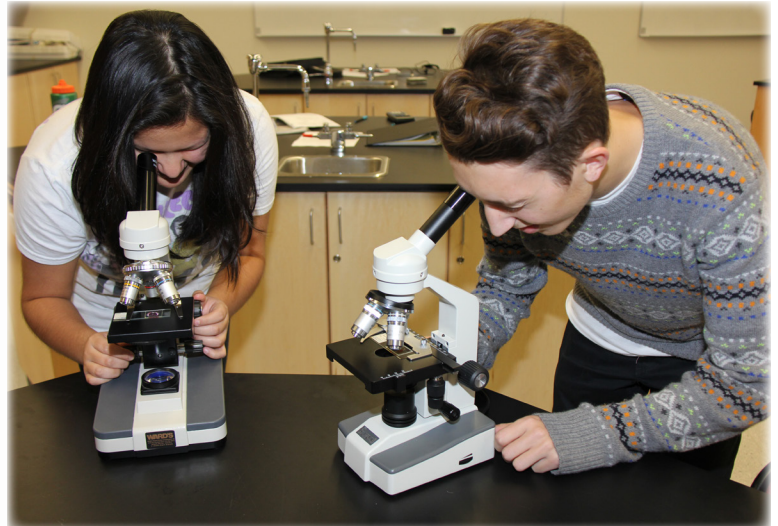


# St. James-Assiniboia School Division 2017-2018 High School Common Course Book



*Great Schools for Growing and Learning*  
[www.sjsd.net](http://www.sjsd.net)

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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 problems, 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 INVOLVEMENT ACTIVITY CERTIFICATE).

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 program that demands the best from 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.

# 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.sjsd.net](http://www.sjsd.net) 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 eighteen 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. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and if so, will record it as completed on the student's official transcript.

# 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 documents (eg. birth certificate; MB Health card) may be required.
- d. Students from out of Division or the catchment area must be accompanied by a parent/guardian upon registration. Additional documents (eg. birth certificate; MB Health card) may be required.

## 2. Completion of the Registration Form

- a. Planning Guides for each program have been included for your convenience.
- b. Registration forms are distributed to students in the middle of February. Applications are processed on a first-come, first-served basis.

## 3. Special Notes

- a. Give careful consideration to courses selected. In many instances it will be impossible to make alternate choices later. Selections made during the spring 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 6 credits, but 8 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.

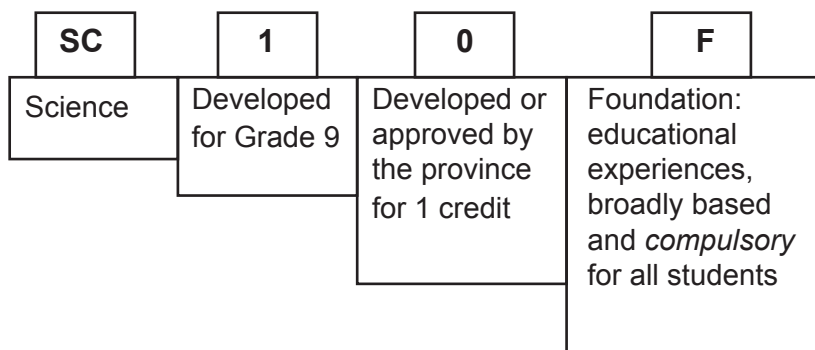
**E** – EAL: educational experiences designed to assist students for whom English is not a first language in making a transition into the English program.

**IB** – International Baccalaureate

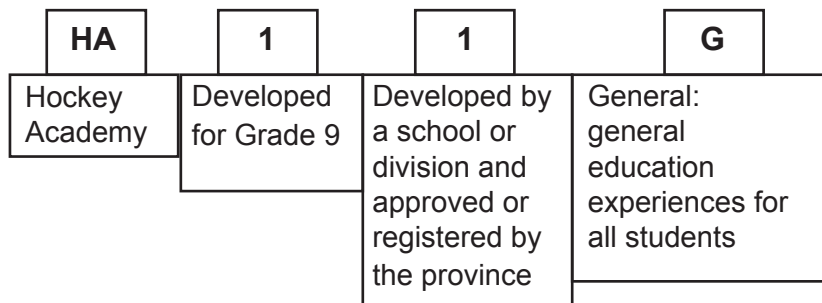
**PB** – Preparation for International Baccalaureate Programme

**X** – French Immersion

EX: SC10F



EX: HA11G



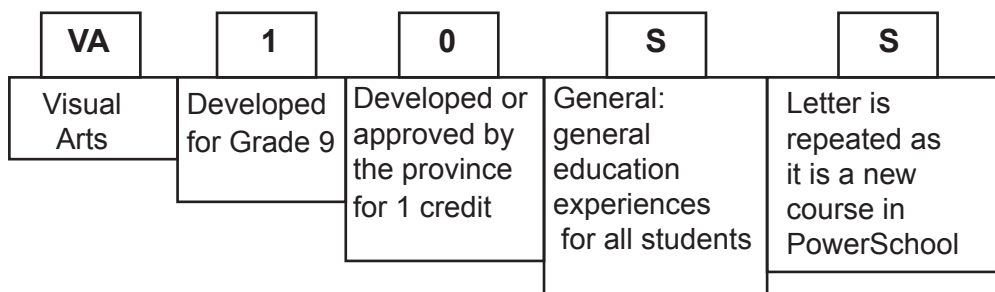
### Sixth and Subsequent Characters

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 the most prestigious award recognized across Canada and 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 8 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 5 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 8 grade 9 credits
  - Grade 10 – a minimum of 10 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 5 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 inter-session, 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 the 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.

