

# Westwood Collegiate Home of the Warriors



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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 maybe earned in a similar manner.

## ATTENDANCE POLICY

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

## STUDENT SERVICES

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

## GRADUATION REQUIREMENTS

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

- *17 credits are compulsory courses – all students must receive a credit.*
- *13 credits can be selected from the option courses based on the student's interests.*

Grade 9		Grade 10		Grade 11		Grade 12	
Compulsory	Credit	Compulsory	Credit	Compulsory	Credit	Compulsory	Credit
English 10F	1	English 20F	1	English 30SC/L/T	1	English 40C/L/T	1
Mathematics 10F	1	Mathematics 20SS / 20SP	1	Mathematics 30S/SA/SP	1	Mathematics 40S/SA/SP	1
Science 10F	1	Science 20F	1	History 30F	1	Phys. Ed. 40F	1
Social Studies 10F	1	Phys. Ed. 20F	1	Phys. Ed. 30F	1		
Phys. Ed. 10F	1	Geography 20F	1				
Volunteer Hours Gr. 9	10	Volunteer Hours Gr. 10	10	Volunteer Hours Gr. 11	10 hours	Volunteer Hours Gr. 12	10 hours
School Based Options		School Based Options		**School Based Options		***School Based Options	
Option 1 (required)	1	Option 1 (required)	1	Option 1 (required)	1	Option 1 (required)	1
Option 2 (required)	1	Option 2 (required)	1	Option 2 (required)	1	Option 2 (required)	1
Option 3 (required)	1	Option 3 (required)	1	Option 3		Option 3 (required for post-secondary purposes)	
Option 4 (required)	1	Option 4 (required)	1	Option 4		Option 4	
Option 5		Option 5 (required)	1	Option 5		Option 5	
Total	9		10		6		5

17  
+  
13  
30

## REGISTRATION

### 1. General Information

- Students/parents registering during February will be supplied with a registration form. A parent/guardian signature is required on this form.
- 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.
- Students new to Manitoba must have their standing assessed by an administrator prior to completing registration. New students must be accompanied by a parent/guardian upon registration. Additional proof of residence documentation (e.g., birth certificate, MB Health card, lease agreement, driver's license) may be required.
- Students from Out-of-Division must apply online at [www.sjasd.ca](http://www.sjasd.ca) (Schools of Choice)
- A Planning Guides has been included for your convenience.

### 2. Special Notes

- Careful consideration to courses selected should be made. In many instances it may be impossible to make alternate choices later. Selections made during the registration period will determine the courses offered for the next school year. Timetable changes will be considered based on individual needs and space availability.
  - Grade 9 and 10 students are recommended to be fully timetabled for both semesters (no spares).
  - All grade 11 and 12 students are expected to register for a minimum of six credits, but eight is recommended.
- 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 letters, which are used as a course description:

MA – Math,	EN – English,	SC – Science,	SS – Social Studies,
HI – History,	PE – Physical Education,	GE – Geography	VA – Visual Arts



### 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 credit
- 5- courses developed or approved by the province for ½ 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 consider 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.

## School Board Awards

### GOVERNOR GENERAL'S MEDAL

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

### AWARD OF EXCELLENCE

The St. James-Assiniboia Award of Excellence is presented to the Grade 12 graduate in each High 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.

