



# St. James Collegiate

*Home of the Jimmies*

## Course Handbook 2026–27

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# WELCOME

**St. James Collegiate** offers a broad range of academic, technical/vocational, and extracurricular opportunities designed to support diverse student pathways and post-secondary goals. Grounded in inclusive, student-centered practices, St. James Collegiate emphasizes community, diversity, and service, which will help students live *mino-pimatisiwin*, the good life.

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# ST. JAMES COLLEGIATE GRADUATION PLANNING SHEET

*A minimum of 30 credits is required to graduate with a provincial high school diploma*

17 Compulsory Credits							
Grade 9		Grade 10		Grade 11		Grade 12	
Core Courses	Credit	Core Courses	Credit	Core Courses	Credit	Core Courses	Credit
English 10F (All Year)	1	English 20F	1	English 30SC/SL	1	English 40SC/SL	1
Math 10F (All Year)	1	Mathematics 20S/SPA	1	Mathematics 30S/SA/SP	1	Mathematics 40S/SA/SP	1
Physical Education 10F	1	Physical Education 20F	1	Physical Education 30F/FF	1	Physical Education 40F/FF	1
Social Studies 10F	1	Geography 20F	1	History of Canada 30F	1	<b>Total</b>	<b>3</b>
Science 10F	1	Science 20F	1	<b>Total</b>	<b>4</b>		
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>				

13 Optional Credits							
Grade 9		Grade 10		Grade 11		Grade 12	
Option Courses	Credit	Option Courses	Credit	Option Courses	Credit	Option Courses	Credit
	1						
	1						
	1						
<b>Total</b>	<b>3</b>			<b>Total</b>	<b>3</b>	<b>Total</b>	<b>3</b>
		<b>Total</b>	<b>4</b>				

*3 x 40S-level options are required for post-secondary*

*Students should ensure that they meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue. Students are welcome to meet with their assigned guidance counsellor to discuss options.*

## Course Numbering

High school courses are assigned an alphanumeric code. The first letters are used to identify the course subject area and title. The other characters indicate the grade level for which the course was developed and who developed the course. For example: SS10F means Grade 9 Social Studies, a foundation course developed by the province for one credit.

### First Number

1	Courses developed for Grade 9
2	Courses developed for Grade 10
3	Courses developed for Grade 11
4	Courses developed for Grade 12

### Second Number

0	Developed or approved by the province for one credit
5	Developed or approved by the province for a half credit
1	Developed by a school or division and approved/registered by the province
2	Developed elsewhere and approved/registered by the province (e.g., Advanced Placement classes)

### Course Designations

F	<i>Foundation:</i> Educational experiences that are broadly based and appropriate for all students.
G	<i>General:</i> General education experience for all students.
S	<i>Specialized:</i> Learning experiences and skills leading to further studies at the post-secondary level.
M	<i>Modified:</i> 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 needs of the student. An Individual Education Plan (IEP) is required for the student.
I	<i>Individualized:</i> Educational experiences intended for students with significant cognitive disabilities that are developmentally and age-appropriate and highly individualized to take into account the learning needs of the student. An Individual Education Plan (IEP) is required for the student.
E	<i>English as an Additional Language:</i> Educational experiences designed to assist students for whom English is not a first language so they can transition successfully into the English program.

## CORE COURSES

This section lists the **core courses required to graduate** with a provincial high school diploma and St. James Collegiate academic certificate. These courses are spread across five core subject areas: English Language Arts, Mathematics, Science, Social Studies, and Physical Education / Health Education. Each subject area also has additional **optional courses**, found later in this handbook.

### English Language Arts

#### GRADE 9 & 10: FOUNDATION COURSES

##### ENGLISH – EN10F

In this course, students express their ideas using the six English language arts: reading, writing, listening, speaking, viewing, and representing. The goal of this theme-based course is to provide students with a solid foundation of literacy skills, knowledge, and learning strategies. 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. ***This course is scheduled every day all year.***

##### ENGLISH – EN20F

This course extends literacy skills, knowledge, and learning strategies that students established in English 10F. The course continues to emphasize reading comprehension, personal and critical response, interpretation of various text forms and critical and creative thinking. 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.