Our high schools are planning to offer more technical/vocational opportunities to all students in the division. If you are interested in vocational courses not offered at your neighbourhood school please contact your principal to explore possible classes in our other high schools.

# Online Learning in St. James-Assiniboia School Division

Any high school student currently enrolled in the 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.



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 have the right to limit access to online courses if there are relevant academic issues associated with the student that would hinder progress in an online environment.

Please visit the InformNet website ([www.informnet.mb.ca](http://www.informnet.mb.ca)) for updated information and/or see your school counselor.

## InformNet Course Listing for 2017-18

### First Semester Courses

- Math: Essential 20S
- Math: Essential 30S
- Math: Essential 40S
- ELA 10F
- ELA 20F
- ELA Comprehensive Focus 30S
- ELA Comprehensive Focus 40S
- Physical Education 30F
- Psychology 40S
- Physics 30S
- Physics 40S
- Math: Pre-Calculus 30S
- Math: Pre-Calculus 40S
- Social Studies 10F
- Geography 20F
- Science 10F
- Science 20F
- Computer Science 30S
- Computer Science 40S

### Second Semester Courses

- History 30F
- Applied Math 30S
- Applied Math 40S
- Chemistry 30S
- Chemistry 40S
- Biology 30S
- Biology 40S
- ELA Transactional Focus 30S
- ELA Transactional Focus 40S
- Physical Education 40F
- Global Issues 40S
- Law 40S

Students will be able to start second semester courses during the first week of February and must be completed all course work by June 10.

Please visit the InformNet website ([www.informnet.mb.ca](http://www.informnet.mb.ca)) for updated information and/or see your school counselor.

### How much does it cost?

Students who are registered in a St. James-Assiniboia school do not pay student fees for regular school year courses.

### Attendance Policy

- Notification sent out when a student has not logged in or completed any work for 10 days.
- A removal notification will be emailed if you have not logged in or completed any work for 20 days.
- Removal from the course if you have not logged in or completed any work for 30 consecutive days.

\*\* Any SJSD students taking a 40S Web-Based Course with InformNet will write a home-school based proctored exam. The exam may be done online or on paper.\*\*

### Provincial Exams

All St. James-Assiniboia School Division students are required to write the provincial exam(s) at their home school. All final marks issued by InformNet are based on a final mark of 100%. If a student has written a provincial exam, the student's home school is responsible for adjusting the student's final mark.

# Compulsory Core Courses

The following section contains the five core subject areas: English, Mathematics, Science, Social Studies and Physical Education. Almost 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 AND LITERARY FORMS - EN40SLF**

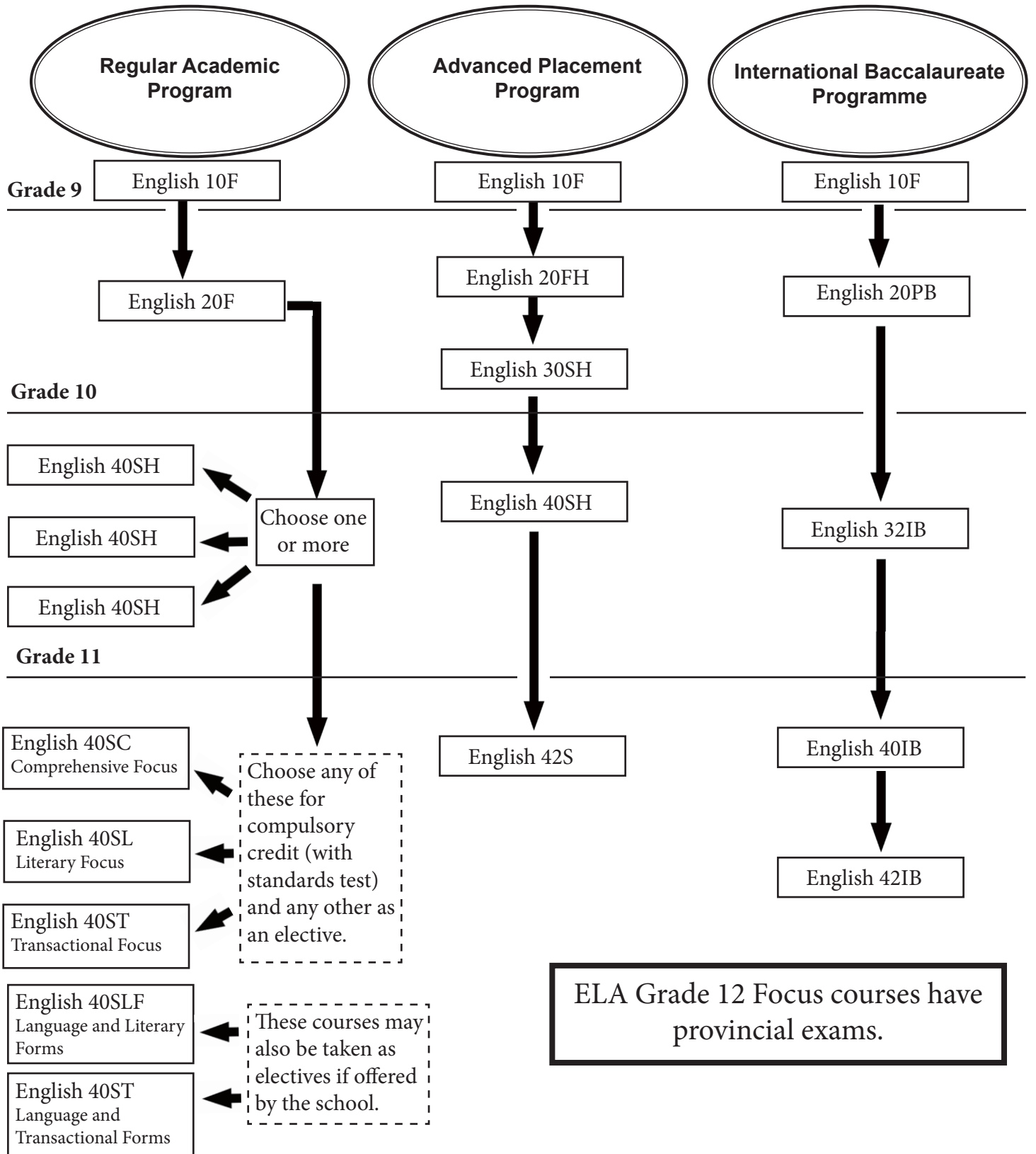
This course provides for an in-depth examination and study of language forms, various genres in literature with a specific emphasis on the cultural mosaic contained in literature. Critical analysis of such literary forms as the short story, novel, poetry and drama are undertaken with the express purpose of determining what makes each literature type unique. For instance, what makes a novel what it is and/or what devices of language might an author use in the composition of the novel?

