theme in the course work. Students are expected to integrate information gained in previous units and apply that information throughout the semester. Topics of study include Ecology, Biological Diversity and Genetics. Specific emphasis will be placed on the use of Biotechnology including; genetically modified food, forensics, recombinant DNA technology, Human Genome Project and Gene Therapy.

### **CHEMISTRY - CH40S**

Chemistry 40S students in this very comprehensive course will study five units consisting of Kinetics, Chemical Equilibrium, Acid-Base Equilibrium, Solubility Equilibrium and Oxidation-Reduction. Within these units, concepts such as factors affecting reaction rates, Le Chatelier's Principle, pH, buffers and electrochemical cells are a few that will be addressed. Throughout the program, students will gain an understanding of observation and inference in this experimental science.

### **PHYSICS - PH40S**

Students in this very comprehensive course will study four units consisting of Mechanics, Fields, Electricity and Medical Physics. Students will have been exposed to the elementary concepts of these units in PH30S and apply them to such new concepts as projectile motion, circular motion, work and energy, low Earth orbits, electric circuits and radiation. Throughout the program, students will gain an understanding of how science, technology and the environment are related in a physical sense.

### **SCIENCE CURRENT TOPICS - SC40S**

SC40S is the complement course to SC30S with concentration on topics in society, science and the environment. SC40S topics based on current issues; serve as the organizing themes for this course, in which scientific knowledge and its implications are presented in a unified manner, integrating the areas of biology, chemistry, physics, the geosciences and the space sciences.

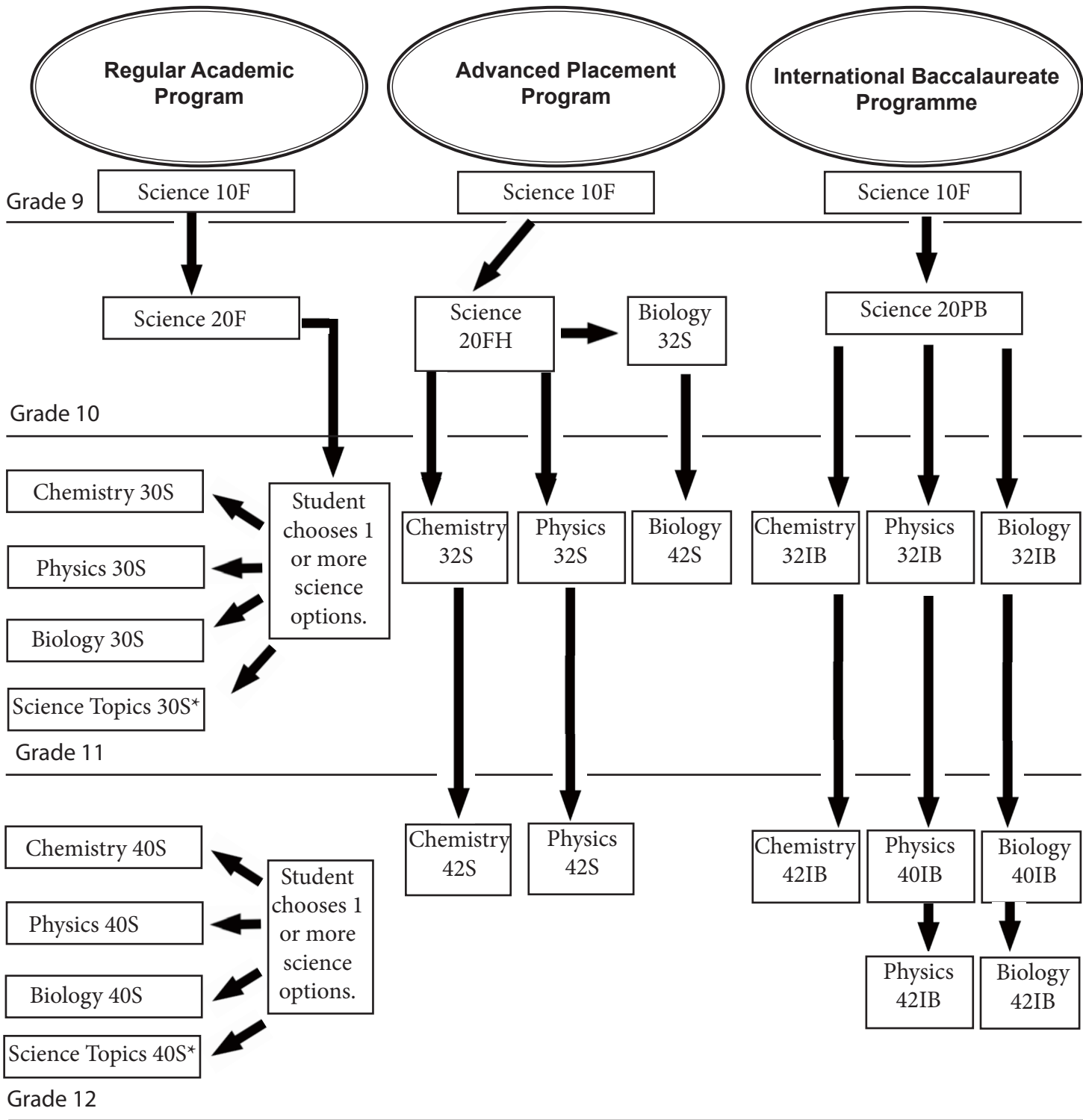
### **PSYCHOLOGY - PY40S**

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people.

Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction, violence, and prejudice.

This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular direct interest and relevance to students completing high school.

# Science Programs



- Science Topics courses may not be recognized by post-secondary schools as a “science” requirement.
- In the AP program SC20FH includes advanced topics in Biology Chemistry and Physics that gives students a head start on their grade 11 science courses (BI32, CH32 and PH32) and better prepares them for the grade 12 Advanced Placement Science course. The Chemistry, Biology and Physics 42 courses are the equivalent of CH40S, BI40S and PH40S for scholarship purposes and university entrance and acceptance.

## **SOCIAL STUDIES**

### **CANADA IN THE CONTEMPORARY WORLD - SS10F**

In this course we will learn about how our government works, how people immigrate to Canada and become citizens and what makes us unique as Canadians. In addition, we will examine some basic Canadian geography as well as global issues such as poverty, working conditions in the developing world, war and environmental challenges. In our examination of each issue, we will discuss how we as Canadians can actively respond to these issues. This course is also offered in French where applicable.

### **GEOGRAPHY - GE20F**

The main focus of this course is the environmental and political issues in geography that impact our lives and those of future generations within the context of North America. Major topics of discussion will include: the impact of energy use on our planet; sustainable development; issues related to trade and industry; food production and related issues; population growth and city planning; use of Global Positioning Systems and Geographic Information Systems. This course is also offered in French and as preparation for the IB program.

### **HISTORY OF CANADA - HI30F**

This course engages students in historical inquiry and asking essential questions to focus on Canada from pre-contact times until the present. Canadian History emphasizes important skills and concepts in historical thinking and focuses on five major themes: First Nations, Métis and Inuit Peoples, French-English Duality, Identity, Diversity and Citizenship, Governance and Economics, and Canada and the World.

### **HISTORY OF WESTERN CIVILIZATION - HI40SW**

Topics of study will focus on events that have impacted our society today. These will include an in-depth examination of Greek and Roman History, the founding of Western Religions, the Renaissance and Reformation, the French Revolution and Napoleon, and major events of the Twentieth Century including WWI and WWII.

### **LAW - LW40S**

This course introduces students to all aspects of the Canadian justice system; however the primary focus is on criminal law. From arrest procedure to young offenders and the dilemmas of imprisonment, this course is taught using a variety of formats including case studies, debates, mock trials, guest speakers, and a visit to the law courts. Law 40S is an excellent foundation for students interested in pursuing criminology courses at the college or university level.

### **GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY – GI40S**

Students examine the social, political, environmental and economic impact of a variety of current and emerging world issues such as media awareness, human trafficking, genocide, sustainability and gender issues. Students will also consider how every individual is connected to global issues. Part of their study will focus on quality of life locally, nationally and globally. Students will also choose a global issue and take action in their school or wider community. This course was formerly known as World Issues.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION - PE10F**

The intent of the 10F course is to help Senior Years students develop the necessary skills for lifelong physical activity participation and provide students with the necessary knowledge to assist them in making appropriate decisions regarding the health issues facing youth. The skills acquired in this course are based on the fourteen basic movement skills and the five personal and social management skills in a combined and integrated approach blending physical education and health education.

### **PHYSICAL EDUCATION - PE20F**

The intent of the 20F course is to help Senior Years students develop the necessary skills for lifelong physical activity participation and provide students with the necessary knowledge to assist them in making appropriate decisions regarding health issues facing youth. Topics such as fitness management, goal setting, cooperation, time management, and a myriad of physical and health related skills are taught under the five General Learning Outcomes of Movement, Fitness, Safety, Personal and Social Management and Healthy Lifestyle practices.

**PHYSICAL EDUCATION - PE30F**

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 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.

**PHYSICAL EDUCATION - PE40F**

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 engage in active lifestyles in the future. Students will study topics related to fitness management, nutrition, sexual health, social/emotional health, and personal development. The focus of this content will be on health and personal planning.

**Delivery models for PE30F and PE40F may look different between high schools. Please see the individual school programs for information on how they are delivering these programs.**

## CAREER DEVELOPMENT LIFE/WORK COURSES and CAREER EDUCATION

These credits offer learning experiences to help students plan and embark on their career development journey. The learning experiences help students increase their self-awareness, gain exposure to experiential career learning, develop essential personal skills and employability skills, acquire knowledge of labour market opportunities, learn about workplace health and safety practices, and deepen their understanding of the relevance of education and academic skills development and engagement.

The career development journey can be depicted as a “hiking journey,” and the resources, tools, skills and attitudes students develop along the way, and the knowledge and experience they gain, can be represented by the hiking icons below.



### **Grade 9 Career Development Life/Work Exploration** (15S/15E/15M—0.5 cr.) (10S/10E/10M—1.0 cr.)\*

The compass represents a resource for helping students find direction in exploring the world of work as they begin their career development journey. Students increase their self-awareness and develop skills in personal management and career exploration while learning about their interests, skills, personality traits and values.



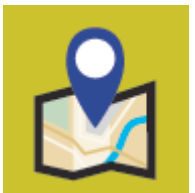
### **Grade 10 Career Development Life/Work Planning** (25S/25E/25M—0.5 cr.) (20S/20E/20M—1.0 cr.)\*

The backpack represents a resource students use to plan for their career development journey by “packing” the right skills, goals, education, and career and community experiences. Students plan for their high school career, selecting the courses and programs of interest to them and developing the skills to prepare for post-secondary education and training.



### **Grade 11 Career Development Life/Work Building** (35S/35E/35M—0.5 cr.) (30S/30E/30M—1.0 cr.)\*

The tent represents the focus on building career skills. It symbolizes the establishment of a foundation and a starting point for further career development. It also represents the need to build skills required for life and career transitions. The protection provided by the tent symbolizes the guidance and support offered by teachers, parents/guardians and employers.



### **Grade 12 Career Development Life/Work Transitioning** (45S/45E/45M—0.5 cr.) (40S/40E/40M—1.0 cr.)\*

The map represents the self-directed skills students have established in taking charge of their own career development journey. The map symbolizes individuals looking toward their future career while reflecting on and developing a personal plan or portfolio. Learning to read a map represents the learning required to read and follow labour market information and career trends.



### **Credit for Employment (CFE)** (35G/45G—0.5 cr.) (30G/40G—1.0 cr.)

The camping stove represents the spark and creative expression of youth participating in paid employment, with the support of parents/guardians, employers and educators. It represents the replenishment required along an individual’s career development journey and the enrichment of work and career for personal growth and development.



### **Community Service Student-Initiated Project (CSSIP)**

(11G, 21G, 31G, 41G—0.5 cr. or 1.0 cr.—max. 1.0 cr. in Gr. 9–12)

The water bottle represents students making a contribution by volunteering for worthwhile causes or organizations, assisting people with meeting their important life needs. The civic and transferable knowledge, skills and attitudes obtained can increase students’ self-esteem and maturity, and provide more awareness of the needs of others in the community. Students develop strong character skills and citizenship qualities while exploring career opportunities.



## HOCKEY CANADA SKILLS ACADEMY

The philosophy of the St. James Assiniboia Hockey Academy is to provide students different paths to achieve academic and personal success. The program is designed to allow students the opportunity to further develop their hockey skills while not altering or sacrificing the provincial curriculum goals or expectations. The goals of the St. James Assiniboia Hockey Academy are consistent with other officially licensed HCSA franchises from across Canada, and include:



- Development of fundamentally sound hockey skills in individuals regardless of their skill level
- Development of confidence, leadership, and a positive attitude toward self and others
- Building of life skills such as commitment, dedication, accountability and teamwork
- Mentorship, coaching and development of personal fitness program
- Increasing academic achievement through involvement in a school athletic program
- Introduction of new players into the Minor Hockey System

The program is comprised of two components. On-ice skill development includes skating stride, passing and receiving, shooting, simulation and development of game tactics. Off-ice Development places emphasis on improving the overall fitness level of the players, as well as preparing their mind and body for optimal performance and lifelong healthy living.

### **HOCKEY CANADA SKILLS ACADEMY - HA11G**

The course is comprised of two components. On-ice skill development includes skating stride, passing and receiving, shooting, simulation and development of game tactics. Off-ice Development places emphasis on improving the overall fitness level of the students and also includes components such as, Respect in Sport, Floorball, Sport Psychology, Nutrition, and Video Analysis of Skills. St. James Assiniboia Hockey Academy is designed for male or female hockey players wishing to improve their skills regardless of their current skill level.

### **HOCKEY CANADA SKILLS ACADEMY - HA21G**

This course is a continuation of HA11G. On-ice skill development builds on skills taught in HA11G. Off-ice development continues to emphasize the overall fitness level of the players and also includes; acquiring the IP Coaching Level, Floorball, Sport Psych, Nutrition and Video Analysis of Skills. It is designed for male or female hockey players wishing to improve their skills regardless of current skill level.

### **HOCKEY CANADA SKILLS ACADEMY - HA31G**

This course is a continuation of HA21G. On-ice skill development continues to emphasize skill development and builds on skills taught in HA21G. Off-ice development continues to emphasize the overall fitness level of players and also includes; Coach Certification, Floorball, Volunteering to Coach, Sport Psych, Nutrition and Video Analysis of Skills. The course will be offering a coach/mentorship program along with an expectation of students developing a personal fitness program for on-ice conditioning.

### **HOCKEY CANADA SKILLS ACADEMY - HA41G**

The 41G course builds on the previous St. James Hockey Academy courses where both on and off-ice individual skill development continues to be the focus. On the ice, players learn to execute individual skills as well as advanced 3 vs 3 team tactics. In the off-ice program, students are provided with Referee Training, Floorball, Coaching within the Academy, Sport Psych, Nutrition, Video Analysis of Skills, Agility and Strength Training.

For more information on programming visit: <http://sjaha.blogspot.ca/>

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# John Taylor Collegiate



470 Hamilton Avenue,  
Winnipeg, MB R2Y 0H4  
Phone: 204-888-8930

Please visit our website:  
<http://www.sjasd.ca/school/johntaylor>



# John Taylor Collegiate Course Code Listing

| Grade 9 Core Courses  | Course Code    |
|---|----------------|
| Canada in the Contemporary World 10F                                  | SS10F          |
| English 10F   | EN10F          |
| Life Work Exploration: Career Development                             | LF15S          |
| Mathematics 10F   | MA10F          |
| Physical Education 10F  | PE10F          |
| Science 10F   | SC10F          |
| Grade 9 School Based Options  | Course Code    |
| Applying Information and Communication Technology I and II (1 credit) | IT15FA / 1T15B |
| Cultural Exploration Student Project                                  | CESIP11G       |
| Dance   | DA10SS         |
| Drama   | DR10SS         |
| Electronics: Intro to Electronics (Robotics)                          | EL20SSA        |
| Family Studies /Foods and Nutrition (1 credit)                        | FA15F / FN15G  |
| French  | FR10F          |
| Graphic Communications Technology                                     | GT10G          |
| Hockey Canada Skills Academy  | HA11G          |
| Music: Band   | MB10SS         |
| Music: Choral   | MC10SS         |
| Music: Jazz Band  | MJ10SS         |
| Music: Guitar   | MG10SS         |
| Music: Vocal Jazz   | VJ10SS         |
| Music: Rock Band  | ME10SS         |
| Musical Theatre   | MT15SS         |
| Reading is Thinking 15S (0.5 credit)                                  | RD15S          |
| Transitional Math 15F (0.5 credit)                                    | MA15F          |
| Visual Art 10F  | VA10SS         |
| Woodwork Technology 10G   | WT10G          |

| Grade 10 Core Courses                                 | Course Code  |
|---|--------------|
| Biology Advanced Placement 32S                        | BI32S        |
| English 20F   | EN20F        |
| English Advanced Placement 20FH                       | EN20FH       |
| English: Literary Focus Advanced Placement 30S        | EN30SLH      |
| Geography Issues of the 21 Century 20F                | GE20F        |
| Mathematics: Introduction to Applied and Pre-Calculus | MA20SPA      |
| Mathematics: Essential 20S                            | MA20SS       |
| Mathematics: Advanced Placement Pre-Calculus 20SPH    | MA20SPH      |
| Mathematics Advanced Placement 30SPH                  | MA30SPH      |
| Physical Education 20F                                | PE20F        |
| Science 20F   | SC20F        |
| Science Advanced Placement 20FH                       | SC20FH       |
| Grade 10 School Based Options                         | Course Code  |
| Computer Science                                      | CS20S        |
| Cultural Exploration Student Project                  | CESIP21G     |
| Dance   | DA20SS       |
| Digital Pictures/ Digital Filmmaking                  | DI25S/ DV25S |
| Drama   | DR20S        |
| Electronics: Intro to Electronics (Robotics)          | EL20SSA      |
| Family Studies  | FA20F        |
| Foods and Nutrition                                   | FN20G        |
| French  | FR20F        |
| Graphic Communication Technology                      | GT20G        |
| Hockey Canada Skills Academy                          | HA21G        |
| Music: Band   | MB20SS       |
| Music: Choral   | MC20SS       |
| Music: Jazz Band                                      | MJ20SS       |
| Music: Guitar   | MG20SS       |
| Music: Vocal Jazz                                     | VJ20SS       |
| Music: Rock Band                                      | ME20SS       |
| Musical Theatre                                       | MT25SS       |
| Principles and Foundations of Exercise 21G            | PE21G        |
| Visual Art 20F  | VA20SS       |

| Grade 11 Core Courses                     | Course Code      |
|---|------------------|
| Biology                                   | BI30S            |
| Biology Advanced Placement 42S            | BI42S            |
| Chemistry 30S                             | CH30S            |
| Chemistry Advanced Placement 32S          | CH32S            |
| English Comprehensive Focus 30S           | EN30SC           |
| English Literary Focus Advanced Placement | EN40SLH          |
| History of Canada 30F                     | HI30F            |
| Mathematics Applied 30S                   | MA30SA           |
| Mathematics Essentials 30S                | MA30S            |
| Mathematics: Pre- Calculus 30S            | MA30SP           |
| Mathematics Advanced Placement 40SPH      | MA40SPH          |
| Physical Education (In School) 30F        | PE30F            |
| Physical Education (Dance) 30FD           | PE30FD           |
| Physical Education (Female Fitness) 30FIF | PE30FIF          |
| Physical Education (Elite Training) 30FT  | PE30FT           |
| Physical Education (Out of School) 30F    | PE30FOL          |
| Physics 30S                               | PH30S            |
| Science Current Topics 30S                | SC30S            |
| Grade 11 School Based Options             | Course Code      |
| Advanced Digital Imaging (Photography)    | AD30SS           |
| Broadcast Media/Interactive Media         | BRM35S/<br>IM35S |
| Community Service Credit                  | CSC31G           |
| Computer Science                          | CS30S            |
| Credit for Employment                     | CFE30            |
| Cultural Exploration Student Project      | CESIP31G         |
| Dance                                     | DA30S            |
| Drama                                     | DR30S            |
| Family Studies                            | FA30S            |
| Foods and Nutrition                       | FN30G            |
| French                                    | FR30S            |
| Graphic Communication Technology          | GT30G            |
| High School Apprenticeship Option         | AO30S            |
| Hockey Canada Skills Academy              | HA31G            |
| Music: Band                               | MB30SS           |
| Music: Choral                             | MC30SS           |
| Music: Jazz Band                          | MJ30SS           |
| Music: Guitar                             | MG30SS           |
| Music: Rock Band                          | ME30SS           |
| Music: Vocal Jazz                         | VJ30SS           |
| Musical Theatre                           | MT35SS           |
| Sustainable Wilderness Education          | PE31G            |
| Visual Art                                | VA30SS           |
| Woodwork Technology                       | WT30G            |

| Grade 12 Core Courses   | Course Code   |
|---|---------------|
| Biology 40S   | BI40S         |
| Biology Advanced Placement 42S  | BI42S         |
| Chemistry 40S   | CH40S         |
| Chemistry Advanced Placement 42S  | CH42S         |
| English: Comprehensive 40S  | EN40SC        |
| English Transactional Focus 40S   | EN40ST        |
| English: Literary Focus 40S   | EN40SL        |
| English Language and Composition/ Literature and Composition 42S Advanced Placement | EN42S         |
| Mathematics: Applied 40S  | MA40SA        |
| Mathematics: Essentials 40S   | MA40S         |
| Mathematics: Pre-Calculus 40S   | MA40SP        |
| Mathematics Advanced Placement 42S  | MA42S         |
| Physical Education (In School)  | PE40F         |
| Physical Education (Dance) 40FD   | PE40FD        |
| Physical Education (Female Fitness) 30FIF   | PE40FIF       |
| Physical Education (Elite Training) 30FT  | PE40FT        |
| Physical Education (Out of School) 40F  | PE40FOL       |
| Physics 40S   | PH40S         |
| Science: Interdisciplinary Topics 40S   | SC40S         |
| Grade 12 School Based Options   | Course Code   |
| Cinema as Witness to Modern History   | CW40S         |
| Community Service Credit (Cannot hold CSC31G)                                       | CSC41G        |
| Computer Science  | CS40S         |
| Credit for Employment   | CFE40G/CFE45G |
| Cultural Exploration Student Project  | CESIP41G      |
| Current Topics in First Nations, Metis and Inuit Studies                            | FM40S         |
| Dance   | DA40S         |
| Digital Imaging Processing Photography  | PD40SS        |
| Drama   | DR40SS        |
| Family Studies  | FA40S         |
| Foods & Nutrition   | FN40S         |
| French  | FR40S         |
| Global Issues   | G140S         |
| Graphic Communication Technology  | GT40G         |
| High School Apprenticeship Option   | AO40S         |
| History: Western Civilization   | HI40SW        |
| Hockey Canada Skills Academy  | HA41G         |
| Law   | LW40S         |
| Music: Band   | MB40SS        |
| Music: Choral   | MC40SS        |
| Music: Guitar   | MG40SS        |
| Music: Jazz Band  | MJ40SS        |
| Music: Rock Band  | ME40SS        |
| Music: Vocal Jazz   | VJ40SS        |
| Musical Theatre   | MT45SS        |
| Psychology  | PY40S         |
| Psychology Advanced Placement   | PY42S         |
| Recreational Management and Athletic Leadership                                     | PE41G         |
| Visual Art  | VA40SS        |
| Woodwork Technology   | WT40G         |
| Health Care Aide Program  | CVEHCA        |

# John Taylor Collegiate

## ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program provides special opportunities to those students who wish to study university topics in a high school setting. This program of college-level courses and exams was designed to allow the successful student to receive some credit and /or standing on entering university. John Taylor has selected Biology, Chemistry, English Literature, English Language, Calculus AB, and Psychology as courses to be offered, depending on enrollment.

Historically, students have chosen to enroll in AP courses for other reasons as well; some wanted to further their knowledge in a specific field of academic achievement, others wanted a working knowledge of material taught at university, and still others just wanted to enjoy a subject for its challenge. Regardless of the reason for taking AP, students are able to enjoy the flexibility of focusing on the subjects that are of interest to them.

All AP candidates will be expected to write an externally set and marked examination, which consists of multiple choice and essay questions.

The University of Winnipeg has determined that students completing an AP course with a mark of 3.0 to 5.0 (out of a possible 5.0) can use the course to count as one credit towards a degree (except Psychology). Students should consult Admissions Office for more information.

The University of Manitoba requires a score of 4.0 in specific areas and students may apply for transfer of credit to the program they are entering. Students should consult Enrolment Services, Admissions Office for more information.

## AP Planning Chart

| Discipline  | Grade 9                          | Grade 10                                    | Grade 11   | Grade 12                                       |
|-------------|----------------------------------|---|--|--|
| Biology     | Science 10F<br>*Geography<br>20F | Science 20FH<br>Biology 32S                 | Biology 42S-AP   |  |
| Chemistry   | Science 10F                      | Science 20FH                                | Chemistry 32S  | Chemistry<br>42S-AP                            |
| English     | English 10F                      | English 20FH<br>English 30SH                | English 40SH   | English<br>42S-AP<br>(Literature and Language) |
| Mathematics | Mathematics<br>10F               | Mathematics<br>20SH<br>Mathematics<br>30SPH | Mathematics<br>40SPH   | Mathematics<br>42S-AP                          |
| Psychology  |                                  |   | Psychology 40<br>(Highly recommended<br>as a prerequisite for<br>PY42S-AP) | Psychology<br>42S-AP                           |

\*Geography 20F is a compulsory grade 10 geography course that our AP students have an opportunity to take in grade 9. If a student indicates on their registration form that they are interested in taking Advanced Placement courses they should take Geography 20F in grade 9. This will allow for space in their schedule in grade 10 to 11 to complete their high school courses. In grade 12, AP courses will run from September to May.

### **ENGLISH: LANGUAGE AND COMPOSITION/LITERATURE AND COMPOSITION - EN42S**

This course is a university-level course. School-based and teacher-designed, this course is designed to teach students to analyze writing from various genres. Literary passages - fiction and non-fiction - are drawn from a wide variety of sources, rhetorical modes, historical or literary periods, and disciplines. Students are offered many opportunities to improve their composition skills by writing in a variety of modes and for a variety of purposes. At the end of this course, students write a three-hour international examination - either the Language or the Literature exam, or both.

### **MATHEMATICS - MA42S**

This course is a very intense study of calculus, equivalent to a first-year university calculus program. Topics covered include limits, derivatives and their applications, and integration and its applications. Only the most serious students are encouraged to enroll in this program.

### **CHEMISTRY - CH42S**

The Advanced Placement (AP) Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of university.

### **BIOLOGY - BI42S**

The Advanced Placement course is designed to be the equivalent of a college-level introductory biology course. As the course is a university equivalent, students are expected to pursue independent study, do extensive reading, complete extended projects, and do experimental research.

### **PSYCHOLOGY - PY42S**

This course is designed to be the equivalent of a first-year university program. AP Psychology introduces the student to the study of human behaviour and the mind. Students must be highly motivated in order to excel in this course. The AP exam, if passed with a high enough grade, will give them university credit at the University of Manitoba and selected universities in other provinces, states, and countries.

## **Optional Courses**

### **BAND**

Although band is a developmental course building on skills acquired at the middle school level, a student with little or no previous band experience may start on a band instrument on an individual basis. Please contact the band instructor at John Taylor for further information. Attendance at school concerts, festivals and other performances is compulsory for all music students (band, choir, and jazz).

### **GRADE 9 CONCERT BAND - MB10SS**

Students entering Band should have had a minimum of one year, and preferably three years of experience playing one of woodwind, brass or percussion instruments. If a student lacks this requirement, or skills do not meet grade level expectations, the student will be required to take private lessons. Students registered for Band are part of the grade 9 Concert Band. Students will attend both full band classes and smaller sectional classes. Emphasis will be placed on skill development, and music theory as covered in computer instruction and repertoire. Participation in concerts is a required part of this course. There is a fee attached to this course.

### **GRADE 10 CONCERT BAND - MB20SS**

Students registered for Band are part of the grade 10 Concert Band. Students will attend both full band classes and smaller sectional classes. Emphasis will be placed on skill development and music theory as covered in computer instruction and repertoire. Participation in concerts is a required part of this course. Students will be given the opportunity to participate and perform in student led chamber music ensembles. There is a fee attached to this course.

### **GRADE 11 CONCERT BAND - MB30SS**

Students in grade 11 who register for Band are considered to be part of the Symphonic Band or Senior Concert Band. Students will attend both full band classes and smaller sectional classes as required by the directors. Emphasis will also be placed on practical participation in Band. Emphasis will be placed on skill development, and music theory as covered in computer instruction and repertoire. Participation in concerts is a required part of this course. Students will be given the opportunity to participate and perform in student led chamber music ensembles as well as solo repertoire. There is a fee attached to this course.

### **GRADE 12 CONCERT BAND - MB40SS**

Students in grade 12 who register for Band are considered to be part of the Symphonic Band or Senior Concert Band. Students will attend both full band classes and smaller sectional classes as required by the directors. Emphasis will be placed on practical participation in Band. Emphasis will also be placed on skill development, and music theory as covered in computer instruction and repertoire. Participation in concerts is a required part of this course. Students will be given the opportunity to participate and perform in student led chamber music ensembles as well as solo repertoire. There is a fee attached to this course.

### **GRADE 9, 10, 11, AND 12 JAZZ BAND – MJ10SS, MJ20SS, MJ30SS, MJ40SS**

Students enrolled in this course will study various forms of jazz, swing, pop and rock music. These courses will involve group practices and sectional rehearsals, with an increased emphasis on improvisation, jazz articulation, phrasing and interpretation. Students enrolled in band may select additional courses in instrumental jazz. Membership in the concert band program is required. There is a fee attached to this course.

### **GRADE 9, 10, 11, AND 12 GUITAR - MG10SS, MG20SS, MG30SS, and MG40SS**

No prior guitar playing experience is necessary. Students need to be willing to read music, perform and study a variety of music including Classical and Popular. Students need to commit to home practice. Guitar education allows students to further their knowledge of music while studying an instrument that is both appealing and relevant in contemporary society. Learning to play the guitar is a valuable social and communicative skill that can provide enjoyment throughout a lifetime. Areas of focus include: Playing Technique, Chords, Ensemble performance, Solo guitar study, Improvisation, Music Reading and Arranging and Music Writing.

**Additional Information:** Students enrolled in this course should have access to a guitar for home practice. The school provides guitars for in class use. Students will participate in several concerts. Participation in all scheduled concerts is a course requirement. Students continuing with guitar through grade 12 may use their Guitar 40s credit as one of the required University Entrance credits.

### **GRADE 9, 10, 11, AND 12 ROCK BAND - ME10SS, ME20SS, ME30SS, and ME40SS**

Students in Rock School learn about the music industry and the “ins and outs” of modern music. Classes focus on performance and discussions on items relating to music industry topics/including: concert promotion, artist development, songwriting, recording, touring and other items as they arise. Students perform weekly in master-class format and monthly for the student body. Students will also plan and promote rock shows in the community. Students must already possess a high level of musical skill on their instrument. It is highly recommended that students study privately. It is also recommended that instrumentalists have concurrent registration in Band, vocalists in Choir, as students must understand how to read and discuss music; preference will be given to students registered in those courses. Students who feel they are prepared for this course are encouraged to register in advance, but acceptance is subject to auditions, which will take place the week leading up to school. Instrumentation will be limited to: three vocalists, six guitarists, three bassists, three drummers, and a three person tech crew. Ensembles will be formed based on registration. If there is insufficient numbers/instrumentation to form additional groups they will not be created. There is a fee attached to this course. Students who are unsuccessful in audition may audit the course for no credit.



## COMPUTER SCIENCE/TECHNOLOGY

### **APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY 1 - IT15FA (0.5 credit)**

### **APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY 2 - IT15FB (0.5 credit)**

The emphasis of ICT courses is on students learning to solve problems, accomplish tasks and express creativity, both individually and collaboratively. Students will learn to use current technology for tasks at school and in their personal lives. In this course, students will be given the opportunity to develop or improve proficiencies in important technology skills and knowledge. This course includes content in:

- Hardware, software and the Internet
- Improving technical proficiency in keyboarding
- Representing data in spreadsheets and charts
- Communication through Digital Photography

Students taking ICT must take both half-credit courses to equal 1.0 credit. IT15FA and IT15FB cannot be taken individually.

### **GRADE 10 ELECTRONICS: Intro to Electronics 20S (ROBOTICS) – EL20SSA**

Given the pace of development within the field of robotic engineering, and given the mathematical and physics-oriented basis of robotic programming, it is believed that scientific concepts can be taught, learned, and understood by the creation, development, and programming of robots.

Therefore, we introduce robotics, a course in which students may experience practical application of physics and mathematics. Students will have to construct and test their robots for varying situations and tasks, applying problem-solving strategies to ensure their robots can perform in all normal circumstances. This hands-on learning environment will bolster their understanding with mathematics and science, and provide a strong basis for development in computer science and programming.

### **CS20S – Grade 10 Computer Science (2D Game Development)**

Students learn the building blocks of programming using a platform called Greenfoot: a Java-based, 2D game development platform. Topics covered include data types, variables, control structures, arrays, and basic graphics. Students will also engage in discussions about important programming concepts, such as user-friendliness and programming practices.

### **CS30S – Grade 11 Computer Science (Advanced 2D Game Development)**

Students continue using Greenfoot to code 2D games using the Java programming language. This course will allow students to learn about more advanced aspects of programming, such as objects, global variables, methods, and sorting. Students will continue to finesse their programming practices and deal with more complex problems. Discussions about ethics, careers in technology, and other prominent topics with respect to computing will take place in this class.

### **CS40S – Grade 12 Computer Science (Team 2D Game Development)**

Students will continue with Greenfoot to learn more about the Java language. Students will work in groups of two or three on most projects, delegating tasks between them to create more complex and interactive 2D games. Topics studied include advanced input and output, recursion, two-dimensional arrays, and data structures. Students will engage in discussions about current technologies, the importance of teamwork in programming, and other programming languages used by professionals in the field.

### **GRAPHIC ARTS & TECHNOLOGY – GT10G**

This course is an introduction to graphic design and communications through print and digital media. Students will develop skills in document layout by creating advertisements, business cards, and digital drawings in 2D and 3D environments using PowerPoint, Adobe Fireworks, Adobe Animate, Adobe InDesign, Adobe Illustrator and Google Sketch-Up. A major part of the course is devoted to developing digital darkroom skills in Adobe Photoshop and foundations of digital photography using various digital cameras. A lab fee will be collected.

### **GRAPHIC ARTS & TECHNOLOGY– GT20G**

This course is a continuation of Graphic Arts & Technology GT10G. Students will develop skills in portrait and product photography using point and shoot and digital single lens reflex cameras. Digital darkroom techniques will be focused on multi-layer, composite images including the use of layer masks and adjustment layers in Adobe Photoshop. Vector drawings in Adobe Illustrator will be used to create vinyl stickers. Vector images will also be integrated with raster images in Adobe Photoshop in T-shirt design and other projects. Students will also expand their multi-page document layout skills and design techniques in Adobe InDesign. A lab fee will be collected.

### **GRAPHIC ARTS & TECHNOLOGY – GT30G**

This course is the continuation of Graphic Arts & Technology 20G. Students enrolling in this course must have a credit in GT20G or equivalent. Students will develop skills in advanced vector drawing, combining vector and raster images, and creating art using Adobe Photoshop and Illustrator. Photography skills will be continued as students combine their photographs with other images and effects in composite imaging. Students will also explore graphic output for print in both aqueous and digital formats, as well as continuing to learn about heat transfers for T-shirts and pressure sensitive vinyl (decals). A lab fee will be collected.

### **GRAPHIC ARTS & TECHNOLOGY – GT40G**

This course is the continuation of Graphic Arts & Technology 30G. Students enrolling in GT40G must have credit in Graphic Arts and Technology 30G or equivalent. This course will be diversified allowing students to pursue their interest in a specific area of graphic communications with major projects in one or more of the following:

- Video production
- Product Photography and Advertising layout
- Photo and/or video journalism
- Architectural design and modeling with 3D graphics

Students will also expand their knowledge of creating artwork with Adobe Photoshop and Illustrator. A lab fee will be collected.

### **DIGITAL PICTURES - DI25S (0.5 Credit)**

The purpose of this course is to provide students with the skills and knowledge to convey a message through an original image. Instruction will focus on image composition, technical control of the camera, including basic hardware as well as image storage and manipulation with iPhoto and Adobe Photoshop. A large portion of the course will be taught using John Taylor's digital point and shoot cameras. Digital cameras will be provided to the students by the school. Students taking Digital Imaging must also take Digital Video.

### **DIGITAL FILMMAKING - DV25S (0.5 Credit)**

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 using a narrative or documentary format. Students taking Digital Video must also take Digital Pictures (DI25S).