#### GRADE 11 & 12: FOCUS COURSES

*In Grades 11 and 12, English courses diversify into three curricula: Literary Focus (SL), Transactional Focus (ST), and Comprehensive Focus (SC). **Students must register in one of the Grade 11 and one of the Grade 12 courses to meet graduation requirements.** Students can hold credit in more than one English course at each grade level. Grades 11 and 12 courses offer different specializations based on the purposes for reading, writing, listening, speaking, viewing, and representing media. Critical and creative thinking are emphasized in all courses.*

##### ENGLISH COMPREHENSIVE FOCUS – EN30SC

The Comprehensive Focus course covers a variety of themes, topics, and purposes. It provides an equal amount of time on working with contemporary non-fiction texts/media (such as biographies, interviews, newspaper/magazine articles, and digital texts) and literary texts/analysis (such as novels, poetry, plays, short stories, and essays).

### **ENGLISH LITERARY FOCUS – EN30SL**

The Literary Focus course places more emphasis on working with literary texts and analysis rather than contemporary non-fiction texts/media. Students will have the opportunity to read, write and respond to literary analysis with a particular focus on the writer’s use of techniques or devices to communicate their message, and the impact of message and technique on the reader.

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

In this course, students will focus on transactional or practical language, writing and non-fiction texts. The Transactional Focus course gives more weight to experiencing contemporary non-fiction texts/media rather than literary texts/analysis.

### **ENGLISH COMPREHENSIVE FOCUS – EN40SC**

In this course, students will read, write, and respond to a balance of contemporary and literary texts. Reading, writing, listening, speaking, viewing, and representing are explored while an emphasis on critical and creative thinking is at the forefront.

### **ENGLISH LITERARY FOCUS – EN40SL**

In the Literary focus course students will read, write, and respond at a complex and deep level to literary texts including poetry, short prose, plays, novels and essays.

### **ENGLISH TRANSACTIONAL FOCUS – EN40ST**

In the Transactional focus course, students will creatively and critically read, write, and respond to contemporary forms of communication including biographies, interviews, newspaper and magazine articles, books, and digital texts.

## **Mathematics**

### **GRADE 9**

#### **MATHEMATICS – MA10F**

Students in MA10F will learn topics in number sense, algebra, geometry, statistics, probability, mental mathematics, and problem solving. Grade 9 Mathematics provides the foundation for the two mathematics courses offered in Grade 10. ***This course is scheduled every day all year.***

### **GRADE 10**

*In Grades 10–12, students can take more than one math course at each level. For example, a student may take both MA20S and MA20SPA for a total of two credits toward graduation.*

#### **ESSENTIAL MATHEMATICS - MA20S**

Grade 10 Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Students will learn topics in personal finance, measurement, geometry, trigonometry, consumer decisions, transformations, and angle construction. Students will learn problem solving and decision-making skills encountered in everyday life.

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

Grade 10 Introduction to Applied and Pre-Calculus Mathematics is intended for students considering post-secondary studies that require a math pre-requisite. Students will learn topics in algebra and number sense, polynomials, measurement, geometry, trigonometry, and linear relations and functions with a focus on problem solving and mental mathematics to promote the development of mathematical skills. The topics studied form the foundation for study in both Grade 11 Applied and Grade 11 Pre-Calculus Mathematics.

## **GRADE 11**

### **APPLIED MATHEMATICS – MA30SA**

Grade 11 Applied Mathematics is intended for students whose post-secondary studies do not require the study of calculus. Students will learn topics in measurement, geometry, logical reasoning, statistics, and relations and function. The topics covered promote the learning of problem-solving skills and calculator math skills as they relate to the world around us.

### **ESSENTIAL MATHEMATICS – MA30S**

Grade 11 Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Students will learn topics in managing money and budgeting, trigonometry, interest and credit, statistics, relations and patterns, and geometry. Students will learn problem solving and decision-making skills encountered in everyday life.

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

Grade 11 Pre-Calculus Mathematics is intended for students who intend to study calculus as part of a post-secondary education. Students will learn topics in algebra and number sense, trigonometry and relations and functions with a focus on problem solving and mental mathematics to promote the development of mathematical skills. The course is largely non-calculator with a focus on algebraic and graphical skills.