### **ENGLISH LANGUAGE AND TRANSACTIONAL FORMS - EN40STF**

In some respects, this course builds on the compulsory, transactional course (EN40ST) by focusing on several distinct transactional forms, namely those most frequently associated with the world of business (eg. business letter, report, interview), education (eg. essay forms, analysis and synthesis), research (eg. data collection and interpretation), journalism (eg. the five W's), consumerism and the media (eg. advertising, propaganda) and social interaction (eg. legalese, cultural diversity).

# 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 - MA20S**

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 - MA30SS**

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 - MA40SS**

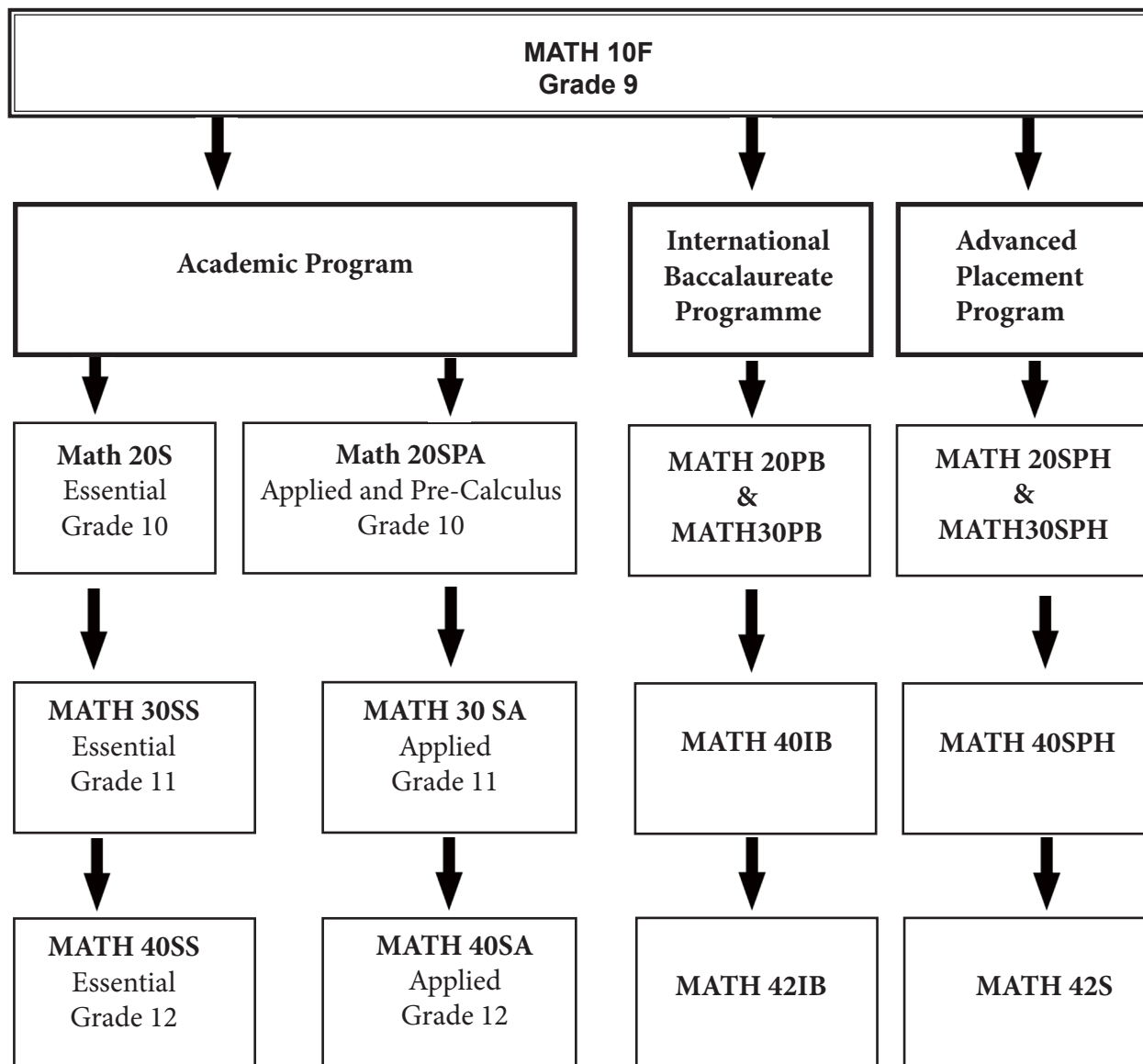
This course is intended for student whose post-secondary planning does not include a focus on mathematics and science- related fields. Grade 12 essential Mathematics (40S) is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision-making, and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