### **BROADCAST MEDIA 35S - BRM35S (0.5 Credit)**

This course will teach students all of the phases of the media production process (preproduction planning, production, and post-production) from a variety of perspectives (news, sports, entertainment...). The course includes technical aspects of media production for the web, radio, and television. Students should have skills creating video and creating web pages prior to taking the course. Students will plan, develop, and broadcast multimedia. This course must be taken with Interactive Media 35S.

### **INTERACTIVE MEDIA 35S - IM35S (0.5 Credit)**

This course will provide students with the skills and knowledge to create interactive media products that combine video, audio, and interactive components. Prior to taking the course, students should have skills in creating audio and video and an understanding of the media production process. Students will plan, develop, and publish interactive media. This course must be taken with Broadcast Media 35S.

## **Digital Image Processing Photography 40S - PD40SS**

Digital Image Processing Photography introduces students to the fast-growing field of electronic imaging. Students will learn to use digital photography as a way to think visually; as a way to marry artistry and technology. Students will explore the interaction of photography techniques and environmental factors to create powerful images while learning the fundamentals of lighting, composition, perspective, and exploring techniques for classic assignments: portraits, product shots, indoor location shoots, and fast-action sports. Whether students want to explore the professions of a fine artist, advertising photographer, graphic designer, or a photojournalist, a mastery of digital photography gives them creative control of the medium. Prior to taking the course, students should have skills in photoshop and using a DSLR camera.

## **CHORAL MUSIC & VOCAL JAZZ**

The John Taylor Collegiate Choral Music program is available to all grade 9-12 students. Although there is no prerequisite, students should have some interest in choral singing. The Choral courses are offered from 12:03-1:11 p.m. every second day throughout the year in a non-semester structure. Regular attendance is mandatory to receive a full credit (110 hours are required for a full credit). Vocal Jazz and Chamber Choir will be offered after school on a credit basis. Tutorial time is available to assist students individually or in sectionals. This time also allows for auditions or extra rehearsals, especially in preparation for concerts and spring musicals.

### **GRADE 9 AND 10 CHOIR - MC10SS AND MC20SS**

Music Choral 10G students must participate in the grade 9 and 10 Choir. They have the opportunity to sing in various other choirs, such as the Concert Choir, Girls' Chorus, Vocal Jazz and Choral Ensemble.

### **GRADE 11 AND 12 CHOIR - MC30SS AND MC40SS**

Students enrolled in these courses continue as members of the Concert Choir with opportunities to participate in additional choral ensembles.

### **GRADE 9 VOCAL JAZZ - VJ10SS**

This course develops the techniques of voice production and the skills required for participation in a vocal jazz ensemble. A listening component forms an important part of this course.

### **GRADE 10, 11 and 12 VOCAL JAZZ - VJ20SS, VJ30SS, VJ40SS**

These courses continue the study of vocal jazz and are designed for those individuals who are excelling in their choral classes. Students will study various forms of vocal jazz. Listening components are significant parts of these courses as will be the study of vocal jazz improvisation. Attendance at school concerts, festivals and other performances is compulsory for all music students (band, choir, and jazz) as it provides critical assessment information.

## **DANCE**

### **DANCE - DA10SS**

No previous experience in dance is required. The development of jazz dance as a separate dance form will be explored. Basic jazz technique, dance composition, and theory will be introduced.

### **DANCE: – DA20SS**

Previous dance experience is beneficial. The development of jazz dance as a separate dance form will be continued. Basic jazz technique, composition and theory will be studied. The course will focus on the development of dance skills and an increased knowledge of body awareness.

### **DANCE - DA30SS**

Previous dance experience is beneficial. This course is intended for students who want to continue in the study and performance of dance. Students will be taught the next level of technique and performance in a variety of dance styles.

## **DANCE - DA40SS**

Previous dance experience is beneficial. This course is designed to introduce more advanced dance technique and stylization for performance. Classes are designed towards developing a greater comprehension of the dance technique and stage performance.

## **DRAMA – THEATRE**

### **GRADE 9 DRAMA - DR10SS**

An introduction to characterization, scene work, stage movement, and stage production with an emphasis on performance. Drama students will be required to be involved in the annual drama production – either as a performer or as part of the production crew.

### **GRADE 10 DRAMA - DR20SS**

This course is intended for grade 10 students. It encourages students to develop creativity, concentration, and confidence through an introduction to mime, improvisation, role-play, and short skits. Drama students will be required to be involved in the annual drama production – either as a performer or part of the production crew.

### **GRADE 11 DRAMA - DR30SS**

Drama 30SS is a continuation of the DR20SS format with an emphasis on historical style. This allows the students to build upon existing dramatic skills and to develop new ones, such as script analysis, critical analysis, and rehearsal techniques. Drama students will be required to be involved in the annual drama production – either as a performer or as part of the production crew.

### **GRADE 12 DRAMA - DR40SS**

Drama 40SS is geared towards performance. Students take responsibility for all aspects of play production in addition to performing roles. Monologues, dance, creative movement, interpretative mime and improvisation, style, and genre are implemented and discussed. Drama students will be required to be involved in the annual drama production – either as a performer or as part of the production crew.

### **MUSICAL THEATRE – MT15SS, MT25SS, MT35SS, MT45SS (0.5 credit)**

This course is intended for students who are interested in studying and performing in the music theatre production. Students will participate in two components of the Musical Theatre course:

- Performance: through drama, dance and choral singing, students will develop an appreciation for and competency in this unique and hybrid art form. Students may also study and play the music if required for the musical theatre production.
- Production: Students participate in technical and production components of musical theatre

There is a fee attached to this course.

## **ENGLISH**

### **READING IS THINKING – RD15S**

This is an English Language Arts course designed to focus on basic literacy skills for students. Students will be provided with strategies to improve reading, writing and comprehension skills across the curriculum. They will learn to construct meaning and develop thoughtful and critical interpretations of a variety of texts. Students will also be assisted with organization, study skills and reinforcing homework routines.

## **FAMILY STUDIES**

Family studies courses offer a preventative, proactive, and practical approach that is intended to strengthen individuals and families. Students acquire knowledge, skills, and attitudes to make informed choices with respect to caring for themselves and others within the context of a global community. Students acquire strategies to manage the challenges of life in an effective and responsible way that enhances their life journey.

### **GRADE 9 FAMILY STUDIES - FA15F (0.5 Credit)**

Family Studies 15G explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and well-being within the context of their own family dynamics and the community in which they live.

Students taking FA15F must also take FN15G

### **GRADE 10 FAMILY STUDIES - FA20F**

Family Studies 20F focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of 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 parents and caregivers.

#### **What makes JT unique?**

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course.

Grades 10 practicum opportunities may include licensed childcare facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school onsite infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities.

### **GRADE 11 FAMILY STUDIES - FA30S**

Family Studies 30S focuses on children and adolescents' relationships within their families. Students will learn about developmental needs, effective care, and positive interactions with children/ adolescents. The skills and knowledge that students gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.

#### **What makes JT unique?**

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course.

Grades 11 practicum opportunities may include licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres, parent/child community and/or school-based programs, in-school onsite infant lab/nursery/pre-school programs, etc. Practicum experiences can provide exposure to a variety of early childhood facilities.

### **GRADE 12 FAMILY STUDIES - FA40S**

Family Studies 40S emphasizes the transition from adolescence to adulthood with the ability to examine and practice skills that help develop healthy interpersonal relationships. The skills and knowledge will provide the opportunity for students to make informed and responsible life management choices now and in the future. FA40S may be used as a grade 12 level credit for university entrance.

#### **What makes JT unique?**

Students have the ability to participate in experiential learning in a supervised setting for a practicum for up to 20 hours as part of this full-credit course.

Grade 12 practicum opportunities may include community-based local programs and centres that support youth, adult, and seniors in support of the outcomes in Grade 12 that focus on the transition from adolescence to adulthood.

## FOOD AND NUTRITION

### **GRADE 9 FOODS AND NUTRITION - FN15G (0.5 Credit)**

Food and Nutrition 15G focuses on a healthy lifestyle. Students learn to make personal choices that will help them feel good, and to prepare foods that are quick, healthy, and tasty. In order to take this course all students must pay a consumable products course fee. **Students taking FN15G must also take FA15F.**

### **GRADE 10 FOODS AND NUTRITION - FN20G**

Food and Nutrition 20G explores the significance of food and food choices and the effect these decisions have on the individual at various stages of his or her life. Emphasis is placed on independence in the kitchen. In order to take this course all students must pay a consumable products course fee.

### **GRADE 11 FOODS AND NUTRITION - FN30S**

Food and Nutrition 30G emphasizes the role of the individual in his or her future health. Students evaluate their nutritional fitness and learn to prevent the diet-related diseases of our modern lifestyle. Laboratory experience encourages students to choose and prepare creative dishes for a healthy lifestyle. In order to take this course all students must pay a consumable products course fee.

### **GRADE 12 FOODS AND NUTRITION - FN40S**

Food and Nutrition 40S is an advanced study of nutrition controversies surrounding our present day food supply. The focus is both local and global, with an evaluation of the eating habits, foods and cultures of the world. Emphasis is placed on creative cooking for entertaining and on appreciating the uniqueness of cuisine at home and around the world. In order to take this course all students must pay a consumable products course fee.

## FRENCH

### **GRADE 9 FRENCH FOUNDATIONS - FR10F**

Basic French courses are taught in French. Students will participate in a variety of activities to further their linguistic competence. Students will have the opportunity to begin practicing their reading, writing and communication skills.

### **GRADE 10 FRENCH FOUNDATIONS - FR20F**

This course follows the same objectives as FR10F. Students will find that the course material is at a more challenging level. A communicative - experiential approach to the French language is emphasized.

### **GRADE 11 FRENCH - FR30S**

This course is a continuation of FR20F with emphasis on reading, writing and communication skills as well as a cultural component.

### **GRADE 12 FRENCH - FR40S**

This course is a continuation of FR30S with emphasis on reading, writing and speaking skills. Fluency and comprehension will be further developed through varied enrichment activities.

## MATHEMATICS

### **TRANSITIONAL MATH - MA15F**

This course is designed for students who have struggled with Math in previous years and would benefit from additional time to review previous content. The additional practice helps students to successfully make the transition from Grade 8 mathematics to Grade 9 mathematics.

## PERFORMING and VISUAL ARTS

The John Taylor Collegiate Performing and Visual Arts (PVA) Department offers interested and talented young people, grade 9 through grade 12, the opportunity to study art, band, guitar, rock band, choir, drama, jazz, and theatre under the guidance of highly qualified instructors with strong professional backgrounds.

The John Taylor Collegiate PVA program teaches skills that contribute to the student's personal fulfillment and proficiency, thus enabling him/her to perform at a high level of competency. The PVA program seeks to instill in students an appreciation for their innate intellectual and creative potential. The school aims to develop in students their maximum academic and artistic potential through the rudiments of discipline, cooperation, and hard work which are necessary for success in academic and professional pursuits.

## PHYSICAL EDUCATION

### PRINCIPLES OF FITNESS AND EXERCISE SCIENCE – PE21G

This course is designed to provide an in-depth study into the science of human performance. The human body's physiological systems are a complex interconnected framework between the brain and nervous system. The purpose of this course is to give students a clear picture of how those physiological systems work together to maximize human performance. Students will use their knowledge of various aspects of exercise science such as biomechanics, kinesiology, fitness testing, injury treatment and prevention, and nutrition to develop a greater understanding of how the interaction between brain and nervous system leads to mastery in high performance activities.

If you enjoy or are motivated by any items below, this is the course for you!

- Weightlifting, circuit training, HIIT, and total body fitness
- Motivated to work hard to become more fit, more athletic or more dominant in your chosen sport
- Interest in high performance activities,
- Interest in kinesiology and exercise physiology
- Analyzing and discussing the worlds of amateur and professional sport

### SUSTAINABLE WILDERNESS EDUCATION – PE31G

This course is designed to introduce students to a variety of outdoor activities, where they will learn and implement the necessary skills to be successful in the outdoors. Through these activities, students will learn and apply leadership skills, teamwork and responsibility. The students will take part in the planning and organization of a major hiking trip and a canoe trip. The course will introduce students to outdoor activities such as hiking, camping, fire building, rock climbing, fishing, orienteering, shelter building, geocaching, snowshoeing, cross-country skiing, canoe safety, boat safety, and wilderness survival. Students will also learn and implement skills on how to protect our environment through No-Trace-Camping Principles. There are some outside costs associated with some of the activities in this course. (Canoe rentals, transportation, workshop fees etc)

### RECREATIONAL MANAGEMENT AND ATHLETIC LEADERSHIP - PE41G

This course is designed to explore and apply leadership skills within the school and the community. Both practical and theoretical aspects will be included. The theory portion will include Principles of Leadership, Tournament Organization, Theory of Coaching, Care of Athletic Injuries, First Aid, C.P.R., Human Anatomy, Exercise Physiology, and Sociology of Sport. The practical component will include areas such as planning and organizing tournaments, coaching, refereeing, and leadership roles in the Intramural Program. Students should be prepared to use non-class time, which may include noon hours, evenings and weekends to complete the necessary curriculum activities. Student initiated placements will also be considered.

### **PHYSICAL EDUCATION (GENERAL) - PE30F & PE40F**

This curriculum encourages “physically active and healthy lifestyles for all students” by providing planned and balanced programming to develop the knowledge, skills and attitudes for physically active and healthy lifestyles. Your child will receive a Complete or Incomplete designation at the end of the grade 11 or 12 course, rather than a percentage grade. This will not be used in calculating the grade point average. The course consists of two major areas of focus: the Core content and the Physical Activity (PA) Practicum. The core content of the grade 11 PE/HE curriculum consists of a minimum of 25% of the course. This content is delivered in-class and is teacher-directed. In grade 11, the content includes learning outcomes related to Fitness Management, Social Impact of Sport, Mental-Emotional Health and Substance Use and Abuse Prevention.

In Grade 12, the core content is related to Fitness Management, Nutrition, Personal Development and Healthy Relationships. The PA Practicum is the portion of the course that focuses on physical activity participation. The minimum requirements for the Physical Activity Practicum include: A minimum of 75% of the course (approximately 75 hours during one school year) of moderate to vigorous physical activity that contributes to cardio respiratory endurance (heart, lungs, circulatory system) plus one or more of the health-related fitness components.

### **PHYSICAL EDUCATION (FEMALE FITNESS) - PE30FIF & PE40FIF**

The Female Fitness Course will seek to engage young women in physical activities that encourage personal fitness and wellness. The design of this course is catered to the interests of the students enrolled in the course. It will focus on the fitness components that the students feel are relevant to them and will provide them with opportunities to explore a variety of fitness facilities in the city. The course consists of two components: Health Modules (25%) and Physical Activity Practicum (75%). Both components involve teacher-directed instructional time with the exception of 15 hours of Physical Activity Practicum, which must be completed out of school. Students will receive a “Complete” or “Incomplete” designation at the end of the course, rather than a percentage grade. The Health Modules for the 30F course include learning outcomes related to Fitness Management, Social Impact of Sport, Mental-Emotional Health and Substance Use and Abuse Prevention. The Health Modules for the 40F course include learning outcomes related to Fitness Management, Nutrition, Personal Development and Healthy Relationships.

There is a course fee that is used to book facilities outside of the school, as the intent of this course is to encourage lifelong participation in sport or fitness. Students will go out of the building as much as possible to use community fitness and sport facilities.

### **PHYSICAL EDUCATION (ELITE TRAINING) - PE30FT & PE40FT**

Advanced Training is a high performance course dedicated to helping student athletes achieve their full athletic potential. The course incorporates a variety of performance training techniques, nutrition, recovery and mental preparedness to help Student Athletes meet the mental and physical demands of school and sport.

In this course students will:

- hone and improve sport specific strength and skills needed to be successful
- practice and evaluate their skills throughout the course, recording and critiquing their performances
- learn how they can improve their abilities as well as encourage them to continue with proper habits
- create an individualized fitness plan with 1-1 help from the instructor

This curriculum encourages “physically active and healthy lifestyles for all students” by providing planned and balanced programming to develop the knowledge, skills and attitudes for physically active and healthy lifestyles. The course consists of two components: Physical Activity Practicum (75%) and Health Modules (25%). Students will receive a “Complete” or “Incomplete” designation at the end of the course, rather than a percentage grade. This will not be used in calculating the grade point average. First students must complete approximately 75 hours of moderate to vigorous physical activity that contributes to cardio respiratory endurance (heart, lungs, and circulatory system). These will be completed through class / individualized workout as well as sport specific (skill related) workouts during the semester. The second requirement is the completion of all health related materials. This will include Sports Psychology, Goal setting, Sports nutrition, Teamwork and Leadership.



## **HOCKEY CANADA SKILLS ACADEMY**

- See Common Course Book page 25, Website - [www.hockeycanada.ca](http://www.hockeycanada.ca)

## **SCIENCE**

### **GRADE 10 ADVANCED PLACEMENT SCIENCE - SC20FH**

Science 20FH is the first course in the AP science program. Topics in chemistry, physics and biology are enriched beyond Science 20F in preparation for entry into the AP Chemistry and AP Biology courses. Students desiring to enter any of the AP sciences must have Science 20FH. In order to ensure success, students should be strong in both science and mathematics and possess good independent study skills.

### **GRADE 11 ADVANCED PLACEMENT CHEMISTRY - CH32S**

The Advanced Placement (AP) Chemistry 32S, along with Chemistry 42S, course is designed to be the equivalent of the general chemistry course usually taken during the first year of university. The course focuses on problem solving, laboratory experience and application of chemical principles. Students should possess strong math and independent study skills.

### **GRADE 11 ADVANCED PLACEMENT BIOLOGY - BI32S**

The Advanced Placement (AP) Biology 32S, along with Biology 42S, course is designed to be the equivalent of the general biology course usually taken during the first year of university.

### **GRADE 12 PSYCHOLOGY - PY40S**

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behaviour, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction, violence, and prejudice. This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular, direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based. They can then apply what they learned to their daily lives.

## **SOCIAL STUDIES**

### **CINEMA AS A WITNESS TO MODERN HISTORY – CW40S**

The course will engage students in an exploration of the connections between cinema as an art form, cinema as a product of history, and cinema as an interpreter of history. Students will be guided to respond to the aesthetic and emotional elements of cinema and to apply concepts of historical thinking as they analyze historical topics represented in film. Throughout the course, students will apply critical media literacy skills in order to understand that film does not simply reflect the past, but interprets and retells the past, at times reconstructing and falsifying it.

### **GLOBAL ISSUES – GI40S**

Through this course students acquire the knowledge, understanding and competencies necessary to live as active democratic citizens engaged in their local, national and global communities. Global Issues provides each student the opportunity to participate in a Take Action project. Students will have opportunities to become mindful, hopeful citizens who appreciate the power of collaboration and who contribute to a more equitable and sustainable world.

### **CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES – FM40S**

This course explores histories, traditions, cultures, worldviews and contemporary issues of Indigenous People in Canada. Students may participate in field trips and attend workshops to better understand the contributions of Aboriginal peoples to Canadian society.

## **COMMUNITY SERVICE CREDIT – CSC31G or CSC41G (SIP)**

Students can make a contribution to the school and community by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. A student who has completed their 40 Hours of CIA may then participate in the Community Service Credit which is an additional 110 hours of volunteering, and can be counted as one of the 30 credits needed for graduation.

## **VISUAL ART**

### **VA10SS**

The Visual Art 10S course is organized around the study of the visual elements of line, value, colour, shape, form, texture, and space. Mediums, such as pencil, chalk and oil pastels, charcoal, ink, clay, coloured pencil crayons, acrylic paint, print making, plaster sculpture, scratchboard and copper tooling are used and Art history is studied through project work. Subject matter includes a cultural study, community, still life as well as a focus on "the self" in art. Each project contains a research component, preliminary studies, a final-piece, self-reflection and journaling. There is also a sketchbook component to the course. Students are required to complete bi-weekly sketchbook assignments with a focus on the elements and principles of design. There is a fee attached to this course.

### **VA20SS**

This course covers the various content areas, such as art basics: elements and principles of art with a focus on the principles (unity, balance, rhythm, repetition, contrast) creative thinking processes, a cultural study, still life, different forms of art throughout time, sculpture making, and "art as a message". Art history is studied through project work. Mediums, such as pencil, chalk and oil pastels, charcoal, ink, clay, coloured pencil crayons, acrylic paint, print making, scratchboard, plaster mask making and copper tooling will be used in a skillful manner. Each project contains a research component, preliminary studies, a final piece, self-reflection and journaling. There is also a sketchbook component to the course. Students are required to complete bi-weekly sketchbook assignments with a focus on the elements and principles of design. There is a fee attached to this course.

### **VA30SS**

This course is based on topical units such as the aboriginal and cultural studies, art as a social commentary, art as a reflection of the self, etc. Within each unit, students develop problem-solving skills as they research and use various media and tools appropriate to their explorations. Some possibilities for media explored are pencil, chalk and oil pastels, charcoal, ink, clay, coloured pencil crayons, acrylic paint, print making, plaster sculpture, scratchboard and copper tooling. These mediums are expected to be used in a very skillful manner to convey the artist's message. Each project contains a research component, preliminary studies, a final piece, self-reflection and journaling. If students are choosing a particular area of study, they are expected to complete the necessary research for their medium and message. There is also a sketchbook component to the course. Students are required to complete bi-weekly sketchbook assignments with a focus on skill building drawing assignments. Students are required to participate in class discussions and critiques surrounding their work and the work of others. There is a fee attached to this course.

### **VA40SS**

Students selecting this course are required to work much more independently and preface all work with written proposals as outlined by the Manitoba Senior High Art Curriculum. Each project contains a research component, preliminary studies, a final piece, self-reflection and journaling. If students are choosing a particular area of study, they are expected to complete the necessary research for their medium and message. This work will be based on written student's proposals. Students may choose the medium that suits their projects, however, these mediums are expected to be used in a very skillful/gallery worthy manner to convey the artist's message. There is also a sketchbook component to the course. Students are required to submit their sketchbook on a bi-weekly basis for the instructor to assess. Students are required to keep up with their sketching, research, and experimentation independently and regularly. Students are required to participate in class discussions and critiques surrounding their work and the work of others. There is a fee attached to this course.

## WOODWORK TECHNOLOGY

### **GRADE 9 WOODWORK TECHNOLOGY – WT10G**

This course is an introduction to the Woods Program. In this course students learn to use plans (drafting), develop introductory skills in carpentry and framing. Activities include many design problem-solving challenges. Students will gain experience through designing, constructing and testing individual choice of woods projects. Also included is the study of machines, tools, processes and safety in the production of projects. This course is taught at Hedges Middle School and has a fee.

### **GRADE 10 WOODWORK TECHNOLOGY - WT20G**

This course is a continuation of the Woods Program and completion of WT10G is strongly suggested. WT20G further develops the key elements of WT10G and has a specific focus on furniture construction. This course is taught at Hedges Middle School and has a fee.

### **GRADE 11 WOODWORK TECHNOLOGY - WT30S**

Emphasis will be placed on planning and designing with students demonstrating the various skills through projects. Students will participate in shop improvements and maintenance. Students will also be involved in prop building, design, and creation for various school events. Grade level projects will be assigned. This course will be taught at Hedges Middle School and has a fee.

### **GRADE 12 WOODWORK TECHNOLOGY – WT40S**

In this final year, students become proficient in the use of all available woodworking machines and power tools. All aspects of machine use and safety will be practiced each day, along with certain aspects of machine care and maintenance. Simple jigs and fixtures are introduced on various operations and machines to aid in project construction. The main objective is for students to use previous experiences in Industrial Arts to plan, develop and construct rewarding projects that reflect the individual skill level obtained. This course will be taught at

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Hedges Middle School and has a fee.

### **HIGH SCHOOL APPRENTICESHIP OPTION – AO40S**

Apprenticeship is a great way to become a certified journey person in a trade where your credentials are recognized across Canada. The SYAO lets you start your apprenticeship while you are still in high school. It combines regular Senior Years school instruction with paid, part-time, on-the-job apprenticeship training.

### **HEALTH CARE AIDE (CVEHCA) - (4 credits)**

Our Health Care Aide Program introduces you to the career opportunities that await you within the healthcare system. Whether at a hospital, nursing home or in community health, this Cooperative Vocational Education Program prepares you to work immediately after completion. If you have an interest in nursing, the sciences or other health-related professions, we can help you open those doors. The Health Care Aide program is designed to provide students with on-the-job training. Students will acquire basic knowledge and skills required to assist in caring for patients of all ages in hospitals, nursing homes and the community. It allows students the benefit of completing high school while gaining valuable out-of-school experience. The program begins in February and continues into May. Prior to starting work, there is a five-week training period in a simulated health care facility. The students become familiar with procedures, equipment, and routines used in the workplace. Students are introduced to the nature of Health Care and employer expectations. The remaining 30 weeks are spent on the job. Students spend one day per week in class and the other four days gaining hands-on experience in a health care facility. Course includes growth and development, gerontology, activities of daily living, care of the chronically ill, communication, medical terminology, anatomy and physiology. On successful completion of the program, students receive the following certificates:

- Health Care Aide St. James Assiniboia
- CPR (Cardio Pulmonary Resuscitation)
- CPI (Crisis Prevention Intervention)

If you have an interest in nursing, the sciences, or other health related professions such as ambulance

attendant, unit clerk, or firefighter, this program is an excellent start.

Our Health Care Aide Program introduces you to the career opportunities that await you within the healthcare system. Whether at a hospital, nursing home or in community health, this Cooperative Vocational Education Program prepares you to work immediately after completion. If you have an interest in nursing, the sciences or other health-related professions, we can help you open those doors. We provide technical training and work experience – so when a potential employer asks if you have experience, you can answer with a resounding YES! Most students even have positions waiting for them upon graduation at one of the places they trained. With boundless potential within the industry, there is no shortage of opportunities for today's health care aide and no limit to how far you can go!

## **INDEPENDENT STUDY ELECTIVES**

**CULTURAL EXPLORATION - See Common Course Book**

**CREDIT FOR EMPLOYMENT - See Common Course Book**

## **JOHN TAYLOR STUDENT SERVICES**

John Taylor Collegiate embraces diversity and inclusion. Through our guidance, resource, ACCESS and Special Needs Services we are able to meet the academic and social-emotional needs of our students.

### **SELF DIRECTED LEARNING (VARIOUS COURSES) - SDL**

In some cases, a student may not be able to take a course because it does not fit in with their timetable. They may want to take a course that is not offered in a given semester. If this is the case, we have available self-directed courses in which they will work independently at their own pace with the assistance of teachers and educational assistants to gain credits. Courses are available in English Language Arts (grade 11-12), Essential Mathematics (grade 11 and 12), Geography (grade 12), Canadian History (grade 11), American History (grade 10), Keyboarding (grade 9 and 10), Biology (grade 11), Law (grade 12) and Family Studies (grade 12). Students must be independent, academically able students to complete these courses and must have recommendation from their teacher and a successful interview with an administrator to take these courses.

### **STUDENTS WITH EXCEPTIONAL NEEDS**

John Taylor has an excellent program for students with exceptional needs. Inclusion in programming is supported through differentiated instruction, adaptations and modifications. For students requiring intensive supports, small group assistance and individualized programming are available. Our students have access to music appreciation, physiotherapy, life skills and swimming programs. In addition to receiving personal and social skills training, our students learn about their community and their roles in it through fieldtrips, portfolio development, and work experience programs. These opportunities and support from Vocational Rehabilitation, Community Living disABILITY Services and partnership programs, prepare students for their eventual transition from high school into the community.

### **RESOURCE SERVICES**

Resource teachers collaborate with classroom teachers to support inclusion through differentiated instruction, adaptations, and modified programming. The peer tutoring program is available to all students requiring assistance with specific courses, and study skills workshops are delivered through regular programs.

### **GUIDANCE SERVICES**

Guidance counselors provide individual and group services, career and post-secondary planning, and information on social-emotional topics. Staff serves as liaisons with outside agencies, support services and school staff and administration.

# St. James Collegiate



1900 Portage Avenue,  
Winnipeg, MB R3J 0J1  
Phone: 204-888-4867

Please visit our website:  
[www.sjasd.ca/school/stjames](http://www.sjasd.ca/school/stjames)



# St. James Collegiate Course Code Listing

| Grade 9 Compulsory Courses  | Course Code     |
|---|-----------------|
| English   | EN10F           |
| Mathematics   | MA10F           |
| Physical Education  | PE10F           |
| Physical Education - Female Only  | PE10FF          |
| Science   | SC10F           |
| Social Studies  | SS10F           |
| Grade 9 School Based Options  | Course Code     |
| Applied Information and Communication Technology 1  | IT15FA          |
| Applied Information and Communication Technology 2<br>(Both half credits are taken together) (1 credit) | IT15FB          |
| Autobody  | ABR10S          |
| Drama   | DR10SS          |
| Electronics & Wood Technology<br>(2 half credits = 1 credit)  | EL15G<br>WT15G  |
| Environmental Science   | SC30S           |
| French  | FR10F           |
| Business Innovations  | BN10S           |
| Graphic Communications Technology   | GT10G           |
| Hairstyling<br>(2 credits)  | HS10SS<br>HS20S |
| Hockey Canada Skills Academy  | HA11G           |
| Mathematics Transitional  | MA10FT          |
| Concert Band  | MB10SS          |
| Jazz Band   | MJ10SS          |
| Guitar  | MG10SS          |
| Musical Theatre   | MT10SS          |
| Visual Arts   | VA10SS          |
| Welding   | WE10S           |

| Grade 10 Compulsory Courses                           | Course Code                      |
|---|----------------------------------|
| English   | EN20F                            |
| English - Advanced Placement                          | EN20FH - Sem 1<br>EN30FH - Sem 2 |
| Geography   | GE20F                            |
| Mathematics: Essentials                               | MA20S                            |
| Mathematics: Introduction to Applied and Pre-Calculus | MA20SPA                          |
| Physical Education                                    | PE20F                            |
| Physical Education - Female Only                      | PE20FF                           |
| Science   | SC20F                            |
| Grade 10 School Based Options                         | Course Code                      |
| American History                                      | HI20G                            |
| Autobody  | ABR20S                           |
| Digital Imaging & Desktop Publishing                  | DI25S<br>DP35S                   |
| Creative Promotions                                   | CP20S                            |
| Drama   | DR20SS                           |
| Electronics   | EL20G                            |
| Entrepreneurship                                      | EP20S                            |
| Family Studies  | FA20F                            |
| Foods and Nutrition                                   | FN20G                            |
| French  | FR20F                            |
| Graphic Communication Technology                      | GT20G                            |
| Hairstyling<br>(2 credits)                            | HS20SA<br>HS20SB                 |
| Hockey Canada Skills Academy                          | HA21G                            |
| Life Works Planning - Career Development              | LF20S                            |
| Concert Band  | MB20SS                           |
| Jazz Band   | MJ20SS                           |
| Guitar  | MG20SS                           |
| Musical Theatre                                       | MT20SS                           |
| Exercise Science                                      | EXERSC140S                       |
| Visual Arts   | VA20SS                           |
| Wood Technology                                       | WT20G                            |
| Welding   | WE20S                            |



# St. James Collegiate Course Code Listing

| Grade 11 Compulsory Courses   | Course Code                              |
|---|--|
| English Comprehensive   | EN30SC                                   |
| English - Transactional Focus   | EN30ST                                   |
| English Comprehensive Focus - Advanced Placement                      | EN40SCH                                  |
| History   | HI30F                                    |
| Mathematics Applied   | MA30SA                                   |
| Mathematics Essential   | MA30S                                    |
| Mathematics Pre-Calculus  | MA30SP                                   |
| Mathematics Pre-Calculus - Advanced Placement<br>(Both must be taken) | MA30SPH semester 1<br>MA40SPH semester 2 |
| Physical Education  | PE30F                                    |
| Female Fitness  | PE30FF                                   |
| Grade 11 School Based Options   | Course Code                              |
| Accounting Essentials   | AE30S                                    |
| Autobody (3 credits)  | ABR30SA<br>ABR30SB<br>ABR30SC            |
| Biology   | BI30S                                    |
| Chemistry   | CH30S                                    |
| Drama   | DR30SS                                   |
| Electronics   | EL30S                                    |
| Exercise Science  | EXERSCI40S                               |
| Retailing Perspectives  | RP30S                                    |
| Family Studies  | FA30S                                    |
| Foods and Nutrition   | FN30S                                    |
| French  | FR30S                                    |
| Graphic Communications Technology                                     | GT30G                                    |
| Hairstyling (4 credits)   | HS30S, SA,SB,SC                          |
| Hockey Canada Skills Academy  | HA31G                                    |
| Applied Horticulture  | HORT30S                                  |
| Concert Band  | MB30SS                                   |
| Jazz Band   | MJ30SS                                   |
| Guitar  | MG30SS                                   |
| Musical Theatre   | MT30SS                                   |
| Physics   | PH30S                                    |
| Sustainable Wilderness Education                                      | WE31G                                    |
| Topics in Science   | SC30S                                    |
| Visual Arts   | VA30SS                                   |
| Wood Technology   | WT30G                                    |

| Grade 12 Compulsory Courses          | Course Code                              |
|--------------------------------------|--|
| English Comprehensive                | EN40SC                                   |
| English Transactional Focus          | EN40ST                                   |
| English - Advanced Placement         | EN42S                                    |
| Mathematics Applied                  | MA40SA                                   |
| Mathematics Essentials               | MA40S                                    |
| Mathematics Pre-Calculus             | MA40SP                                   |
| Mathematics - Advanced Placement     | MA42S                                    |
| Psychology - Advanced Placement      | PY42S                                    |
| Physical Education                   | PE40F                                    |
| Female Fitness                       | PE40FF                                   |
| Grade 12 School Based Options        | Course Code                              |
| Accounting Systems                   | AE40S                                    |
| Autobody (4 credits)                 | ABR40SA<br>ABR40SB<br>ABR40SC<br>ABR40SD |
| Biology                              | BI40S                                    |
| Business Management                  | BM40S                                    |
| Chemistry                            | CH40S                                    |
| Drama                                | DR40SS                                   |
| Electronics                          | EL40S                                    |
| Exercise Science                     | EXERSCI40S                               |
| Family Studies                       | FA40S                                    |
| First Nations, Métis & Inuit Studies | FM40S                                    |
| Foods and Nutrition                  | FN40S                                    |
| French                               | FR40S                                    |
| Global Issues                        | GI40S                                    |
| Graphic Communication Technology     | GT40G                                    |
| Hairstyling (4 Credits)              | HS40SSA, SSB,<br>SSC, SSD                |
| History of Western Civilization      | HI40SW                                   |
| Hockey Canada Skills Academy         | HA41G                                    |
| Law                                  | LW40S                                    |
| Concert Band                         | MB40SS                                   |
| Jazz Band                            | MJ40SS                                   |
| Guitar                               | MG40SS                                   |
| Musical Theatre                      | MT40SS                                   |
| Physics                              | PH40S                                    |
| Psychology                           | PY40S                                    |
| Science - Practical Lab Skills       | SC40SLS                                  |
| Topics and Trends in Business        | TT40S                                    |
| Topics in Science                    | SC40S                                    |
| Visual Arts                          | VA40SS                                   |
| Wood Technology                      | WT40G                                    |

# St. James Collegiate Optional Courses

## ADVANCED PLACEMENT

The Advanced Placement (AP) program provides special opportunities to those students who wish to study university topics in a high school setting. This program of college-level courses and exams was designed to allow the successful student to receive some credit and/or standing on entering university. St. James Collegiate will offer English Literature and Composition, Calculus AB, and Psychology, depending on enrollment.

Historically, students have chosen to enroll in AP courses for other reasons as well; some wanted to further their knowledge in a specific field of academic achievement, others wanted a working knowledge of material taught at university, and still others just wanted to enjoy a subject for its challenge. Regardless of the reason for taking AP, students are able to enjoy the flexibility of focusing on the subjects that are of interest to them. All AP candidates will be expected to write an externally set and marked examination, which consists of multiple choice and essay questions.

All AP candidates will be expected to write an externally set and marked examination, which consists of multiple choice and essay questions.

The University of Winnipeg has determined that students completing an AP course with a mark of 3.0 to 5.0 (out of a possible 5.0) can use the course to count as one credit towards a degree (except Psychology). Students should consult Admissions Office for more information.

The University of Manitoba requires a score of 4.0 in specific areas and students may apply for transfer of credit to the program they are entering. Students should consult Enrolment Services, Admissions Office for more information.

\*AP exams are scaled from 0 to 5. Roughly 0 = fail, 1 = "d", 2 = "C-", 3 = "C+ to a B", 4 = "B+", 5 = "A".

\*If wishing to take AP Calculus in grade 12, students will take their grade 11 and grade 12 Pre-Calculus Mathematics while in grade 11. This will allow them to take first year university AP Calculus when they are in grade 12. Similarly, for AP English, if wishing to take AP English Literature and Composition in grade 12, a student will take their grade 10 and 11 English credits while in grade 10. They will then take their grade 12 English credit while in grade 11, allowing them to take first year university AP English Literature and Composition course while in grade 12.