## **GRADE 12**

### **APPLIED MATHEMATICS – MA40SA**

Grade 12 Applied Mathematics is intended for students whose post-secondary studies do not require the study of calculus. Students will learn topics in financial mathematics, logical reasoning, probability, relations and functions, and design and measurement. The topics covered promote the learning of problem-solving skills and calculator math skills as they relate to the world around us.

### **ESSENTIAL MATHEMATICS – MA40S**

Grade 12 Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Students will learn topics in home and vehicle finance, geometry and trigonometry, probability, statistics, precision measurement, problem-solving and decision making. Students will learn mathematical concepts and skills encountered in everyday life.

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

Grade 12 Pre-Calculus Mathematics 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. Students will learn topics in trigonometry, relations and functions, logarithms, permutations and combinations, and the binomial theorem. The course is almost entirely non-calculator with a focus on algebraic and graphical skills.

# Science

## GRADE 9

### SCIENCE – SC10F

SC10F is divided into four 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.

## GRADE 10

### SCIENCE – 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 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.

# Social Studies

## GRADE 9

### CANADA IN THE CONTEMPORARY WORLD – SS10F

This course investigates how government functions, how and why people immigrate to Canada and become citizens, and what makes Canada unique. In addition, this course examines basic Canadian geography, and global issues including poverty, human rights, war, and environmental challenges. In the examination of each issue, the course will discuss how students living in Canada can actively respond to these issues.

## GRADE 10

### GEOGRAPHIC ISSUES OF THE 21<sup>ST</sup> CENTURY – GE20F

The focus of this course is the environmental, social and economic issues related to the study of physical and human geography that impact our lives and those of future generations within the context of North America as well as the World. Major topics of discussion will include: the impact of energy use on the planet, sustainable development of our natural resources, issues related to trade and industry, food production and related issues, population growth and city planning.

## GRADE 11

### **CANADIAN HISTORY – 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.

## Physical Education & Health Education

### GRADE 9

#### **PHYSICAL EDUCATION/HEALTH EDUCATION – PE10F**

The intent of the 10F course is to help 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, healthy relationships, substance use education and prevention 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.

### GRADE 10

#### **PHYSICAL EDUCATION/HEALTH EDUCATION – PE20F**

The intent of the 20F course is to help 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, nutrition, substance use education and prevention and a myriad of physical and health related skills are taught under the five General Learning Outcomes: Movement, Fitness, Safety, Personal and Social Management and Healthy Lifestyle practices.

### GRADE 11

#### **PHYSICAL EDUCATION/HEALTH EDUCATION – PE30F**

This course is designed to help youth take greater ownership of their physical fitness, to encourage them to seek out activities of interest, and engage in active lifestyles into the future. Students will study topics related to fitness management, mental health, substance use education and prevention, and the social impact of sport. The focus of this content will be on health and personal planning. Students will earn a grade of Complete (CO) or Incomplete (IN) based on fulfillment of curricular requirements.

#### **FEMALE-IDENTIFYING FITNESS – PE30FF**

This course offers an inclusive environment that is open to all female-identifying students. It will concentrate on and encourage personal fitness, wellness, and healthy lifestyle practices. Students in Female Fitness will have choice of a variety of physical activities with a focus on lifetime activities and enjoyment. This course will also give students the opportunity to develop their own personal fitness goals and learn the skills to be successful. This option is the same credit as the above PE30F and will follow the same health topics. Students will be graded in the course with a Complete (CO) or Incomplete (IN) designation.

## GRADE 12

### **PHYSICAL EDUCATION – PE40F**

This 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, healthy relationships, social/emotional health, and personal development. The focus of this content will be on health and personal planning. Students will earn a grade of Complete (CO) or Incomplete (IN) based on fulfillment of curricular requirements.

### **FEMALE-IDENTIFYING FITNESS – PE40FF**

This course offers an inclusive environment that is open to all female-identifying students. It will concentrate on and encourage personal fitness, wellness, and healthy lifestyle practices. Students in Female Fitness will have choice of a variety of physical activities with a focus on lifetime activities and enjoyment. This course will also give students the opportunity to develop their own personal fitness goals and learn the skills to be successful at them. This option is the same credit as the above PE40F and will follow the same health topics. Students will be graded in the course with a Complete (CO) or Incomplete (IN) designation.

## OPTIONAL ACADEMIC COURSES

Students can select from a wide range of optional courses from our various departments. Typically, students take courses at their designated grade level. For example, a Grade 10 student would register in Musical Theatre MT20SS.