**Provincial Exams at all levels of Grade 12 Math Courses**

**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)

Advanced Math 45S and Calculus 45S may be taken provided students have registered for/or completed MA40SP.

## SCIENCE

### **SCIENCE FOUNDATION - SC10F** (Compulsory Course)

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** (Compulsory Course)

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, and 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 40S - 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.

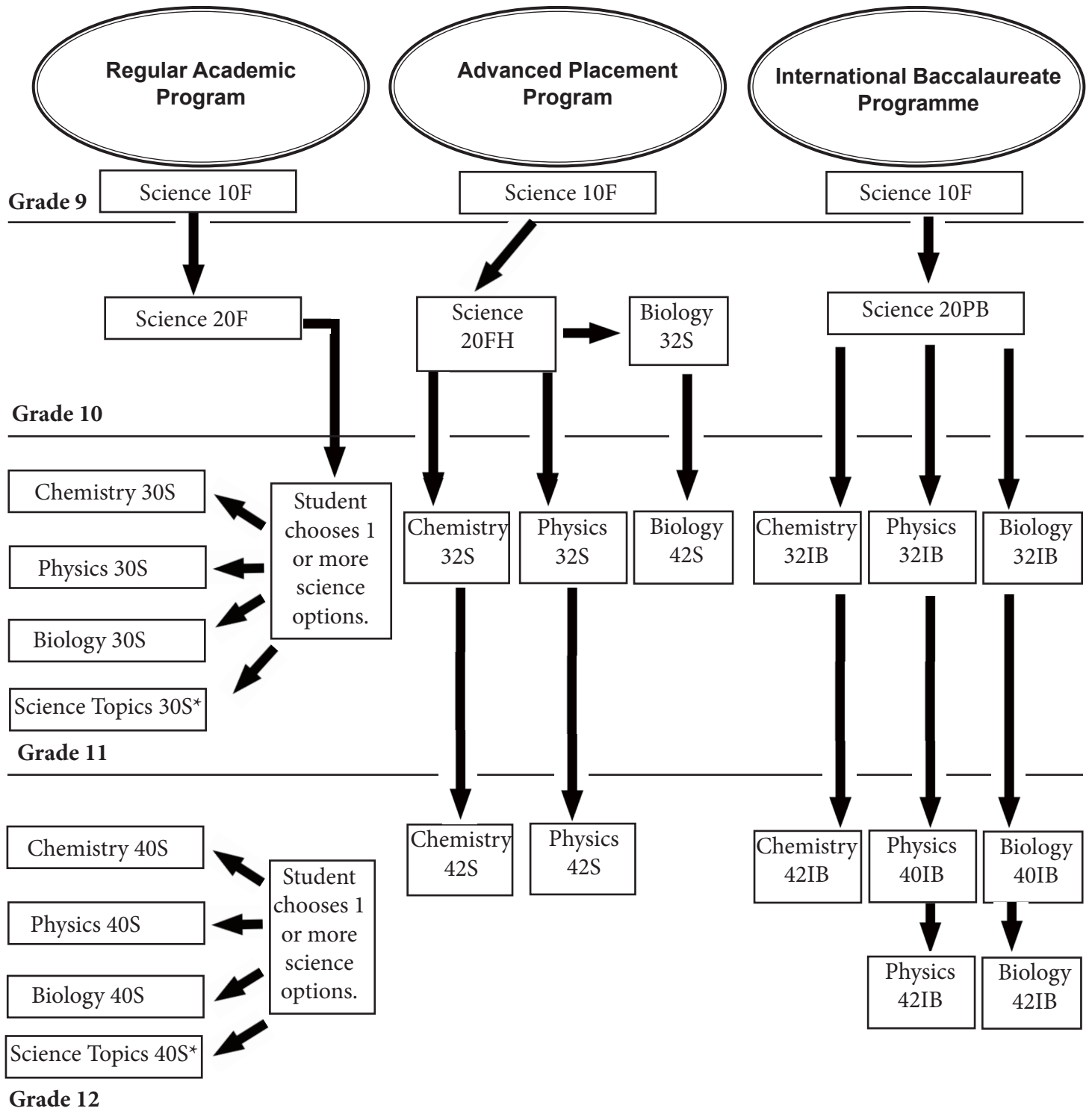
### **PSYCHOLOGY 40S - PY40S**

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.