### **ENGLISH: LITERATURE AND COMPOSITION - EN42S**

This course is a university-level course. School-based and teacher-designed, this course is designed to teach students to analyze writing from various genres. Literary passages - fiction and non-fiction - are drawn from a wide variety of sources, rhetorical modes, historical or literary periods, and disciplines. Students are offered many opportunities to improve their composition skills by writing in a variety of modes and for a variety of purposes. At the end of this course, students write a three-hour international examination - either the Language or the Literature exam, or both.

### **MATHEMATICS: CALCULUS - MA42S**

This course is a very intense study of calculus, equivalent to a first-year university calculus program. Topics covered include limits, derivatives and their applications, and integration and its applications. Only the most serious students are encouraged to enroll in this program.

### **PSYCHOLOGY - PY42S**

This course is designed to be the equivalent of a first-year university program. AP Psychology introduces the student to the study of human behaviour and the mind. Students must be highly motivated in order to excel in this course. The AP exam, if passed with a high enough grade, will give them university credit in Manitoba universities and selected universities in other provinces, states, and countries.



## MATH

### **GRADE 9 TRANSITIONAL MATHEMATICS - MA10FT**

This course is designed for students who have struggled with Math in previous years and would benefit from upgrading. Math teachers and Student Services personnel will identify these students in their grade 8 school year and strongly recommend that they be registered in grade 9 Transitional Math.

### **MATHEMATICS PRE-CALCULUS 20SPH ADVANCED PLACEMENT – MA20SPH**

Grade 10 Advanced Placement Pre-Calculus is intended for students considering taking Advanced Placement Calculus in grade 12. Students will engage in experiments and activities that include the use of technology, problem solving, mental mathematics and theoretical mathematics to promote the development of mathematical skills. Students who wish to take Advanced Placement Calculus in grade 12 must take MA20SPH in semester 1 of grade 10 followed by MA30SPH in second semester of grade 10.

### **MATHEMATICS PRE-CALCULUS 30SPH ADVANCED PLACEMENT – MA30SPH**

This course is identical to the regular grade 11 pre-calculus math but must be taken in 2nd semester of grade 10 by those students planning to take Advanced Placement Calculus in their grade 12 year. The course description can be viewed in the Common Core Subject area of the Course Handbook.

### **MATHEMATICS PRE-CALCULUS 40SPH ADVANCED PLACEMENT – MA40SPH**

This course is identical to the regular grade 12 pre-calculus math but must be taken in grade 11 by those students planning to take Advanced Placement Calculus in their grade 12 year. The course description can be viewed in the Common Core Subject area of the Course Handbook.

## HISTORY

### **AMERICAN HISTORY - HI20G**

This course deals with the influence of the USA on Canadian society. Students will also get the chance to examine American society, its institutions, leaders, its penchant for constant conflict, and the evolution of the United States as a world leader. Students will gain a greater understanding of our massive neighbours to the south while improving their reading, writing research and critical thinking skills, all of which will be useful when they study Canadian History and English in Grade 10-12.

### **HISTORY OF WESTERN CIVILIZATION - HI40SW**

Topics of study will focus on events that have impacted our society today. These will include an in-depth examination of Greek and Roman History, the founding of Western Religions, the Renaissance and Reformation, the French Revolution, dictators like Mussolini, Hitler and major events of the 20th Century including WWI and WWII.

### **GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY – GI40S**

Students examine the social, political, environmental and economic impact of a variety of current and emerging world issues such as media awareness, human trafficking, genocide, sustainability and gender issues. Students will also consider how every individual is connected to global issues. Part of their study will focus on quality of life locally, nationally and globally. Students will also choose a global issue and take action in their school or wider community. This course was formerly known as World Issues.

### **LAW - LW40S**

This course provides students with an overview of the Canadian legal system. As well, students will discuss and examine court cases and current events of a legal nature, thereby building critical thinking skills. This is an excellent course for those who are considering a career in law enforcement, criminology or the legal profession. Students visit the Law Courts building for a morning tour of the building and have an opportunity to sit in on a real court case.

## ENGLISH

### **ENGLISH 20FH ADVANCED PLACEMENT - EN20FH**

This is the second of the two foundation courses and completes the literacy skills, knowledge, and learning strategies begun in English 10F. The course continues to emphasize reading comprehension, personal and critical response, and interpretation of various text forms; text forms include short prose, poetry, novels, and Shakespearean plays. Students continue learning to collect, organize, and synthesize information through research and inquiry processes. Written communication skills continue to be a focus in EN20F. Students create various texts to demonstrate their ability to address a specific audience, for a specific context and purpose. Student who wish to take Advanced Placement English Literature in grade 12 must take EN20FH in semester 1 of grade 10 followed by EN30SLH in second semester of grade 10.

### **ENGLISH 30SH LITERARY FOCUS ADVANCED PLACEMENT - EN30SLH**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 11 Literary Focus. Students read and respond primarily to literary or aesthetic text forms, including poetry, short prose, Shakespearean plays, and novels. Student who wish to take Advanced Placement English Literature in grade 12 must take EN20FH in semester 1 of grade 10 followed by EN30SLH in second semester of grade 10.

### **ENGLISH 40SH LITERARY FOCUS ADVANCED PLACEMENT – EN40SLH**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Literary Focus. Students read and respond primarily to literary or aesthetic text forms, including poetry, short prose, Shakespearean plays, and novels. Students taking this course will write the grade 12 provincial exam at the end of this course. Students will experience advanced rigor compared to the non-advanced placement EN40SL. This will prepare them to take Advanced Placement English Literature in grade 12.

### **PSYCHOLOGY 40S – PY40S**

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction, violence, and prejudice. This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based, which they can then apply to their daily lives. This is not a prerequisite for psychology 42, however it is recommended.

## FIRST NATIONS, METIS AND INUIT STUDIES

### **FIRST NATIONS, MÉTIS, AND INUIT STUDIES – FM40S**

First Nations, Métis & Inuit Studies (FM40S) addresses the contemporary lives of Aboriginal peoples in Canada. This course will examine the recent history of Aboriginal Peoples' efforts to protect their rights, freedoms, culture and self-determination. It will also examine a variety of current topics and issues that are relevant to Aboriginal and Canadian society. These topics will also be compared to the lives of indigenous peoples internationally to better understand the global context of these issues.

## BAND, CHOIR AND GUITAR

Although the development of musical skills on a woodwind, brass or percussion instrument is the primary focus of the Band program at St. James Collegiate, there are many equally important areas that are covered in all Concert Band (MB) and Jazz Band (MJ) courses. Ensemble (teamwork) skills, creative expression, self-discipline and self-awareness will be developed through practice, rehearsal and performance.

### **CONCERT BAND (MB) and JAZZ BAND (MJ)**

In Concert Band and Jazz Band the emphasis is placed on performance and consistent participation. Students will be exposed to a wide variety of musical styles and performance opportunities. Both non-semester courses are offered every second day throughout the year. Students wishing to take Jazz Band (MJ) are required to be registered in the corresponding Concert Band (MB).

#### **CONCERT BAND - MB10SS**

It is recommended that students entering Band 10G have prior experience playing a woodwind, brass or percussion instrument. If a student lacks this requirement or does not meet grade level expectations, the teacher will recommend private lessons in order to catch up to the group. Students registered for Band 10G are part of the grade 9 Concert Band. Students will attend both full Band classes and smaller sectional classes as required by the director. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. Participation in all performance events such as concerts, festivals, workshops and School Division proceedings is a required part of this course.

#### **CONCERT BAND - MB20SS**

Students registered for Band 20G are part of the grade 10 Concert Band. Students will attend both full Band classes and smaller sectional classes as required by the director. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. Participation in all performance events such as concerts, festivals, workshops and School Division proceedings is a required part of this course.

#### **CONCERT BAND - MB30SS**

Students in grade 11 who register for Band are considered to be part of the Symphonic Band or Senior Concert Band. Students will attend both full band classes and smaller sectional classes as required by the director. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. Participation in all performance events such as concerts, festivals, workshops and School Division proceedings is a required part of this course.

#### **CONCERT BAND - MB40SS**

Students in grade 12 who register for Band are considered to be part of the Symphonic Band or Senior Concert Band. Students will attend both full Band classes and smaller sectional classes as required by the director. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. MB40S students will be required to participate in one or two small ensemble units to enhance their musical understanding and ensemble skills. Participation in all performance events such as concerts, festivals, workshops and School Division proceedings is a required part of this course.

#### **JAZZ BAND - MJ10SS, MJ20SS, MJ30SS, MJ40SS**

These courses are designed for interested students who have reached a proficient level of achievement on their Band instruments. Students enrolled in these courses will study various forms of jazz, swing, pop, Latin, funk and rock music. These courses will involve group practices and sectional rehearsals, with an increased emphasis on improvisation, jazz articulation, phrasing and interpretation. All students in the Jazz Band (MJ) must be registered in the corresponding Concert Band (MB). Participation in all performance events such as concerts, festivals, workshops and School Division proceedings is a required part of this course.

#### **GRADE 9, 10, 11 AND 12 GUITAR - MG10SS, MG20SS, MG30SS, and MG40SS**

This course is designed for students who have an interest in learning and playing contemporary rock music. Students will learn to play or improve on their playing of lead guitar, rhythm guitar, bass guitar, drums, key-boards, vocals or a combination of these. Four credits can be obtained in high school, one in each of the grades 9 through 12. All levels of student ability will be accepted into this course, from beginners to advanced players. The first half of the semester will focus on individual study of the acoustic guitar. Students will learn to properly tune their instrument, gain a knowledge of the notes of the guitar neck, major and minor chords, rhythm and strumming patterns, and the application of these skills within the context of a song. During the second half of the semester, students will have the opportunity to explore a variety of instruments. Student

groups will be formed based on ability levels and musical interests. Each group will select songs to study, and will work together to practice and perform their chosen songs. It is recommended that instrumentalists have concurrent registration in Band, as students would benefit from understanding how to read and discuss music.

## **BUSINESS STUDIES**

### **BUSINESS INNOVATIONS – BN10S**

This course provides an awareness of opportunities in business and develops an understanding of the importance of business concepts. Topics include: consumerism, economic systems, money, credit, job hunting skills, layout and design of retail displays, human relations with customers and cash register operations. The school's store, "Jimmies Junction", and the computer lab will provide "hands-on" practical experience.

### **CREATIVE PROMOTIONS - CP20S**

This course is designed to help students develop skills in the theoretical and practical applications of projects related to assessing needs, catering to appeals, meeting needs through advertising, display, personal selling and special activities.

### **ENTREPRENEURSHIP – EP20S**

This course is designed to contribute to the growth and development of students and to emphasize skills that will assist young people to effectively plan and start small businesses. This is important because small business owners constitute one of Canada's most valuable economic resources. Students will create a business plan for a business that interests them. A business plan looks at the product/service offered, place (how it is going to be sold) price (to cover the cost of goods sold, expenses and profit) and promotion (how are people going to become aware of your product) competition and the customer. The business plan is something that is given to investors/banks to see if they would be interested in investing in the business.

### **LIFE WORKS PLANNING - CAREER DEVELOPMENT - LF20S**

Students will explore potential occupations, demonstrate employability skills, develop specific occupational skills, and have visitor presentations, experience volunteerism and community placements. With career information and experience, students will acquire enhanced self-confidence, motivation, self-knowledge and a greater sense of direction and responsibility.

### **ACCOUNTING ESSENTIALS - AE30S**

This course provides a thorough introduction to fundamental accounting principles, concepts and procedures. Topics include: preparing financial statements, the basic accounting cycle, cash control and banking. The school store Jimmies Junction is often used when discussing accounting issues.

### **RETAILING PERSPECTIVES- RP30S**

This course provides a basic introduction to the skills and practices required in job entry-level positions in retail merchandising. RT30S provides vocational preparation both for students seeking part-time retail employment and for those who choose to leave school for full-time employment. Students study the four P's (product, place, price, and promotion) and the two C's (competition and consumer) of Retailing.

### **ACCOUNTING SYSTEMS – AE40S**

Accounting 40S is designed as a continuation of Accounting 30S to further the skills required to meet the daily duties performed by the accounts payable clerk, the accounts receivable clerk and the accounting supervisor. Students will look at completing the Accounting Cycle for a Merchandising Company. Accounting 30S is strongly recommended. This course satisfies the compulsory core mathematics requirement at grade 12.

### **BUSINESS MANAGEMENT - BM40S**

This course introduces the marketing student to leadership principles and practices in the management cycle of planning, organizing, directing and controlling. The course provides a systematic approach to handling routine activities in business and personal life and would be an asset to any student. Each student will have an opportunity to manage the school store Jimmies Junction for one or two weeks during your lunch hour.

## TOPICS AND TRENDS IN BUSINESS - TT40S

Students will develop a variety of skills and knowledge necessary for a successful business career. This course involves a short-term placement in a local business or organization. Topics include: ethics and etiquette, resume preparation, applications and interview skills, office organization, meetings, research skills, telephone techniques, interpersonal skills, stress management, and oral and written communications.

## COMPUTER TECHNOLOGY – ICT COURSES

### GRADE 9 COMPUTER TECHNOLOGY - IT15FA + IT15FB

This course acts as a stepping-stone to the more advanced courses in later grades. Students will experiment with various communication technologies including:

- Creating digital presentations
- Basic webpage construction
- Digital photo enhancement Photoshop
- Graphic creation
- Video/Audio editing, recording, and production
- Intro to computer animation

**NOTE:** Students must register for the two half credit courses listed above

### DIGITAL PHOTOS & YEARBOOK PUBLICATION - DI25S + DP35S

This year-long course is open to all students who have an interest in learning about how to take better digital photographs and how to plan, design and create a school yearbook. Course concepts include:

- Digital Camera Operation
- Photo Composition
- Advanced Photography Techniques
- Editing & adjusting photos using Photoshop
- Publication Planning
- Publication Layout & Design
- Publication Production (InDesign)

**NOTE:** Students must register for the two half credit courses listed above

## GRAPHIC ARTS & TECHNOLOGY

### GRAPHIC COMMUNICATIONS TECHNOLOGY - GT10G

This course is an introduction to graphic design and communications through print and digital media. Students will develop skills in document layout by creating ads, business cards, and digital drawings in 2D and 3D environments using Apple's Pages, Adobe InDesign, Adobe Illustrator and Google Sketch-Up. A major part of the course is devoted to developing digital darkroom skills in Adobe Photoshop and foundations of digital photography using various digital cameras. **A lab fee will be collected the first week of the course.**

### GRAPHIC COMMUNICATIONS TECHNOLOGY – GT20G

This course is the continuation of Graphic Communications GT10G. Students will develop skills in portrait, event, and sport photography using various digital cameras. Digital darkroom techniques will be focused on portrait retouching in Adobe Photoshop. Vector drawings in Adobe Illustrator will be integrated with raster images in Adobe Photoshop. Students will also expand their multi-page document layout skills and design techniques in Adobe InDesign. Further development of advertising skills will take place through design of brochures, posters, and flyers. The video project will include Chroma key (green screen) editing and basic compositing techniques in a non-linear video editing software. Students will also expand on 2D and 3D drawing techniques in Google Sketch-Up. **A lab fee will be collected the first week of the course.**

## **GRAPHIC COMMUNICATIONS TECHNOLOGY - GT30G**

This course is the continuation of Graphic Communications 20G. Students enrolling in this course must have credit in Graphic Communications 20G or equivalent. Students will develop skills in advanced vector drawing, combining vector and bitmap images, and creating art using Adobe Photoshop and Illustrator. Photography and video projects will be combined with photo/video journalism to create documentaries. Video editing skills will be expanded to compositing with multiple video/audio tracks and importing various graphic formats into a non-linear video editing software. Students will also work with 2D web animation in Adobe Flash, explore graphic output for print in both aqueous and digital formats, as well as learn about heat transfers for T-shirts and pressure sensitive vinyl (decals). **A lab fee will be collected the first week of the course.**

## **GRAPHIC COMMUNICATIONS TECHNOLOGY – GT40G**

This course is the continuation of Graphic Communications GT30G. Students enrolling in GT40G must have credit in Graphic Communications GT30G or equivalent. This course will be diversified allowing students to pursue their interest in a specific area of graphic communications with a major project in one of the following:

- Interactive video production for the Internet
- Advertising through print documents
- Photo and/or video journalism
- Architectural design and modeling with 3D graphics

Students will also expand their knowledge of creating artwork with Adobe Photoshop and Illustrator. Interactive web content will be created using Adobe Dreamweaver and action script in Adobe Flash.

**A lab fee will be collected the first week of the course.**

## **DRAMA - THEATRE**

### **Grade 9 DRAMA - DR10SS**

Drama 10S is a practical course in personal and teamwork skills. Students will be expected to participate in-group, duo, and occasional solo activities. Evaluation will be based on a combination of evaluation strategies based on process, progress (emphasizing participation), assessed assignment mark (presentation grade), self-evaluation, and other notations.

### **Grade 10 DRAMA - DR20SS**

This course is an extension of the Drama 10S program.

### **Grade 11 DRAMA – DR30SS**

This course is an extension of the Drama 20S program.

### **Grade 12 DRAMA – DR40SS**

This course is an extension of the Drama 30S program.

## **MUSICAL THEATRE – MT10SS, MT20SS, MT30SS, MT40SS**

This course is intended for students who are interested in studying and performing in the music theatre productions. Students will participate in one of two components of the musical theatre course:

**Performance:** Through drama, dance and choral singing, students will develop an appreciation for and competency in this unique and hybrid art form. Students will may also study and play the music if required for the musical theatre production.

**Production:** Students participate in technical and production components of musical theatre.

## SCIENCE

### **TOPICS IN SCIENCE (PRACTICAL LAB SKILLS) - SC40SH**

As part of the Topics in Science Program, this course will provide students with a variety of skills and concepts that will help prepare them for science at the post-secondary level. Emphasis will be on improving student skills in the lab (measurements, lab techniques, sources of error, lab reports), research skills (citing references, data analysis, presentation of information). This course is intended for students who have successfully completed Chemistry, Biology or Physics at the grade 11 level.

### **APPLIED HORTICULTURE - HORT30S**

Learn the secret of growing plants through this hands-on course. Topics include house plant care, lawn maintenance, tree planting and pruning, greenhouse management, plant pest control, weed science and lower arranging. The classroom greenhouse, potting room and schoolyard are utilized in our study. Tours and speakers will supplement the program.

### **ENVIRONMENTAL SCIENCE – SC30S (This course even though having the code 30S is designed for grade 9 students who are interested in environmental issues and is taught in grade 9)**

Students will have an opportunity to explore a variety of environmental issues from a sustainable development perspective. The focus will be on the ways in which the environment, society and the economy are all interconnected and how each needs to be considered when making decisions. Course concepts and outcomes will have a primarily Manitoba- based focus, looking at what issues are currently affecting our province and how they affect the people, the economy and the Manitoba environment.

### **TOPICS IN SCIENCE - SC30S (This course is designed for grade 11 and/or 12 students)**

Students have a choice in the topics which serve as the organizing themes in this course based on current issues integrating the areas of biology, chemistry, and physics. Inquiry based learning and critical thinking is developed through the study of topics such as forensics, science of music, sports science, and design and construction. Students engage in many hands-on activities and applications of scientific method from which the concepts and facts naturally emerge.

### **TOPICS IN SCIENCE - SC40S**

This is a compliment course to SC30S with a concentration on topics in society, science and the environment such as the human endeavor in space, learning to code, infectious diseases, and nutrition. These serve as organizing themes for the course in which scientific knowledge and its implications are presented in a unified manner, integrating all areas of science.

## HUMAN ECOLOGY

### **FAMILY STUDIES - FA20F**

This course is designed for students to gain theoretical aspects of child development from pre-natal to pre-school as well as gaining practical skills in overseeing and working with children. Practical experience will be gained in a childcare setting and through the use of the baby simulator.

### **FAMILY STUDIES - FA30S**

This course is designed for students to gain theoretical aspects of child development from pre-school to teen, as well as gaining practical skills in overseeing and working with children. Practical experience will be gained in a childcare setting and through the use of the baby simulator.

### **FAMILY STUDIES - FA40S**

This course focuses on the individual, the family, society and the factors that affect quality of life. Units of study include the family foundation, strengthening relationships, managing with insight, supporting family and friends, growing as a person, moving towards independence, and forming your own family. Practical experience will be gained in an elderly care setting.

### **FOOD AND NUTRITION - FN20G**

The students state, explain, and apply knowledge of concept in a safe and responsible manner throughout the learning period. The students show evidence of life skills such as teamwork, problem solving, critical thinking, creativity, decision making and performance skills. They apply, reflect and improve learning on nutrients, digestions, food groups, nutrition for different ages and stages, through practice that is developed, assessed and improved as learning progresses.

### **FOOD AND NUTRITION - FN30S**

The students communicate and apply knowledge of concepts in a safe and responsible manner throughout the learning period as they review kitchen skills. They also develop a practiced method that helps them to design and create products that meet specific criteria, that could be used at home, and other institutions in the future. These include safe food supply, review of nutrients, cultural food choices, diet and diseases and protein foods.

### **FOOD AND NUTRITION - FN40S**

The students communicate and apply knowledge of concepts in a safe and responsible manner throughout the entire learning period. They improve their appreciation for global foods and world nutrition, and also demonstrate problem solving, teamwork as well as individual performance, decision making, and creativity. They research and present evidence in different topics they have learned about in the previous years and consistently engage in creating well made products. These include making and decorating cakes, making bread, making beverages and, individually demonstrating the different cooking methods.

## **FRENCH**

### **FRENCH FOUNDATIONS - FR10F**

Basic French courses are taught in French. Students will participate in a variety of activities to further their linguistic competence. Students will have the opportunity to begin practicing their reading, writing and communication skills.

### **FRENCH FOUNDATIONS - FR20F**

This course follows the same objectives as 10F. Students will find that the course material is at a more challenging level. A communicative - experiential approach to the French language is emphasized.

### **FRENCH FOUNDATIONS - FR30S**

This course is a continuation of French 20F with emphasis on reading, writing and communication skills as well as a cultural component.

### **FRENCH FOUNDATIONS - FR40S**

This course is a continuation of French 30S with emphasis on reading, writing and speaking skills. Fluency and comprehension will be further developed through varied enrichment activities.

## **PHYSICAL EDUCATION**

### **EXERCISE SCIENCE – ES40S**

This course is designed to provide an in-depth study into the science of human performance. The human body's physiological systems are a complex framework between the brain and nervous system. The purpose of this course is to give students a clear picture of how those physiological systems work together to maximize human performance. Students will use their knowledge of various aspects of exercise science such as biomechanics, kinesiology, fitness testing, injury treatment and prevention and nutrition to develop a greater understanding of how the interaction between brain and nervous system leads to mastery in high performance activities.



## **SUSTAINABLE WILDERNESS EDUCATION – WE31G**

Environmental crisis and related issues continue to dominate both our present and future. At no time in history has the topic been more important than now. Our future and that of future generations will be impacted by the education, opportunity and experiences of our youth. By providing opportunities for education, guidance and self-reflection, the Sustainable Wilderness Education program is committed to developing passionate and skilled individuals who care about making a difference for sustainable outdoor environments. Through the development of a deep appreciation for the Earth and the importance of sustainability, students will attain the skills and attitudes needed to enrich both the lives of themselves and others. The aim of the Sustainable Wilderness Education course is to allow students to develop the skills and attitudes necessary to appreciate, enjoy, feel comfortable and if necessary survive in the Canadian outdoors.

## **VISUAL ARTS**

### **VISUAL ART - VA10SS**

This program is designed to expand learning in the visual arts, beyond skill development. It is designed to provide students with opportunities to identify, separate, relate, analyze, evaluate, and express ideas and feelings with visual images. The program will introduce students to the “art inquiry process,” where there is no pre-determined outcome to an idea. Each of the units involves an idea that provides opportunities for students to explore some aspect of their personal world, their natural or social environment, or some other cultural/ historical form of expression related to the idea. Maintaining an Idea Journal/Sketchbook is integral in the course.

### **VISUAL ART - VA20SS**

The studio program in AR20G is designed to expand learning in the visual arts by taking into account various areas of thinking and learning in the arts, including criticism and appreciation, media and technique, and history and culture. IDEAS are central to students’ artistic expression. Through the “art inquiry process,” students are encouraged to express their own reaction to ideas, and to examine the ideas expressed by others. Maintaining an Idea Journal/Sketchbook is an integral part of the course.

### **VISUAL ART - VA30SS**

This course further develops and refines those skills learned in Art 20G. The practical assignments in this course will reflect the greater flexibility the student possesses in terms of exercising options on the basis of expressed personal preferences. Thus, while there will still be certain assignments, which must be completed by all students, individual projects will come to the forefront, utilizing the art inquiry process. Maintaining an Idea Journal/Sketchbook is an integral part of the course.

### **VISUAL ART - VA40SS**

This course is the natural culmination of the study under-taken in the previous courses. Students will have greater responsibility for the assignments completed, in the sense that they will decide upon the ideas they wish to study in greater depth. While students will be required to demonstrate skills, which they have learned, a heavy emphasis will be placed on originality as opposed to mere competence. The intent of the program is to see students’ progress over the four years from a teacher-directed to a student-directed program. Maintaining an Idea Journal/Sketchbook is an integral part of the course.

## **TECHNICAL AND VOCATIONAL AUTOBODY**

### **GRADE 9**

### **EXPLORATION OF COLLISION REPAIR REFINISHING – ABR10S**

This is a course intended for students interested in sampling the trade. The emphasis is on hands on learning activities. Students will learn to follow safety procedures, select and use common hand and power tools, operate a metal inert gas (MIG) welder on sheet metal, repair minor damage, and prepare panels for painting. Department Code - 9028

## **GRADE 10**

### **INTRODUCTORY COLLISION REPAIR REFINISHING – ABR20S**

In this entry level course, the emphasis is on hands on learning activities. Students will learn to follow safety procedures, select and use hand and power tools and abrasives, operate a metal inert gas (MIG) welder on sheet metal, repair minor damage, apply body filler, prepare panels for painting and detail vehicles. Department Code 9029

## **GRADE 11**

### **FUNDAMENTALS OF COLLISION REPAIR REFINISHING – ABR30SA**

In this course students will learn about vehicle construction, and the use of materials, fasteners, and adhesives. They will apply measuring and estimating skills to restore vehicles to original manufacturer's specifications. They will select materials, tools and equipment for surface preparation, clean and sand vehicles, apply masking materials, operate and maintain paint spray guns, and demonstrate paint shop health and safety procedures. Department Code 9030

### **AUTOMOTIVE METALS AND WELDING – ABR30SB**

In this course students will learn about metallurgy, focusing on the types of metals used in vehicle construction. Students will develop welding skills while operating and maintaining different types of welding equipment, such as inert gas (MIG), plasma arc, and resistance spot welding equipment. Department Code 9031

### **CORROSION PROTECTION – ABR30SC**

In this course students will learn about corrosion, oxidation, and electrolysis, and the theory behind corrosion protection. They will learn to select materials, tools, and equipment for surface preparation, clean and sand substrates, apply masking materials, operate and maintain spray guns in order to protect substrates from corrosion. Department Code 9032

## **GRADE 12**

### **DAMAGE ANALYSIS AND STRUCTURAL REPAIRS – ABR40SA**

In this course students will increase their knowledge of and skill in analyzing damage, planning repairs, and measuring and straightening. They will repair and replace damaged panels and structural components, repair and replace glass components, and restore corrosion protection. Department Code 9033

### **WELD ON BOLT ON PANEL REPLACEMENT – ABR40SB**

In this course, students will learn to remove and replace interior/exterior trim and hardware, and transfer components, replace bolt-on and weld-on body panels, replace outer door panels, and adjust body panels and bumper assemblies. Students will be introduced to oxy-acetylene cutting and welding along with GTAW, (Gas Tungsten Arc Welding) Silicon Bronze welding, and Aluminum pulse welding. Department Code 9034

### **SURFACE PREPARATION AND REFINISHING – ABR40SC**

In this course students will learn to prepare vehicles for spot repairs, panel repairs, blending, and complete refinishing. Students will mix and prepare paints for spraying. They will refinish, reassemble, and clean vehicles for delivery, and follow paint shop health and safety procedures. Department Code 9035

### **COLOUR THEORY AND CAREER PREPARATION – ABR40SD**

Students will learn color theory and tinting principles as they spot repair and blend with refinishing materials; plastic parts; perform final detailing; and correct common paint problems. They will also learn the skills required to transition from high school to the workplace and will create a portfolio and resume. Department Code 9036

# HAIRSTYLING

## Grade 9

### **HAIRSTYLING - HS10SS - Introduction to Hairstyling**

Students will be introduced to the history of hairstyling. An introduction to materials and equipment are the basics for this course. Students use mannequins to learn basic braiding techniques, shaping and directing the hair. Theory areas include ethics, hygiene, bacteriology, sanitation, trichology, diseases and disorders, safety and career options.

### **HAIRSTYLING - HS20S - Introduction to Hairstyling**

During this term, students will learn basic shampoo and conditioning techniques. Draping procedures and the protection of the client are emphasized. Rollers, pin-curls and finger waves are the foundation of this section, with limited work in quick service techniques (blow dryers and curling irons). Hair shaping procedures are introduced during this section, with the emphasis on angles and elevation.

## Grade 10

### **HAIRSTYLING - HS20SA - Basic Hairstyling**

Hair shaping is introduced into this course, with emphasis on the 0°, 45°, 90° and 180° haircuts. An introduction to other angle cuts is presented. Additional styling techniques using blow dryers and curling irons (quick service) will be taught at this time with emphasis on safety procedures.

### **HAIRSTYLING - HS20SB - Basic Hair Cutting**

This section of the course focuses on razor cutting, thermal styling using the Blow-dryer and thermal irons as well as straightening irons. An introduction to clipper cutting and an emphasis on safety procedures. This section also introduces the students to chemical work and to basic wrapping and spiral wrapping for permanent waves, which are performed on models and mannequins

## Grade 11

### **HAIRSTYLING - HS30S - Intermediate Haircutting and Barber**

Barbering techniques is the focus in this section. An emphasis on shaving with a razor, preparing the client for a taper haircut, and client consultation procedures are the main focus.

### **HAIRSTYLING - HS30SA - Hair Colouring**

Advanced cutting techniques are introduced to prepare for salon work. Students are also introduced to selection, application, processing and removal of temporary, semi-permanent and permanent colors in the Level 10 system. Double applications and highlights with color and bleach are also performed on mannequins. Also included will be tinting beards, moustaches and sideburns.

### **HAIRSTYLING - HS30SB - Intermediate Hairstyling**

A continuation of first semester with emphasis on haircolouring with advanced techniques such as Balayage, Ombre, and advanced foil techniques.

### **HAIRSTYLING – HS30SC - Chemical Texture Services**

Additional study is completed on various permanent wave techniques, including brick-laying, directional wrapping, piggyback and rod to roller transfers. Other areas are specialized block and sectioning techniques. Introduced at this time are various styles on longhaired mannequins using plait rolls and twists. Theory on wig styling, hairpieces and extensions is also included. Hair pressing is introduced with emphasis on hair relaxing with sodium hydroxide and permanent wave relaxers.

## Grade 12

### **HAIRSTYLING - HS40SSA - Advanced Hairstyling and Colouring**

Curriculum content focuses on special effects hair colour, corrective hair colour, as well as advanced wet and thermal styling techniques.

### **HAIRSTYLING - HS40SSB - Advanced Haircutting and Chemical Texture Services**

Curriculum content focuses on advanced haircutting and permanent waving techniques, as well as the practical application of chemical hair relaxers.

### **HAIRSTYLING - HS40SSC - Salon Operation**

Curriculum content focuses on the business operations of a hair salon, as well as the creation of a resume and career portfolio.

### **HAIRSTYLING - HS40SSD - Certificate Preparation**

Curriculum content focuses on preparing students to successfully challenge the Provincial Practical Exam.

## **WELDING TECHNOLOGY**

### **EXPLORATION OF WELDING TECHNOLOGY – WE10S**

This course is meant for students interested in exploring welding and will be introduced to the many different skills involved in this vocation.

### **INTRODUCTION OF WELDING TECHNOLOGY – WE20S**

This course is an introduction to the welding trade. Students will learn how to weld with both oxyacetylene and mig welding equipment in a safe manner.

## **WOOD TECHNOLOGY & ELECTRONICS**

### **WOOD TECHNOLOGY - WT15G**

This course lays the foundation of basic woodworking skills. Students are introduced to a variety of different tools and equipment within a woodworking/carpentry course through project design. Students build several projects utilizing different machines and are taught safe operating procedures of all equipment in the room. Students have the opportunity to design and build their own choice project in the latter part of the course. Students will exit the course being able to follow technically written instructions, apply basic measurement skills and understand the importance of drafting and quality in design.

WT15G MUST be taken in conjunction with ET15G.

### **ELECTRONICS - EL15G**

This is an introductory course where students will learn the basic electronic concepts. Students will have the opportunity to create several projects, and learn the basics of electronics repairs among other learned skills in this course. No previous experience is required

ET15G MUST be taken in conjunction with WT15G.

### **WOOD TECHNOLOGY - WT20G**

This program is an extension of WT15 and provides students with a working understanding of the key elements associated with woodworking. Topics covered are, design, safety, machine use, measurement and finishing. The principle objective is to have students learn the major concepts and processes through hands on activities using present-day industrial tools and materials.

### **ELECTRONICS - EL20G**

This course is an introduction to electronics where students will learn skills such as soldering, reading schematics, and using breadboards. Students will be guided through projects from basic to more complex as their level of understanding increases. Advanced skills such as using meters, creating printed circuit boards, and troubleshooting broken electronics are covered in this course.

### **WOOD TECHNOLOGY - WT30G**

This program is an extension of WT20G, this program provides students with a working understanding of the key elements associated with woodworking. Some topics covered are advanced machine use, CNC router design, and furniture building. Students will be required to use larger machinery in the lab, including the planer, jointer, and miter saw. Project design using MastrcamX6 programs, will be encouraged as part of this challenging program.

### **ELECTRONICS - EL30S**

This program is an extension of the 20S course. Students will build upon previous skills and concepts to create more advanced electronics projects. Students will gain valuable troubleshooting skills to fix and repair various electronic items. The main focus is to cover advanced DC circuits and apply this knowledge to projects designed by the students.

### **WOOD TECHNOLOGY - WT40G**

In this final year, students become proficient in the use of all available woodworking machines and power tools. Many aspects of machine care, use, maintenance, and safety are taught. Projects are designed using MastercamX6 programs. Simple and advanced jigs and fixtures are introduced on various operations and machines. The main objective is for students to use previous years' experiences in Industrial Arts to plan, develop and construct quality, rewarding projects that reflect the individual's creative design and building abilities.

### **ELECTRONICS - EL40S**

In this final year, all previous skills and knowledge will be reviewed in addition to learning new concepts related to electronics. Students will apply knowledge to plan, develop and construct projects that demonstrate learning. Students will also have the opportunity to compete at the Manitoba Robot Games, Manitoba Skills Competition and Science Fairs.