## Advanced Placement

### **ENGLISH: LANGUAGE AND COMPOSITION / LITERATURE AND COMPOSITION – EN42S AP**

The Advanced Placement (AP) English course is designed to be the equivalent of a university-level literary analysis course. School-based and teacher-designed, this course is intended to teach students to read and analyze a variety of texts. Students will explore concepts such as character, figurative language, structure, and their function in the context of literary works. Students will study short fiction, poetry, drama, and longer fiction throughout the course. These texts are drawn from a wide variety of literary periods and represent diverse authors and perspectives. At the end of this course, students write a three-hour AP Literature exam.

***This course is taken concurrently with English Literary Focus EN40SL.***

### **MATHEMATICS: ADVANCED PLACEMENT – MA42S AP**

The Advanced Placement (AP) Math course is an intense study of calculus, equivalent to a first-year university calculus program. Students interested in pursuing careers that require higher-level math may wish to take this course.

## Arts Education

### **DRAMA – DR10SS, DR20SS, DR30SS, DR40SS**

Drama 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 strategies based on process, progress (emphasizing participation), assessed assignment mark (presentation grade), self-evaluation, and other notations.

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

Musical Theatre is intended for students who are interested in studying and performing in our annual musical theatre production. 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 competence in this unique and hybrid art form. Students may also study and play music if required for the musical theatre production. *Production*: Students participate in technical and production components of musical theatre.

### **DANCE – DA10SS, DA20SS, DA30SS, DA40SS**

No previous dance experience is required. Various forms and genres of dance will be explored. There will be creative choreography and performance elements in this course, but other forms of assessment will also be considered. This is a multi-grade course, which allows for inter-grade connections and a collaborative learning environment.

### **CONCERT BAND & JAZZ BAND – MB10SS/MJ10SS, MB20SS/MJ20SS, MB30SS/MJ30SS, MB40SS/MJ40SS**

In these courses, emphasis is placed on performance and consistent participation. Students will be exposed to a wide variety of musical styles and performance opportunities. Students will be part of the Concert and Jazz bands. These courses run on alternating days all year, so students may receive two credits. Emphasis will be placed on skill development and music theory will be covered as it arises in the repertoire. In Jazz Band, students will study various forms of jazz, swing, pop, Latin, funk, and rock music along with increased emphasis on improvisation, jazz articulation, phrasing, and interpretation. Participation in all performance events (e.g., concerts, festivals, workshops, and school division proceedings) is a required part of the course.

*It is recommended that students entering Band in Grade 9 have prior experience playing a woodwind, brass, or percussion instrument. If a student does not have previous experience or is unable to meet grade-level expectations, the teacher may recommend private lessons.*

### **GUITAR – MG10SS, MG20SS, MG30SS, AND MG40SS**

This course is designed for students who have an interest in learning and playing contemporary rock music. 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 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.



### **ROCK BAND - MER10SS, MER20SS, MER30SS, MER40SS**

This is a multi-grade auditioned class that focuses on all aspects of performance. Students in Rock Band will be part of a group or ensemble that will learn multiple songs throughout the year. As well, students will have multiple opportunities for performances. Discussions about topics relating to the music industry including concert promotion, artist development, songwriting, recording, and touring are a part of the course content. To be eligible for Rock Band, students must already possess musical skill on their chosen instrument or have some experience singing. Participation in Band is highly recommended.

### **VISUAL ARTS – 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 ARTS – VA20SS**

This program 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 ARTS – VA30SS**

This course further develops and refines those skills learned in VA20SS. 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 assignment 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 ARTS – VA40SS**

This course is the natural culmination of the study undertaken 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.

## **French**

### **FRENCH: COMMUNICATION AND CULTURE - FR10F, FR20F, FR30S, FR40S**

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. A communicative and experiential approach to the French language is emphasized.

# Human Ecology

## **FAMILY STUDIES – FA20S**

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 using 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 using 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 within sight, 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**

Students state, explain, and apply knowledge of concepts 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**

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**

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 demonstrate problem solving, teamwork as well as individual performance, decision making, and creativity. They research and present evidence on different topics they have learned about in 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.