# 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** (Compulsory Course)

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** (Compulsory Course)

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** (Compulsory Course)

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** (Compulsory Course)

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** (Compulsory Course)

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 (Compulsory Course)**

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. These topics will make up the core 25% on-line component of the course content. Students will be required to develop and implement the remaining 75% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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

### **PHYSICAL EDUCATION - PE40F (Compulsory Course)**

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. These topics will make up the core 25% on-line component of the course content. For the remaining 75% of the course, students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum.

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

**NOTE:** Both PE30F and PE40F will require parents/guardians to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure. In some schools they will have an actual class where students can take PE30F. In these cases the student will do the same type of activities but the instructor will be responsible for setting up the program as is the case with any other in-school Phys. Ed. Class. Please see the individual school programs to see how each school is offering this course. These schools will offer the out-of-school model as well and students will be responsible for choosing the method they prefer. Students who are already involved in school sport or community sport should likely take the out-of-school model as these sports qualify for the out-of-school physical activity practicum.

**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 EDUCATION: LIFE/WORK: (1.0 credit at each level or 0.5 Credit)**

- Exploration 10S
- Planning 20S
- Building 30S
- Transition 40S

Students enrolled in Life/Work courses can expect to gain the skills necessary to secure employment, to be successful in the job/career of choice and to be productive citizens. Curriculum includes resume and cover letter construction, interview skill practice, communication and interpersonal skills development, personal management and transferable skills enhancement, the creation of employability portfolios, and a comprehensive study of workplace expectations.

The grade 11 and 12 courses will accommodate a work practicum. Grade 11 includes a 40-60 hour unpaid work practicum and Grade 12 includes a 60-80 hour unpaid work practicum. Courses are designed to raise the level of confidence and self-esteem necessary to pursue successful endeavors in post-secondary life.

## 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: [www.stjameshockeyacademy.ca](http://www.stjameshockeyacademy.ca)

# Westwood Collegiate



WESTWOOD COLLEGIATE  
**WARRIORS**

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<http://westwood.sjsd.net/>

Visit the St. James Collegiate blog at:  
<http://westwoodcollegiate.blogspot.ca>



# 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
Chamber Choir	CC10SS
Dance	DA10SS
Drama	DR10SS
Electronics	EL10G
French	FR10G
Geography	GE20F
Graphic Technology	GT10G
Hockey Skills Academy	HA11G
Home Economics	HE10G
Concert Band	MB10SS
Concert Choir	MC10SS
Jazz Band	MJ10SS
Musical Theatre	MT10SS
Woods Technology	WT10G
Visual Art	VA10SS
Vocal Jazz	VI10SS

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
Chamber Choir	CC20SS
Concert Choir	MC20SS
Dance	DA20SS
Digital Pictures/ Film Making	D125S/DV25S
Drama	DR20SS
Electronics	EL20G
Family Studies	FA20F
Food and Nutrition	FN20G
French	FR20F
Graphic Technology	GT20G
Hockey Skills Academy	HA21G
Principals of Exercise Science	PE21G
PE: Basketball Academy	PE30FB
PE: Volleyball Academy	PE30FV
Music: Concert Band	MB20SS
Music: Jazz Band	MJ20SS
Musical Theatre	MT20SS
Spanish	SP20G
Visual Art	VA20SS
Vocal Jazz	VI20SS
Drama - Advanced	DR20SSA
Dance - Advanced	DA20SSA
Visual Art - Advanced	VA20SSA
Grade 10 IB School Based Options	Course Code
Mathematics IB Grade 10	MA20PB
Mathematics IB Grade 11	MA30PB
Science IB Grade 10	SC20PB

Grade 11 Core Courses	Course Code
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
Basketball Academy	PE30FB
Volleyball Academy	PE30FV
Elite Training	PE30FT
Grade 11 School Based Options	Course Code
Advanced Digital Imaging	AD30SS
Computer Science	CS30S
Dance	DA30SS
Dance Ballet	DB30SS
Dance Modern	DM30SS
Drama	DR30S
Electronics Technology	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	MJ30SS
Music: Vocal Jazz	VJ40SS
Musical Theatre	MT30SS
Science - Biology	BI30S
Science - Chemistry	CH30S
Science - Physics	PH30S
Science - Current Topics	SC30S
Sustainable Wilderness Education	PE31G
Visual Arts	VA30SS
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
Sports, Exercise and Health 32IB SL	SE32IB
Mathematics 40SP IB SL	MA40IB
Arts Visual 32IB SL	AR32IB
Film Studies 32IB SL	FM32IB
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
Basketball Academy	PE40FB
Volleyball Academy	PE40FV
Elite Training	PE40FT
Grade 12 School Based Options	Course Code
Advanced Digital Imaging	AD40SS
Aquatic Science	AQ41G
Dance	DA40SS
Dance Ballet	DB40SS
Dance Modern	DM40SS
Drama	DR40S
Electronics Technology	EL40G
Family Studies	FA40S
Food and Nutrition	FN40S
French	FR40S
Global Issues	GI40S
Graphic Technology	GT40G
History: Western Civilization	HI40SW
Hockey Skills Academy	HA41G
Law	LW40S
Music: Chamber Choir	CC40SS
Music: Concert Choir	MC40SS
Music: Concert Band	MB40SS
Music: Jazz 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
Visual Art	VA40SS
Grade 12 IB School Based Options	Course Code
Theory of Knowledge 42IB	TK42IB
English 40IB HL	EN40IB
English 42IB HL	EN42IB
Spanish 42IB SL	SP42IB
History (Americas) 42IB HL	HI42IB
Psychology 42IB HL	PY42IB
Biology 40IB HL	BI40IB
Biology 42IB HL	BI42IB
Chemistry 42IB SL	CH42IB
Physics 42IB SL	PH42IB
Sports, Exercise and Health 42IB SL	SE42IB
Mathematics 42IB SL	MA42IB
Arts Visual 42IB SL	AR42IB
Film Studies 42IB SL	FS42IB