# Collège Sturgeon Heights Collegiate



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Please visit our website:  
[https://www.sjasd.ca/  
school/sturgeonheights](https://www.sjasd.ca/school/sturgeonheights)

# Collège Sturgeon Heights Collegiate Course Code Listing

| Grade 9 Courses                        | Course Code | Grade 9 Courses                                  | Course Code |
|--|-------------|--|-------------|
| <b>Academic- English (Grade 9)</b>     |             | <b>Technology-Vocational Education (Grade 9)</b> |             |
| Conflict and Peace in the 20th Century | SS11G       | Hairstyling: Introduction to Hairstyling         | HS20S       |
| English                                | EN10F       |  |             |
| English as an Additional Language      | EAL11G      |  |             |
| French                                 | FR10F       |  |             |
| Family Studies                         | FA10F       |  |             |
| Geography Pre-IB                       | GE20PB      |  |             |
| Hockey Academy                         | HA11G       |  |             |
| Mathematics                            | MA10F       |  |             |
| Math - Transitional                    | MA10FT      |  |             |
| Math - Real Life Math Topics           | MA11G       |  |             |
| Physical Education                     | PE10F       |  |             |
| Reading is Thinking                    | RD10S       |  |             |
| Science                                | SC10F       |  |             |
| Social Studies                         | SS10F       |  |             |
| Spanish                                | SP10F       |  |             |
| <b>Academic- French Immersion</b>      |             |  |             |
| Français                               | FR10FX      |  |             |
| Géographie Pre-IB                      | GE20PBX     |  |             |
| Mathématiques                          | MA10FX      |  |             |
| Sciences                               | SC10FX      |  |             |
| Sciences humaines                      | SS10FX      |  |             |
| <b>Fine Arts (Grade 9)</b>             |             |  |             |
| Art                                    | VA10SS      |  |             |
| Band                                   | MB10SS      |  |             |
| Band (Jazz)                            | MJ10SS      |  |             |
| Drama                                  | DR10SS      |  |             |
| Music Choral (lunch)                   | MC10SS      |  |             |
| Musical Theatre (after school) (0.5)   | MT15SS      |  |             |

| Grade 10 Courses                                    | Course Code | Grade 10 Courses   | Course Code |
|---|-------------|--|-------------|
| American History                                    | HI20G       | <b>Fine Arts (Grade 10)</b>                                |             |
| English   | EN20F       | Art  | VA10SS      |
| English as an Additional Language                   | EAL21G      | Band   | MB20SS      |
| Essentials in Math                                  | MA20SS      | Band (Jazz)  | MJ20SS      |
| Family Studies                                      | FA20F       | Drama  | DR20SS      |
| First Nations, Métis and Inuit Studies              | FM21G       | Music Choral (lunch)                                       | MC20SS      |
| French  | FR20F       | Musical Theatre (after school) (0.5)                       | MT25SS      |
| Geography   | GE20F       | Theatre Production   | TP20SS      |
| Hockey  | HA21G       | Vocal Jazz   | VJ20SS      |
| <b>Academic (Grade 10)</b>                          |             |  |             |
| Math – Intro to Applied & Pre-Calculus              | MA20SPA     |  |             |
| Physical Education                                  | PE20F       | <b>Information and Communication Technology (Grade 10)</b> |             |
| Phys Ed: Human Performance                          | PE21G       | Computer Science   | CS20S       |
| Reading is Thinking                                 | RD20S       | Introduction to Interactive Digital Media                  | DMD20S      |
| Science   | SC20F       | <b>Technology-Vocational Education (Grade 10)</b>          |             |
| <b>Academic- French Immersion (Grade 10)</b>        |             | Culinary Arts  | FS20SS      |
| Français  | FR20FX      | Introduction to Electronics                                | EL20SSA     |
| Français PB   | FR20PBX     | Graphic Arts   | GA20S       |
| Géographie  | GE20FX      | Hairstyling: Basic Hairstyling                             | HS20SA      |
| Mathématiques au Quotidien                          | MA20SX      | Hairstyling: Basic Haircutting and Thermal Styling         | HS20SB      |
| Mathématiques Pré-Calcul /appliqué                  | MA20SPAX    | Introduction to Aviation                                   | AV20S       |
| Sciences  | SC20FX      | Introduction to Jewellery and Metalsmithing                | JM20S       |
| <b>Pre - International Baccalaureate (Grade 10)</b> |             | Media Production: Introduction                             | MP20SSA     |
| English 20PB  | EN20PB      | Photography  | PD20SS      |
| French 20PB   | FR20PB      | Power Mech: Automotive Systems and Service                 | PM20S       |
| French IB   | FR30PB      | Welding  | WE20S       |
| History IB – Canadian History                       | HI30PB      | Wood Technology  | WT20G       |
| Math - Pre-Calculus Pre-IB                          | MA20PB      |  |             |
| Math - Pre-Calculus IB                              | MA30PB      |  |             |
| Science IB  | SC20PB      |  |             |



| Grade 11 Courses                     | Course Code | Grade 11 Courses (cont'd)                                     | Course Code |
|--------------------------------------|-------------|---|-------------|
| <b>Academic-English</b>              |             | <b>Fine Arts</b>  |             |
| Biology                              | BI30S       | Art   | VA30SS      |
| Chemistry                            | CH30S       | Band  | MB30SS      |
| Current Topics in Science            | SC30S       | Band (Jazz)   | MJ30SS      |
| English Comprehensive                | EN30SC      | Drama   | DR30SS      |
| English Literary Focus               | EN30SL      | Music Choral (lunch)  | MC30SS      |
| English as an Additional Language    | EAL31G      | Musical Theatre (after school) (0.5)                          | MT35SS      |
| Family Studies                       | FA30S       | Theatre Production  | TP30SS      |
| French                               | FR30S       | Vocal Jazz  | VJ30SS      |
| Hockey Academy                       | HA31G       |   |             |
| History of Canada                    | HI30F       | <b>Technology-Vocational Education</b>                        |             |
| Math - Essentials                    | MA30S       | Aviation: Commercial Pilot                                    | AV30S       |
| Math - Applied                       | MA30SA      | Aviation: Meteorology/Navigation                              | AM30S       |
| Math - Pre-Calculus                  | MA30SP      | Culinary Arts: Garde Manger                                   | FS30SSA     |
| Physical Education                   | PE30F       | Culinary Arts: Patisserie and Baking                          | FS30SSB     |
| Phys. Ed- Football Essentials        | PE30FFT     | Culinary Arts: Veg, Fungi, Starches, Farinaceous              | FS30SSC     |
| Phys. Ed – Girls Fitness             | PE30FIF     | Culinary Arts: Yeast Dough Products                           | FS30SSD     |
| Phys. Ed – Elite Training            | PE30FT      | Interactive Digital Media Design                              | DMD30S      |
| Phys. Ed – Sustainable Wilderness    | PE31G       | Electronics: Electrical Wiring Methods                        | EL30SS      |
| Physical Geography                   | GE30S       | Electronics: Residential Wiring                               | EL30SSB     |
| Physics                              | PH30S       | Graphic Arts: Design  | GA30SSA     |
|                                      |             | Graphic Arts: Print Production                                | GA30SSB     |
| <b>Academic- French Immersion</b>    |             | Hairstyling: Related Salon Services                           | HS20SS      |
| Biologie                             | BI30SX      | Hairstyling: Intermediate Haircutting & Barber                | HS30S       |
| Chimie                               | CH30SX      | Hairstyling: Haircolouring                                    | HS30SA      |
| Français                             | FR30SX      | Hairstyling: Intermediate Hairstyling                         | HS30SB      |
| Histoire                             | HI30FX      | Jewellery and Metalsmithing: Lost Wax Casting                 | JM30S       |
| Mathématiques Pré-Calcul             | MA30SPX     | Jewellery and Metalsmithing: Basic Construction and Soldering | JM30SA      |
| Physique                             | PH30SX      | Jewellery and Metalsmithing: Forging and Forming              | JM30SB      |
|                                      |             | Jewellery and Metalsmithing: Milling Operations               | MT30SSC     |
| <b>International Baccalaureate</b>   |             | Media Production: Video Post-Production                       | MP30SSA     |
| Biology IB                           | BI32IB      | Media Production: Single Camera                               | MP30SSB     |
| Chemistry IB                         | CH32IB      | Photography: Photographic Equipment                           | PD30SS      |
| Chemistry IB                         | CH42IB      | Power Mechanics: Engine Fundamental Service                   | PM30SSA     |
| Computer Science IB                  | CS32IB      | Power Mechanics: Chassis Fundamental Service                  | PM30SSB     |
| English IB                           | EN32IB      | Power Mechanics: Drivetrain Fundamental Service               | PM30SSC     |
| French IB                            | FR40IB      | Power Mechanics: Diesel Engine Fundamentals Service           | PM30SSD     |
| History IB – History of the Americas | HI32IB      | Welding: Metal Design Fab Oxy-Acet                            | WE30SSA     |
| Math - Pre-Calculus IB               | MA40IB      | Welding: GMAW (MIG) Procedures                                | WE30SSB     |
| Physics IB                           | PH32IB      | Welding: SMAW (ARC) Procedures                                | WE30SSC     |
| Sport, Exercise, and Health Science  | SE32IB      | Wood Technology   | WT30SA      |
| Theory of Knowledge IB (0.5)         | TK32IB      | Wood Technology   | WT30SB      |
| Visual Arts IB                       | AR32IB      |   |             |
|                                      |             | <b>Information and Communication Technology</b>               |             |
| <b>French Immersion - I.B.</b>       |             | Computer Science  | CS30S       |
| Chimie IB                            | CH32IBX     |   |             |
| Français IB                          | FR40IBX     | <b>Other</b>  |             |
| Mathématiques Pré-Calcul IB          | MA40IBX     | High School Apprenticeship Option                             | HSAO        |
|                                      |             | Life Work/Transition (work experience)                        | LF30S       |

| Grade 12 Courses                              | Course Code | Grade 12 Courses (cont'd)  | Course Code |
|---|-------------|--|-------------|
| <b>Academic- English</b>                      |             | <b>Fine Arts</b>   |             |
| Biology                                       | BI40S       | Art  | VA40SS      |
| Chemistry                                     | CH40S       | Band   | MB40SS      |
| Current Topics in Science                     | SC40S       | Band (Jazz)  | MJ40SS      |
| English Comprehensive                         | EN40SC      | Drama  | DR40SS      |
| English 40 Literary Focus                     | EN40SL      | Music Choral (lunch)   | MC40SS      |
| English 40 (English for Academic Success)     | EN40SA      | Musical Theatre (after school) (0.5)                             | MT45SS      |
| English Literary Forms                        | EN40SLF     | Theatre Production   | TP40SS      |
| English Transactional Forms                   | EN40STF     | Vocal Jazz   | VJ40SS      |
| Family Studies                                | FA40S       |  |             |
| Cinema as Witness to Modern History           | CW40S       | <b>Technology-Vocational Education</b>                           |             |
| First Nations, Métis and Inuit Studies        | FM40S       | Aviation: Advanced Aviation                                      | AV40S       |
| French  | FR40S       | Aviation: Safety Human Factors                                   | AS40S       |
| Global Issues: Citizenship and Sustainability | GI40S       | Aviation: Pilot Training Lab                                     | AP40S       |
| Hockey Academy                                | HA41G       | Culinary Arts: Stocks, Soups and Sauces                          | FS40SSA     |
| World Human Geography                         | GE40S       | Culinary Arts: Breakfast and Dairy                               | FS40SSB     |
| History Western Civilization                  | HI40SW      | Culinary Arts: Menu Planning and Food Costing                    | FS40SSC     |
| Law   | LW40S       | Culinary Arts: Meats, Poultry, Fish and Seafood                  | FS40SSD     |
| Math - Advanced (Linear Algebra) (0.5)        | AM45S       | Electronics: Microprocessors                                     | EL40SSA     |
| Math - Calculus (0.5)                         | CL45S       | Electronics: Adv. Residential Wiring                             | EL40SSB     |
| Math- Pre-Calculus                            | MA40SP      | Electronics: Adv. Elec. Wiring Methods                           | EL40SSC     |
| Math - Applied                                | MA40SA      | Electronics: Applied Electrical Trades Technology                | EL40SS      |
| Math - Essentials                             | MA40S       | Electronics Applied Technology                                   | EL40S       |
| Physical Education                            | PE40F       | Futures in Interactive Digital Media                             | DMD40S      |
| Phys. Ed – Girls Fitness                      | PE40FIF     | Graphic Arts: Advanced Desktop Publishing                        | GA40SSA     |
| Phys. Ed – Elite Training                     | PE40FT      | Graphic Arts: Advanced Prepress                                  | GA40SSB     |
| Physics                                       | PH40S       | Graphic Arts: Advanced Print Production                          | GA40SSC     |
| Psychology                                    | PY40S       | Graphic Arts: Applied Print Media                                | GA40SSD     |
|   |             | Hairstyling: Chemical Texture Services                           | HS30SC      |
| <b>Academic- French Immersion</b>             |             | Hairstyling: Hairstyling and Colouring                           | HS40SSA     |
| Biologie                                      | BI40SX      | Hairstyling: Haircutting and Chemical Texture                    | HS40SSB     |
| Chimie  | CH40SX      | Hairstyling: Salon Operation                                     | HS40SSC     |
| Enjeux Mondiaux – Citoyenneté/Durabilité      | GI40SX      | Hairstyling: Certificate Preparation                             | HS40SSD     |
| Français                                      | FR40SX      | Jewellery and Metalsmithing: Advanced Construction and Soldering | JM40S       |
| Mathématiques: Pré-Calcul                     | MA40SPX     | Jewellery and Metalsmithing: Gem Setting                         | JM40SA      |
| Mathématiques Quotidien                       | MA40SX      | Jewellery and Metalsmithing: Advanced Gem Setting                | JM40SB      |
| Physique                                      | PH40SX      | Jewellery and Metalsmithing: Repair                              | JM40SC      |
|   |             | Jewellery and Metalsmithing: Milling Operations                  | MT40SSD     |
| <b>International Baccalaureate</b>            |             | Media Production: Electronic News                                | MP40SSA     |
| Biology IB (HL)                               | BI40IB      | Media Production: Documentary and Film                           | MP40SSB     |
| Biology IB (HL)                               | BI42IB      | Photography: Applied   | PD40SS      |
| Computer Science IB                           | CS42IB      | Welding: GMAW (MIG) Procedures                                   | WE40SSA     |
| English IB (HL)                               | EN40IB      | Welding: Advanced SMAW (MIG) Procedures                          | WE40SSB     |
| English IB (HL)                               | EN42IB      | Welding: Metal Design Fabrication                                | WE40SSC     |
| French IB                                     | FR42IB      | Welding: Specialties Qualifications                              | WE40SSD     |
| History IB (HL)                               | HI42IB      | Wood Technology A  | WT40SA      |
| Physics IB (HL)                               | PH40IB      | Wood Technology B  | WT40SB      |
| Physics IB (HL)                               | PH42IB      | Power Mechanics: Auto Electrical Systems                         | PM40SSA     |
| Sport, Exercise, and Health Science           | SE42IB      | Power Mechanics: Vehicle Systems Part 1                          | PM40SSB     |
| Theory of Knowledge IB (0.5)                  | TK42IB      | Power Mechanics: Vehicle Systems Part 2                          | PM40SSC     |
| Mathematics IB                                | MA42IB      | Power Mechanics: Diagnostic Strategies                           | PM40SSD     |
| Visual Arts IB                                | AR42IB      | <b>Information and Communication Technology</b>                  |             |
|   |             | Computer Science   | CS40S       |
| <b>French Immersion - I.B.</b>                |             |  |             |
| Français IB                                   | FR42IBX     | <b>Other</b>   |             |
|   |             | Life Work/Transition   | LF40S       |
|   |             | High School Apprenticeship Option                                | HSAO        |

# Collège Sturgeon Heights Collegiate

*Additional or Optional courses are dependent on student registration and enrolment.*

## ENGLISH

### **READING IS THINKING - RD10S**

A transitional English Language Arts course designed to prepare grade 9 students for high school. Students will be provided with strategies to improve reading, writing and comprehension skills across the curriculum. Mentors, grade 11 and 12 students, will also assist learners in organization, study skills and establishing homework routines.

### **READING IS THINKING – RD20S**

An English Language Arts course designed to focus on basic literacy skills for grade 10 students. Students will be provided with strategies to improve reading, writing and comprehension skills across the curriculum. Students will also be assisted with organization, study skills and reinforcing homework routines.

### **ENGLISH AS AN ADDITIONAL LANGUAGE - EAL11G**

This course provides intensive opportunities for learners whose first language is not English to develop basic interpersonal communication skills in Speaking, Listening, Reading and Writing.

### **ENGLISH AS AN ADDITIONAL LANGUAGE - EAL21G**

Learners in this course begin addressing content area language and related learning strategies and skills to develop initial proficiency in cognitive academic language proficiency. Content-based thematic units that support curriculum based concepts, vocabulary, and language conventions are used with an emphasis on the development of competency in Reading, Writing, Speaking and Listening.

### **ENGLISH AS AN ADDITIONAL LANGUAGE - EAL31G**

This course moves beyond EAL21G focusing on language used with minimal contextual support. EAL31G incorporates content-based thematic units to support curriculum based concepts, vocabulary, and language conventions.

### **ENGLISH AS AN ADDITIONAL LANGUAGE – ADVANCED EN40SA**

This course is designed for advanced-level English as an additional language students who wish to further develop their academic English language skills required for success in senior years and post-secondary education. In this course, students will develop skills such as interpreting and producing subject-area texts through various forms of student-led inquiries, and classroom interactions. They will interact with content drawn from various subject areas, such as science and business, to improve reading, writing, speaking, and listening, and to enhance their use of learning strategies.

## MATHEMATICS

### **TOPICS IN MATH - MA11G**

“When are we ever going to use this?” “Why do we have to learn this?” If you have ever asked these types of questions, this math course is for you! We will learn how mathematics relates to the real world in areas such as art, architecture, nature, science, history, cryptography, war, music, amusement parks, culture, etc. This project-based course will include self-assessment, peer assessment and/or teacher assessment using rubrics. There will be no tests or final exam. The final assessment will be comprised of a portfolio and a research project on the real life mathematical application of your choice.

### **TRANSITIONAL MATH and GRADE 9 MATH Combination - MA10FT & MA10F**

These courses are designed for students who have struggled with Math in previous years and would benefit from additional time to first review previous content before learning the grade 9 content. Students will take math in both semesters and receive two credits. The additional practice helps students make the transition from Grade 8 mathematics to Grade 9 mathematics.

### **CALCULUS & ADVANCED MATH - CL45S and AM45S**

This is an introductory course that will cover higher level math topics from the first year university courses Calculus and Linear Algebra. Topics include: limits, derivatives, applications of derivatives, integrals, complex numbers, matrices, and vector geometry. This course is taught in English but is available to both English and French Immersion students. This course is ideal for any students who have enrolled in MA40SP(F) and who plan to enroll in university facilities such as Agriculture & Food Sciences, Arts (Economics), Engineering, Management, Pharmacy, Science (Mathematics, Actuary, Biochemistry, Chemistry, Computer Science, Ecology, Zoology, Statistics) etc. There are no exemptions for the final exam. Students who enroll in the course will earn two provincial half credits – 0.5 for Calculus and 0.5 for Advanced Math.

## **MODERN LANGUAGES**

### **FRENCH - FR10F**

French communication and culture courses are taught in French. Students will participate in a variety of activities to further their linguistic competence. Students will have the opportunity to begin practicing their reading, writing and communication skills.

### **FRENCH - FR20F**

This course follows the same objectives as 10F. Students will find that the course material is at a more challenging level. A communicative - experiential approach to the French language is emphasized.

### **FRENCH - FR30S**

This course is a continuation of French 20F with emphasis on reading, writing and communication skills as well as a cultural component.

### **FRENCH - FR40S**

This course is a continuation of French 30S with emphasis on reading, writing and speaking skills. Fluency and comprehension will be further developed through varied enrichment activities.

### **SPANISH - SP10F**

A desire to learn a new language and discover new worlds, work hard and develop one's second language acquisition skills will all help in this course. This is a beginner's course in Spanish is based on language skills in the areas of written and oral production as well as written and oral comprehension. The conversational aspect is highly encouraged so students may 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. In addition, students will be introduced to Hispanic art, music and culture.

### **SPANISH – SP20G**

In this course, students will continue to develop their language skills in the areas of written and oral production, as well as, written and oral comprehension.

## SCIENCE

### GRADE 11

#### **SPORTS, EXERCISE AND HEALTH SCIENCE – SE32IB (Students must register for SE32IB and SE42IB)**

The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education. This course is available to all students both in the regular Academic stream and IB programs.

### GRADE 12

#### **SPORTS, EXERCISE AND HEALTH SCIENCE – SE42IB**

The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Physiotherapy, Occupational Therapy, Sports Science or Physical Education curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

## SOCIAL STUDIES

### GRADE 9

#### **CONFLICT AND PEACE IN THE 20th CENTURY - SS11G**

The focus of this course is twofold. First, students will engage in an in-depth study of several of the major global conflicts during the twentieth century. There will be a special focus on World War I, World War II, the conflict in Vietnam and several of the genocides that occurred during this timeframe. Alongside the study of conflict, an equal amount of time will be dedicated to peace studies. Significant areas of focus will be the historic peace movement, how to promote and maintain peace on a local and global scale and an investigation into the obstacles to peace.

#### **FAMILY STUDIES – FA10F**

The Grade 9 Family Studies course is focused on self-management. The following aspects are studied in the course: family relationships, human needs, self-concept versus self-esteem, personal development, communication, conflict, friendships, relationships and diversity in society.

### GRADE 10

#### **AMERICAN HISTORY - HI20G**

This course will examine a number of issues such as slavery, the American Revolution and Civil War. The primary area of focus will be on the twentieth century including events such as World War I and World War II, the Great Depression, Kennedy's assassination, the war in Vietnam, Watergate, the KKK and the Civil Rights Movement. The course will conclude by examining the wars in Iraq and America's historical interaction with Canada.

#### **FAMILY STUDIES - FA20F**

The Grade 10 Family Studies course focuses on child development from conception to preschool. There is an emphasis on human development including reproduction, pregnancy and growth and development until age 4. This course may include a plan for the operation of a childcare centre. It also involves the "Baby Think it Over" program.

## **FIRST NATIONS, INUIT AND METIS STUDIES - FM21G**

In this course we will focus on the unique perspectives and philosophies of Aboriginal peoples. We will explore Aboriginal worldview, Aboriginal societies before and after contact with Europeans, and the impact of Canadian government policies (e.g. Reserve system, Indian Act, Residential Schools, etc.). Field trips, speakers and workshops will be offered to better understand the history of Aboriginal peoples.

## **FAMILY STUDIES – FA30S**

The Grade 11 Family Studies course focuses on school-aged children and the influence of adult relationships. Some questions we'll look into include: Why do kids always ask "why"? How do different parenting techniques influence a child? How does stress in childhood affect development? Why are games an important aspect of learning? The grade 11 course may include the opportunity to work in community schools throughout the semester as a practical approach to growth and development for school-aged children.

## **PHYSICAL GEOGRAPHY - GE30S**

Ever wonder what causes a tornado? How can we build cities to resist the massive force of an earthquake? Why is it so difficult to predict the weather? In this course students will find answers to these questions by exploring the systems of the Earth through documentaries, readings and current world events. Topics of study include hurricanes, volcanoes, climate change, ecosystems, and weather, as well as a number of other natural disasters.

## **GRADE 12**

### **ECONOMIC PRINCIPLES – EC40SS**

Economic Principles focuses on both microeconomic and macroeconomic principles including systems and structures, supply and demand, market influences, the global market and decision making related to economic factors. This course is designed for students wanting to learn more about how the economy impacts their personal and business decisions at a local, national and global level.

### **FAMILY STUDIES - FA40S**

Family Studies examines the individual in society and the building of relationships, with an emphasis for preparing for the future. Topics of study include family and personal relationships, personal development and communication, decision making, sexual health and education, living on one's own, and facing life's challenges. Emphasis is placed on gaining key life skills necessary for the transition to adulthood.

### **FIRST NATIONS, INUIT AND METIS STUDIES – FM40S**

This course will focus on the issues that are affecting Aboriginal communities today. Topics covered include: The Red Power movement and political re-birth, struggles for the land (e.g. Oka, Ipperwash), health, justice, and other pathways to renewal. Students will participate in field trips, hear speakers and attend workshops to better understand the contributions of Aboriginal peoples to Canadian society. Students are not required to take First Nations, Inuit and Métis Studies 21G before this course, but it is recommended.

### **A WORLD OF RELIGIONS: A CANADIAN PERSPECTIVE – WR40S**

This course will explore the dynamics of religious diversity. It is not meant to confront or change a student's own beliefs, but rather to provide students with an objective appreciation for the religions studied. This will be achieved through a comparative study of the beliefs and practices of major world religions and their contributions to each other.

### **WORLD HUMAN GEOGRAPHY - GE40S**

Human geography looks at the links between people and our environment by studying current world issues from a geographical perspective. Topics covered in this course include the global food crisis and reasons for hunger, the effect of AIDS on population, challenges facing people in cities, and unsustainable resource use. We examine issues in both the developed and developing world, and seek to understand how our choices affect those throughout the world as well as future generations.

## **PSYCHOLOGY - PY40S**

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding human thought, behaviour, and the differences among us. This course will expose students to the major themes of psychology such as the study of the brain, consciousness and psychological disorders. In addition, we will look at motivation, how we learn, and how and why our personalities differ. Documentaries, projects and class discussions will be central to this course.

## **PHYSICAL EDUCATION**

### **EXERCISE SCIENCE - EXERSCI40S (FORMERLY PE21G)**

This course is designed to provide an in-depth study into the science of human performance. The human body's physiological systems are a complex interconnected framework between the brain and nervous system. The purpose of this course is to give students a clear picture of how those physiological systems work together to maximize human performance. Students will use their knowledge of various aspects of exercise science such as biomechanics, kinesiology, fitness testing, injury treatment and prevention, and nutrition to develop a greater understanding of how the interaction between brain and nervous system leads to mastery in high performance activities.

### **PHYSICAL EDUCATION – PE30F**

This compulsory full credit course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them and to engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, mental health, the social impact of sports and substance use and abuse.

### **FEMALE FITNESS – PE30FIF/40FIF (In-school Physical Education)**

This full-credit course meets the requirements of the compulsory PE 30F and PE40F and is designed to help girls in grade 11 or 12 get a better understanding of how to work out on their own, eat a healthy diet, and stay active. Throughout the course the girls will be introduced to different types of work outs and different ways they can stay healthy. Students will also study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

### **SUSTAINABLE WILDERNESS - PE31G**

Environmental crisis and related issues continue to dominate both our present and future. At no time in history has the topic been more important than now. Our future and that of future generations will be impacted by the education, guidance and experiences of our youth. By providing opportunities for education, guidance and self-reflection, the Sustainable Wilderness Education program is committed to developing passionate and skilled individuals who care about making a difference for sustainable outdoor environments. Through the development of a deep appreciation for the Earth and the importance of sustainability, students will attain the skills and attitudes needed to enrich both the lives of themselves and others. The aim of the Sustainable Wilderness Education course is to allow students to develop the skills and attitudes necessary to appreciate, enjoy, feel comfortable and if necessary, survive in the Canadian outdoors.

### **ELITE TRAINING– PE30FT/40FT**

This full credit course meets the requirements of the compulsory PE 30F and PE 40F and will further develop the student's athletic skills by improving their overall physical fitness. It is intended for the individual who wants to develop a deeper understanding of fitness, health and motivation and for the enthusiast who wants to know why and how the body responds to exercise. Throughout the course the students will be introduced to different types of work outs and different ways they can stay healthy. Students will also study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport.

### **PHYSICAL EDUCATION - PE 40F (Online)**

This compulsory full credit course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them and engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, nutrition, personal & social development and healthy relationships.

### **PHYSICAL RECREATIONAL LEADERSHIP - PE41GL**

This course is designed to help students develop their individual and group management skills through a wide range of real-life situations and experiences. The goal is to become more confident in planning, organizing and administering activities in their school and community. When students take ownership and assume the responsibilities of their own learning and organization, they develop the necessary leadership skills to make them successful in future pursuits. With a noticeable lack of quality leaders, coaches and officials in all communities the hope is to provide more students with an opportunity to develop the confidence and interest as future leaders to stay involved in coaching, teaching, officiating and sports administration after leaving school.

## **FRENCH IMMERSION / L'IMMERSION FRANÇAISE**

The French Immersion program at the high school level seeks to continue to develop the immersion student into a functionally bilingual person. Language mastery will be determined through written and oral production as well as written and oral comprehension. Students will develop the skills necessary to communicate both personally and professionally in the French language. All courses are taught completely in French. Students who wish to graduate with a diploma in French Immersion must have completed a minimum of 14 credits in the French language. Please consult Student Services personnel to clarify details on the distribution of these credits.

**\*NOTE:** Course codes ending in the letter "X" are the appropriate selection for immersion students

### **FRANÇAIS - FR10FX**

Students will be exposed to a variety of literature, which covers several genres. In addition, students will be required to pay attention to the mechanics of their language in a very detailed and active manner. Language mechanics will be explored through an explicitly grammatical as well as contextually integrated manner.

### **FRANÇAIS - FR20FX**

Students will continue to be exposed to a variety of literature in various genres. Students will use a variety of materials to achieve success, including plays, novels, short stories, magazine articles and poetry. Students will continue to deprogram themselves out of common errors while at the same time exploring how to answer analytical questions.

### **FRANÇAIS - FR30SX**

This course continues to develop the skills studied in FR20FX. The literature and the works covered will be more developed than at previous levels. Students will be required to prepare oral and research presentations and written essays, which demonstrate a greater grasp of the language. Students will study a minimum of one play and one novel. Students will continue to develop mastery of analytical questions, learn how to approach critical texts. Additionally, students will receive an introduction to persuasive texts.

### **FRANÇAIS - FR40SX**

This course continues to hone students' French skills. Students will continue to do work from a variety of sources, only at a more demanding level. Students will continue with analytical and critical questions. Students will demonstrate mastery in analytical and critical questions as well as thorough competency in persuasive texts.



## **MATHÉMATIQUES**

High school students must complete a minimum of four courses in mathematics, one at each level. Immersion students must complete MA10FX; MA20SX OR MA20SPX; MA30SX OR MA30SPX AND MA40SX OR MA40SPX. The availability of the French Immersion math courses will depend on enrolment. All mathematics courses listed below are the same as described in the compulsory section except that they are taught in French. The math flowchart is available at the front of this booklet.

### **MATHÉMATIQUES - MA10FX**

**MATHÉMATIQUES - INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES ET PRÉ-CALCUL - MA20SPAX**

**MATHÉMATIQUES - AU QUOTIDIEN - MA20SX**

**MATHÉMATIQUES - PRÉ-CALCUL - MA30SPX**

**MATHÉMATIQUES - AU QUOTIDIEN - MA30SX**

**MATHÉMATIQUES - PRÉ-CALCUL - MA40SPX**

**MATHÉMATIQUES - AU QUOTIDIEN - MA40SX**

## **SCIENCES HUMAINES**

### **SCIENCES HUMAINES - SS10FX**

Same as “core course” description for SS10F

### **GÉOGRAPHIE - GE20FX**

Same as “core course” description for GE20F

### **HISTOIRE – HI30FX**

Same as “core course” description for HI30F

### **ENJEUX MONDIAUX: CITOYENNETÉ ET DURABILITÉ - GI40SX**

Same as “core course” description for GI40S

### **SCIENCES DE LA NATURE SCIENCES DE LA NATURE - SC10FX**

Same as “core course” description for SC10F.

### **SCIENCES DE LA NATURE - SC20FX**

Same as “core course” description for SC20F.

### **BIOLOGIE - BI30SX**

Same as “core course” description for BI30S

### **PHYSIQUE-PH30SX**

Same as “core course” description for Physics 30S

### **BIOLOGIE - BI40SX**

Same as “core course” description for BI40S

### **CHIMIE - CH30SX**

Same as “core course” description for CH30S

### **CHIMIE - CH40SX**

Same as “core course” description for CH40S

## FINE ARTS

### VISUAL ART

#### ART- VA10SS

This course focuses on ideas/themes that relate to the students themselves, their community, and the world. Students will look at art, talk about it, and make it. Experience in making art is not necessary. Units/themes include mask making, ceramics, landscape, and the future.

#### ART - VA20SS

Art is an option for grade 10, 11 and 12 students. Experience in making art is not necessary. All units begin with an idea or theme. Students learn basic skills in a variety of media, which enable them to express their ideas. Looking at and discussing the work of artists past and present help them to progress in their own work. Students develop basic skills in drawing, painting, sculpture, pottery making, jewelry making, etc.

#### ART - VA30SS

This level of art course is intended for students who have taken art classes previously and/or for those who have demonstrated a high level of achievement and understanding in the area of visual arts. Students taking S level courses will be working towards building a quality art portfolio. Art students now work more independently, choosing media and techniques best suited to the development of ideas/themes presented to them. Units include pottery, fashion, functional art, social commentary, and portraiture. In each unit, we look at design, art history, culture, and art appreciation.

#### ART - VA40SS

This level of art course is intended for students who have taken art classes previously and/or for those who have demonstrated a high level of achievement and understanding in the area of visual arts. Students taking S level courses will be working towards building a quality art portfolio. Students work independently on units of work based on ideas/themes that are of particular interest to them. Each unit includes a written component (biographies, history of art, critical analyses), experimentation in media and technique, and a final product or products. Students about to enter Fine Arts at the University level work on their portfolio.

### MUSIC BAND

Please refer to common course descriptions.

- 1) By divisional policy, a standard fee of \$120.00 applies to both all school instrument rentals & every percussion student to offset the cost of repairs and maintenance. Payments can be made in full (\$120.00 dated Oct. 1) or installments (\$60.00 x 2 dated Oct. 1 & Feb. 1)

**All payments must be done through School Cash Online.**

- 2) Instruments available for rent through the Sturgeon Heights instrumental music program: oboe, bassoon, bass clarinet, contra-bass clarinet, baritone saxophone, french horn, valve trombone, bass trombone, euphonium, tuba & string bass.
- 3) If a student is asked by a director to switch instruments, all rental fees associated with the new school instrument will be waived for the remainder of that school year.
- 4) **All students in the Jazz program must also be registered in the corresponding Concert Band.**

#### BAND - MB10SS

It is recommended that students entering Band 10S have prior experience playing a woodwind, brass or percussion instrument. If a student is lacking in basic skills on their instrument, the teachers will recommend that the student take private lessons in order to catch up to the group. Students registered for Band 10G are part of the grade 9 Concert Band. Students will attend both full band classes and smaller sectional classes. Students will demonstrate fundamentals in music, skill development, and creative expression as well as reflect on how their musical experiences help them to know both themselves and others. Participation in all performance events such as concerts, festivals, workshops & School Division proceedings is a requirement of this course.

## **BAND - MB20SS**

Students registered for Band 20S are part of the grade 10 Concert Band. Students will attend both full band classes and smaller sectional classes. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. Participation in all performance events such as concerts, festivals, workshops & School Division proceedings is a requirement of this course.

## **BAND - MB30SS**

Students in grade 11 who register for Band are considered to be part of the Symphonic Band. Students will attend both full band classes and smaller sectional classes as required by the directors. Emphasis will be placed on skill development, and music theory will be covered as it arises in the Repertoire. Participation in all performance events such as concerts, festivals, workshops & School Division proceedings is a requirement of this course.

## **BAND - MB40SS**

Students in grade 12 who register for Band are considered to be part of the Symphonic Band. Students will attend both full band classes and smaller sectional classes as required by the directors. Emphasis will also be placed on skill development, and music theory will be covered as it arises in the Repertoire. Participation in all performance events such as concerts, festivals, workshops & School Division proceedings is a requirement of this course.

## **MUSIC JAZZ BAND - MJ10SS, MJ20SS, MJ30SS, MJ40SS**

These courses are designed for interested students who have reached a proficient level of achievement on their band instruments. Instruments of the Jazz Band are: saxophone, trumpet, trombone, bass, drums, piano and guitar. Students enrolled in this course will study various forms of jazz, swing, pop, latin and rock music. These courses will involve group practices and sectional rehearsals, with an increased emphasis on improvisation, jazz articulation, phrasing and interpretation. Participation in all performance events such as concerts, festivals, workshops & School Division proceedings is a requirement of this course.

## **CHORAL**

### **MUSIC CHORAL - MC10SS, MC20SS, MC30SS, MC40SS**

This program is open to all students who wish to study music and vocal production through choral singing. A strong emphasis will be on skill development, and music theory will be covered as it arises in the repertoire. This program is performance-orientated and will feature choral compositions in as many different styles as possible....from early Renaissance to 21st century "avant-garde." Participation in concerts is a required part of this course.

### **VOCAL JAZZ - VJ10S, VJ20S, VJ30SS, VJ40SS**

These courses are designed for students who are interested in Vocal Jazz, who love to perform, and who have reached a proficient level of achievement in choral singing. An advanced level of intonation, breath support, tone quality, sight singing, and independent harmony singing is required upon entering this class. Students enrolled in this course will study various forms of jazz, including swing, pop, latin and rock music. Vocal Jazz classes will emphasize improvisation, jazz inflections, phrasing and interpretation. Participation in concerts is a required part of this course. Please Note: Vocal Jazz Students must also be registered for Concert Choir (MC20SS, MC30SS, MC40SS).

## **DRAMATIC ARTS**

Students will be expected to participate in group, duo, and occasional solo activities. Evaluation will be based on a combination of evaluation strategies based on process, progress (emphasizing participation), assessed assignment mark (presentation grade), self-evaluation, and other notations.

### **DRAMA - DR10SS**

The Drama 10SS program is designed to introduce the student to the world of the Theatre. The students will experience stage techniques and practical experience that will enhance the development of their stagecraft. The course introduces students to the art and the craft of drama through participation. It develops skills necessary for effective public speaking and dramatic presentation and enhances student's sense of self-esteem and confidence.

### **DRAMA - DR20SS**

This course is designed as a continuum of the Drama 11G. The students will be introduced to enhanced script work, which will assist them in developing their stagecraft. The focus of this program is the development of the young actor through practical stage experience.

### **DRAMA - DR30SS**

Drama 30S is a university entrance course. Expectations of the young actor are increased from the Drama 20G program so that the student will further develop as a stage actor. Practical work is designed to emphasize a variety of dramatic expressions, which will offer the young actor a more global view of theatre work.

### **DRAMA - DR40SS**

Drama 40S is a required university course if the student is considering continuing their study in the Dramatic Arts at the university level. Students will have the opportunity to participate in Manitoba Theatre Center activities as well as work on polishing their stagecraft. An emphasis on performance will be placed on the students that wish to challenge the Drama 40S program. Dramatic Arts 40S is a practical course in theatrical styles.

### **MUSICAL THEATRE – MT35SS, MT25SS, MT35SS, MT45SS**

The musical theatre course encourages students to develop their acting, singing and dancing skills with the end result being a full-length professional production presented to the public. Students may also choose to work in the area of production behind the scenes. This course offers a unique opportunity to gain leadership, build self-confidence and work as a team. Emphasis is placed on individual participation, cooperation with others as part of small/large group work and gaining self-confidence through artistic expression.