# Humanities

## **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. In this course, learners will examine such major events as colonization, the American Revolution, the Constitution, territorial expansion, the Civil War and Reconstruction, political/economic/social/cultural developments, and foreign policy. The course also examines the impact that these issues have had on the United States and on other parts of the world. A further intent is to identify the personalities who, in a significant way, shaped American history and to briefly examine their contributions.

## **WESTERN CIVILIZATION – HI40SW**

Grade 12 Western Civilization is designed to help learners understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. Learners will gain knowledge and understanding of why and how six concepts—religion, ideology, humanism, individualism, secularism, and scepticism—have influenced the development of Western civilization during different periods of time.

## **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 conflict and genocide, social justice, gender politics, climate change and media awareness. 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 of interest and engage in a final inquiry project within their school or wider community.

## **CANADIAN LAW – LW40S**

This course provides students with an overview of the Canadian legal system. 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 tour of the building and have an opportunity to witness a case before the court.

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

Grade 12 Current Topics in First Nations, Métis, and Inuit Studies supports the empowerment of learners through the exploration of the histories, systemic challenges, and contemporary issues of Indigenous Peoples in Canada and worldwide. Learners gain knowledge and develop the values and critical thinking and inquiry skills that will enable them to better understand past and present realities of Indigenous Peoples. Indigenous and non-Indigenous learners will become knowledgeable of the languages, cultures, worldviews and accomplishments of Indigenous Peoples, and thus be able to engage in meaningful conversations and actions concerning Indigenous issues at local, national, and global levels.

### **LAND AND TREATIES: RELATIONSHIPS AND RESPONSIBILITIES**

This course is intended to enhance learners' knowledge and understanding of all peoples' relationships and responsibilities with regards to land and Treaties as well as land agreements. The outcomes of this course focus on historical and contemporary topics related to land and Treaties that are pertinent to Indigenous and non-Indigenous communities. The course addresses First Nations, Métis, and Inuit historical, political, social and economic perspectives.

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

This course will engage learners in an exploration of the connections among cinema as an art form, cinema as a product of history, and cinema as an interpreter of history. Learners will respond to and discuss the aesthetic and emotional elements of cinema and will apply historical thinking concepts to the analysis of historical themes as represented in various films and other sources. Throughout the course, learners will apply critical media literacy skills in order to understand that film does not simply reflect the past, but interprets and retells the past and, at times, reconstructs it.

## **Mathematics**

### **CAREER DEVELOPMENT: LIFE/WORK BUILDING & LIFE/WORK TRANSITIONING – 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 and 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.

### **INTRODUCTION TO CALCULUS AND ADVANCED MATHEMATICS – AM40S**

This is an introductory course that will cover higher level math topics from the first-year university courses Calculus and Advanced Topics in Mathematics. Topics include, but are not limited to, limits, derivatives, applications of derivatives, integrals, complex numbers, matrices, statistics, and conic sections. This course is ideal for students who have also enrolled in Grade 12 Pre-Calculus Mathematics and who plan to enroll in university facilities such as Agriculture & Food Sciences, Arts (Economics), Engineering, Business, Management, Pharmacy, Science (Mathematics, Actuary, Chemistry, Computer Science, Ecology, Zoology, Statistics).

## **Physical Education & Health Education**

### **EXERCISE SCIENCE – EXERSCI40S**

This course is designed to provide an in-depth study of the science of human performance. The human body's physiological systems are a complex framework between the brain and nervous system. This course gives 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 (\*ADDITIONAL FEE REQUIRED)**

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 developing a deep appreciation for the Earth and the importance of sustainability, students will attain the skills and attitudes needed to enrich both their and others' lives. 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. This course will introduce students to outdoor activities such as ice fishing, fat tire biking, cross country skiing, snowshoeing, archery, hiking, rock climbing, camping, and canoeing. While participating in such activities, students will also gain knowledge around wilderness survival including shelter building, navigation, identifying poisonous plants and insects, ice safety, fire building, knot tying, and injury prevention in the outdoors.

### **RECREATIONAL MANAGEMENT AND ATHLETIC LEADERSHIP – PE41G**

This elective 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, care of athletic injuries, sociology of sport, theory of coaching, first aid & CPR, Human Anatomy, and Exercise Physiology. The practical component will include areas such as: Coaching, planning, and organizing tournaments, officiating, and leadership roles in the Intramural Program.