## ACADEMIC SCHOOL BOARD CASH AWARDS

1. School Board cash awards allocated to Academic 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.
  - have completed the Community Involvement Activity (CIA) hours. The number of hours required will be dependent on the number of years at the school and the impact of the covid virus restrictions.
2. Averages are to be based on:
  - the required courses as defined by the School Division.
  - a minimum of 7 credits at the grade 9 level, a minimum of 6 credits at the grade 10 level, a minimum of 6 credits at the grade 11 level, and a minimum of 6 at the grade 12 level.
3. Students are only eligible for awards at their current grade level.
4. Winners of a School Board cash award for the Academic area must include:
  - Grade 9 – a minimum of 7 grade 9 credits
  - Grade 10 – a minimum of 8 credits of which at least 6 are in grade 10 subjects
  - Grade 11 – a minimum of 6 credits in grade 11 subjects
  - Grade 12 – a minimum of 6 credits in grade 12 subjects for a grade 12 award
5. All courses will be weighted according to their credit value in the calculation of an average.
6. All awards will be based on final marks.
7. Students who have previously graduated and have returned to take additional credits are not eligible for School Board cash awards.
8. Students transferring in from another St. James-Assiniboia school at the beginning of the second semester will be eligible for a School Board cash award.
9. Students transferring in from any school outside St. James-Assiniboia will only be eligible for School Board cash awards if the transfer occurs in the first semester and only if all criteria are met.
10. Exchange students and International Program students are not eligible for School Board cash awards.
11. Student marks received in an Independent Study Program, Continuing Education, evening school or intersession, and any Summer School courses are not to be used towards a School Board cash award.



# Westwood Collegiate Course Code Listings

GRADE 9	
Grade 9 Core Courses	Course Code
Canada in the Contemporary World	SS10F
English	EN10F
Mathematics	MA10F
Physical Education	PE10F
Science	SC10F
Grade 9 School Based Options	Course Code
Dance - General	DA10SS
Drama	DR10SS
Electronics	EL10G
French	FR10F
Graphic Technology	GT10G
Home Economics	HE10S
Applying Information and Communication Technology I and II (1 credit)	IT15FA / 1T15B
Real Life Topics in Math	MA11G
Music: Concert Band	MB10SS
Music: Choral	MC10SS
Music: Jazz Band	MJ10SS
Musical Theatre	MT10SS
Spanish	SP10G
Visual Art	VA10SS
Visual Arts Advanced	VAA10SS
Music: Vocal Jazz	VJ10SS

GRADE 10	
Grade 10 Core Courses	Course Code
English	EN20F
Geography Issues of the 21 Century	GE20F
Physical Education	PE20F
Science	SC20F
<b>Mathematics – encouraged to select more than 1</b>	
Mathematics: Introduction to Applied and Pre-Calculus	MA20SPA
Mathematics: Essential	MA20SS
Grade 10 School Based Options	
Computer Science	CS20S
Dance - General	DA20SS
Dance - Ballet	DB20SS
Digital Pictures /Digital Filmmaking	DI25S/DV25S
Dance - Modern Contemporary	DM20SS
Drama	DR20SS
Electronics	EL20G
Family Studies	FA20S
Foods and Nutrition	FN20S
French	FR20F
Graphic Technology	GT20G
American History	HI20G
Music: Concert Band	MB20SS
Music: Concert Choir	MC20SS
Music: Jazz Band	MJ20SS
Musical Theatre	MT20SS
Principles and Foundations of Exercise	PE21G
Spanish	SP20G
Visual Art	VA20SS
Visual Arts Advanced	VAA20SS
Music: Vocal Jazz	VJ20SS



# Westwood Collegiate Course Code Listings

GRADE 11	
Grade 11 Core Courses	Course Code
<b>English – (compulsory) Choose at least 1</b>	
English – Comprehensive	EN30SC
English – Literary	EN30SL
English – Transactional	EN30ST
<b>Mathematics – (encouraged to select more than 1)</b>	
Math – Essentials	MA30S
Math – Applied	MA30SA
Math – Pre-Calculus	MA30SP
<b>History – (compulsory)</b>	
History of Canada	HI30F
<b>Physical Education – Can only choose 1 PE30F course.</b>	
Physical Education	PE30F
Female Fitness	PE30FIF
Elite Training	PE30FT
Physical Education (Out of School)	PE30FOL
<b>Sciences – (encouraged to select 1 or more)</b>	
Science – Biology	BI30S
Science – Chemistry	CH30S
Science – Physics	PH30S
Science – Current Topics	SC30S
<b>Advanced Placement Options</b>	
English – Literary	EN30SL
Biology (2 Credits)	BI40S / BI42S AP
Chemistry	CH30S
Math	MA40SP