### **THEATRE PRODUCTION – TP20SS**

Theatre Productions 20SS is a course designed to introduce the student to the world of theatre productions. The student will be able to expand their knowledge of theatre production by in general studies of the role of the director, producer, and stage manager. The student will also be introduced to the communication skills required to successfully direct a theatre production. Organizational skills will also be enhanced for co-ordination with both the casts and crews are a necessity. Script development will also be introduced as well as creative techniques to direct a theatrical performance.

### **THEATRE PRODUCTIONS – TP30SS**

Theatre Productions 30SS will allow the student to further expand on the concepts studied in Theatre Productions 20SS. The student will be able to expand their knowledge of theatre productions by in-depth studies of the role of the Director. Specific lessons geared to explore the role of the Director will be introduced. The students will also have the opportunity to work with the Drama students to perfect their directing skills. This practical experience provides valuable lessons for the aspiring Director. The student will also learn the communication skills required to successfully direct a theatre production. Organizational skills will also be enhanced for co-ordination with both the casts and crews are a necessity. Practical training with the computerized school lighting system will also be completed. The students will also explore topics such as lighting for effect, costume, makeup, and stage enhancement with props as well as practical sessions in set construction.

### **THEATRE PRODUCTIONS -TP40SS**

Theatre Productions 40SS will allow the students to further expand on the concepts studied in Theatre Productions 30SS. The students will be able to expand their knowledge of theatre productions by in-depth studies of the role of the Producer. Specific lessons geared to explore the role of the Producer will be introduced.  
(More on next page)

The students will also have the opportunity to work with both drama and theatre production students to perfect their skills. This practical experience provides valuable lessons for the aspiring Producer. The students will also learn the communication skills required to successfully produce a theatre production. Organizational skills will also be enhanced for co-ordination with casts and crews as well as lessons in advertising, budgeting, understanding your market, and the production schedule. Script development and script writing will also be discussed as well as creative techniques to make a theatrical performance work. Practical Film Production work will be explored so that the student will have an understanding of the differences between Live Theatre and Film Production. Students will be expected to participate in group, duo, and occasional solo activities. Evaluation will be based on a combination of evaluation strategies based on process, progress (emphasizing participation), assessed assignment mark (presentation grade), self-evaluation, and other notations.

## INTERNATIONAL BACCALAUREATE

Please see our Sturgeon Heights I.B. website for the most up to date information at:

<http://sturgeonheightsib.wordpress.com>.

The I.B. Diploma Program is a comprehensive pre-university course for academically motivated students. It is a sophisticated two-year curriculum that has stood the test of time for over half a million students in 119 countries since 1968. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.



These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The I.B. Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, in their last two years of high school studies, for success at university and life beyond.

The I.B. Diploma Programme is recognized throughout Manitoban universities as well as over much of the world. It fosters higher learning, a holistic development of the student, and international mindedness. We offer this program for strong academic and highly motivated students in the last two years of high school, but we begin to prepare its students in Grades 9 and 10. For further general information log on to <http://www.ibo.org> or feel free to contact the I.B. Coordinator. The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique theory of knowledge course
- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

The Sturgeon Heights I.B. program is currently able to offer the following courses:

Organized alphabetically by course title:

- Biology – Group 4: Sciences (Higher Level)
- Chemistry – Group 4: Sciences (Standard Level)
- Computer Science – Group 4: Sciences (Standard or Higher Level)
- Economics – Group 3: Individuals and Societies (Higher Level)
- English – Group 1: Studies in Language and Literature (Higher Level)
- French – Group 2: Language Acquisition
- Français – Group 1: Studies in Language and Literature (Standard Level)
- History – Group 3: Individuals and Societies (Higher Level)
- Mathematics – Group 5: Mathematics (Standard Level)
- Physics – Group 4: Sciences (Higher Level)
- Sports, Exercise and Health Science – Group 4: Sciences (Standard Level)
- Theory of Knowledge – The I.B. Core
- Visual Arts – Group 6: The Arts (Standard or Higher Level)

Or organized by the various **I.B. groups**:

**1. Group 1: Studies in Language and Literature**

**I. English** Higher Level

**2. Group 2: Language Acquisition**

**I. French** – Standard Level (and Français)

**3. Group 3: Individuals and Societies**

**I. Economics** – Higher Level

**II. History** – Higher Level

**4. Group 4: Sciences**

**I. Biology** – Higher Level

**II. Chemistry** – Standard Level

**III. Computer Science** – Standard or Higher Level

**IV. Physics** – Higher Level

**V. Sports, Exercise and Health Science** – Standard Level

**5. Group 5: Mathematics**

**I. Mathematics** – Standard Level

**6. Group 6: The Arts**

**I. Visual Arts** – Standard or Higher Level

Or organized by the various **I.B. levels**:

**Higher Level Courses:**

- 1. Biology** – Group 4: Sciences
- 2. Computer Science** – Group 4: Sciences
- 3. Economics** – Group 3: Individuals and Societies
- 4. English** – Group 1: Studies in Language and Literature
- 5. History** – Group 3: Individuals and Societies
- 6. Physics** – Group 4: Sciences
- 7. Visual Arts** – Group 6: The Arts

## Standard Level Courses:

- |  |  |
|--|--|
| 1. Chemistry                           | – Group 4: Sciences                            |
| 2. Computer Science                    | – Group 4: Sciences                            |
| 3. French                              | – Group 2: Language Acquisition (and Français) |
| 4. Mathematics                         | – Group 5: Mathematics                         |
| 5. Sports, Exercise and Health Science | – Group 4: Sciences                            |
| 6. Visual Arts                         | – Group 6: The Arts                            |

## *To receive the full I.B. Diploma, three major requirements must be fulfilled:*

1. Students must complete one subject from each of five groups (1 to 5). As well, students must complete a 6th from either group 6 (the Arts), or a second subject from groups 1 to 5.
2. At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours)
3. Students must complete the three core elements: the Theory of Knowledge (T.O.K.) course, Creativity, Action Service (C.A.S.) component, and the extended essay (E.E.)

## The Diploma Programme core:

The extended essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

Including:

- 4,000 words in a subject and topic of the student's choice
- Offers the opportunity to investigate a research question of individual interest
- Familiarizes students with the independent research and writing skills expected at university
- An Extended Essay Advisor (Teacher of the student's choice) offers some guidance through the process

**Theory of knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction. Including:

- Interdisciplinary - drawing connections between the various Groups
- Explores the nature of knowledge across disciplines
- Encouraging an appreciation of other cultural perspectives
- Taken in grades 11 and 12 as the courses TOK32IB and TOK42IB

**Creativity, action, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

Including:

- Encourages students to be involved in artistic pursuits, sports and community service
- Education outside the classroom
- Development of the learner profile
- Conducted over grades 11 and 12
- 150 hours in total divided fairly evenly between the three components (C, A and S)

## GROUP 1: Studies in Language and Literature

### Grade 10

#### ENGLISH - EN20PB

In addition to the regular EN20F program, students study a Charles Dickens novel, either *A Tale of Two Cities* or *Great Expectations* and begin to learn the process of analyzing literature.



## **Grade 11**

### **ENGLISH - EN32IB- IB English Year 1**

This course is the first year of a two-year IB English syllabus. Students meet every day for one semester. Students will be introduced to world literature by studying the novel *One Day in the Life of Ivan Denisovitch*. Students will also study the novel *Wuthering Heights* and the poetry of Mary Oliver. Using one of these works, students will complete an individual oral presentation (IOP) which is a requirement for the IB English program. Shakespeare's *Macbeth* and the memoir *Running with the Family* will complete the course.

## **Grade 12**

### **ENGLISH 40IB – IB English Year 2**

This course is the first part of the second year of the IB syllabus. Students meet every day for the first semester. Students will complete four world literature works (*The Plague*, *A Doll's House*, *Oedipus* and *Antigone*) and will write two essays on world literature. This is a requirement for the IB English program. Students will also study the novel *The Adventures of Huckleberry Finn*. Shakespeare's *Hamlet* and the play *The Crucible* will complete the course. Students will write the grade 12 Provincial ELA Standards test in January.

### **ENGLISH 42IB – IB English Year 2**

This course is the second part of the second year of the IB syllabus. Students meet every day until the end of April. Students will study the poetry of Keats, Frost and Atwood and the novels *The Stone Angel* and *Frankenstein*. In March, students will complete an individual oral commentary (IOC) which is a requirement for the IB program. In May, students will write two International Baccalaureate examinations. Each exam session is two-hours in length.

## **GROUP 2: Language Acquisition**

The courses listed below are divided according to Basic French and Immersion courses. Immersion courses are listed as Français. Please note that in order to gain admission into the IB Programme, students in grades 9 and 10 must take a Basic French or Immersion French. Course instruction throughout both areas is offered in French.

### **French IB/ Français BI**

I. French B SL

- Basic French (Second Language)

II. Français Language A1 SL

- Immersion (Second Language)

### **I.FRENCH B SL - BASIC FRENCH**

## **Grade 9**

### **FRENCH - FR10F**

The objectives of the course are: to develop oral accuracy and fluency; to develop reading skills; to begin formal study of grammar and the development of a more advanced vocabulary; to develop cultural (Franco-phone) awareness. Students will participate in a variety of activities to further their linguistic competence.

## **Grade 10**

### **FRENCH - FR20PB**

The course objectives are: to develop the student's fluency in reading and speaking; to develop further the student's ability to understand French spoken at normal speed; to recognize the structure of French and how to formulate sentences; to develop the ability to write a simple composition. This course is required so as to access the IB programme.

### **FRENCH - FR30PB**

This is the same content as the FR30S course with some enrichments in preparation for the IB courses. This course is offered in the second semester of grade 10. This course is required to access the IB programme.

## Grade 11

### **FRENCH - FR40IB**

In addition to the description of the FR40S course, students will develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide students with a sound linguistic base for further study, work and leisure; to offer insights into the culture of the countries where the language is spoken; to provide the opportunity for enjoyment, creativity and intellectual stimulation. Fluency and comprehension will be further developed through listening and speaking activities and the study of reading passages.

## Grade 12

### **FRENCH - FR42IB (French B Standard Level)**

This course is taught every other day throughout the school year. The students will be exposed to a wide range of texts, written and spoken, literary and non-literary. Students will write the IB French Language B exam in May. This course will give students the opportunity to reach a higher degree of competence in the language and explore the culture using the language. Skills will be developed in the following areas of language mastery:

- Written Comprehension - reading a variety of texts from different genres
- Written Production - writing for a variety of audiences in various genres
- Oral Comprehension - listening for understanding radio, television, music and cinema
- Oral Production - speaking for different social contexts and different audiences

## **II. FRANÇAIS LANGUAGE A1 SL: Language and Literature (IMMERSION)**

Language A1 is a language/literature course for students who have been educated at a school whose working language is not their native language, i.e. our French Immersion students. Such students will have surpassed the foreign learner stage, but, are not considered native speakers. Successful Full Diploma candidates will receive a bilingual diploma issued by the International Baccalaureate Organization. As mentioned earlier, in order to gain admission into the IB Programme, students in grades 9 and 10 must take a second language.

## Grade 9

### **FRANÇAIS - FR10FX**

Students will be exposed to a variety of literature which covers several genres. In addition, students will be required to pay attention to the mechanics of their language in a very detailed and active manner. Language mechanics will be explored through an explicitly grammatical as well as contextually integrated manner.

## Grade 10

### **FRANÇAIS - FR20PBX**

Students will continue to be exposed to a variety of literature in various genres. Students will use a variety of materials to achieve success, including plays, novels, short stories, magazine articles and poetry. Students will continue to deprogram themselves out of common errors while at the same time explore how to answer analytical questions. This course is required so as to access the IB programme.

### **FRANÇAIS - FR30PBX**

This course continues to develop the skills studied in FR20PBX. The literature and works covered will be more developed than at previous levels. Students will be required to prepare oral and research presentations and written essays to demonstrate a greater grasp of the language. Students will study a minimum of one play and one novel. Students will continue to develop mastery of analytical questions and learn how to approach critical texts. Additionally, students will receive an introduction to persuasive texts and the production of short stories. This course is offered in the second semester of grade 10 and is required to access the IB programme.

## Grade 11

### **FRANÇAIS - FR40IBX**

Course objectives are similar to the FR40SX course. In addition, students will begin literary analysis of excerpts from various genres. Works and tasks are organized according to the following themes as prescribed by the IB. Additionally, students will prepare for the provincial exam.

## Grade 12

### **FRANÇAIS - FR42IBX (French A1 Standard Level)** Prerequisite: French 40IBX

Students will continue to deepen their understanding in the themes from FR40IBX. Students will delve heavily into literary analysis and comparison. There is an oral exam as well as two creative writing tasks sent to IB. Units and works are thematically linked according to IB principles.

## **GROUP 3 Individuals and Societies**

## Grade 9

### **GEOGRAPHY - GE20PB**

The main focus of this course is the environmental and political issues in geography that impact our lives and those of future generations within the context of North America. Major topics of discussion will include: the impact of energy use on our planet, sustainable development, issues related to trade and industry, food production and related issues, population growth and city planning, the use of Global Positioning Systems (GPS) and Geographic Information Systems (GIS).

### **GÉOGRAPHIE - GE20PBX**

Same as “core course” description for GE20PB

## Grade 10

### **CANADIAN HISTORY - HI30PB/HI30PBX**

This course engages students in historical inquiry and asking essential questions to focus on Canada from pre-contact times until the present. Canadian History emphasizes important skills and concepts in historical thinking and focuses on five major themes: First Nations, Métis and Inuit Peoples, French-English Duality, Identity, Diversity and Citizenship, Governance and Economics, and Canada and the World. Special attention will be focussed on preparing students for writing essays and documents tests in the IB program.

## Grade 11

### **HISTORY OF THE AMERICAS - HI32IB**

This is the first history course entirely dedicated to the IB curriculum. Students will be working with primary documents and preparing for the IB examinations in May of their grade 12 year. Students will not be able to complete IB history at the higher level without completion of this course. The primary topics of study for this course will be the Great Depression, World War II, and the Civil Rights Movement between 1940 and 1970. Each of the topics will be thoroughly examined from the perspective of the United States and Canada.

## Grade 12

### **WORLD HISTORY - HI42IB (Higher Level)**

This course is required for students wishing to complete the Higher Level IB history course. Students who have not taken the grade 11 IB History of the Americas course may still complete this course and receive a Standard Level IB certificate/credit. Below is a list of several major topics discussed in the course: (Next page)

- The rise and rule of single party states with a special focus on Josef Stalin and Fidel Castro.
- The Cold War including examination of its origins and development. There is will be special attention paid to the wars in Korea and Vietnam and the conflicts over Germany and Cuba.
- An extensive discussion of the Apartheid system in South Africa

## GROUP 4: Sciences

### Grade 10

#### SCIENCE - SC20PB / SC20PBX

This version of the compulsory grade 10 science course is specially designed for students intending to enter IB Biology, IB Chemistry, or IB Physics. While based on the existing Manitoba SC20F curriculum, students will cover additional material in greater depth than in the standard SC20F course and the pace will be considerably faster.

#### CHEMISTRY 32IB – CH32IB

This course is designed for highly motivated students who seek a challenge and typically enjoy chemistry a great deal. Although not a prerequisite, SC20PB is strongly encouraged to be taken before this course as some topics covered in the SC20PB course allow for a greater level of success in CH32IB. Topics covered in this course include Stoichiometric Relationships, Atomic Theory, The Periodic Table and Periodicity, Chemical Bonding, Energetics, Kinetics and Equilibrium. This course will include a group 4 project and several lab activities. There will not be an exam at the end of this course as it is not terminal and will continue with CH42IB.

#### CHEMISTRY 42IB – CH42IB

This is a direct continuation of the CH32IB course and the two are taken in consecutive semesters, usually in the grade 11 year with CH32IB taken semester 1 and CH42IB taken semester 2. Topics covered will include Acids and Bases, Redox Processes, Organic Chemistry and Medicinal Chemistry. There will be several lab activities in this course including an Internal Assessment Lab and Report. There will be an exam at the end of this course covering all topics covered in CH32IB and CH42IB. Students who score well on the IB Chemistry exam will have the opportunity to earn a university level chemistry credit towards their university transcript.

#### BIOLOGY 32IB - BI32IB

This is the first course in the two year higher level IB Biology program. Topics covered include: cells, molecular biology, human physiology, metabolism, and animal physiology. While topics covered are similar to Biology 30S, students will cover more material at a quicker pace and in greater depth. Greater emphasis will be placed on laboratory work.

#### BIOLOGY 40IB - BI40IB

This is the second course in the two year higher level IB Biology program. The topics covered are similar to BI40S, but students will cover more material in greater depth than BI40S. The pace of the course will be fast, with greater emphasis on laboratory and research work. Students must register for both BI40IB and BI42IB.

#### BIOLOGY 42IB - BI42IB

This is a continuation of BI40IB for those students who will be writing the IB Biology examination. The IB Biology examination is written in May.

#### PHYSICS - PH32IB

This is the first course in the two year higher level IB Physics program. Topics covered include: Mechanics, Dynamics, Oscillations and Waves, and Wave Phenomena. While the topics covered are similar to PH30S, the pace of the course is faster. There is also a greater emphasis on laboratory and research work.

### **PHYSICS - PH40IB**

This is the second course in the two year higher level IB Physics program. Topics covered include: Gravitational and Electric Fields, Electric Circuits, Magnetic Fields, Alternating Current, Capacitors, Thermal Physics, and Sources of Energy. This course is a continuation of PH32IB and continues at the same pace. Students must register for both BI40IB and BI42IB.

### **PHYSICS - PH42IB**

This is the third course in the two year higher level IB Physics program. Topics covered include: Nuclear Physics and Fluid Dynamics. Students will also complete a major independent lab study during this course. The IB Physics examination is written in May.

### **COMPUTER SCIENCE - CS32IB**

Continuing study from topics learned in Computer Science 20S, students will learn a second programming language (and potentially two more). Java will be the main instructional language, but C#, C++, or Flash's ActionScript are all languages that could be explored in this course depending on the enthusiasm of the class and time restrictions. The CS20S topics will be briefly reviewed and then move to new topics such as: methods, arrays, classes, GUIs/graphics, and advanced programming topics (e.g. advanced classes, files, searching and sorting). Students will have more practical programming problems and more choice in their complexity (based on time available) and then finish the year working on a new, more advanced final project. This course can be taken co-currently with CS30S.

### **COMPUTER SCIENCE - CS42IB**

The CS30S topics will be briefly reviewed and then move to new topics such as: recursion, sequential files, searching and sorting, linked lists, stacks, queues, trees, threads (timers), collections, and advanced programming topics. In addition, students need to cover specific I.B. Computer Science units including: system fundamentals, computer organization, networks, resource management, control, abstract data structures, and advanced object oriented programming. Students will have more choice in assignments and complexity (based on time available) and will finish the year working on a new, more advanced final project which will be used for the I.B. internal assessment. As well, students will prepare for the I.B. external examination for the Computer Science I.B. course.

### **SPORTS, EXERCISE AND HEALTH SCIENCE – SE32IB**

The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

### **SPORTS, EXERCISE AND HEALTH SCIENCE – SE42IB**

The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Physiotherapy, Occupational Therapy, Sports Science or Physical Education curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

## **GROUP 5: Mathematics**

### **MATHEMATICS IB**

For the following math courses, please note: Courses with an X at the end of the course designation are the appropriate selections for Immersion students.

## Grade 9

### **MATHEMATICS - MA10F / MA10FX**

The course description for MA10F / MA10FX can be found in the “core course” description.

## Grade 10

IB students take Mathematics 20PB / 20PBX in the first semester and Mathematics 30PB / 30PBX in the second semester. These are the standard University Entrance courses. In addition, students will be exposed to more problem-solving in preparation for mathematics contests and further IB competitions.

### **MATHEMATICS - MA20PB / MA20PBX**

This course is intended only for those students who intend to register for Calculus in a post-secondary institution. The content of this course focuses on the more abstract numerical concepts, places an emphasis on higher level problem solving, mental mathematics and cumulative testing. Topics include measurement, polynomials and factoring, analytic geometry, trigonometry, relations and functions, algebra and number sense, and systems of linear equations.

### **MATHEMATICS - MA30PB / MA30PBX**

This course is designed for those students requiring Mathematics in post-secondary institutions. A TI-83 Plus graphing calculator is required. Topics include sequences and series, absolute values and radicals, quadratic equations, quadratic functions, inequalities, trigonometry, rational expressions and equations, and reciprocal functions.

## Grade 11

Grade 11 IB students take Mathematics 40IB / 40IBX, the standard University Entrance course.

### **MATHEMATICS - MA40IB / MA40IBX**

Topics include polynomial, radical and rational functions, circular functions and trigonometry, trigonometric identities, exponents and logarithms, permutations and combinations. In addition, students will be expected to do some additional IB topics such as the area of sectors. TI-84 graphing calculator is required.

## Grade 12

### **MATHEMATICS - MA42IB – (Standard Level)**

This course is designed for students who expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, math, psychology, business, etc. Topics include: calculus, probability, statistics, vector geometry and matrices. Students will write the IB examinations in May. A required portfolio will be completed during the year. Two midterm examinations will be written; one in the fall and one during the exam week at the end.

## **GROUP 6: The Arts**

IB allows for students to take two courses within one Group (i.e. side of the hexagon) if they cannot pursue a Group 6 subject. This will still allow a student to pursue a Diploma.

## Grade 11

### **VISUAL ARTS 32IB**

This course consists of two areas of study: a studio work component that deals with practical exploration and artistic production, and inquiry workbooks that deal with independent critical research and analysis, visual and written. This course will provide each student with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art. Students will be expected to gain visual and contextual knowledge of art from various cultures, and pursue quality through experimentation and purposeful creative work in various expressive media.

Students who excel at studio may wish to emphasize this by choosing it as their 60% component while students who are more interested in the theory behind art may opt for inquiry as their 60% component. Students not following the full IB program may still enroll in Visual Arts 32SIB. This course will replace Art 30S.

## **VISUAL ARTS 42IB**

This course is a continuation of the 32SIB course taken in grade 11. During this year, students will complete their I.B. internal and external assessment for Visual Arts which consists of inquiry workbook submissions (selected exemplars), written artist statement, digital photographs of their studio work, and a video interview discussing their work and the process of creating it. These will all be submitted electronically to the I.B. for assessment.

## **The Core:**

### **Grade 11**

#### **THEORY OF KNOWLEDGE – TK32IB (0.5 credit)**

The interdisciplinary TOK course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of that they encounter. Its core content focuses on questions such as What counts a knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? And what are the implications of having, or not having, knowledge? TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified.

### **Grade 12**

#### **THEORY OF KNOWLEDGE – TK42SIB (0.5 credit)**

The TOK course spans the second semester of the grade 11 year, and the first semester of the grade 12 year – both worth 0.5 credits for a total of 1 full credit. In the second year, students must complete the specific I.B. internal assessments for this course including: a 1200-1600 word essay and a presentation. The essay will be externally moderated by the I.B.

#### **INTERNATIONAL BACALAUREATE BILINGUAL DIPLOMA (FRENCH IMMERSION)**

This program is designed for students who wish to graduate with a Manitoba French Immersion diploma as well as with a Bilingual IB diploma. In grade 10, students will complete 6 courses in French: MA20PBX, MA30PBX, GE20PBX, SC20PBX, FR20PBX, FR30PBX and HI30PBX. In grade 11, they will study FR40IBX and MA40IBX. To obtain the IB Bilingual diploma, students would complete the IB requirements and complete their Language A1 program in French. Students must complete the course FR42IBX in their final year to be awarded this distinction.

## TECHNOLOGY- VOCATIONAL EDUCATION

### AVIATION INTRODUCTION

The Commercial Pilot Aviation Ground School is designed to introduce the possibilities aviation holds for careers. Students will be introduced to the commercial pilot sector, air traffic control, airline management, meteorology, aircraft maintenance, and aeronautical engineering. The program requires a minimum passing mark of 60% in all of the 8 required courses to earn a certificate. This program exceeds Transport Canada's minimum requirements for written exams. In addition to the courses listed below under Aviation Courses, a student must also take any one of the following:

- A Photography course
- First Nations, Metis and Inuit Studies 40S
- Hardware Fundamentals 30S
- Computer Science 30S
- Computer Science 40S
- A power mechanics course

### AVIATION COURSES

#### AVIATION: INTRODUCTION TO AVIATION - AV20S

This course provides a general introduction to the following program topics: aerodynamics, mechanics of aircraft, knowledge of air laws, meteorology, and psychology of pilot decisions, human factors, and navigation.

#### AVIATION: COMMERCIAL PILOT: GROUND SCHOOL - AP30S

Topics include aerodynamics, mechanics of aircraft, knowledge of air laws, meteorology, psychology of pilot decisions and human factors as they are related to commercial pilot activities.

#### AVIATION: METEOROLOGY & NAVIGATION - AM30S

This course develops a more advanced understanding of meteorology and navigation as it relates to aviation activities.

#### AVIATION: SAFETY & HUMAN FACTORS - AS40S

This course develops a more advanced understanding of the concepts related to first aid, the pilot and the operating environment, aviation psychology/pilot decision-making and aviation physiology, and human factors.

#### AVIATION: PILOT TRAINING LAB - AP40S

This course places flight procedures into realistic simulation through the use of flight trainer. Topics include flight exercises and radio communications required for private pilot's license. Ground theory will be taught before each simulation.

#### AVIATION: ADVANCED AVIATION - AV40S

This course develops a more advanced understanding of aviation. Topics include: the principles of flight, navigation computers, pre-flight preparations, radio theory, automatic direction finder, global navigation satellite systems, radio/ radar aids, flight instruments and the use of performance charts.

## ELECTRICAL/ELECTRONICS

### ELECTRONICS - EL20SSA

The 20S course is an introduction to the working world of electrical and electronics. Students will learn the theory, characteristics, and fundamentals of electron flow associated to work safely with Direct Current. Students will learn extensively using a hands-on approach by building various electronic projects, using meters, soldering, making their own circuit boards, troubleshooting broken electric devices and even fixing things from home.



## **ELECTRONICS - ELECTRICAL WIRING METHODS AND RESIDENTIAL WIRING - EL30SS AND EL30SSB**

Credit Value: 2 credits, 1 credit per course

The 30S course will be an extension of the 20S course. Students will use their previous skills to build more advanced electronic projects. The main focus is to cover advanced electronics associated with semi conductors. Alternating Current will also be covered with an introduction to residential house wiring. Students will gain valuable troubleshooting skills to fix and repair various items.

## **ELECTRONICS – APPLIED ELECTRICAL TRADES TECH, MICROPROCESSORS, ADV. RESIDENTIAL WIRING, ADV. ELECTRICAL WIRING METHODS - EL40SS, EL40SSA, EL40SSB, EL40SSC**

Credit Value: 4 credits, 1 credit per course

All skills learned in the past years will be reviewed. These four courses ensure the students are “job ready” and marketable to enter the work force and/or prepare them for a post-secondary institution. Students will continue to work in four main areas: electronics, construction/residential electrical wiring, robotics and working with computers servicing/repair/networking. Students will also learn about all of the writing techniques associated in house wiring, alarm, telephone, cable home electronics and computer industries. Students will have the opportunity to compete at The Manitoba Robot Games and Manitoba Skills Competition.

## **ELECTRONICS - APPLIED TECHNOLOGY**

Invent, prototype, create and compete using current innovative trends in technology. In this course, students will explore 3D printing, robotics, electronic devices, coding, and microprocessors. Students will be able to have the resources and equipment to develop student initiated projects with current trends and technologies.

## **GRAPHIC DESIGN AND PRINT COMMUNICATIONS**

### **8 Credits Vocational Certificate Program**

#### **GRAPHIC ARTS: PRINT PRODUCTION FUNDAMENTALS- GA20S**

This is the introductory course into the graphic design and print communications area. Students will spend time in each of the areas, learning traditional and digital methods of working with images and type. Desktop publishing, design and image manipulation on computers, with a variety of software, is a major focus in this course. Preference will be given to grade 10 and grade 11 students. Students will also explore the vast area of print technology, including offset, digital, wide-format, screen and traditional methods. Students will create stationary (notepads, buttons, business cards, and letterhead), vinyl signage, magazine layouts, yearbook creation, and many other exciting showpieces.

#### **GRAPHIC ARTS: DESIGN AND PRINT PRODUCTION - GA30SSA and GA30SSB**

Credit Value: 2 credits, 1 credit per course

This course will consist of theoretical and practical presentations in the form of lectures, visual demonstrations, supported with class and take home assignments, sketchbook work, print shop projects, discussions and critiques, guest speakers, field trips, and work experience. Students will learn and practice the Fundamental elements, principles, techniques, and applications that are pertinent to the overall development specific to the Graphic Design and Print Communications Discipline. Various Presentation techniques will be offered through the use of presentation boards, package design, and iLife Portfolio preparation.

#### **GRAPHIC ARTS: ADVANCED DESIGN, PREPRESS, PRINT PRODUCTION AND APPLIED PRINT MEDIA – GA40SSA, GA40SSB, GA40SSC & GA40SSD**

Credit Value: 4 credits, 1 credit per course

This course will explore a variety of creative possibilities, solutions and examine the interrelationships between the various technical procedures. Other objectives will include; developing a professional attitude towards craftsmanship and the industry, increase the overall appreciation and understanding through awareness of the various applications and procedures of the discipline, be expected to apply techniques and discuss related issues on an aesthetic, conceptual and technical level, and problem solve industry related scenarios utilizing the most applicable graphics and printing techniques. Students will be required to take part in the final production of the yearbook, and will complete an iPortfolio. Preparation for Post-Secondary studies and employment will be implemented throughout the course of the program.

## INTERACTIVE DIGITAL MEDIA

### **INTRODUCTION TO INTERACTIVE DIGITAL MEDIA – DMD20S**

The grade 10 Introduction to Digital Media Design program provides up-to-date Technical Vocational training in web design, mobile game and app development, digital photo & video, and 2D & 3D animation. It teaches both design fundamentals and technical skills, and encourages creativity, imagination, professionalism, and a strong work ethic. New media designers and developers are increasingly in demand as more and more companies are expanding their online presence through interactive media and social networking. As a graduate of this program, you will be able to design and build basic websites, shoot and edit digital video, and construct basic 2D animation & 3D models. (Former DT20SS)

### **INTERACTIVE DIGITAL MEDIA DESIGN – DMD30S**

The grade 11 Intermediate Digital Media Design program provides up-to-date Technical Vocational training in web design, mobile game and app development, digital photo & video, and 2D & 3D animation. It teaches both design fundamentals and technical skills, and encourages creativity, imagination, professionalism, and a strong work ethic. New media designers and developers are increasingly in demand as more and more companies are expanding their online presence through interactive media and social networking. As a graduate of this program, you will be able to design and build intermediate responsive websites, shoot and edit digital video and motion graphics, build and develop basic games & apps, and construct intermediate 2D animation & 3D models. (Former DT30SS)

### **FUTURES IN INTERACTIVE DIGITAL MEDIA – DMD40S**

The grade 12 Advanced Digital Media Design program provides up-to-date Technical Vocational training in web design, mobile game and app development, digital photo & video, and 2D & 3D animation. It teaches both design fundamentals and technical skills, and encourages creativity, imagination, professionalism, and a strong work ethic. New media designers and developers are increasingly in demand as more and more companies are expanding their online presence through interactive media and social networking. As a graduate of this program, you will be able to design and build advanced responsive websites, shoot and edit high end digital video and motion graphics, develop complex games & apps, and construct detailed 2D animation & 3D models.

## MEDIA PRODUCTION

### **MEDIA PRODUCTION: INTRODUCTION TO MEDIA PRODUCTION - MP20SSA**

This course will introduce students to all aspects of video production including storyboard creation, script writing, video camera operation, shot composition, and editing. This course is recommended before other grade 11 and 12 media production courses.

### **MEDIA PRODUCTION: VIDEO POST-PRODUCTION - MP30SSA**

Students will explore story-telling through video projects incorporating advanced production values such as lighting, sound design, and post-production.

### **MEDIA PRODUCTION: SINGLE CAMERA - MP30SSB**

Students will create non-narrative video projects such as biographical, instructional, and editorial formats incorporating advanced production values such as lighting, sound design, and post-production.

### **MEDIA PRODUCTION: ELECTRONIC NEWS/DOCUMENTARY & FILM - MP40SSA/MP40SSB**

Students will learn Electronic News Gathering techniques and create documentary videos. Emphasis will be placed on script preparation and copywriting.

## PHOTOGRAPHY

A personal digital camera is not required, however home use of personal camera outside of school will help students to explore their creativity. All materials are supplied by the school. Students may purchase additional CD and DVD blanks from the school if they desire.

### PHOTOGRAPHY – PD20SS (1 CREDIT)

This is an introduction to digital photography. Some computer experience is beneficial as this course makes extensive use of technology. Students will be using digital point and shoot cameras that will be provided. Students will be introduced to digital photography by studying these major units:

- What is Photography? – How a digital camera works.
- Digital Darkroom – How we can use image manipulation software (Photoshop) to enhance images.
- Composition Basics – Understanding how to take better pictures through proper composition.
- Macro photography and posing

### PHOTOGRAPHY – PD30SS (1 CREDIT)

This is an intermediate photography course that focuses on composition and creativity in digital photography. Students will explore equipment and techniques that were not previously covered in the introduction courses. Computer experience is required as this course makes extensive use of technology. Students will be using DSLR cameras that will be provided. It is recommended that students have prior experience in Photography. Students will be developing their skills in composition and creativity by studying these major units:

- Digital Photography Today – A look at how photography has advanced to the point it is at now.
- Photography Techniques – Exploring photographic techniques that will allow for better photographs.
- Intermediate Digital Darkroom – Applying image manipulation software (Photoshop) to enhance our images.
- Basic Studio Setup – Learning the basics of using studio lighting equipment to enhance our photography.
- Composition and Design – Analyzing and applying composition techniques to add creativity and interest to our photography.
- Presentation – Exploring the various ways (digital, online, printed etc.) of presenting and creating digital masterpieces.

### PHOTOGRAPHY – PD40SS (1 CREDIT)

This is an advanced digital photography course that focuses on portfolio development and workplace transition. Students will explore equipment and techniques that were not previously covered in any of the previous courses. Computer experience is **STRONGLY** required as this course makes extensive use of technology. It is **STRONGLY** recommended that students have prior experience in Photography and image editing. Students will be using DSLR cameras that will be provided. Students will be developing their portfolios by studying these major units:

- Working as a Photographer – A look at what it means to work as a photographer through live work and experience.
- Advanced Photography Techniques – Exploring advanced photographic techniques that will aid in the development of stunning portfolio photographs.
- Advanced Digital Darkroom – Applying advanced image manipulation techniques to greatly enhance our portfolio images.
- Advanced Studio Setups – Learning how to use multiple pieces of studio equipment to create dimensional lighting and mood in our photographs.
- Cataloging and Organizing – Learning how to catalog our work through Lightroom to develop proper photography workflow and organization.
- Portfolio Development – Creating a portfolio (both online and printed) that highlights our achievements in digital photography and will allow for possible employment in the field of photography.

## CULINARY ARTS

### CULINARY ARTS – ACCREDITATION

Recognition has been given to the College Sturgeon Heights Collegiate Culinary Arts program, which meets the required standards, needed by the Manitoba Apprenticeship Board. Students who have successfully completed all three levels (grades 10, 11 and 12) with an overall mark of 70% or better, have completed all assigned theory work and have a good attendance record, may, with the recommendation from their Culinary Arts Instructor, qualify for Level 2 of the Apprenticeship Program skipping Level 1.

Afterwards, students must find employment with an establishment that has a Journeyman Cook to complete their Apprenticeship Program hourly requirements. At the completion of grade 12, the student will graduate with a high school diploma, and will have the option of progressing towards completion of the Apprenticeship Program. The student will continue in training and employment with the employer and after the hourly requirement, later earn a Certificate of Qualification in the Cook trade. The certificate is an inter-provincial qualification and recognized across Canada as well as internationally. This certificate will allow students to move to a number of other provinces where the “Red Seal” Journeyman’s Cook Certificate is recognized throughout Canada and recognized internationally.

### CULINARY ARTS - FS20SS

This course is intended for students wishing to pursue the Culinary Arts. The emphasis is on hands-on activities. Students learn the specifics of sanitation and safety in a commercial kitchen. They also learn about tools and equipment, knife handling and safety, and general preparation procedures for different types of food and beverage. The course provides information and practical experience on the effects of heat on food, setting up workstations, cooking terms and methods, principles for seasoning and flavouring, and how to read and follow recipes. Student will practice measurement and scaling techniques.

**\*\* PLEASE NOTE** Students registered in the grade 11 or 12 program must sign up for all 4 credits\*\*

### CULINARY ARTS - FS30SSA, FS30SSB, FS30SSC, FS30SSD

Credit Value: 4 courses, 1 credit per course

Practical Skills: The emphasis is on volume production for employment in the hospitality industry. Meals are prepared for the staff and the student cafeteria as well; there are several banquets and special catering events throughout the semester in which students will need to participate.