### **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 Hockey Canada Skills Academy 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. **An additional fee (\$550) is required.**

### **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 includes components such as, Respect in Sport, Floorball, Sport Psychology, Nutrition, and Video Analysis of Skills. St. James Assiniboia Hockey Academy is designed for 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 includes acquiring the IP Coaching Level, Floorball, Sport Psych, Nutrition and Video Analysis of Skills. It is designed for hockey players wishing to improve their skills regardless of 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 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.

## **Information and Communication Technology**



### **COMPUTER SCIENCE – CS20S**

The computer science course helps students learn to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students will learn programming techniques and the syntax of one or more programming languages. More importantly, students will learn to adapt to changes in programming languages and learn new languages as they are developed. ***This course will also look at drone programming, featuring the SJC Drone Team!***

## **Science**

### **APPLIED HORTICULTURE – HORT30S**

Learn the secret of growing plants through this hands-on course. Topics include plant tissues and functions, types of plants, uses of plants, pest/weed control and garden design. The classroom greenhouse, potting room, and schoolyard are utilized in our study. Hands on plant work includes potting, transplanting and using cuttings to make more plants. Field trips, tours, and speakers will enhance learning in the program.

### **BIOLOGY – BI30S**

Students in BI30S will study the Human Body with respect to homeostasis, digestion and nutrition, the respiratory system, excretion and waste management, and conclude with the immune and nervous systems. Students will also look at how the human body systems are affected by disease and social issues, such as transplants.

### **BIOLOGY – BI40S**

In this course, students are exposed to foundation concepts regarding the biology of the world around us. 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 Genetics, Mechanisms of Inheritance, DNA, Evolution, Genetic Technology and Biodiversity.

### **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.

### **CHEMISTRY – CH40S**

Chemistry 40S students will study six units consisting of Aqueous Reactions, Atomic Structure, Kinetics, Chemical Equilibrium, Acid-Base Equilibrium, and Electrochemistry. 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 – PH30S**

This course is intended to build a foundation for students exploring a future in STEM-related fields such as engineering, medicine, or technology. Topics include Waves & Light, Mechanics, Gravitational Fields, Electric Fields, and Magnetism. Physics 30S is highly recommended as a prerequisite for Physics 40S.

### **PHYSICS – PH40S**

This course prepares students to pursue a future in STEM-related fields such as engineering, medicine, or technology. Topics include Kinematics, Energy, Momentum, Projectile Motion, Orbital Mechanics, Electricity & Magnetism and Medical Physics. Physics 30S is highly recommended as a prerequisite for Physics 40S.

### **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. 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. Topics include the history of psychology, ethics, research methods, social psychology and developmental psychology. Students are also able to study how our differences make us unique, as well as societal problems like addiction, violence, and prejudice.

### **CURRENT TOPICS IN SCIENCE – SC30S**

This course is for students who enjoy hands-on activities and projects as they apply critical thinking across a variety of current topics in science. Students have a choice in what topics are covered in the course. Examples include Forensics, Engineering & Design, The Brain, Marine Biology, and Infectious Disease. There are no prerequisites.

### **ENVIRONMENTAL TOPICS IN SCIENCE – SC230S**

This course is designed for students who are interested in environmental science and sustainability. Students will have an opportunity to explore a variety of environmental science topics including forestry, soils, aquatics, and wildlife. The focus will be on learning more about those topics, both locally and around the world, as well as the sustainability issues found in each topic. How climate change has influenced these topics will also be explored. Hands-on labs, both inside and outside the classroom will be utilized in our study.

### **INTERDISCIPLINARY TOPICS IN SCIENCE – SC40S**

This course concentrates 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.

## **APPLIED TECHNOLOGY OPTIONS**

Applied technology education provides lifelong learning patterns for living and working effectively in changing technological environments. Students work in a hands-on environment with technological tools, materials, and processes to transform concepts and ideas into goods and services.

### **Electricity/Electronics Technology**

#### **ELECTRICITY/ELECTRONICS TECHNOLOGY – EL10G**

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.

#### **ELECTRICITY/ELECTRONICS TECHNOLOGY – EL20G**

This course is a continued 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.

### **ELECTRICITY/ELECTRONICS TECHNOLOGY – EL30S**

This program is an extension of the 20G 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 focus is to cover advanced DC circuits and apply this knowledge to projects designed by the students.