# Westwood Collegiate Optional Courses

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

## MATHEMATICS

### INTRODUCTION TO CALCULUS 45S - CL45S

Credit Value: 0.5 credits

This introductory course is designed for students who have completed or are currently enrolled in MA40S and who are planning to pursue mathematics/science at post-secondary institutions. Areas of study focus on Differentiation and Integration.

## SCIENCE

### AQUATIC SCIENCE 41G - 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 20G – AH20G

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 21G – 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 31G – 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 41G – PE41G**

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, 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 10G - 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 20G - 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 10G - EL10G**

Electronics 10G is an introductory course to the world of electronics technology. The course is designed around a tethered robot 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 20G - EL20G**

Electronics 20G is designed to build on the knowledge that was learned in the introductory level course EL10G. The course is focused around the building of 30 electronic experiments, building a space gun, digital dice and another project of choice.

### **ELECTRONICS 30G - EL30G**

This course focuses on a 5-Watt Stereo Amplifier, small appliance repair, a project of choice and a continuation of audio electronics explored in the EL20G course. Students will construct or repair additional related projects of their own design and interest.

### **ELECTRONICS 40G - EL40G**

The 40G electronics course will focus on digital electronic technologies. Students will be responsible for the design and development of their own projects. Emphasis will be placed on new technologies such as microcontrollers and radio frequency control in the development of remote controlled robotic projects. Students will build a 12 V power supply, learn about large appliance repair and be introduced to house wiring.

## **WOODS TECHNOLOGY 10G - WT10G**

This introductory course is a study of woodworking and the processes involved. 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.

## **GRAPHIC COMMUNICATION TECHNOLOGY / DESIGN**

### **GRAPHIC COMMUNICATION TECHNOLOGY 10G - 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 environment using Microsoft Word, Adobe InDesign and Google Sketchup. A major part of the course is devoted to developing digital darkroom skills in Adobe Photoshop and foundations of digital photography using modern SLR cameras. The camera language, storyboarding, and video editing skills will be developed through filming stop motion animation projects.

**\* A fee is involved to assist in covering the cost of supplies.**

### **GRAPHIC COMMUNICATION TECHNOLOGY 20G - GT20G**

This course is the continuation of Graphic Communications GT10G. Students will develop skills in portrait, event, and sport photography using modern digital SLR 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 by producing a mini-yearbook in Adobe InDesign. Further development of advertising skills will take place through design of brochures, posters, and flyers. The video project will include chromakey (green screen) editing and basic compositing techniques in Apple's Final Cut Express. Students will also expand on 2D and 3D drawing techniques in Google SketchUp.

**\* A fee is involved to assist in covering the cost of supplies.**

### **GRAPHIC COMMUNICATION TECHNOLOGY 30G - 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 Final Cut Express. Students will also work with 2D web animation in Adobe Flash, explore graphic output for print, and learn about heat transfers.

**\* A fee is involved to assist in covering the cost of supplies.**

### **GRAPHIC COMMUNICATION TECHNOLOGY 40G - 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. Students will also explore output for print through four-colour screen printing.

**\* A fee is involved to assist in covering the cost of supplies.**

## HOME ECONOMICS

### 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; Housing, relationships; and Caring for children.

## FAMILY STUDIES

### FAMILY STUDIES 20F - 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 30S - 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 40S - 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 20G - 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 30S - 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 40S - 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.**

## INFORMATION COMMUNICATION TECHNOLOGY (ICT)

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 today’s technology for tasks at school and in their personal lives.

### **ADVANCED DIGITAL IMAGING - 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 DIGITAL IMAGING - 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 and/or Alice. Once established, formal programming instruction will take place starting in the C# 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.

## **INTERNATIONAL BACCALAUREATE**

The IB Diploma Program is a comprehensive pre-university course that demands the best from 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.