Theory: This level consists of topics which include: W.H.M.I.S.; Food Safety and Sanitation; Planning and Organization of Work Activities; The Recipe: Its Structure and Its Use; Preparation and Presentation of Baked Goods; Preparation and Cooking of Stocks; Sauces and Soups Preparation and Presentation of Desserts; Preparing Hot and Cold Beverages; Preparation and Cooking of Fresh Vegetables, Fruit, Starches and Farinaceous Products; Preparation and Cooking of Meats and Poultry. There is a final practical/theory examination upon completion of the course.

### CULINARY ARTS - FS40SSA, FS40SSB, FS40SSC, FS40SSD

Credit Value: 4 courses, 1 credit per course

Practical Skills: The emphasis is on volume production employability skills for employment in the hospitality industry. Students prepare soups, sauces, daily chef’s specials. Special catering and banquets are part of the course. Theory: This level consists of topics which include: W.H.M.I.S.; Food Safety and Sanitation; Use of Dairy Products, Eggs and Breakfast Cookery; Sauces and Soups; Preparation, The Menu and Costing, Preparation and Cooking of Stocks; Cooking and use of Convenience Products; Preparation and Presentation of Cold Food and Cold Buffets; Planning and Organization of Work Activities; Preparation, Cooking and Storage of Food Items for Freezing and Chilling. There is a practical/theory final examination upon completion of the course.

## HAIRSTYLING

### HAIRSTYLING – Grade 9 – HS20S Introduction to Hairstyling

This is an introductory Hairstyling course. Students will learn to use the basic tools, products and styling techniques necessary to familiarize them with the Hairstyling Profession as a career choice. The course is approximately 70% practical and 30% theoretical.

### HAIRSTYLING - HS20SA and HS20SB

Credit Value: 2 credits, 1 credit per course

- A) Basic Hairstyling
- B) Basic Haircutting & Thermal Styling

Students are encouraged to develop an artistic appreciation of the world of beauty and fashion. Students will perform skills such as shampooing and scalp treatments, facials, basic styling, permanent wave wrapping, French braiding, and much more. Evaluations are based on theoretical understanding and practical abilities. Students must register for both credits.

**\*\* NOTE:** Students registered in the grade 11 or 12 program must sign up for all 4 credits\*\*

### HAIRSTYLING – HS20SS, HS30S, HS30SA, HS30SB

**Related Salon Services  
Intermediate Haircutting & Barbering**

**Hair Colouring  
Intermediate Hairstyling**

Credit Value: 4 courses, 1 credit per course

The grade 11 hairstyling courses, will focus on barbering techniques, and the continued development of hair-cutting implements. As well, an introduction to colour theory and the continued development of hair colouring techniques will also be explored. Curriculum content will also focus on wigs and hair enhancements along with wet and thermal hair styling techniques. The theory of permanent waving and chemical relaxing, as well as the practical application of permanent waving.

### HAIRSTYLING – HS30SC, HS40SSA, HS40SSB, HS40SSC, HS40SSC

**Chemical Texture Services  
Advanced Hairstyling and Colouring  
Advanced Haircutting and Chemical Texture**

**Salon Operation  
Certificate Preparation**

Credit Value: 4 courses, 1 credit per course

The grade 12 hairstyling courses, will focus on special effects hair colour, corrective colour, as well as advanced wet and thermal hairstyling techniques. Also, students will focus on advanced haircutting and permanent waving techniques, as well as practical application of chemical hair relaxers. The business operations of a hair salon, as well as the creation of a resume and career portfolio will be explored, and finally the preparation for students to successfully complete their Provincial Examination.

## JEWELLERY AND METALSMITHING

**8 credits necessary at the 30S and 40S levels with a grade of 70% or higher in each course.**

There is no charge for course materials for high school students.

### **Introduction to Jewellery and Metalsmithing – JM20S (1 credit)**

Students will be introduced to the basic skills and explore more involved techniques to design and create jewellery projects. Techniques include sheet and wire construction for pendants and chain, lost wax casting to create sterling silver rings, and starting basic stone setting. No previous jewellery and metalsmithing courses necessary.

### **JM30SA & JM30SB (2 credits taken together)**

#### **Lost Wax Casting – JM30S (1 credit)**

Students will learn the lost wax casting process in detail to design and create a variety of projects in sterling silver such as rings, pendants, and belt buckles. No previous jewellery and metalsmithing courses necessary.

#### **Basic Construction and Soldering – JM30SA (1 credit)**

Students will learn to design and construct jewellery projects from sheet and wire using techniques such as tabs, rivets, links and hard soldering in sterling silver. Prerequisite: taken with or after JM30SA.

### **JM30SC & JM30SD (2 credits taken together) Must have JM30SA and JM30SB credits.**

#### **Forging and Forming – JM30SC (1 credit)**

Students will learn the forging and forming process of metalsmithing, and cabochon stone setting to design and form several jewellery projects in sterling silver.

#### **Production – JM30SD (1 credit)**

Students will learn production methods for making jewellery more efficiently. Students will work with sterling silver to design and produce a variety of jewellery projects using rubber molds, textures and wire bending jigs.

#### **Advanced Construction and Soldering – JM40S (1 credit)**

Students will learn advanced soldering techniques such as hinges, box clasp, tubing and tube set stones incorporated into their designed sterling silver jewellery projects.

#### **Soldering and Gem Setting – JM40SA (1 credit)**

Students will learn basic gemmology and set stones into their designed sterling silver jewellery pieces. Stone setting techniques such as bezel setting, basket settings and commercial claw settings will be incorporated into their soldered and cast projects.

#### **Advanced Gem Setting – JM40SB (1 credit)**

Students will learn advanced forms of stone setting to incorporate into their soldered and cast sterling silver jewellery projects. Techniques such as pearl setting, bead setting, rubbed setting and channel settings will be explored.

#### **Repair – JM40SC (1 credit)**

Students will learn how to document and repair broken jewellery items such as chains and clasps, ring resizing, stone tightening and claw re-tipping. Students will also explore metal testing and electro-plating metal.

### **Jewellery and Metalsmithing: Milling Operations– MT40SSD (1 credit)**

## AUTOMOTIVE TECHNOLOGY

This program is a Level 1 'Apprenticeship MB Certified Program'. Students who complete the automotive technology courses can pursue entry-level employment as apprentice automotive service technician, service consultant, parts counter technician, automotive parts rebuilder, general service maintenance technician, car sales consultant, tools and equipment representative, or a military vehicle technician. In order to continue a career as an automotive service technician, students must seek apprenticeship placement and apply for post-secondary training. Students who graduate from the Automotive Technology program are typically employed by car dealerships, independent service centers, automotive specialty repair shops, parts suppliers, automotive sales and leasing companies, parts recyclers and manufacturers, large organizations with fleets of automobiles such as MB Hydro, the military, and automotive body repair shops.

### **Auto Systems and Service – PM20S**

A student wanting to develop skills in the automotive service and repair industry must have knowledge of the basic principles related to automotive systems and service. Students learn safety, tool and equipment, automotive systems and service procedures and are introduced to diagnosis strategies.

**Note:** Students registered in the grade 11 or 12 program must sign up for all 4 credits

### **Automotive Technology – PM30SA, PM30SB, PM30SC, PM40SS**

Credit Value: 4 courses, 1 credit per course

The 30S Automotive Technology courses deal with the theory, operation and repair of major vehicle systems.

Topics covered throughout the 2 semesters include:

Semester 1: (A) Engine Fund Service (B) Chassis Fund Service

Semester 2: (C) Drivetrain Fund Service (D) Special Applications

### **Automotive Technology – PM40SSA, PM40SSB, PM40SSC, PM40SSD**

Credit Value: 4 courses, 1 credit per course

The 40S Power Mechanics course deals with the theory, operation and repair of advanced vehicle systems.

Topics covered throughout the 2 semesters include:

Semester 1: (A) Auto Electrical Systems (B) Vehicle Systems Part 1

Semester 2: (C) Vehicle Systems Part 2 (D) Diagnostic Strategies

### **ADDITIONAL CREDITS OPTIONS:** at the 40S Level

(A) Power Mechanics Work Experience.

(B) Senior Years Apprenticeship Option

(C) Special Applications

On successful completion of these power mechanics courses, students who maintain a grade of 70% or higher, may be qualified for level 1 of the Provincial 'Motor Vehicle Mechanic' Automotive Apprenticeship Certificate.

**NOTE:** In accordance to Workplace, Health, and Safety Guidelines, all students registering for Grade 11 or Grade 12 Welding or Power Mechanics courses must have personal protection attire to attend the class. This includes steel toe boots (Welding & Power Mechanics) and coveralls (Power Mechanics only but recommended for Welding).

## WELDING

### **WELDING: Introduction - WE20S**

The 20S course is an introduction to the welding trade. Students will learn how to weld with both oxyacetylene and mig welding equipment in a safe manner.

### **WELDING - WE30SSA, WE30SSB, WE30SSC**

Credit Value: 3 courses, 1 credit per course

WE30S builds on the skills learned in WE20S and includes: Metal Design Fab Oxy-Acetylene, Basic MIG procedures and Basic ARC procedures.

## **WELDING - WE40SSA, WE40SSB, WE40SSC, WE40SSD**

Credit Value: 4 courses, 1 credit per course

The 40S course refines WE20S and WE30S skills to include out-of-position arc welding. Many metal trades skills such as tig-welding, blue print reading, and metallurgy are included. Repair and construction projects are also undertaken. Students are tested by the Canadian Welding Bureau (CWB) at the end of the course. On successful completion of these Welding courses, students who maintain a grade of 70% or higher, may be qualified for level 1 of the Provincial Industrial Welding Apprenticeship Certificate.

## **WOODS TECHNOLOGY**

### **WOODS TECHNOLOGY - WT20G**

This is a continuation of WT15G. The course is designed to promote problem solving skills and help students acquire skills necessary to be able to contribute to society. Emphasis will be placed on planning and designing stages with students demonstrating the various skills through project work.

### **WOODS TECHNOLOGY - WT30SA and WT30SB**

### **WOODS TECHNOLOGY - WT40SA and WT40SB**

Emphasis will be placed on planning and designing with students demonstrating the various skills through project work. Students will participate in shop improvements and maintenance. Students will also be involved in prop building, design, and creation for various school events. Grade level projects will be assigned.

## **ACCELERATED TECHNOLOGY PROGRAMS**

ATP is open to high school graduates or adults wishing to pursue a specialized area of technical education training. Interested students should see a school counselor for details regarding programs available and tuition fees.

## **COMPUTER SCIENCE**

### **COMPUTER SCIENCE - CS20S**

This course is an introduction to the study of Computer Science. Students will be introduced to the discipline of programming through introductory software like Scratch and/or Alice. Once established, formal programming instruction will take place starting in the Visual Basic programming language. If time permits, instruction will possibly look at languages like Java, C++, C#, or Flash's ActionScript. Students will learn important concepts like variables, conditional statements, loops, and functions. Students will work on practical programming problems, games, and have practical assignments. The course will end with students working on a major project of their own choosing (including video games). Applied or pre-calculus math skills are a recommendation for this course (though not a requirement). As well, students who wish to pursue more advanced study in Computer Science (e.g. in the I.B. or University preparatory) can talk to their Computer Science teacher to see if this option is available to them.

### **COMPUTER SCIENCE - CS30S**

This course is designed for students who showed aptitude and enjoyed CS20S. Continuing study from topics learned in CS20S, students will design their own 'curriculum' and assessment preferences within a framework of topics towards what they wish to get out of the course. Students will learn a second programming language (and potentially two more). Java, C#, C++, or Flash's ActionScript are all languages that could be explored in this course depending on the enthusiasm of the class. The CS20S topics will be briefly reviewed and then move to new topics such as: functions, arrays, classes/objects, GUIs/graphics, file handling, and advanced algorithms (searching and sorting). Students will have more practical programming problems and more choice in their complexity (based on time available) and then finish the year working on a new, more advanced final project (including video games).



## **COMPUTER SCIENCE - CS40S**

This course is designed for students planning to take Computer Science in their post-secondary careers (or as a serious hobby), or for students who showed aptitude and enjoyed CS30S. Students will be surveyed on interest, and purpose. From this, students will design their own 'curriculum' and assessment preferences within a framework of topics towards what they wish to get out of the course. Based on time available and student purpose, potential topics could include: advanced classes, advanced GUIs/Graphics, recursion, linked lists, stacks/queues, binary trees, algorithm efficiency, data representation, Boolean logic, as well as other non-programming Computer Science areas like architecture and social significance. Students will have more choice in assignments and complexity (based on time available) and will finish the year working on a new, more advanced final project (including video games).

## **CAREER EDUCATION**

### **HIGH SCHOOL APPRENTICESHIP PROGRAM**

The High School Apprenticeship Program, (HSAP), is another means to earn both high school credits and credit towards an apprenticeship. The HSAP lets students start their apprenticeship training while still in high school. Students will have the opportunity to get hands-on experience using highly specialized, technological equipment while also earning up to 8 supplemental credits for graduation. The HSAP ensures students are also paid a wage that is more than the minimum average as well as applying the on-the-job training hours to continued, full-time apprenticeship training after graduation. Students should indicate on their registration form that they are interested in this program.

### **LIFE/WORKTRANSITION LF30S / LF40S**

Students can register for this course at any level to explore potential occupations and to demonstrate employability skills, essential skills and specific occupational skills through work experience. Canada is on the verge of a workforce shortage that will create many new job opportunities. Students will be able to explore the possibilities of future careers while earning credits for graduation. This course is flexible and adaptable to the needs of the student, similar to the qualities individuals will need to succeed beyond high school.

# Westwood Collegiate



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Winnipeg, MB, R3K 1K3  
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Please visit our website:  
<http://www.sjasd.ca/school/westwood>

# Westwood Collegiate Course Code Listing

| Grade 9 Courses                               | Course Code |
|---|-------------|
| English                                       | EN10F       |
| Mathematics                                   | MA10F       |
| Physical Education                            | PE10F       |
| Science                                       | SC10F       |
| Social Studies                                | SS10F       |
| Grade 9 School Based Options                  | Course Code |
| Dance   | DA10SS      |
| Drama   | DR10SS      |
| Electronics                                   | EL10G       |
| French  | FR10G       |
| Geography                                     | GE20F       |
| Graphic Technology                            | GT10G       |
| Hockey Skills Academy                         | HA11G       |
| Home Economics                                | HE10G       |
| Applied Information Technology                | IT15FA/FB   |
| Music: Chamber Choir                          | CC10SS      |
| Music: Concert Band                           | MB10SS      |
| Music: Concert Choir                          | MC10SS      |
| Music: Jazz Band                              | MJ10SS      |
| Music: Vocal Jazz                             | VJ10SS      |
| Musical Theatre                               | MT10SS      |
| Spanish                                       | SP10G       |
| Transitional Math                             | MA10FT      |
| Visual Art                                    | VA10SS      |
| Visual Art: Advanced (Must also take VA 10SS) | VAA10SS     |

| Grade 10 Core Courses                          | Course Code |
|--|-------------|
| English  | EN20F       |
| Geography                                      | GE20F       |
| Math - Introduction to Applied & Pre-Calculus  | MA20SPA     |
| Math Essentials                                | MA20SS      |
| Physical Education                             | PE20F       |
| Science  | SC20F       |
| Grade 10 School Based Options                  | Course Code |
| American History                               | HI20G       |
| Computer Science                               | CS20SS      |
| Dance  | DA20SS      |
| Dance Advanced: Ballet (Must also take Modern) | DB20SS      |
| Dance Advanced: Modern (Must also take Ballet) | DM20SS      |
| Digital Pictures/ Film Making                  | D125S/DV25S |
| Drama  | DR20SS      |
| Drama - Advanced                               | DR20SSA     |
| Electronics                                    | EL20G       |
| Family Studies                                 | FA20F       |
| Food and Nutrition                             | FN20G       |
| French   | FR20F       |
| Graphic Technology                             | GT20G       |
| Hockey Skills Academy                          | HA21G       |
| Music: Jazz Band (Must also take Concert Band) | MJ20SS      |
| Music: Chamber Choir                           | CC20SS      |
| Music: Concert Band                            | MB20SS      |
| Music: Concert Choir                           | MC20SS      |
| Music: Vocal Jazz                              | VJ20S       |
| Musical Theatre                                | MT20SS      |
| Principles of Exercise Science                 | PE21G       |
| Spanish  | SP20G       |
| Textile Arts and Design                        | TAD20G      |
| Visual Art                                     | VA20SS      |
| Visual Art - Advanced (Must also take VA20SS)  | VAA20SS     |
| Grade 10 IB School Based Options               | Course Code |
| English IB Grade 10                            | EN20PB      |
| History Grade 11                               | HI30F       |
| Mathematics IB Grade 10 (Semester 1)           | MA20PB      |
| Mathematics IB Grade 11 (Semester 2)           | MA30PB      |
| Science IB Grade 10                            | SC20PB      |

| Grade 11 Core Courses                          | Course Code |
|--|-------------|
| English: Comprehensive Focus                   | EN30SC      |
| English: Literary Focus                        | EN30SL      |
| English Transactional Focus                    | EN30ST      |
| History of Canada                              | HI30F       |
| Mathematics Essentials                         | MA30SS      |
| Mathematics: Applied                           | MA30SA      |
| Mathematics: Pre-Calculus                      | MA30SP      |
| Physical Education (In school)                 | PE30F       |
| Physical Education (online)                    | PE30F       |
| Female Fitness                                 | PE30FF      |
| Advanced Fitness Training                      | PE30FT      |
| Grade 11 School Based Options                  | Course Code |
| Advanced Photography                           | AD30SS      |
| Aquatic Science                                | AQ41G       |
| Computer Science                               | CS30S       |
| Dance  | DA30SS      |
| Dance Advanced: Ballet (Must also take Modern) | DB30SS      |
| Dance Advanced: Modern (Must also take Ballet) | DM30SS      |
| Drama  | DR30S       |
| Drama: Advanced                                | TA32IB      |
| Electronics                                    | EL30G       |
| Family Studies                                 | FA30S       |
| Food and Nutrition                             | FN30S       |
| French   | FR30S       |
| Graphic Technology                             | GT30G       |
| Hockey Skills Academy                          | HA31G       |
| Music: Chamber Choir                           | CC30SS      |
| Music: Concert Choir                           | MC30SS      |
| Music: Concert Band                            | MB30SS      |
| Music: Jazz Band (must also take Concert Band) | MJ30SS      |
| Music: Vocal Jazz                              | VJ30SS      |
| Musical Theatre                                | MT30SS      |
| Science: Biology                               | BI30S       |
| Science: Chemistry                             | CH30S       |
| Science: Physics                               | PH30S       |
| Science: Current Topics                        | SC30S       |
| Spanish  | SP30F       |
| Sustainable Wilderness Education               | PE31G       |
| Textile Arts and Design                        | TAD30G      |
| Visual Arts                                    | VA30SS      |
| Visual Arts: Advanced                          | VAA30SS     |

| Grade 11 IB School Based Options | Course Code |
|----------------------------------|-------------|
| Theory of Knowledge 32IB         | TK32IB      |
| English 32IB HL                  | EN32IB      |
| French 32IB SL                   | FR32IB      |
| French 42IB SL                   | FR42IB      |
| Spanish 32IB SL                  | SP32IB      |
| History (Americas) 32IB HL       | HI32IB      |
| Psychology 32IB HL               | PY32IB      |
| Biology 32IB HL                  | BI32IB      |
| Chemistry 32IB SL                | CH32IB      |
| Physics 32IB SL                  | PH32IB      |
| Mathematics 40SP IB SL           | MA40IB      |
| Arts Visual 32IB SL              | AR32IB      |
| Theatre Arts 32IB SL             | TA32IB      |

| Grade 12 Core Courses                               | Course Code |
|---|-------------|
| English: Comprehensive Focus                        | EN40SC      |
| English: Literary Focus                             | EN40SL      |
| English: Transactional Focus                        | EN40ST      |
| Mathematics: Essentials                             | MA40SS      |
| Mathematics: Applied                                | MA40SA      |
| Mathematics: Pre- Calculus                          | MA40SP      |
| Physical Education (In school)                      | PE40F       |
| Physical Education (Online)                         | PE40F       |
| Female Fitness                                      | PE40FF      |
| Advanced Fitness Training                           | PE40FT      |
| Grade 12 School Based Options                       | Course Code |
| Advanced Photography                                | AD40SS      |
| Aquatic Science                                     | AQ41G       |
| Computer Science                                    | CS40S       |
| Dance: General                                      | DA40SS      |
| Dance Advanced: Ballet                              | DB40SS      |
| Dance Advanced: Modern                              | DM40SS      |
| Drama   | DR40S       |
| Drama: Advanced                                     | TA42IB      |
| Electronics   | EL40G       |
| Family Studies                                      | FA40S       |
| Food and Nutrition                                  | FN40S       |
| French  | FR40S       |
| Global Issues                                       | GI40S       |
| Graphic Technology                                  | GT40G       |
| History: Western Civilization                       | HI40SW      |
| History: Cinema as a Witness to Modern Civilization | CW40S       |
| Hockey Skills Academy                               | HA41G       |
| Law   | LW40S       |
| Music: Chamber Choir                                | CC40SS      |
| Music: Concert Choir                                | MC40SS      |
| Music: Concert Band                                 | MB40SS      |
| Music: Jazz Band (Must also take Concert Band)      | MJ40SS      |
| Music: Vocal Jazz                                   | VJ40SS      |
| Musical Theatre                                     | MT40SS      |
| Recreation Management & Athletic Leadership         | PE41G       |
| Science: Biology                                    | BI40S       |
| Science: Chemistry                                  | CH40S       |
| Science: Physics                                    | PH40S       |
| Science: Interdisciplinary Science                  | SC40S       |
| Spanish   | SP40F       |
| Textile Arts & Design                               | TAD40G      |
| Visual Art  | VA40SS      |
| Visual Art: Advanced (Must also take VA40SS)        | VAA40SS     |

| Grade 12 IB School Based Options | Course Code |
|----------------------------------|-------------|
| Arts Visual 42IB SL              | AR42IB      |
| Biology 40IB HL                  | BI40IB      |
| Biology 42IB HL                  | BI42IB      |
| Chemistry 42IB SL                | CH42IB      |
| English 40IB HL                  | EN40IB      |
| English 42IB HL                  | EN42IB      |
| History (Americas) 42IB HL       | HI42IB      |
| Mathematics 42IB SL              | MA42IB      |
| Physics 42IB SL                  | PH42IB      |
| Psychology 42IB HL               | PY42IB      |
| Spanish 42IB SL                  | SP42IB      |
| Theatre Arts 42IB SL             | TA42IB      |
| Theory of Knowledge 42IB         | TK42IB      |

# Westwood Collegiate Optional Courses

*Additional or Optional courses are dependent on student registration and enrolment.*

## **MATHEMATICS**

### **GRADE 9 TRANSITIONAL MATH - MA10FT**

Credit Value: 1 Credit

Transitional Mathematics is a course offered primarily for those who have had mathematics difficulty in the past. The course focuses on concepts such as real numbers, number conversions, consumer math and basic algebra. Students in Transitional Math will be more prepared to work with outcomes from the regular Math 10F curriculum.

## **SCIENCE**

### **AQUATIC SCIENCE - AQ41G**

Aquatic Science is a higher-level science course that involves interdisciplinary studies (including chemistry, physics, and biology) of freshwater and marine ecosystems. Topics covered may include the science of water, lakes and rivers, climate change, biodiversity, aquatic physiology, human impact and conservation. Students will spend a lot of time doing fieldwork outside of the classroom. Interested students should have a passion for the outdoors and ecology.

**\*NOTE:** It is recommended that students should only attempt this course if they have a high standing in CH30S, PH30S, or BI30S.

## **SOCIAL STUDIES**

### **AMERICAN HISTORY – HI20G**

The primary intent of the American History course is to create a greater understanding of significant historical events that shaped the United States. It is intended to be a survey course with a focus and emphasis on those historical developments that have influenced the world, especially Canada. The course will help students explore and better understand the impact that American history has had on shaping American society and influencing other areas of the world. A further intent is to identify the personalities who, in a significant way, shaped American history and to examine briefly their contributions. The course is divided into five units:

- Unit I: Colonization, Revolution, and Constitution
- Unit II: Territorial Expansion, Civil War and Reconstruction
- Unit III: Economic, Social and Political Developments, from 1865 – 1919
- Unit IV: Foreign Policy and Domestic Changes from 1895 – 1945
- Unit V: The United States since World War II

## **PHYSICAL EDUCATION**

### **PRINCIPLES AND FOUNDATIONS OF EXERCISE SCIENCE – PE21G**

This course is designed to provide an in-depth study into the science of human performance. The human body's physiological systems are a complex interconnected framework between the brain and nervous system. The purpose of this course is to give students a clear picture of how those physiological systems work together to maximize human performance. Students will use their knowledge of various aspects of exercise science such as biomechanics, kinesiology, fitness testing, injury treatment and prevention, and nutrition to develop a greater understanding of how the interaction between brain and nervous system leads to mastery in high performance activities.

## **SUSTAINABLE WILDERNESS EDUCATION – PE31G**

Environmental crisis and related issues continue to dominate both our present and future. At no time in history has the topic been more important than now. Our future and that of future generations will be impacted by the education, guidance and experiences of our youth. By providing opportunities for education, guidance and self reflection, the Sustainable Wilderness Education program is committed to developing passionate and skilled individuals who care about making a difference for sustainable outdoor environments. Through the development of a deep appreciation for the Earth and the importance of sustainability, students will attain the skills and attitudes needed to enrich both the lives of themselves and others. The aim of the Sustainable Wilderness Education course is to allow students to develop the skills and attitudes necessary to appreciate, enjoy, feel comfortable and if necessary, survive in the Canadian outdoors.

## **RECREATION MANAGEMENT AND ATHLETIC LEADERSHIP – PE41G**

This course is designed to help students develop their individual and group management skills through a wide range of real-life situations. The goal is to become more confident in planning, organizing and administering activities in their school and community. When students take ownership and assume the responsibilities of their own learning and organization, they develop the necessary leadership skills to make them successful in future pursuits. With a noticeable lack of quality leaders, qualified coaches and officials in all communities, the hope is to provide more students with an opportunity to develop the confidence and interest as future leaders to stay involved in coaching, teaching, officiating and sports administration after leaving school.

## **FRENCH**

### **FRENCH FOUNDATIONS - FR10G**

Basic French courses are taught in French. Students will participate in a variety of activities to further their linguistic competence. Students will have the opportunity to begin practicing their reading, writing and communication skills.

### **FRENCH FOUNDATIONS - FR20G**

This course follows the same objectives as 10G. Students will find that the course material is at a more challenging level. A communicative - experiential approach to the French language is emphasized.

## **INDUSTRIAL ARTS**

### **ELECTRONICS - EL10G**

Electronics 10G is a course that introduces the student to the world of electronics technology. The course is designed around soldering practice, circuit design and two projects using integrated circuits. In building these projects, the student will learn everything from the basics of electron theory to fabrication techniques.

### **ELECTRONICS - EL20G**

Electronics 20G builds on the skills and knowledge gained during the introductory level course EL10G—although it is not a pre-requisite. The students will build a number of electronic experiments, a “digital dice” device and, given time, several other projects of their choice.

### **ELECTRONICS - EL30G**

This course gives the student who enjoyed the hands-on practicality of the previous Electronic courses an opportunity to learn even more about electronics, circuit design and fabrication techniques. Students will build an “Atom Expander” project, and experiment with 3d printing and our CNC machine. Time permitting, students will complete a build (and keep) a 5-Watt Stereo Amplifier.

### **ELECTRONICS - EL40G**

The 40G electronics course will focus on digital electronic technologies. Students will begin by completing a number of digital electronic experiments, and by building a 12 VDC power supply and an AC flash strobe. Other topics, such as a large and small appliance repair and house wiring may also be explored, time permitting.

## **GRAPHIC COMMUNICATION TECHNOLOGY / DESIGN**

### **GRAPHIC COMMUNICATION TECHNOLOGY - GT10G**

This course is an introduction to graphic design and communications through print and digital media. Students will develop skills in document layout by creating ads, business cards, and other publications using Adobe InDesign. A major part of the course is devoted to developing digital drawing and painting skills, digital effects and collages in Adobe Photoshop. Students also learn foundations of vector graphics in Adobe Illustrator, and 3D architectural drawing in Sketchup. Some of the designs such as T-shirts, buttons, and mugs are also produced by students.

\* A fee is involved to assist in covering the cost of supplies.

### **GRAPHIC COMMUNICATION TECHNOLOGY - GT20G**

This course is the continuation of Graphic Communications GT10G. Students will develop skills in portrait photography using modern digital SLR cameras in studio setting. Digital darkroom techniques will be focused on portrait retouching in Adobe Photoshop. A major part of the course will be devoted to developing skills with vector graphics in Adobe Illustrator. Students will also expand their drawing techniques by integrating raster images in Adobe Photoshop into vector images in Adobe Illustrator. Students will also expand their multi-page document layout skills and design techniques by producing a mini-yearbook in Adobe InDesign. Further development of advertising skills will take place through design of brochures, posters, and flyers. Student will also produce their designs using vinyl cutting, laser engraving, and direct to garment printing methods.

\* A fee is involved to assist in covering the cost of supplies.

### **GRAPHIC COMMUNICATION TECHNOLOGY - GT30G**

This course is the continuation of Graphic Communications 20G. Students enrolling in this course must have credit in Graphic Communications 20G or equivalent. Students will develop skills in advanced vector drawing, combining vector and bitmap images, and creating art using Adobe Photoshop and Illustrator. They will also develop skills in realistic value rendering in paintings using Adobe Photoshop. Students will enhance their skills in drawing vector logos and developing a brand. A major project will involve developing a business package i.e. business logo, business card, letterhead, brochure, poster etc. using Adobe InDesign, Illustrator, and Photoshop. Students will also expand their knowledge of laser engraving, vinyl decal production, screen printing, and outputting vector graphics to various substrates.

\* A fee is involved to assist in covering the cost of supplies.

### **GRAPHIC COMMUNICATIONS TECHNOLOGY - GT40G**

This course is the continuation of Graphic Communications GT30G. Students enrolling in GT40G must have credit in Graphic Communications GT30G or equivalent. This course will be diversified allowing students to pursue their interest in a specific area of graphic communications with a major project in one of the following:

- A comic book based on a borrowed or own story
- A magazine design project
- A promotional product design and production package

Students will also expand their knowledge of creating artwork with Adobe Photoshop and Illustrator with special emphasis on realistic colour rendering in digital paintings. Students will also explore output for print through four-colour screen printing and direct to garment printing on dark garments. Other projects will involve laser engraving and embroidery.

\* A fee is involved to assist in covering the cost of supplies.

## **HUMAN ECOLOGY**

### **HOME ECONOMICS - HE10G**

Home Economics 10G offers students the opportunity to study topics in three broad areas: Foods and Nutrition, Clothing and Design, and Family Studies. A hands-on approach is taken in this course with opportunities for students to prepare foods and construct clothing/housing projects. Topics include: Nutrient basics; Prevention of disease through nutrition; Food preparation techniques; Fundamentals of design; Clothing construction basics; Housing, relationships; and Caring for children.



## **FAMILY STUDIES**

### **FAMILY STUDIES - FA20F**

This course focuses on the fundamentals of human development with an emphasis on child development. Students will have the opportunity to use the baby simulator “Baby Think It Over” and gain skills in observing and working with children. Topics covered include: Pregnancy, Birth, Infant and Child Development to Age 3.

### **FAMILY STUDIES - FA30S**

This course expands upon the theoretical and practical information in the FA20G course. An emphasis on pre-school and school age children is featured. Students will have the opportunity to gain practical experience working with children ages 3 to 8.

### **FAMILY STUDIES - FA40S**

This course examines the individual in society and the building of relationships with an emphasis on preparing for one’s future. Topics covered include: personal life philosophy, personality, communication, living on one’s own, relationships, marriage, and life challenges.

## **FOODS AND NUTRITION**

### **FOODS AND NUTRITION - FN20G**

Foods and Nutrition 20S explores several factors affecting one’s food choices. Major topics covered include cultural foods, consumerism, eating disorders and body image. Students will have many opportunities for hands- on food preparation.

\*A fee is involved to assist in covering the cost of supplies.

### **FOODS AND NUTRITION - FN30S**

This course focuses on Canada’s food supply and world food issues. Topics covered include food security, food safety, agriculture in Canada, nutrition and disease, world hunger and lifestyle choices associated with food. Hands-on food preparation is also featured.

\*A fee is involved to assist in covering the cost of supplies.

### **FOODS AND NUTRITION - FN40S**

Foods and Nutrition 40S features a broad range of topics. These include: food science, nutrition throughout the life cycle, careers associated with foods and nutrition, and regional foods of Canada. Hands-on food preparation is also featured.

\*A fee is involved to assist in covering the cost of supplies.

## **TEXTILE ARTS & DESIGN**

### **Textile Arts & Design - TAD20S**

Textile Arts and Design explores a basic understanding of textiles available to the individual consumer and how those textiles can be constructed, designed and obtained. Students will analyze the creative procedures of design to develop their own projects and personal creative goals. This course is of interest to those who wish to develop sewing skills, design skills, and examine issues relating to the textile industry. Topics may include, but are not limited to:

- Consumer Textile Choices
- Social Justice and Human Rights in the Textile Industry
- Textile Weaving
- Textile Printing & Dying
- Clothing Construction
- Quilting Skills & Design
- Elements & Principles of Design
- Basic-Intermediate Sewing Techniques

**Additional Information:** Students will be expected to purchase supplies and fabric for major choice project(s) if it is not something we have within the class.

### **Textile Arts & Design - TAD30S**

This course focuses on the manipulation of different textiles using various techniques and skills. Students will analyze the creative procedures of design to develop their own projects and personal creative goals. This course is of interest to those who wish to develop sewing skills, design skills, and examine issues relating to the textile industry. Topics may include, but are not limited to:

- Evolution of Fashion
- Creators of Fashion
- Cultural Fashions
- Designing with a Purpose
- Textile Industry Dynamics
- Intro to Environmental Design
- Advanced Application of the Elements & Principles of Design
- Intermediate-Advanced Sewing Techniques

**Additional Information:** Students will be expected to purchase supplies and fabric for major choice project(s) if it is not something we have within the class. In addition to possessing some knowledge of design and sewing techniques, students should be able to work creatively and independently.

### **Textile Arts & Design - TAD40S**

This course focuses on the manipulation of different textiles using various techniques and skills. Students will analyze the creative procedures of design to develop their own projects and personal creative goals. This course is of interest to those who wish to develop sewing skills, design skills, and examine issues relating to the textile industry. Topics may include, but are not limited to:

- Evolution of Fashion
- Creators of Fashion
- Cultural Fashions
- Designing with a Purpose
- Textile Industry Dynamics
- Intro to Environmental Design
- Advanced Application of the Elements & Principles of Design
- Intermediate-Advanced Sewing Techniques

**Additional Information:** Students will be expected to purchase supplies and fabric for major choice project(s) if it is not something we have within the class. In addition to possessing some knowledge of design and sewing techniques, students should be able to work creatively and independently.

## **INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

**APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY 1 - IT15FA (0.5 credit)**

**APPLIED INFORMATION AND COMMUNICATION TECHNOLOGY 2 - IT15FB (0.5 credit)**

The emphasis of ICT courses is on students learning to solve problems, accomplish tasks and express creativity, both individually and collaboratively. Students will learn to use current technology for tasks at school and in their personal lives. In this course students will be given the opportunity to develop or improve proficiencies in important technology skills and knowledge. This course includes content in:

- Hardware, software and the Internet
- Improving technical proficiency in keyboarding
- Representing data in spreadsheets and charts
- Communication through Digital Photography

**Students taking ICT must take both half credit courses to equal 1.0 credit. IT15FA and IT15FB cannot be taken individually.**

### **ADVANCED PHOTOGRAPHY - AD30SS**

This course allows students to further their pursuit of creating a still image that communicates a message. Every student will use a modern DSLR camera provided by the school. Those cameras have enhanced control over exposure with manual manipulation of aperture, shutter speed and ISO that will allow greater creative expression. Experimentation with advanced depth of field, lighting techniques and colour control will provide a bulk of the course work. Introductory assignments with controlled studio lighting methods will be included. Continued learning of photographic editing techniques with software will round out the course.

### **ADVANCED PHOTOGRAPHY - AD40SS**

This course continues from concepts and skills gained in AD31G and it concentrates on studio photography techniques. Portrait and product photography will be covered including advanced lighting methods using light meters, flashes, gels, reflectors and strobes. Students will learn how to use studio lighting setups and their role in creating a mood and a visual message for artistic and commercial use. The digital darkroom techniques in Adobe Photoshop will help students enhance their photographs in postproduction. Sometime will also be spent on exploring ideals of artistic beauty, photographic fidelity, human interactions and the business of studio photography.