### **ELECTRICITY/ELECTRONICS TECHNOLOGY – 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 can also compete at the Manitoba Robot Games, Manitoba Skills Competition and Science Fairs.

## **Graphic Communication Technology**

### **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 digital drawings in 2D and 3D environments using Adobe InDesign and Adobe Illustrator. 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.

### **GRAPHIC COMMUNICATION TECHNOLOGY – GT20G**

This course is the continuation of Graphic Communication 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 the 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.

### **GRAPHIC COMMUNICATION TECHNOLOGY - GT30S**

This course is the continuation of Graphic Communication 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 compose 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, 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).

## **GRAPHIC COMMUNICATION TECHNOLOGY – GT40S**

Students enrolling in GT40G must have credit in Graphic Communications GT30S 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.

## **Woodwork Technology**

### **WOODWORK TECHNOLOGY – WT10G**

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 can 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.

### **WOODWORK TECHNOLOGY – WT20G**

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

### **WOODWORK TECHNOLOGY – WT30G**

This course 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.

### **WOODWORK 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 Master- camX6 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.

# TECHNICAL/VOCATIONAL OPTIONS

## Applied Commerce Education

Applied Commerce Education (ACE) consists of courses for learners interested in pursuing a career in a commerce-related field, such as economics, entrepreneurship, business, marketing, technology, and finance. Students who complete **eight (8) credits** offered in the ACE stream will be eligible to receive an **Applied Commerce Education Diploma**.

### **BUSINESS INNOVATIONS – BN10S**

Business Innovations is an introductory course that allows students to sample the various strands within the applied commerce education program. The course offers students the opportunity to explore commerce-related topics, such as economics, entrepreneurship, business, marketing, technology, and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects or simulations. It is the suggested introduction to all the other courses offered in the Applied Commerce Education subject area.

### **PERSONAL FINANCE – PF20S**

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, banking services, credit and investing. This is especially relevant to high school students entering the workforce and considering future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. As financial literacy is a life skill, this course is a good option for all students regardless of grade.

### **CREATIVE PROMOTIONS – CP20S**

Creative Promotions helps students develop an understanding of promotional communication from both a theoretical and a practical approach. The course focuses on advertising strategies, direct marketing, personal selling, sales promotions, and public relations. Students will apply these concepts and their creativity to design a variety of promotional and advertising materials, including promoting St. James Collegiate Institute and Jimmie's Junction. Creative Promotions is designed for students who are looking to expand their business knowledge regarding communicating effectively and creatively.

### **BUSINESS COMMUNICATIONS – BN30S**

Business Communications focuses on communication skills and techniques that are essential in business. Students will develop effective written, verbal, interpersonal, and visual communication skills. They will also learn to use current technologies to create communications that are clear, concise, and designed for business. Business Communications is designed for students interested in pursuing post-secondary studies in the business field. It is also a desirable course option for future entrepreneurs or any individual who wants to develop effective workplace communication skills.

### **ACCOUNTING ESSENTIALS – AE30S**

Accounting Essentials helps students gain an understanding of basic accounting. With an emphasis on accounting for a service business, students will apply their knowledge and skills to complete the stages of the accounting cycle. Accounting Essentials provides the fundamentals of accounting and is a good choice for students who plan to further their finance studies in Accounting Systems 40S. Students interested in pursuing post-secondary studies in any business discipline will benefit considerably by completing this course.

### **VENTURE DEVELOPMENT – VN30S**

Venture development focuses on planning, creating, implementing, evaluating, and growing actual business ventures that will operate within St. James Collegiate Institute. Venture Development is designed for students interested in starting their own businesses and in furthering their knowledge of business ownership and management principles.

### **RETAILING PERSPECTIVES – RP30S**

Retailing Perspectives helps students gain an understanding of retailing from both a theoretical and a practical approach. This course provides insight into the various types of retail establishments and forms of ownership. It emphasizes the retailing operations of both a physical and an online environment. Retailing Perspectives focuses on the financially sustainable strategies retailers use to appeal to consumers. Students will gain practical experience by working in Jimmie’s Junction. Students will receive training in the day-to-day operations of a retail store and develop skills that can translate into the different jobs or careers students will take on in the future. This course is designed for students interested in managing or owning their own retail establishment. It is, however, relevant to all students, since, as consumers, they experience retailing as part of their daily lives.