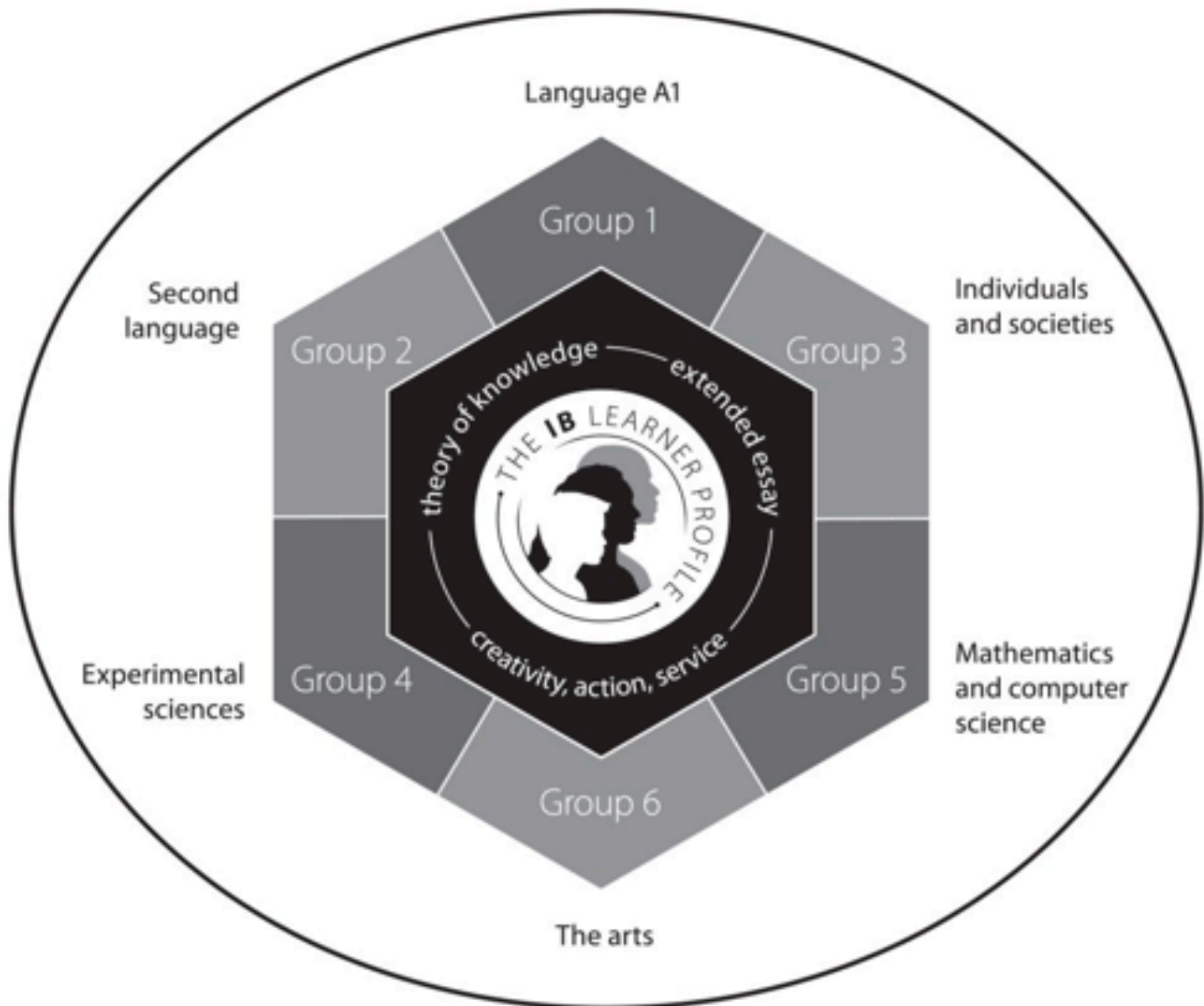
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These programmes encourage students across the world to become active, compassionate and lifelong learners 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 has the special honour of being 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 the BI42IB in the second semester. The course includes all the topics in BI40S. The level of difficulty in the course is about the same as the BI40S course, but more topics are covered and at a faster pace. There is also an increased emphasis on laboratory 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 both the areas of Evolution and further human physiology. Each student will be involved in a “Group IV Project” This is a multi-disciplinary research project that all IB students must complete. Working in a team with IB Chemistry and Biology students, the student selects 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**

### **SPORTS, EXERCISE & HEALTH SCIENCES 32IB SL – SE32IB SL**

### **SPORTS, EXERCISE & HEALTH SCIENCES 42IB SL – SE42IB SL**

This 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 analyse human performance. The 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 Sport, Sports Science or Physical Education.

*Other specialized academies may be offered if there is student interest, ie. baseball*

### **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. Internal assessment includes performance/theatre production and a Theatre Arts Portfolio.

### **FILM STUDIES 32IB SL – FM32IB SL**

### **FILM STUDIES 42IB SL – FM42IB SL**

IB Film Studies is a unique course by almost all measures. The course content will cover film theory, film history, and film production. Throughout the course, students will watch entire films and film clips to learn about the language of film and apply that language to look at how filmmakers create meaning in films. Students will go on to study the differences between films from different countries and cultures. Finally, as students begin to master these concepts, they will then be expected to become filmmakers themselves as they plan, shoot, and edit their own movies.

### **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

TK42IB is a continuation of TK32IB. Topics include: mathematics, the natural sciences, the social sciences, history, ethics, aesthetics, and the synthesis of these topics. Three essays are assigned in addition to an oral presentation on aesthetics.

## **VISUAL ARTS**

### **VISUAL ARTS 10F- AR10SS**

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- AR20SS**

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- AR30SS**

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 - AR40SS**

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 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.

## **BAND**

### **BAND 10G - 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 20G - 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 30S - 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 40S - 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 10G - MJ10SS      JAZZ 20G - MJ20SS      JAZZ 30S - MJ30SS      JAZZ 40S - 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**

Previous experience in dance is recommended. 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**

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.