### **COMPUTER SCIENCE - CS20S**

This course is an introduction to the study of Computer Science. Students will be introduced to the discipline of programming through introductory software like Scratch, Stride and Greenfoot. Once established, formal programming instruction will take place starting in the Java programming language. Students will learn important concepts like variables, conditional statements, loops, and functions. Students will work on hands-on programming problems, games, and have practical assignments. The course will end with students working on a major project of their own choosing (including simple video games). Applied or pre-calculus math skills are a recommendation for this course (though not a requirement).

### **COMPUTER SCIENCE - CS30S**

This course is designed for students who enjoyed CS20S. Continuing study from topics learned in CS20S, students will learn at least one more programming language, and may learn more depending on the enthusiasm of the class. Topics from the grade 10 course will be briefly reviewed before the class moves on to new topics such as: functions, arrays, classes/objects, and GUIs/graphics. Students will have more choice in the number and complexity of the programming problems they work on, and will finish the year working on a new, more advanced final project (including video games). Students serious about studying Computer Science or students who do well in this course can move into the grade 12 option.

### **COMPUTER SCIENCE – CS40S**

Continuing study from topics learned in CS30S, students will begin a “deep dive” into the Java language — a necessary preparation for post-secondary study. Topics from earlier courses will be quickly reviewed before the class moves on to new topics such as: advanced data structures, overloading methods, and an object-oriented programming style. This is a challenging course, but will be very useful to students serious about studying Computer Science at a University or College.

## INTERNATIONAL BACCALAUREATE

The IB Diploma Program is a comprehensive pre-university course for academically motivated students. It is a sophisticated two-year curriculum with over half a million students in 119 countries participating since it was first established in 1968.

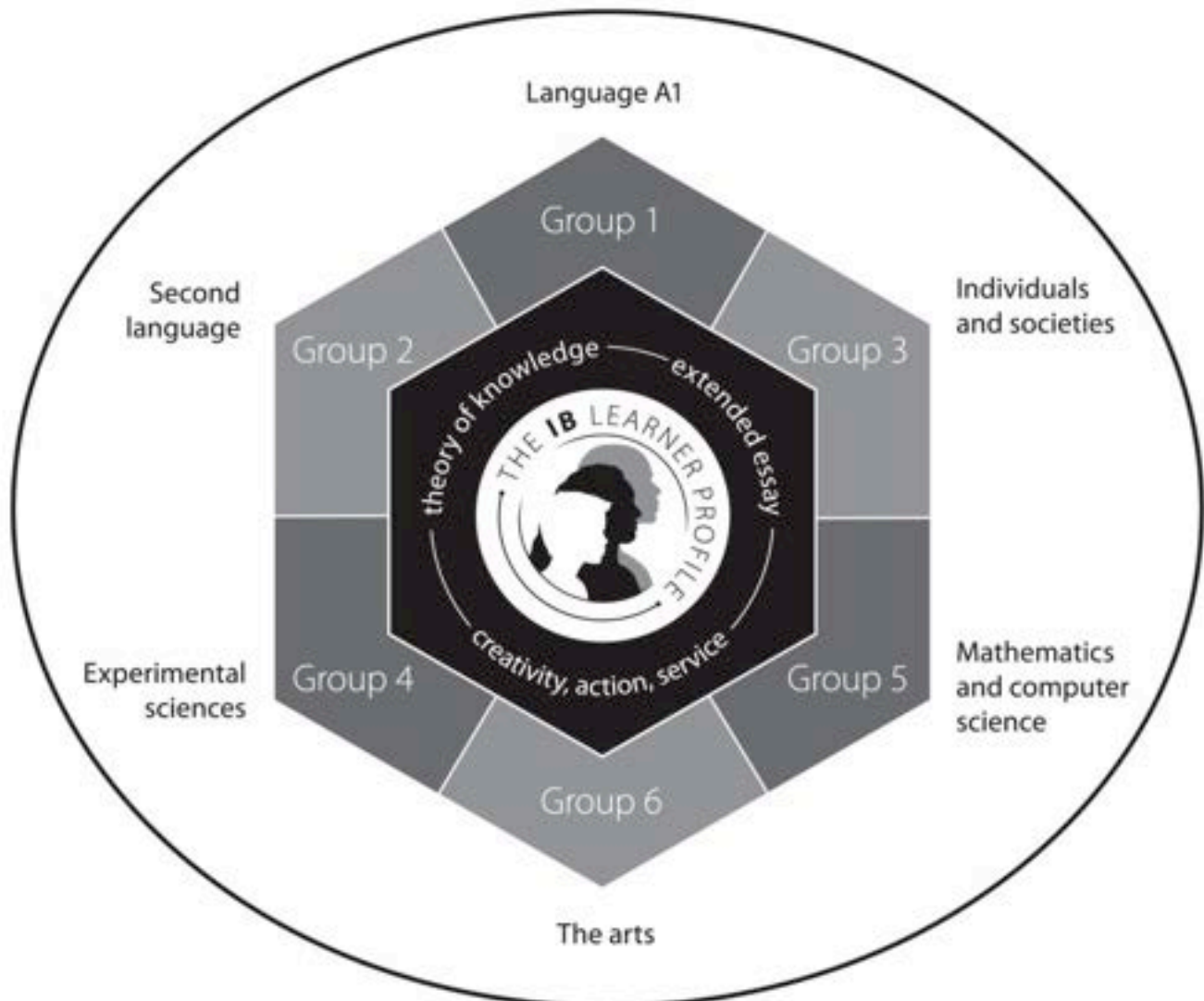
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, in their last two years of high school studies, for success at university and life beyond.

The IB Diploma Programme is recognized throughout Manitoban universities as well as over much of the world. It fosters higher learning, a holistic development of the student, and international mindedness. We offer this program for strong academic and highly motivated students in the last two years of high school, but we begin to prepare its students in Grades 9 and 10.

**For further general information log on to [www.ibo.org](http://www.ibo.org) or feel free to contact the IB Coordinator.**

The Diploma Programme is visually represented in the following manner:



By the end of the Diploma Programme, we hope that our students have this learner profile:

**Inquirers**  
**Knowledgeable**  
**Thinkers**  
**Communicators**  
**Principled**

**Open-minded**  
**Caring**  
**Risk-takers**  
**Balanced**  
**Reflective**

### **The core components:**

As mentioned, the IB programme promotes the holistic development of its students. Therefore, at the centre of the academic portion are three essential components for any students wishing to take full Diploma:

### **Theory of Knowledge:**

- Interdisciplinary - drawing connections between the various Groups
- Explores the nature of knowledge across disciplines
- Encouraging an appreciation of other cultural perspectives
- Taken in grades 11 and 12 as the courses TK32IB and TK42IB

### **Creativity, Action and Service:**

- Encourages students to be involved in artistic pursuits, sports and community service
- Education outside the classroom
- Development of the learner profile
- Conducted over grades 11 and 12
- 150 hours in total divided fairly evenly between the three components (C, A and S)

### **Extended Essay:**

- 4,000 words in a subject and topic of the student's choice
- Offers the opportunity to investigate a research question of individual interest
- Familiarizes students with the independent research and writing skills expected at university
- An Extended Essay Advisor (Teacher of the student's choice) offers some guidance through the process

### **Further information:**

- Please consult [www.ibo.org](http://www.ibo.org) or
- Feel free to contact the IB Coordinator

## **IB ENGLISH – GROUP 1**

### **ENGLISH 32SIB HL - IB English, Year 1 - EN32SIBHL**

Taken every other day during the grade 11 year, this course is the first year of a two-year IB English syllabus. In the first semester of this course, students read and study World Literature, and produce a major paper for credit in the IB program. They participate in three interactive orals and write three reflective statements, which may guide their Literature paper. In the second semester, students intensively study novels, plays and poetry, and complete an individual oral presentation that is internally assessed.

### **ENGLISH 40IB HL - IB English, Year 2 – EN40IBHL**

Taken every day during the first semester of grade 12, this course continues the 2nd year of the IB Program. In this course students engage in a close study of Shakespearean play, a modern novel, and the work of major poets and a full-length non-fiction work. In January, students will write the grade 12 Provincial ELA Standards test and take part in the IB required individual oral commentary.

## **ENGLISH 42IB HL - IB English, Year 2 - EN42IBHL**

In this course students study four works of 20th century theatre. At the end of grade 12, students write two two-hour International Baccalaureate examinations.

## **IB LANGUAGES – GROUP 2**

### **FRENCH 32IB SL - FR32IBSL**

Similar to FR30S but enriched in reading and oral production.

### **FRENCH 42IB SL - FR42IBSL**

The aim of this course is to prepare students to use the language appropriately in a range of situations and for a variety of purposes. A wide range of oral and written texts will be studied intensively. Students will complete a portfolio of their written and oral work. Accuracy in language usage and clarity of expression are the corner stones of this level.

### **AB INITIO SPANISH SL - SP32IBSL**

Ab initio Spanish course is a Group 2 Language IB standard level course. Ab initio Spanish is a language learning course for beginners, designed to be followed over two years by students who have no previous experience of learning the target language. The main focus of the courses is on the acquisition of language required for purposes and situations usual in everyday social interaction. Language ab initio courses are only available at standard level. Ab initio Spanish course aims to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language through the study of a core syllabus and language-specific syllabuses.

### **AB INITIO SPANISH SL – SP42IBSL**

This course is a continuation of the SP32IB course with the main focus on the continual acquisition of the Spanish language required for purposes and situations found usual in everyday social interaction. The aims are to develop a variety of linguistic skills, and a basic awareness of the culture(s) using the language through the study of a core syllabus and language-specific syllabuses.

## **IB SOCIAL STUDIES – GROUP 3**

### **HISTORY (AMERICAS) HL - HI32IB**

History of the Americas is a two year higher level International Baccalaureate course. This course is a systematic and critical study of the human experience, including social, economic, political and cultural events through the 19th and 20th centuries. Presenting historical explanations from an international perspective is an objective of this history course and, therefore, candidates will be expected to study the histories of a selection of countries and themes within the chosen region. The study of a country's national history will be in the comparative, regional framework of the History of the Americas.

### **HISTORY (AMERICAS) HL - HI42IB**

This course is a continuation of the HI32IB with a similar framework but a more in-depth study of the History of the Americas.

### **PSYCHOLOGY 32IB HL – PY32IBHL**

This course can be used as either an International Baccalaureate Group 3 selection or as an IB elective. IB Psychology is the study of human behavior from an empirical perspective. Students learn to design and execute experiments as well as to interpret their findings. Content of the course includes a study of psychologists and their theories as well as the most recent research findings across the various fields of the discipline. A primary emphasis in this course is on utilizing appropriate research to support points made in essays and class discussions.

## **PSYCHOLOGY 42IB HL – PY42IBHL**

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. The aims of the course are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings
- Ensure that ethical practices are upheld in psychological inquiry
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- Develop an understanding of alternative explanations of behavior
- Understand and use diverse methods of psychological inquiry.

## **IB SCIENCE – GROUP 4**

### **BIOLOGY 32IB HL - BI32IBHL**

The topics covered are similar to BI30S. Additional problem-solving and experimental work is included in this course. The depth of coverage is comparable to the first-year biology course offered at most major universities. The major difference between Standard Level (SL) and Higher Level (HL) is in terms of breadth and depth of options. In HL, students study more options and explore the basic options with more in-depth.

### **BIOLOGY 40IB HL - BI40IBHL**

Grade 12 IB students are enrolled in BI40IB, which is in the first Semester and BI42IB in the second semester. The course includes all the topics in BI40S. The level of difficulty is about the same as the BI40S course, but more topics are covered at a faster pace. There is also an increased emphasis on lab and research work.

### **BIOLOGY 42IB HL - BI42IBHL**

This course is offered only in the second semester. It is the completion of the Higher Level (HL) biology program. The level of coverage is comparable to that in university courses. It involves extensions into the areas of Evolution and further human physiology. Each student will be involved in a “Group IV Project,” a multi-disciplinary research project that all IB students must complete. Working in a team with IB Chemistry and Biology students, student select a project; gathers data, form conclusions and presents results. The Group IV project is designed to give you the student appreciation of the processes that go on in real-world scientific research.

### **CHEMISTRY 32IB SL - CH32IBSL**

Grade 11 IB students are enrolled in CH32IB. The topics covered are similar to CH30S. Additional problem solving and experimental work is included in this course. \*It is very strongly recommended that a student achieve a mark of 65% or better in SC20F prior to attempting this course.

### **CHEMISTRY 42IB SL - CH42IBSL**

Grade 12 IB students are enrolled in CH42IB, which is non-semestered. The course includes all the topics in CH40S plus chemical bonding, gas laws, drugs and pharmaceuticals, and higher-level organic chemistry. The level of difficulty in the course is about the same as the CH40S course, but more topics are covered and at a faster pace. There is also an increased emphasis on laboratory and research work.

### **PHYSICS 32IB SL – PH32IBSL**

This course exposes students to this most fundamental experimental science, which seeks to explain the universe itself— from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavours — and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists. Specific topics explored include: physics and physical measurement; mechanics; thermal physics; oscillations and waves; electric currents; fields and forces; atomic and nuclear physics; energy, and/or power and climate change.

### **PHYSICS 42IB SL – PH42IBSL**

This course continues the study of physics from PH32IBSL with more depth and additional topics such as quantum physics, wave phenomena, particle physics, astrophysics or relativity.

## **IB MATHEMATICS – GROUP 5**

### **MATHEMATICS 20PB - MA20PB**

Grade 10 IB students take MA20PB in their first semester. The course is similar to Pre-Calculus Mathematics 20SP with enrichment in most topics.

### **MATHEMATICS 30PB - MA30PB**

Grade 10 IB students take MA30PB in the second semester. The course content is similar to MA30SP with increased attention to and more in depth study of selected topics.

### **MATHEMATICS 40IB SL - MA40IBSL**

Grade 11 IB students take MA40IB. The course content is similar to MA40SP with an increased focus and more in depth study on selected topics. Students are also required to complete a portion of their IB course work including 2 portfolio assignments. This course requires approximately 10% more course work than that of MA40SP.

### **MATHEMATICS 42IB SL - MA42IBSL**

Grade 12 IB students take MA42IB, a continuation of MA40IB, which includes a study of Functions and Calculus, Further Calculus, Vectors and Matrices, and Probability and Statistics. Students also are required to create a comprehensive portfolio, which spans 2 years of mathematics course work. Students now have the ability to use a successfully completed. Math 42IB credit for a university transfer credit. This course proves extremely useful for those students wishing to take mathematics and sciences in university.

## **IB ARTS – GROUP 6**

### **VISUAL ARTS 32IB SL - AR32IB SL**

### **VISUAL ARTS 42IB SL - AR42IB SL**

This course consists of two areas of study: a studio work component that deals with practical exploration and artistic production, and research workbooks that deals with independent critical research and analysis, visual and written, in more than one culture. This course will provide each student with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art. The course work will exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms. Students will be expected to gain visual and contextual knowledge of art from various cultures, and pursue quality through experimentation and purposeful creative work in various expressive media. This course will enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual art.

### **THEATRE ART 32IB SL - TA32IB SL**

### **THEATRE ART 42IB SL - TA42IB SL**

This program is a two-year program during which students are involved in performance skills, theatre studies, play analysis and interpretation, and theatre production. External assessment involves a research project and play analysis and interpretation. Internal assessment includes performance / theatre production and a Theatre Arts Portfolio.

### **CREATIVE / ACTION / SERVICES 32IB SL - CA32IB**

### **CREATIVE / ACTION / SERVICES 42IB SL – CA42IB**

Students must demonstrate 75 hours of citizenship to their community. For example: students could write a play (Creative- 25 hours), produce, organize and present it (Action – 25 hours) and serve as a volunteer at a Senior Citizens Lodge (Service - 25 hours).



## **THEORY OF KNOWLEDGE 32IB SL - TK32IB**

Credit Value: 0.5 credit

Theory of Knowledge is compulsory for all Diploma IB students and is available as an option for other students. It is an academically rigorous program, which explores the foundations upon which the central academic disciplines are based. Topics explored include: perception, language, knowledge and logic. Three essays are assigned in addition to a logic assignment.

## **THEORY OF KNOWLEDGE 42IB SL - TK42IB**

Credit Value: 0.5 credit

A continuation of TK32IB. Topics include: mathematics, the natural and social sciences, history, ethics, aesthetics, and the synthesis of all topics. Three essays are assigned in addition to an oral presentation on aesthetics.

## **VISUAL ARTS**

### **VISUAL ARTS - VA10SS**

This is an introductory course based on the study and understanding of the Art Theories, as well as the Elements and Principles of Design. This course will offer a variety of research based art projects that will allow students to explore a variety of media and art making techniques. A sketchbook will be kept throughout the course for daily sketching, as well as research and reflective journaling. A special project will be completed in this course. Student self-assessment is an important assessment component in this course.

### **VISUAL ARTS 20F- VA20SS**

This course is designed to continue the use of the Art Theories and the Elements and Principles of Design in art making and investigation. A variety of research based art projects will allow students to explore a variety of media and art making techniques. A sketchbook will be kept throughout the course and will be used for daily sketching, as well as research and reflective journaling. A special project will be completed in this course. Student self-assessment is an important assessment component in this course.

### **VISUAL ARTS- VA30SS**

This course will challenge students to hone their art-making skills and techniques while using a wide variety of media and mixed media. Project research will have students looking at a variety of artists and styles of art while thinking about what their “personal” style of art may be. Study of the Art Theories and the Elements and Principles of Design will continue to be a part of the reflective journaling process. A sketchbook will be kept throughout the course for daily sketching, as well as research and reflective journaling. A special project will be completed in this course. Student self-assessment is an important assessment component of this course.

### **VISUAL ARTS - VA40SS**

This course will encourage students to explore their personal style of art making while working with the techniques and media that suit this style. Project research will have students studying a variety of art from different cultures, generations and art movements to gain a better understanding of art place in society. Study of the Art Theories and the Elements and Principles of Design will continue to be a part of the reflective journaling process. A sketchbook will be kept throughout for daily sketching, as well as research and reflective journaling. A special project will be completed in this course. Student self-assessment is an important component.

## **BAND**

### **BAND - MB10SS**

Students entering Band 10G must have had a minimum of one year, and preferably three years experience playing one of woodwind, brass or percussion instruments. If a student lacks this requirement, or skills do not meet grade level expectations, the student will be required to take private lessons. Students registered for Band 10G are part of the grade 9 Concert Band. Students will attend both full band classes and smaller sectional classes. Emphasis will be placed on skill development, and music theory will be covered as it arises in the repertoire. Participation in concerts is a required part of this course.

## **BAND - MB20SS**

Students registered for Band 20G are part of the grade 10 Concert Band. Students will attend both full band classes and smaller sectional classes. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. Participation in concerts is a required part of this course.

## **BAND - MB30SS**

Students in grade 11 who register for Band are considered to be part of the Symphonic Band or Senior Concert Band. Students will attend both full band classes and smaller sectional classes as required by the directors. Emphasis will also be placed on practical participation in Band. Emphasis will be placed on skill development, and music theory will be covered as it arises in the repertoire. Participation in concerts is required part of this course.

## **BAND - MB40SS**

Students in grade 12 who register for Band are considered to be part of the Symphonic Band or Senior Concert Band. Students will attend both full band classes and smaller sectional classes as required by the directors. Emphasis will be placed on practical participation in Band. Emphasis will also be placed on skill development, and music theory will be covered as it arises in the repertoire. Participation in concerts is a required part of this course.

## **JAZZ BAND**

### **JAZZ - MJ10SS**

### **JAZZ - MJ20SS**

### **JAZZ - MJ30SS**

### **JAZZ - MJ40SS**

These courses are designed for interested students who have reached a proficient level of achievement on their band instruments. Students enrolled in this course will study various forms of jazz, swing, pop and rock music. These courses will involve group practices and sectional rehearsals, with an increased emphasis on improvisation, jazz articulation, phrasing and interpretation.

## **DANCE**

### **DANCE - DA10SS**

The development of jazz dance as a separate dance form will be explored. Basic jazz technique, dance composition, and theory will be introduced. Other styles of dance are introduced as supplementary units of study.

### **DANCE – DA20SS**

Previous experience in dance is recommended. The development of jazz dance as a separate dance form will be continued. Basic jazz technique, composition and theory will be studied. The course will focus on the development of dance skills and an increased knowledge of body awareness. Cultural world dance will be a thematic exploration.

### **DANCE – DA30SS**

Previous experience in dance is recommended. The development of jazz dance as a unique basis for movement is continually examined. Intermediate jazz technique, dance composition, and theory will be studied. Lyrical and Contemporary dance will be focused on as supplementary genres.

### **DANCE – DA40SS**

Previous experience in dance is recommended. The development of jazz dance as a unique basis for movement is continually examined. Advanced jazz technique, dance composition, and theory will be studied. Lyrical and Contemporary dance will be focused on as supplementary genres.

## **DRAMATIC ARTS**

### **DRAMA - DR10SS**

This course emphasizes participation in drama. It will include oral interpretation, acting (Improvisation plays) and some writing for the stage. Students will be expected to keep a journal.

### **DRAMA - DR20SS**

This course emphasizes participation in drama. It will include oral interpretation, acting (improvisation, plays) and scene analysis. Script writing for the stage or film will be introduced. Students will be expected to keep a journal.

### **DRAMA - DR30SS**

This course emphasizes participation in drama. It will include oral interpretation, acting (improvisation, plays) and some stagecraft (set design and construction, lighting, sound, makeup, costume styles) and play writing is introduced. Students will be expected to keep personal response journals.

### **DRAMA - DR40SS**

This course emphasizes participation in drama and basic theory of script analysis as it specifically applies to a monologue. It focuses on various theories of play analysis and interpretation. Students will be expected to keep a journal.

## **CONCERT CHOIR**

### **CONCERT CHOIR - MC10SS**

The purpose of this course is to allow for participation, education, and enjoyment in vocal music. The program is performance oriented and will feature composers from classical to lighter musical styles.

### **CONCERT CHOIR- MC20SS      CONCERT CHOIR - MC30SS      CONCERT CHOIR- MC40SS**

This program is open to all students who wish to study vocal production through choral singing. Students entering these courses should have acceptable tone production and be able to match pitches satisfactorily. The courses will provide vocal techniques (to improve the quality of the singing), music theory (to understand music) and the study of various styles of choral music (swing, pop, jazz, sacred, classical, etc.). This program is performance oriented and students will be expected to participate in a variety of programs such as Remembrance Day, Concerts, School Musical, Spring Concert, and Graduation.

## **CHAMBER CHOIR**

### **CHAMBER CHOIR - CC10SS**

This course develops the techniques of voice production and the skills required for Chamber Choir. A listening component forms an important part of this course.

### **CHAMBER CHOIR - CC20SS      CHAMBER CHOIR - CC30SS      CHAMBER CHOIR - CC40SS**

These courses continue to study chamber music and is designed for those individuals who are excelling in their choral classes. Students will study the various forms of chamber music. Listening components are significant parts of the course as will be performance activities.

## **VOCAL JAZZ**

### **VOCAL JAZZ - VJ10SS**

This course develops the techniques of voice production and the skills required for participation in a vocal jazz ensemble. A listening component forms an important part of this course.

## **VOCAL JAZZ - VJ20SS      VOCAL JAZZ - VJ30SS      VOCAL JAZZ - VJ40SS**

These courses continue the study of vocal jazz and are designed for those individuals who are excelling in their choral classes. Students will study various forms of vocal jazz. Listening components are significant parts of these courses as will be the study of vocal jazz improvisation.

## **MUSICAL THEATRE**

### **MUSIC THEATRE - MT10SS**

This program has been developed for students who wish to gain proficiency in the three essential components of music theatre: voice, dance and acting. In this course, students will explore the roots of music theatre and study a musical in depth. Course work includes both individual projects and performances in-group ensembles.

### **MUSIC THEATRE - MT20SS**

In this course students will continue to develop the voice, dance and acting skills studies in MT11G. Students will perform scenes from music theatre repertoire. Both solo and ensemble performances are emphasized.

### **MUSIC THEATRE – MT30SS**

### **MUSIC THEATRE – MT40SS**

Students will continue training in voice, dance and movement. More advanced choral and solo repertoire will be studied. As well, students will be expected to perform in small ensembles and as soloists. Students will examine scripts, research characters and backgrounds, work in small ensembles, as well as produce, rehearse, and perform scenes. Topics will include auditioning.

## ARTS ADVANCED PROGRAM

The Westwood Collegiate Arts Advanced Program offers an enriched arts education for students with a demonstrated talent in dance, drama, and visual arts. Students will attend enriched arts courses alongside their regular academic classes. In this milieu, the arts become the focus of a program that develops the creative potential of artistically talented students. The goals of the program are to enrich and to accelerate artistic development, to stimulate creativity and original thinking, and to create an enduring respect and passion for learning within a climate of artistic and academic excellence. The Westwood Collegiate Arts Advanced Program links with the artistic resources in Metro Winnipeg and surrounding area, maximizing student growth through exposure to the artistic community.

### Admissions

Students who apply for the Westwood Collegiate Arts Advanced Program will require:

- a. Promotion from previous grade/level;
- b. A satisfactory interview: Admission decisions will be based on demonstrated ability, potential, and the student's apparent readiness, in terms of motivation and commitment, to benefit from the program.

### Audition Procedures

Admission to the Westwood Collegiate Arts Advanced Program will be based, in part, upon an evaluation designed to determine student suitability for the elected specialty. The level of accomplishment at the time of application is less important than a student's potential and attitude. Applicants must audition in the area in which they wish to advance. Any student who is undecided as to their specialty may audition in a maximum of two areas. Auditions will take place in **May/June** each year for the next year.

1. To begin the process, students should register for their intended courses. Completed registration forms should be received at Westwood Collegiate no later than the **11th** of March.
2. Students will be notified by letter with the date and time when auditions will be held.
3. Students will follow instructions to book an appointment for audition within the dates and times provided in the letter.
4. Successful candidates will be notified by letter.

### Expectations of an Arts Advanced Student

As an enrichment program designed to challenge skilled and artistic students, the expectations of attitude, behaviour and commitment are as follows:

1. Students will have a mature outlook on their participation in and commitments to their chosen advanced program(s), as well as accept the responsibility for their performance in and commitment to these courses.
2. Students will attend classes prepared with the necessary materials/supplies to complete the work at hand.
3. Students will attend all practices, rehearsals, and performances.
4. Students will accept and commit to program being conducted before or after school, as well as over the lunch hour.
5. Students will maintain a mark indicative of an enrichment program.
6. All expectations must be met in order to remain in the course.

### Program Fee

An Arts Program fee will be charged to students in the program each school year. This fee will support the artist-in-the-classroom component of the program and will be non-refundable. The artists, accompanists, performers, workshop presenters, guest speakers and technicians hired through the Program Fee, as well as additional supplies and field trips will enrich students' appreciation of the arts, and expand their understanding of career opportunities in the arts.

The Arts Program fee is **\$60.00** paid to your arts teacher on the first day of classes.

## **The School Day**

Westwood Collegiate Arts Advanced Program students will participate in their specialized learning activities and performances via an extended school day. In order to reduce the potential for timetable conflicts and to increase program flexibility, the Arts courses are offered before and after school, as well as over the lunch hour, in addition to regular class times.

## **DANCE ADVANCED PROGRAM**

Dance program students will study dance through four areas:

### **Technique**

Students will be introduced to a variety of styles within ballet and modern techniques to ensure the development of a solid technical foundation. The Modern dance styles are combinations of Martha Graham, Limon and Cunningham techniques. The study of technique includes the training of the muscles and nerves of the body and the development of students' physical, perceptual, mental, and expressive qualities.

### **Theory**

Students will learn the reasons behind the technique, another way to improve one's dancing and expression. Students will explore health issues and other dance related topics.

### **Composition**

Students will learn choreography by watching and working with artists, by dancing, and by creating dance compositions. They will study processes and structures used in creating a dance works.

### **Presentation**

Students will participate in school performances throughout the year; these presentations will provide opportunities to participate in co-curricular choreography, rehearsals, and performances.

### **Expectations of Dance Advanced**

In addition to meeting the expectations of all students, a Dance student will:

- Adhere to the Westwood Collegiate Dance dress code
- Work to improve dance technique by participating fully in daily dance classes
- Attend carefully to their own body through proper nutrition and physical maintenance
- Keep written work up-to-date in a journal and maintain a student portfolio

### **Dress Code**

The Westwood Collegiate Dance dress code is designed to encourage unity and discipline among students. Proper attire is vital for safety in dance class as it allows the teacher to accurately assess the dancers' alignment while allowing the dancer to maximize movement. The dress code also serves to distinguish the department's reputation as a serious dance program dedicated to the development and training of dancers.

Baggy clothing, multiple layers, and distracting or dangerous clothing such as buckles, loose straps, long pants, and dangly earrings are not allowed. Students will be asked to remove the item in question and should always have a bodysuit and tights underneath. For all classes hair, including bangs, must be pulled neatly off the face. No jewelry is allowed.

### **Ballet Class**

- Girls: pink ballet shoes with drawstrings tucked in and elastics sewn over the ankle, pink ballet tights with feet, and black Westwood bodysuit.
- Boys: black ballet shoes with drawstrings tucked in and elastics sewn over ankle, black socks, Westwood jazz pants or tights, black tank top or fitted t-shirt.

## **Modern Class**

- Bare feet, Westwood bodysuit, black footless tights. Spandex shorts or leggings may be worn. Snug fitting tank tops are acceptable.

**IMPORTANT:** There is a costume rental fee (\$50), which applies to costumes for the June recital. This fee is due by October 31, and covers the purchase, use and maintenance of school costumes for the final show of the year. This fee does not include costumes for student choreography.

## **DANCE ADVANCED COURSES**

### **DANCE – BALLET - DB20SS**

This course for dance majors will explore ballet dance technique and theory from classical to contemporary. Students will perform, and gain an awareness of the world of dance. Recognized ballet syllabi will be studied, with emphasis on the Minor Grades.

### **DANCE - MODERN - DM20SS**

In this course, students are introduced to a variety of modern dance techniques. Dynamics, tension and release of tension through movement are explored. Students will continue to choreograph, perform small group dances, and gain an awareness of the world of dance.

### **DANCE - BALLET - DB30SS**

Studio training will focus on the development and importance of strong technique. Movement dynamics, special body awareness and musicality are emphasized. Recognized ballet syllabi will be studied, with emphasis on the Major Grades. Pointe work may be introduced, dependent upon student's ability and strength.

### **DANCE - MODERN- DM30SS**

Students learn to move freely from one style of movement to another and to recognize and execute dynamic, rhythmic and energy changes within a combination or exercise. Students are introduced to improvisation and given the opportunity to work on movement notation. Emphasis is given to duo work and small group work.

### **DANCE – BALLET - DB40SS**

Studio training will focus on the development and importance of strong technique. Movement dynamics, special body awareness and musicality are emphasized. Recognized ballet syllabi will be studied with emphasis on the Major Grades. Pointe work may be introduced, dependent upon student's ability and strength.

### **DANCE -MODERN -DM40SS**

Students learn to move freely from one style of movement to another and to recognize and execute dynamic, rhythmic and energy changes within a combination or exercise. Students continue to study improvisation and are given the opportunity to work on movement notation. Emphasis is given to solo and duo work.

## **DRAMA ADVANCED PROGRAM**

### **Expectations**

Performance/Exhibition

Students are required to rehearse outside of class time. Students will participate in co-curricular opportunities on site. Public performances will include school shows and festivals. Leadership opportunities may be available to those students interested in technical and production skills.

## Curriculum

Each course will involve written work. Students are expected to keep their written work (drama) in a separate three-ring binder and maintain a student portfolio-essentially a detailed journal. Each level from grade 9 to grade 12 is expected to see live theatre. The drama teacher will specify the number of performances.

## Learning Environment

Students are expected to wear loose clothing and soft-soled shoes to classes. Due to the amount of group work in theatre, students are required to be prompt, co-operative and dependable. Each student is required to make appropriate bookings for use of these spaces. The class in session will leave the drama area in an orderly fashion for the successive class.

## DRAMA ARTS ADVANCED COURSES

### DRAMA – ADVANCED DRAMA – DR10SSA

Prerequisite: Audition

This course examines experimentally and analytically the roots of drama with particular reference to ritual. Common elements in ritual will be analyzed both on a literal as well as symbolic level. Individual work will lead to group ensemble efforts. Students will be introduced to playmaking, script building/writing and a variety of production skills.

### DRAMA – ADVANCED DRAMA – DR20SSA

Prerequisite: Audition

Students will analyze and perform scripted scenes, individual and small presentations and explore in depth the art of comedy and drama.

**Note:** Students wishing to pursue further studies in the Drama at the G.11/G.12 level are encouraged to register for Drama (DR30SS/DR40SS) and the Drama IB (FS32IB/FS42IB or TA32IB/TA42IB)

## VISUAL ARTS ADVANCED PROGRAM

### Expectations

- Demonstrate enthusiasm, initiative, a willingness to commit oneself to in-depth effort and go beyond the assignments.
- Demonstrate responsibility in terms of use of art materials, time management of projects and completion of assignments.
- Demonstrate effective self-criticism and evaluation criteria, which in part demands an open approach to all types of art, including awareness of good craftsmanship, innovation and invention.
- Develop problem-solving abilities, which include flexibility in use of materials, ideas and techniques.
- Develop confidence in articulating ideas; and become independent in expressing emotion in art work.
- Demonstrate effective group work, group planning, discussion and co-operation.
- Demonstrate creativity and originality in their work.

### Learning Environment

A Visual Arts Advanced student will help maintain art department resources, materials and equipment by: participating in the cleanup of his/her environment, showing care, courtesy, and common sense ensuring a safe environment, maintaining personal supplies required for the course work, being responsible for the replacement of lost or stolen articles while in his/her care, use class time productively by being prompt to class and participating fully in class activities, take responsibility in meeting the needs of the group with "group work" as required, start and finish all works of art during class time unless otherwise indicated by the teacher.



**A Visual Arts Advanced student will:**

Be aware of art in the contemporary world through regular visits to traditional and non-traditional galleries, meet exhibition requirements by respecting deadlines and providing assistance where support is necessary, be an advocate of the Visual Arts encouraging friends, parents, and community to attend exhibitions both inside and outside of the school.

**VISUAL ARTS ADVANCED COURSES****ART ADVANCED – VA10SSA**

Students explore the fundamentals of three-dimensional design and continue the work begun in VA10S. Art history components will be integrated as research into the studio work. A portion of time will be devoted to special projects. A sketchbook will be kept throughout the course for daily sketching, as well as research and reflective journaling. Student self-assessment is an important assessment component in this course.

**ART ADVANCED – VA20SSA**

Students explore the fundamentals of three-dimensional design in a variety of materials and continue the work begun in VA20SS. Art history components will be integrated as research into the studio work while exploring both traditional and contemporary concepts and images. After studying relevant art works, past, and present, students will apply learned techniques to selected projects in mixed media, clay and printmaking. A portion of time will be devoted to special projects. A sketchbook will be kept throughout the course for daily sketching, as well as research and reflective journaling. Student self-assessment is an important assessment component in this course.

**NOTE:** Students wishing to pursue further studies in the Visual Arts at the G.11/G.12 level are encouraged to register for Visual Arts (VA30SS/VA40SS) and the Visual Arts IB AR32IB/AR42IB.