### **ACCOUNTING SYSTEMS – AE40S**

Accounting Systems is an extension of Accounting Essentials 30S. It includes an introduction to financial analysis and corporate accounting. With an emphasis on accounting for a merchandising business, students will apply their knowledge and skills to complete the stages of the accounting cycle. The skills acquired in this course are useful when pursuing a career in business or accounting and are essential for everyday life.

### **BUSINESS MANAGEMENT – BM40S**

Business Management focuses on developing planning, leading, organizing, controlling, and staffing skills. Students will study various management styles and participate in activities related to human resources, inventory, finance, and project management. This course is designed for students interested in furthering their knowledge of management strategies used in various settings and furthering their knowledge of business ownership. Students will put their learning into practice in Jimmie’s Junction. Management students will take on management roles within the school store, including ordering merchandise, training employees, and planning for the store’s overall success.

## **MARKETING AND DIGITAL COMMERCE – MDC40S**

Marketing and Digital Commerce helps students develop an understanding of marketing activities from both a theoretical and a practical approach. The course focuses on applying marketing concepts, principles, and strategies in making decisions related to product, price, place, and promotion. Students will apply these concepts and their own creativity through hands-on applications and the creation of a marketing plan. This course is designed for students interested in a variety of business opportunities, as well as those who are looking to further expand their business knowledge. The course is of interest to a wide range of students, since it teaches skills that are fundamental to all consumers.

## **TOPICS AND TRENDS IN BUSINESS – TT40S**

Topics and Trends in Business uses an inquiry-based learning model to allow students to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement an action plan based on their inquiry findings. This course is designed to allow students to focus on issues of which they are passionate.

# **Collison Repair & Refinishing**

Students who complete **eight (8) credits** offered in Collison Repair & Refinishing at the Grade 10 level and higher stream will be eligible to receive a **Technology Education Diploma**.



## **EXPLORATION OF COLLISION REPAIR AND 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.

## **INTRODUCTION TO COLLISION REPAIR AND 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.

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

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 manufacture'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.

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

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.

### **CORROSION PROTECTION – ABR30SC**

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 to protect substrates from corrosion.

### **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.

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

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 oxyacetylene cutting and welding along with GTAW, (Gas Tungsten Arc Welding) Silicon Bronze welding, and Aluminum pulse welding.

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

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.

### **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.

## **Hairstyling**

Students who complete **eight (8) credits** offered in the Hairstyling will be eligible to receive a **Technology Education Diploma**. To receive **Level One apprenticeship accreditation**, students must complete all twelve courses with a cumulative minimum mark of 70%, accumulate 1,400 hours of training, and successfully challenge the Apprenticeship Manitoba practical exam.

### **INTRODUCTION TO HAIRSTYLING – HS20S**

This course introduces learners to hairstyling, with a focus on sanitation, basic tools and equipment, the operation of a hairstyling salon, the workings of the industry, and introductory skill such as braiding, thermal styling, and roller setting.

### **BASIC HAIRSTYLING – HS20SA**

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.

### **BASIC HAIRCUTTING AND THERMAL STYLING – HS20SB**

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.

### **BASIC SALON SERVICES – HS20SS**

This course introduces learners to salon services. Students will begin to interact with clients in preparation for subsequent courses.

### **INTERMEDIATE HAIRCUTTING AND BARBERING TECHNIQUES – HS30S**

Barbering techniques are 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 focus.

### **HAIR COLOURING – HS30SA**

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.

### **INTERMEDIATE HAIRSTYLING – HS30SB**

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

### **CHEMICAL TEXTURE SERVICES – HS30SC**

Additional study is completed on various permanent wave techniques, including bricklaying, directional wrap- ping, 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.

### **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 Examination.

## Welding Technology



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

This course is meant for students interested in exploring welding technology. Learners will be introduced to welding safety, tools, and equipment, as well as materials and consumables. They will begin developing essential skills for working in the welding trade.

### **INTRODUCTION TO WELDING TECHNOLOGY – WE20S**

In this course, learners will be introduced to the welding profession, including safety practices, tools and equipment, and the use of materials and consumables. They will begin developing foundational skills in the welding trade. By the end of the course, learners will be able to identify, describe, and perform basic welding activities.