## **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.  
(More on next page)



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 - DB10SS**

This course for dance majors will explore technique, placement, composition including performance and awareness of the world of dance. Recognized ballet syllabi will be studied, with emphasis on the Minor Grades.

### **DANCE - MODERN - DM10SS**

This course for dance majors will explore modern dance technique and theory from classical to contemporary. Students will choreograph, perform and gain an awareness of the world of dance.

### **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 occur for 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 orderly fashion for the succeeding 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**

- 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, of time management of projects and of 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 promote to class and participating fully in class activities, take responsibility in meeting the needs of the group with “group work” in 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 work 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 be encouraging friends, parents, and community to attend exhibitions both inside and outside of the school.

## **VISUAL ARTS ADVANCED COURSES**

### **ART ADVANCED – AR10SSA**

Students explore the fundamentals of three-dimensional design and continue the work begun in AR10S. 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.

# 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 (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

## St. James-Assiniboia School Division - 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 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	<b>Min. 2 of the following courses</b>		<b>Min. 2 of the following courses</b>	
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
<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>	
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	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				
Sciences 10FX	1.0	Sciences 10FX	1.0	<b>Min. 2 of the following courses</b>		<b>Min. 2 of the following courses</b>	
Sc. Humaines 10FX	1.0	Géographie 20FX	1.0	Mathés 30SX***	1.0	Mathés 40SX ***	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
Community Service Hrs	10 Hrs	Community Service Hrs	10 Hrs	Community Service Hrs	10 Hrs	Community Service Hrs	10 Hrs
<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>	
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 30IB	1.0	English 42IB	1.0
French 10G	1.0	French 20PB	1.0	French 40IB	1.0	French 42IB	1.0
Mathematics 10F	1.0	Mathematics 20PB	1.0	Mathematics 40IB	1.0	Mathematics 42IB	1.0
Social Studies 10F	1.0	Science 20PB	1.0	Chemistry 30IB	1.0	History 42IB	1.0
Science 10F	1.0	History 30IB	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 32IB	1.0	Chemistry 42IB	1.0		
		Mathematics 30IB	1.0	TK32IB	0.5		
				Comm, Action, Service 32S	C.A.S.	Comm, Action, Service 42S	C.A.S.
				<b>Students must choose one of either:</b>		<b>Students must choose one of either:</b>	
				Biology 30IB	1.0	Biology 40IB Biology 42IB (HL)	2.0
				Physics 30IB	1.0	Physics 40IB 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
<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>	
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 30IB	1.0	English 42IB	1.0
Français 10FX	1.0	Français 20PBX	1.0	Français 40IBX	1.0	Français 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 30IBX	1.0	History 42IB	1.0
Sc. Humaines 10FX	1.0	Histoire 30IBX	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 32IBX	1.0	Chimie 42IBX	1.0		
		Mathés 30IBX	1.0	TK32IB	0.5		
			1.0	Comm., Action, Service 32S		Comm, Action, Service 42S	C.A.S.
				<b>Students must choose one:</b>		<b>Students must choose one:</b>	
				Biology 30IB	1.0	Biology 40IB Biology 42IB (HL)	2.0
				Physics 30IB	1.0	Physics 40IB 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
<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>		<b>School Based Options</b>	
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 (For the 2017-2018 School Year)

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	
<b>Community Service Hrs</b>	<b>10 Hrs</b>	<b>Community Service Hrs</b>	<b>10 Hrs</b>	<b>Community Service Hrs</b>	<b>10 Hrs</b>	<b>Community Service Hrs</b>	<b>10 Hrs</b>
<b>School Based Options</b>		<b>School Based Options</b>		<b>Diploma students must select a minimum of 3 Standard Level (SL) courses and 3 Higher Level (HL) courses.</b>		<b>Diploma students must select a minimum of 3 Standard Level (SL) courses and 3 Higher Level (HL) courses.</b>	
Option 1 (required)	1.0	Option 1 (required)	1.0	Group 1 Courses English 32IB - HL	1.0	Group 1 Courses English 40IB - HL English 42IB - HL	1.0
Option 2 (required)	1.0	Option 2 (required)	1.0	Group 2 Courses French 32IB - SL Spanish 32IB - SL	1.0	Group 2 Courses French 42IB - SL Spanish 42IB - SL	1.0
Option 3 (required)	1.0	Option 3		Group 3 Courses History 40IB - HL Psychology 32IB - HL	1.0	Group 3 Courses History 42IB - HL Psychology 42IB - HL	1.0
Option 4		Option 4		Group 4 Courses Biology 32IB - SL OR Biology 32IB- HL Chemistry 32IB - SL Physics 32IB - SL	1.0	Group 4 Courses Biology 42IB - SL OR Biology 40IB- HL Biology 42IB- HL Chemistry 42IB - SL Physics 42IB - SL	1.0
				Group 5 Courses Math 40IB - SL	1.0	Group 5 Courses MA42IB - SL	1.0
				Group 6 Courses Visual Art 32IB Theatre Art - SL Dance 32IB - SL Film Studies - SL	1.0	Group 6 Courses Visual Art 42IB - SL Theatre Art - SL Dance 32IB - SL 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 Grade 12, Mathematics	Grade 12, Course 1 Grade 12, Course 2 Grade 9 – 12, Course 1 Grade 9 – 12, Course 2 Grade 9 – 12, Course 3 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/>