# Jameswood Alternative School



1 Braintree Cres.,  
Winnipeg, MB R3J 1C7  
Phone: 204-885-9555

Please visit our website:  
<https://www.sjasd.ca/school/jameswood>

# Jameswood Alternative School Course Code Listing

| Grade 9 Core Courses  | Course Code |
|---|-------------|
| English 10F   | EN10F       |
| Mathematics 10F   | MA10F       |
| Physical Education 10F                                      | PE10F       |
| Science 10F   | SC10F       |
| Social Studies 10F  | SS10F       |
| Grade 9 School Based Options                                | Course Code |
| Art 10G   | VA10GG      |
| Information and Communication Technology 1                  | IT15FA      |
| Information and Communication Technology 2                  | IT15FB      |
| Introduction to Drafting Design Technology 10G              | DF10G       |
| Electricity/ Electronics 10G                                | EL10G       |
| Home Economics 10G  | HE10G       |
| Transitional Math 15F                                       | MA15F       |
| Life/ Work Exploration 10S                                  | LF10S       |
| Woodwork Technology   | WT15G       |
| Grade 10 Core Courses                                       | Course Code |
| English 20F   | EN20F       |
| Geography 20F   | GE20F       |
| Mathematics - Introduction to Applied and Pre- Calculus 20S | MA20SAP     |
| Mathematics Essentials 20S                                  | MA20S       |
| Physical Education 20F                                      | PE20F       |
| Science 20F   | SC20F       |
| Grade 10 School Based Options                               | Course Code |
| Art 20G   | VA20GG      |
| Digital Film Making 25S                                     | DV25S       |
| Digital Imaging 25S   | DI25S       |
| Drafting Design Technology 20G                              | DR20G       |
| Computer Science 20S  | CS20S       |
| Life/Work Planning 20S                                      | LF20S       |
| Woodwork Technology   | WT20G       |

| Grade 11 Core Courses                          | Course Code |
|--|-------------|
| Biology 30S                                    | BI30S       |
| Chemistry 30S                                  | CH30S       |
| Current Topics in Science 30S                  | SC30S       |
| English - Comprehensive 30S                    | EN30SC      |
| English - Literary 30S                         | EN30SL      |
| English - Transactional 30S                    | EN30ST      |
| History 30F                                    | HI30F       |
| Mathematics Applied 30S                        | MA30SPA*    |
| Mathematics Essentials 30S                     | MA30S       |
| Mathematics Pre- Calculus 30S                  | MA30SP*     |
| Physical Education 30F                         | PE30S       |
| Physics 30S                                    | PH30S*      |
| Grade 11 School Based Options                  | Course Code |
| Art 30G  | VA30GG      |
| Broadcast Media 35S                            | BM35S       |
| Desktop Publishing 35S                         | DP35S       |
| Foods and Nutrition 30S                        | FN30S       |
| Family Studies 30S                             | FA30S       |
| 2D Animation 35S                               | AN35S       |
| Web Design 35S                                 | WD35S       |
| Computer Science 30S                           | CS30S       |
| Life/Work Buidling 30S                         | LF30S       |
| Grade 12 Core Courses                          | Course Code |
| Biology 40S                                    | BI40S       |
| Chemistry 40S                                  | CH40S       |
| Current Topics in Science 40S                  | SC40S       |
| English Comprehensive 40S                      | EN40SC      |
| English - Transactional 40S                    | EN40ST      |
| English - Literary 40S                         | EN40SL      |
| Mathematics Applied 40S                        | MA40SA      |
| Mathematics Essentials 40S                     | MA40S       |
| Mathematics Pre Calculus *                     | MA40SP*     |
| Physical Education 40S                         | PE40S       |
| Physics 40S                                    | PH40S       |
| Grade 12 School Based Options                  | Course Code |
| Art 40S  | VA40SS      |
| Family Studies 40S                             | FA40S       |
| Foods and Nutrition 40S                        | FN40S       |
| Geography 40S                                  | GE40S       |
| History: Western Civilization                  | HI40SW      |
| Law 40S  | LW40S       |
| Life/Work Transition 40S                       | LF40S       |
| Computer Science 40S                           | CS40S       |
| Psychology 40S                                 | PY40S       |
| Global Issues 40S                              | G140S       |
| High School Apprenticeship Options (8 credits) | HSAO40S     |
| Community Service Credit                       | CV40S       |
| Cinema as Witness to 20th Century History      | CW40S       |

## Other Available Courses

Community Service Student Initiated Project (0.5 credit or 1.0 credit), Vocational Courses offered in other schools within the SJASD (if room available), and Senior Years Apprenticeship Option

## Notes:

- ✓ **Courses with \* are offered online.**
- ✓ **Courses ending with a 15S, 35S are a ½ credit course, all others are full credit.**

# JAMESWOOD

A L T E R N A T I V E S C H O O L

Where attitude matters.

Jameswood Alternative School (JAS) is available to grade 11 and 12 age students who reside in St. James-Assiniboia School Division. In exceptional cases, consideration will be made on an individual basis to accept students at the grade 9 and 10 level. All core courses and a variety of option courses are available. Students are expected to attend on a full time basis. However, student schedules can be adjusted to meet individual needs due to work obligations or family commitments. Students who enroll at JAS have experienced or are experiencing difficulty in their home school. Students who choose to enroll at JAS must be motivated and capable of working in a self-directed, self-paced manner.

JAS is staffed with four teachers and a minimum of two educational assistants. Class sizes are typically kept to a maximum of 14 students. The teachers are subject specialists in the areas of Humanities, ICT/Art, Mathematics, and the Sciences. The classrooms are heterogeneously populated with students who require courses within the teachers' specialty area. The JAS philosophy is to foster a strong connection between each student and one significant adult. Teachers and students are expected to connect on a regular basis.

Education plans are developed for individual students in consultation with all stakeholders, which can include students, their parents/guardians, teachers, and advisors. Students' progress is reviewed on a regular basis. JAS is set up to be flexible to meet the needs of individual students but courses and expectations are set up to be very structured once a plan has been developed for a student.

## Jameswood Alternative School Mission Statement

- JAS students will grow to be citizens who demonstrate respect, personal responsibility, and the knowledge and skills to contribute to a democratic and environmentally responsible society.
- JAS students are partners in a "family culture" of collaboration and active involvement, with the belief that everyone matters.
- JAS values acceptance, achievement, opportunity and safety.

### Registration Process

Students who are Grade 11 age and older, wishing to register at Jameswood Alternative School (JAS) must live within the St. James-Assiniboia School Division. Enrolling at JAS is an option and privilege for a student and subject to a decision by an "admission committee." The admission committee may include the principal, a teacher, and, when appropriate, senior administration of the SJASD.

Admission is based on both JAS' capacity to serve additional students and the determination that the school's program will be an appropriate option to address the applicant's academic and social/emotional/behavioral needs. Some students who would otherwise meet admission criteria may not be accepted based on a lack of capacity since staffing and space is limited. If space is available, a decision will be made to determine whether the student meets criteria and is likely to be successful in the program. If the student is currently registered at/attending any of the SJASD senior years schools, the first step towards admission is a conversation with the student's assigned guidance counsellor at their current school. If the student is not currently registered at/attending school in SJASD, the first step is a conversation with the JAS administrator. Please call our school office at 204-885-9555.

### Coursework Expectation

Students work at their own pace, however ALL students MUST complete a MINIMUM of ONE course per quarter to maintain their placement in the program (i.e. Students enrolling in September would be expected to complete a minimum of 4 credits in the year, students enrolling in April would be expected to complete a minimum of 1 credit for the year). Students are expected to follow the schedule and plan that they have developed. Students who do not maintain their commitment to the program may be required to re-enroll in the program at a later date (space permitting).

### Attendance Expectation

Students are expected to maintain excellent attendance based on their school schedule. Students who cannot maintain regular attendance may be required to re-enroll when they are able to do so. "Excellent attendance" means students must be in attendance a minimum of 85% of the time based on their schedule

### Student Schedule

A period and course schedule is determined that fits the needs of individual students. Students are usually matched up with ONE teacher. This teacher will act as the student's advisor as the student completes courses within the classroom. A period schedule is shown below.

| JAS Class Schedule  |                  |
|---------------------|------------------|
| TIMES               | MONDAY TO FRIDAY |
| 9:30 AM - 10:35 AM  | Course 1         |
| 10:35 AM - 10:45 AM | Break            |
| 10:45 AM - 11:50 AM | Course 2         |
| 11:50 AM - 12:55 PM | Lunch            |
| 12:55 PM - 2:00 PM  | Course 3         |
| 2:00 PM - 2:10 PM   | Break            |
| 2:10 PM - 3:15 PM   | Course 4         |

\*Shortened afternoon periods (3 and 4) occur to accommodate monthly staff meetings. These meeting days generally fall on the first and third Tuesday of each month. Please see school day calendar for specific information.

**Students are excused at 2:45 pm. on these days.**

| JAS Shortened Tuesday Afternoon Schedule |          |
|--|----------|
| 12:55 PM - 1:50 PM                       | Course 3 |
| 1:50 PM - 1:55 PM                        | Break    |
| 1:55 PM - 2:45 PM                        | Course 4 |

### Graduation Requirements

All students are encouraged to graduate with a St. James-Assiniboia School Division Academic/Advanced Academic Diploma and/or Provincial Diploma. Planning sheets for these diplomas are found in the Planning Sheets Section of this booklet, in some cases, students may choose to graduate with a Mature Student Diploma

# Optional Courses

*Additional or Optional courses are dependent on student registration and enrolment.*

**NOTE:** all courses are offered in a self-directed, self-paced manner.

## Grade 9 Level School Based Options

### **Art 10G - AR10G**

This course covers the various content areas, such as art basics: elements and principles of art, creative thinking processes, different forms of art and media marketing. In all the units the use of journals and areas of looking, talking, and making are developed.

### **Electricity/Electronics 10G - EL10G**

The purpose of this course is to expose students to the fundamental concepts of electronics. The student does not require a background in electronics, as this course is very introductory in nature. Topics include: introduction to electricity, basic circuitry, learning the language of schematic symbols, digital multi-meter reading, resistance, capacitance, inductance, semi-conductors, power supplies, tools and safety. These topics are applied to constructing projects, initiating student challenges, watching videos and conducting experiments. This course will be of interest to those who are curious about how electronic devices work, including troubleshooting and repairing electrical devices we use every day, or who are considering a career in electrical/electronics technology or engineering.

### **Home Economics 10G - HE10G**

Home Economics 10G offers students the opportunity to study topics in three broad areas: Foods and Nutrition, Clothing and Design, and Family Studies. A hands-on approach is taken in this course with opportunities for students to prepare foods and construct clothing/housing projects. Topics include: nutrient basics, prevention of disease through nutrition, food preparation techniques, fundamentals of design, clothing construction basics, and housing.

### **Transitional Math 15F - MA15F**

Transitional math is a new course offered for grade 9 students who traditionally have had difficulty with mathematics. It is intended to better prepare these students for the rigorous regular Math 10F program, which all students in grade 9 must complete. The aim of grade 9 Transitional Math is mathematics for all students. Mathematical power can be thought of as a student's ability to demonstrate mathematical understanding, thinking and communication.

## Grade 10 Level School Based Options

### **Visual Art 20G - AR20G**

The Art 20G course is organized around the study of the visual elements of line, value, colour, shape, texture, and space. Mediums, such as pencil, acrylic, ink, clay and coloured crayons are used and Art history is studied through project work.

### **Digital Film Making 25S - DV25S (1/2 credit)**

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 using a narrative or documentary format.

### **Digital Pictures 25S - DI25S (1/2 credit)**

The purpose of this course is to provide students with the skills and knowledge to convey a message through an original image.

### **Drafting Design Technology 20G - DR20G**

The course will enhance students' knowledge about the world of design drafting. It is structured as follows:

- Module 1: Design
- Module 2: Reference Tools and Constructions
- Module 3: Mechanical Drafting
- Module 4: Architectural Drafting

### **Computer Science 20S - CS20S**

Students learn the fundamentals of programming through the Java programming language and gain essential tools and knowledge for computer science 30S and 40S. Areas studied include selection, looping and may include some basic graphics. Students also engage in debates, discussions and projects revolving around prominent topics in computing such as Internet ethics and problem solving.

### **Woods Technology - WT15G (0.5 credit)**

This is an introductory course that focuses on safe operation of machines/equipment and basic wood joinery. Throughout the half semester students will complete three projects with an option for a fourth (independent/choice project).

### **Woods Technology - WT20G (0.5 credit)**

This is a continuation of WT15G. The course is designed to promote problem solving skills and help students acquire skills necessary to be able to contribute to society. Emphasis will be placed on planning and designing stages with students demonstrating the various skills through project work.

## **Grade 11 Level School Based Options**

### **Visual Art 30G - AR30G**

This course is based on topical units. Within each unit, students develop problem-solving skills as they research and use various media and tools appropriate to their explorations.

### **Foods and Nutrition 30S - FN30S (1/2 credit)**

Food and Nutrition 30G emphasizes the role of the individual in his or her future health. Students evaluate their nutritional fitness and learn to prevent the diet-related diseases of our modern lifestyle. Laboratory experience encourages students to choose and prepare creative dishes for a healthy lifestyle.

### **Web Design 35S - WD35S (1/2 credit)**

The purpose of this course is to provide students with the skills and knowledge to design, develop, and publish a simple website to display information.

### **2D ANIMATION 35S - AN35SA (1/2 credit)**

The purpose of the course is to provide students with the skills and knowledge to create two-dimensional animations (Flash).

### **COMPUTER SCIENCE 30S - CS30S**

Students continue programming in the Java language while learning more fundamentals in computer science such as arrays and different sorting algorithms. Students will learn to finesse their code and deal with more complex problems and situations. Students will continue to engage in various discussions and projects dealing with topics in computing.

## Grade 12 Level School Based Options

### **Visual Art 40S - AR40S**

This course is offered and recommended for those students who have a greater than average interest and ability in Art. Students selecting this course are required to work much more independently and preface all work with written proposals as outlined by the Manitoba Senior High Art Curriculum. Students in this program must consult regularly with the instructor, and undergo verbal critiques of individual work. A major project on Art and Artists as outlined by the instructor, plus a major research paper and Art Gallery Critique are also required to receive credit.

### **Family Studies 40S - FA40S**

Family Studies 40S focuses on the individual, family, society, and the factors that affect the quality of life for all.

### **Foods and Nutrition 40S - FN40S**

Food and Nutrition 40S is an advanced study of nutrition controversies surrounding our present day food supply. The focus is both local and global, with an evaluation of the eating habits, foods and cultures of the world. Emphasis is placed on creative cooking for entertaining and on appreciating the uniqueness of cuisine at home and around the world.

### **Geography 40S - GE40S**

This course is a culmination of the high school student's training in Geography, as well as a preparation for the study of Geography at the university level. Topics covered include World Population & Food Problems, World Energy, Industrialization, Urbanization, and World Environmental Issues. This course also stresses thinking and writing skills. Computer assignments, current events and group work are an important part of this course.

### **Life/Work Transition - LC40S**

Life/Work Transition focuses on Personal Management, Career Exploration, Learning and Planning, Job Seeking and Job Maintenance, Career and Community Experiences. Students in this course will be expected to partake in service learning opportunities and/or a work experience component totaling a minimum of 60 hours.

### **Psychology 40S - PY40S**

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction, violence, and prejudice. This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based.

### **Computer Science - CS40S**

Students learn the current programming paradigm in practice to add to their growing knowledge of computer science. Students will be responsible for different independent projects which may include learning a different language or focusing on higher-level topics and programs in the Java programming language. Students will take part in discussions and projects dealing with topics in computing, such as careers in computing and current technologies

### **Film as Witness to 20th Century History - CW40S**

This course considers cinema as a source of information or misinformation about the past, and as a springboard for critical reflection about diverse interpretations of history. Each film, including documentary and dramatic selections from Canadian, American, and international cinema, is viewed and analyzed as a product of its historical period and as an interpretive representation of the past. The course deals with historical developments and themes that have influenced world history since the beginning of the 20th century.



## Other Available Courses

### **Community Service Student Initiated Project (SIP) (0.5 credit or 1.0 credit)**

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. A credit may be available to a student who participates in such activity in the senior years for graduation purposes and does not require departmental registration. Students MUST discuss this option with their teacher PRIOR to beginning to work towards this credit. ALL students are encouraged to complete a credit or half-credit in this area.

### **Vocational Courses offered in other schools within the SJASD (if room available)**

Vocational Courses such as Auto body (St. James) Aviation (Sturgeon Heights), Hairstyling (Sturgeon Heights and St. James), Electronics (Sturgeon Heights), Food Services (Sturgeon Heights), Graphic Arts (Sturgeon Heights) Jewelry Arts (Sturgeon Heights), Power Mechanics (Sturgeon Heights), Welding (Sturgeon Heights) are available to JAS students (space permitting). See individual school sections to view course descriptions. Prior to enrolling in these courses/programs students MUST speak to their teacher.

### **High School Apprenticeship Option**

Another means to earn credit towards an apprenticeship is through the High School Apprenticeship Program (HSAO). The HSAO lets you start your apprenticeship training while you are still in high school. It combines regular high school instruction with paid, part-time, on-the-job training. Prior to enrolling in this program students MUST speak to their teacher.

The HSAO program provides practical, paid, work experience and the opportunity to:

- get hands-on experience using highly specialized, technological equipment
- earn up to 8 supplemental academic credits for graduation based on 110 working hours per credit (\*up to 6 credits for Mature Diploma students)
- get paid more than minimum wage
- apply your on-the-job training hours to continued, full-time apprenticeship training after graduation
- use the skills you learn for a career in management or to start your own business

# St. James-Assiniboia Diploma Planning Sheets

## Provincial Diploma

**Note:** Students completing a St. James Academic or Advanced Academic will automatically receive a Provincial Diploma

| Grade 9              |        | Grade 10             |        | Grade 11             |        | Grade 12             |        |
|----------------------|--------|----------------------|--------|----------------------|--------|----------------------|--------|
| Compulsory           | Credit | Compulsory           | Credit | Compulsory           | Credit | Compulsory           | Credit |
| English 10F          | 1.0    | English 20F          | 1.0    | English 30S          | 1.0    | English 40S          | 1.0    |
| Mathematics 10F      | 1.0    | Mathematics 20S      | 1.0    | Mathematics 30S      | 1.0    | Mathematics 40S      | 1.0    |
| Phys. Ed. 10F        | 1.0    | Phys. Ed. 20F        | 1.0    | Phys. Ed 30F         | 1.0    | Phys. Ed 40F         | 1.0    |
| Social Studies 10F   | 1.0    | Geography 20F        | 1.0    | History 30F          | 1.0    | Grade 12 Option #1   | 1.0    |
| Science 10F          | 1.0    | Science 20F          | 1.0    |                      |        | Grade 12 Option #2   | 1.0    |
| School Based Options |        | School Based Options |        | School Based Options |        | School Based Options |        |
| Option 1 (required)  | 1.0    | Option 1 (required)  | 1.0    | Option 1(required)   | 1.0    | Option 1             | 1.0    |
| Option 2 (required)  | 1.0    | Option 2 (required)  | 1.0    | Option 2 (required)  | 1.0    | Option 2             |        |
| Option 3 (required)  | 1.0    | Option 3 (required)  | 1.0    | Option 3             |        | Option 3             |        |
| Option 4 (required)  | 1.0    | Option 4 (required)  | 1.0    | Option 4             |        | Option 4             |        |
| Option 5             |        | Option 5 (required)  | 1.0    | Option 5             |        | Option 5             |        |

**Note:** 30 credits are the minimum requirements for graduation

## St. James-Assiniboia School Division - Academic Certificate *(Includes Community Service Hrs)*

| Grade 9               |        | Grade 10              |        | Grade 11              |        | Grade 12              |        |
|-----------------------|--------|-----------------------|--------|-----------------------|--------|-----------------------|--------|
| Compulsory            | Credit | Compulsory            | Credit | Compulsory            | Credit | Compulsory            | Credit |
| English 10F           | 1.0    | English 20F           | 1.0    | English 30S           | 1.0    | English 40S           | 1.0    |
| Mathematics 10F       | 1.0    | Mathematics 20S       | 1.0    | Mathematics 30S       | 1.0    | Mathematics 40S       | 1.0    |
| Phys. Ed. 10F         | 1.0    | Phys. Ed. 20F         | 1.0    | Phys. Ed 30F          | 1.0    | Phys. Ed 40F          | 1.0    |
| Social Studies 10F    | 1.0    | Geography 20F         | 1.0    | History 30F           | 1.0    | Grade 12 Option #1    | 1.0    |
| Science 10F           | 1.0    | Science 20F           | 1.0    |                       |        | Grade 12 Option #2    | 1.0    |
| Community Service Hrs | 10 Hrs | Community Service Hrs | 10 Hrs | Community Service Hrs | 10 Hrs | Communtiy Service Hrs | 10 Hrs |
| School Based Options  |        | School Based Options  |        | School Based Options  |        | School Based Options  |        |
| Option 1 (required)   | 1.0    | Option 1 (required)   | 1.0    | Option 1(required)    | 1.0    | Option 1 (required)   | 1.0    |
| Option 2 (required)   | 1.0    | Option 2 (required)   | 1.0    | Option 2 (required)   | 1.0    | Option 2              |        |
| Option 3 (required)   | 1.0    | Option 3 (required)   | 1.0    | Option 3              |        | Option 3              |        |
| Option 4 (required)   | 1.0    | Option 4 (required)   | 1.0    | Option 4              |        | Option 4              |        |
| Option 5              |        | Option 5 (required)   | 1.0    | Option 5              |        | Option 5              |        |

**Note:** 30 credits are the minimum requirements for graduation

## Provincial French Immersion Diploma

**Note:** students completing a St. James Academic or Advance Academic will automatically receive a Provincial Diploma. A minimum of 14 credits from courses taught in French are required to obtain a diploma in French Immersion. At each grade in grade 9 and 10, a minimum of 4 credits must be completed in French and at each grade in grade 11 and 12 a minimum of 3 credits must be completed in French.

| Grade 9              |        | Grade 10             |        | Grade 11                        |        | Grade 12                        |        |
|----------------------|--------|----------------------|--------|---------------------------------|--------|---------------------------------|--------|
| Compulsory           | Credit | Compulsory           | Credit | Compulsory                      | Credit | Compulsory                      | Credit |
| English 10F          | 1.0    | English 20F          | 1.0    | English 30SC                    | 1.0    | English 40SC                    | 1.0    |
| Phys. Ed 10F         | 1.0    | Phys. Ed 20F         | 1.0    | Phys. Ed. 30F                   | 1.0    | Phys. Ed. 40F                   | 1.0    |
| Français 10FX        | 1.0    | Français 10FX        | 1.0    | Français 10SX                   | 1.0    | Français 40SX                   | 1.0    |
| Mathés 10FX          | 1.0    | Mathés 10SX          | 1.0    | Min. 2 of the following courses |        | Min. 2 of the following courses |        |
| Sciences 10FX        | 1.0    | Sciences 10FX        | 1.0    | Mathés 30SX***                  | 1.0    | Mathés 40SX ***                 | 1.0    |
| Sc. Humaines 10GX    | 1.0    | Géographie 20FX      | 1.0    | Histoire 30FX***                | 1.0    | Histoire 40SX                   | 1.0    |
|                      |        |                      |        | Biologie 30SX                   | 1.0    | Biologie 40SX                   | 1.0    |
|                      |        |                      |        | Chimie 30SX                     | 1.0    | Chimie 40SX                     | 1.0    |
| School Based Options |        | School Based Options |        | School Based Options            |        | School Based Options            |        |
| Option 1 (required)  | 1.0    | Option 1 (required)  | 1.0    | Option 1 (required)             | 1.0    | Option 1 (required)             | 1.0    |
| Option 2 (required)  | 1.0    | Option 2 (required)  | 1.0    | Option 2                        |        | Option 2                        |        |
| Option 3 (required)  | 1.0    | Option 3 (required)  | 1.0    | Option 3                        |        | Option 3                        |        |
| Option 4             |        | Option 4 (required)  | 1.0    | Option 4                        |        | Option 4                        |        |
| Option 5             |        | Option 5             |        | Option 5                        |        | Option 5                        |        |

**Note:** 30 credits are the minimum requirements for graduation

## St. James-Assiniboia School Division – French Immersion Academic Certificate

| Grade 9               |        | Grade 10              |        | Grade 11                        |        | Grade 12                        |        |
|-----------------------|--------|-----------------------|--------|---------------------------------|--------|---------------------------------|--------|
| Compulsory            | Credit | Compulsory            | Credit | Compulsory                      | Credit | Compulsory                      | Credit |
| English 10F           | 1.0    | English 20F           | 1.0    | English 30SC                    | 1.0    | English 40SC/L                  | 1.0    |
| Phys. Ed 10F          | 1.0    | Phys. Ed 20F          | 1.0    | Phys. Ed. 30F                   | 1.0    | Phys. Ed. 40F                   | 1.0    |
| Français 10FX         | 1.0    | Français 20FX         | 1.0    | Français 30SX                   | 1.0    | Français 40SX                   | 1.0    |
| Mathés 10FX           | 1.0    | Mathés 20SX           | 1.0    |                                 |        |                                 |        |
| Sciences 10FX         | 1.0    | Sciences 20FX         | 1.0    | Min. 2 of the following courses |        | Min. 2 of the following courses |        |
| Sc. Humaines 10FX     | 1.0    | Géographie 20FX       | 1.0    | Mathés 30SX***                  | 1.0    | Mathés 40SX ***                 | 1.0    |
|                       |        |                       |        | Histoire 30FX***                | 1.0    |                                 |        |
|                       |        |                       |        | Biologie 30SX                   | 1.0    | Biologie 40SX                   | 1.0    |
|                       |        |                       |        | Chimie 30SX                     | 1.0    | Chimie 40SX                     | 1.0    |
| Community Service Hrs | 10 Hrs | Community Service Hrs | 10 Hrs | Community Service Hrs           | 10 Hrs | Community Service Hrs           | 10 Hrs |
| School Based Options  |        | School Based Options  |        | School Based Options            |        | School Based Options            |        |
| Option 1 (required)   | 1.0    | Option 1 (required)   | 1.0    | Option 1 (required)             | 1.0    | Option 1 (required)             | 1.0    |
| Option 2 (required)   | 1.0    | Option 2 (required)   | 1.0    | Option 2                        |        | Option 2                        |        |
| Option 3 (required)   | 1.0    | Option 3 (required)   | 1.0    | Option 3                        |        | Option 3                        |        |
| Option 4              |        | Option 4 (required)   | 1.0    | Option 4                        |        | Option 4                        |        |
| Option 5              |        | Option 5              |        | Option 5                        |        | Option 5                        |        |

**Note:** 30 credits are the minimum requirements for graduation

## International Baccalaureate Diploma Planning Sheets

### Collège Sturgeon Heights Collegiate – International Baccalaureate – English

| Grade 9               |        | Grade 10              |        | Grade 11                            |        | Grade 12                            |        |
|-----------------------|--------|-----------------------|--------|-------------------------------------|--------|-------------------------------------|--------|
| Compulsory            | Credit | Compulsory            | Credit | Compulsory                          | Credit | Compulsory                          | Credit |
| English 10F           | 1.0    | English 20PB          | 1.0    | English 32IB                        | 1.0    | English 40IB/42IB                   | 1.0    |
| French 10F            | 1.0    | French 20PB           | 1.0    | French 30PB                         | 1.0    | French 40IB/42IB                    | 1.0    |
| Mathematics 10F       | 1.0    | Mathematics 20PB      | 1.0    | Mathematics 40IB                    | 1.0    | Mathematics 40IB/42IB               | 1.0    |
| Social Studies 10F    | 1.0    | Science 20PB          | 1.0    | Chemistry 32IB                      | 1.0    | History 42IB                        | 1.0    |
| Science 10F           | 1.0    | History 30PB          | 1.0    | History 32IB                        | 1.0    | Phys. Ed. 40F                       | 1.0    |
| Phys. Ed 10F          | 1.0    | Phys. Ed. 20F         | 1.0    | Phys. Ed. 30F                       | 1.0    | TK42IB                              | 0.5    |
| Geography 20F         | 1.0    | French 30PB           | 1.0    | Chemistry 42IB                      | 1.0    |                                     |        |
|                       |        | Mathematics 30PB      | 1.0    | TK32IB                              | 0.5    |                                     |        |
|                       |        |                       |        | Comm, Action, Service 32S           | C.A.S. | Comm, Action, Service 42S           | C.A.S. |
|                       |        |                       |        | Students must choose one of either: |        | Students must choose one of either: |        |
|                       |        |                       |        | Biology 30IB                        | 1.0    | Biology 40IB<br>Biology 42IB (HL)   | 2.0    |
|                       |        |                       |        | Physics 30IB                        | 1.0    | Physics 40IB<br>Physics 42IB (HL)   | 2.0    |
| Community Service Hrs | 10 Hrs | Community Service Hrs | 10 Hrs | Community Service Hrs               | 10 Hrs | Community Service Hrs               | 10 Hrs |
| School Based Options  |        | School Based Options  |        | School Based Options                |        | School Based Options                |        |
| Option 1 (required)   | 1.0    | Option 1 (required)   | 1.0    | Option 1                            |        | Option 1                            |        |
| Option 2 (required)   | 1.0    | Option 2 (required)   | 1.0    | Option 2                            |        | Option 2                            |        |
|                       |        | Option 3              |        | Option 3                            |        | Option 3                            |        |

**\*\*The Community Service hours are not required for IB Diploma students who complete their C.A.S.**

**\*See your counselor for post-secondary entrance requirements.**

**NOTE: 30 credits are the minimum requirements for graduation.**

**All I.B. (including certificate) students must consult with the I.B. coordinator when selecting courses**

### Collège Sturgeon Heights Collegiate – International Baccalaureate – French Immersion

| Grade 9               |        | Grade 10              |        | Grade 11                   |        | Grade 12                          |        |
|-----------------------|--------|-----------------------|--------|----------------------------|--------|-----------------------------------|--------|
| Compulsory            | Credit | Compulsory            | Credit | Compulsory                 | Credit | Compulsory                        | Credit |
| English 10F           | 1.0    | English 20PB          | 1.0    | English 32IB               | 1.0    | English 40IB/42IB                 | 1.0    |
| Français 10FX         | 1.0    | Français 20PBX        | 1.0    | Français 30PBX             | 1.0    | Français 40IBX/42IBX              | 1.0    |
| Mathés 10FX           | 1.0    | Mathés 20PBX          | 1.0    | Mathés 40IBX               | 1.0    | Mathematics 42IB                  | 1.0    |
| Sciences 10FX         | 1.0    | Sciences 20PBX        | 1.0    | Chimie 32IB                | 1.0    | History 42IB                      | 1.0    |
| Sc. Humaines 10FX     | 1.0    | Histoire 30PBX        | 1.0    | History 32IB               | 1.0    | Phys. Ed. 40F                     | 1.0    |
| Phys. Ed. 10F         | 1.0    | Phys. Ed. 20S         | 1.0    | Phys. Ed. 30F              | 1.0    | TK42IB                            | 0.5    |
| Géographie 20F        | 1.0    | Français 30PBX        | 1.0    | Chimie 42IB                | 1.0    |                                   |        |
|                       |        | Mathés 300PBX         | 1.0    | TK32IB                     | 0.5    |                                   |        |
|                       |        |                       |        | Comm., Action, Service 32S |        | Comm, Action, Service 42S         | C.A.S. |
|                       |        |                       |        | Students must choose one:  |        | Students must choose one:         |        |
|                       |        |                       |        | Biology 30IB               | 1.0    | Biology 40IB<br>Biology 42IB (HL) | 2.0    |
|                       |        |                       |        | Physics 30IB               | 1.0    | Physics 40IB<br>Physics 42IB (HL) | 2.0    |
| Community Service Hrs | 10 Hrs | Community Service Hrs | 10 Hrs | Community Service Hrs      | 10 Hrs | Community Service Hrs             | 10 Hrs |
| School Based Options  |        | School Based Options  |        | School Based Options       |        | School Based Options              |        |
| Option 1 (required)   | 1.0    | Option 1 (required)   | 1.0    | Option 1                   |        | Option 1                          |        |
| Option 2 (required)   | 1.0    | Option 2 (required)   | 1.0    | Option 2                   |        | Option 2                          |        |
| Option 3 (required)   | 1.0    | Option 3              |        | Option 3                   |        | Option 3                          |        |

**\*See your counselor for post-secondary entrance requirements. Note: 30 credits are the minimum requirements for graduation. All I.B. (including partial I.B.) students must consult with the I.B. coordinator when selecting courses.**

# International Baccalaureate Diploma Planning Sheets

## Westwood Collegiate – International Baccalaureate

| Grade 9               |        | Grade 10              |        | Grade 11   |        | Grade 12   |        |
|-----------------------|--------|-----------------------|--------|--|--------|--|--------|
| Compulsory            | Credit | Compulsory            | Credit | Compulsory   | Credit | Compulsory   | Credit |
| English 10F           | 1.0    | English 20PB          | 1.0    | Group 1 Course   | 1.0    | Group 1 Course   | 1.0    |
| French 10G            | 1.0    | Mathematics 20IB      | 1.0    | Group 2 Course   | 1.0    | Group 2 Course   | 1.0    |
| Mathematics 10F       | 1.0    | Mathematics 30IB      | 1.0    | Group 3 Course   | 1.0    | Group 3 Course   | 1.0    |
| Phys. Ed. 10F         | 1.0    | Science 20F/PB        | 1.0    | Group 4 Course   | 1.0    | Group 4 Course   | 1.0    |
| Science 10F           | 1.0    | French 20FPB          | 1.0    | Group 5 Course   | 1.0    | Group 5 Course   | 1.0    |
|                       |        | Geography 20IB        | 1.0    | Group 6 Course*  | 1.0    | Group 6 Course*  | 1.0    |
|                       |        | History 30IB          | 1.0    | Phys. Ed 30F   | 1.0    | Phys. Ed 40F   | 1.0    |
|                       |        | Phys. Ed. 20F         | 1.0    | Theory of Knowledge 32IB   | 0.5    | Theory of Knowledge 42IB   | 0.5    |
|                       |        |                       |        | Comm., Action, Service (C.A.S.) 32IB   |        | Comm., Action, Service (C.A.S.) 42IB   |        |
| Community Service Hrs | 10 Hrs | Community Service Hrs | 10 Hrs | Community Service Hrs  | 10 Hrs | Community Service Hrs  | 10 Hrs |
| School Based Options  |        | School Based Options  |        | Diploma students must select a minimum of 3 Standard Level (SL) courses and 3 Higher Level (HL) courses.   |        | Diploma students must select a minimum of 3 Standard Level (SL) courses and 3 Higher Level (HL) courses.                       |        |
| Option 1 (required)   | 1.0    | Option 1 (required)   | 1.0    | Group 1 Courses<br>English 32IB - HL   | 1.0    | Group 1 Courses<br>English 40IB - HL<br>English 42IB - HL  | 1.0    |
| Option 2 (required)   | 1.0    | Option 2 (required)   | 1.0    | Group 2 Courses<br>French 32IB - SL<br>Spanish 32IB - SL   | 1.0    | Group 2 Courses<br>French 42IB - SL<br>Spanish 42IB - SL   | 1.0    |
| Option 3 (required)   | 1.0    | Option 3              |        | Group 3 Courses<br>History 40IB - HL<br>Psychology 32IB - HL   | 1.0    | Group 3 Courses<br>History 42IB - HL<br>Psychology 42IB - HL   | 1.0    |
| Option 4              |        | Option 4              |        | Group 4 Courses<br>Biology 32IB - SL<br>OR<br>Biology 32IB- HL<br>Chemistry 32IB - SL<br>Physics 32IB - SL | 1.0    | Group 4 Courses<br>Biology 42IB - SL<br>OR<br>Biology 40IB- HL<br>Biology 42IB- HL<br>Chemistry 42IB - SL<br>Physics 42IB - SL | 1.0    |
|                       |        |                       |        | Group 5 Courses<br>Math 40IB - SL  | 1.0    | Group 5 Courses<br>MA42IB - SL   | 1.0    |
|                       |        |                       |        | Group 6 Courses<br>Visual Art 32IB<br>Theatre Art - SL<br>Dance 32IB - SL<br>Film Studies - SL             | 1.0    | Group 6 Courses<br>Visual Art 42IB - SL<br>Theatre Art - SL<br>Dance 32IB - SL<br>Film Studies - SL                            | 1.0    |

\*See your counselor for post-secondary entrance requirements.

**Note:** 30 credits are the minimum requirements for graduation.

The Community Service hours are not required for IB Diploma students who complete their C.A.S.

All I.B. (including certificate) students must consult with the I.B. coordinator when selecting courses.

**Note:** IB Diploma Students will also complete provincial requirements for graduation.

## Mature Student Graduation Requirements - Minimum of 8 credits

| Compulsory Credits                                       | Optional Credits   |
|--|--|
| Grade 12, English Language Arts<br>Grade 12, Mathematics | Grade 12, Course 1<br>Grade 12, Course 2<br>Grade 9 – 12, Course 1<br>Grade 9 – 12, Course 2<br>Grade 9 – 12, Course 3<br>Grade 9 – 12, Course 4 |

### Mature Student Eligibility

A “mature student” eligible for obtaining a Mature Student High School Diploma under the grade 9 to grade 12 Mature Student Graduation Requirements is one who:

- o Is 19 years of age or over at the time of enrolment in school division/district or ALC programming directed at completing the Mature Student Graduation Requirements, or one who will reach the age of 19 before completion of the course(s) in which one is enrolled;
- o Has been out of school six months or more, and out of school long enough for the class, of which one was last a member, to have graduated from Senior Years; and
- o Has not obtained a high school diploma. Students can enroll in a school division/district or Adult Learning Centre for the purpose of obtaining the Mature Student High School Diploma if they are eligible as described above.

### Other requirements

- o Courses designated as G (General), F (Foundation), S (Specialized), A (Advanced), M (Modified), E (English as a Second Language), U (University), and C (College) are accepted for Mature Student Graduation Requirements.
- o Mature students are required to write grade 12 standards tests in compulsory subject areas. Exemptions can be made in accordance with the Department’s current Policies and Procedures for Standards Tests, available online at <[www.edu.gov.mb.ca/k12/assess/publications.html](http://www.edu.gov.mb.ca/k12/assess/publications.html)>.

# Resources

Visit Manitoba Education and Advanced Learning for more information about the Senior Years.

<http://www.edu.gov.mb.ca/k12/>

Visit these institutional websites for post-secondary program information.

**University of Manitoba**

<http://www.umanitoba.ca/>

**University of Winnipeg**

<http://www.uwinnipeg.ca/>

**Red River College**

<http://www.rrc.mb.ca/>

**Brandon University**

<http://www.brandonu.ca/>

**Collège Universitaire de Saint-Boniface**

<http://www.ustboniface.mb.ca/>

**Canadian Mennonite University**

<http://www.cmu.ca/>