Grade 11 School Based Options	Course Code
Advanced Digital Imaging	AD30SS
Aquatic Science	AQ41G
Broadcast Media/ Interactive Media	BRM35S/IM35S
Computer Science	CS30S
Dance - General	DA30SS
Dance - Ballet	DB30SS
Dance - Modern Contemporary	DM30SS
Drama	DR30SS
Electronics	EL30S
Family Studies	FA30S
First Nations, Metis, Inuit Study	FM40S
Foods and Nutrition	FN30S
French	FR30S
Graphic Communication Technology	GT30G
Music: Symphonic Band	MB30SS
Music: Concert Choir	MC30SS
Music: Jazz Band	MJ30SS
Musical Theatre	MT30SS
Sustainable Wilderness Education	PE31G
Recreation Management. and Athletic Leadership	PE41G
Spanish	SP30S
Visual Arts	VA30SS
Visual Art – Advanced	VAA30SS
Music: Vocal Jazz	VJ30SS





# Westwood Collegiate Course Code Listings

GRADE 12	
Grade 12 Core Courses	Course Code
<b>English - (compulsory) Choose at least 1</b>	
English – Comprehensive	EN40SC
English – Literary	EN40SL
English – Transactional	EN40ST
<b>Mathematics – (encouraged to select more than 1)</b>	
Math – Essentials	MA40S
Math – Applied	MA40SA
Math – Pre-Calculus	MA40SP
<b>Physical Education – Can only choose 1 PE40 course.</b>	
Physical Education	PE40F
Female Fitness	PE40FIF
Elite Training	PE40FT
Physical Education (Out of School)	PE40FOL
<b>Sciences – (encouraged to select 1 or more)</b>	
Science – Biology	BI40S
Science – Chemistry	CH40S
Science – Physics	PH40S
Science – Interdisciplinary Topics	SC40S
<b>Advanced Placement Program</b>	
English	EN40SL / EN42S AP
Mathematics	AM40S / MA42S AP
Chemistry	CH40S / CH42S AP
Psychology	PY40S / PY42S AP

Grade 12 School Based Options	Course Code
Advanced Digital Imaging	AD40SS
Aquatic Science	AQ41G
Computer Science	CS40S
History: Cinema as a Witness to Modern History	CW40S
Dance - General	DA40SS
Dance - Ballet	DB40SS
Dance - Modern Contemporary	DM40SS
Drama	DR40SS
Electronics	EL40G
Family Studies	FA40S
First Nations, Metis, Inuit Study	FM40S
Foods and Nutrition	FN40S
French	FR40S
Global Issues	GI40S
Graphic Communication Technology	GT40G
History: Western Civilization	HI40SW
Law	LW40S
Music: Symphonic Band	MB40SS
Music: Concert Choir	MC40SS
Music: Jazz Band	MJ40SS
Musical Theatre	MT40SS
Sustainable Wilderness Education	PE31G
Recreation Management and Athletic Leadership	PE41G
Psychology	PY40S
Spanish	SP40S
Visual Arts	VA40SS
Visual Art	VAA40SS
Music: Vocal Jazz	VJ40SS
World of Religions	WR40S



# ENGLISH LANGUAGE ARTS

## 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 this course, students express their ideas using the six English language arts of reading, writing, listening, speaking, viewing, and representing. 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 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, as well as heavier emphasis on presentation skills. 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, Grade 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 three for credit.

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

**Aesthetic** is defined as a principle of taste 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:** All three focuses satisfy university entrance requirements.

## 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

This course addresses the learning outcomes identified by the provincial curriculum for the grade 11 Literary Focus. Students read and respond primarily to literary or aesthetic text forms - including poetry, short prose, plays, and novels - at a more complex and deeper level than at the grade 10 level, as well as heavier emphasis on presentation skills. Students create various texts to demonstrate their ability to address a specific audience, for a specific context and purpose. They also delve into the examination of the craft of a text and learn how to apply devices to analyse effectiveness in texts they experience daily. **NOTE: This course is intended for students who wish to pursue AP English in Grade 12.**

## ENGLISH TRANSACTIONAL FOCUS – EN30ST

This course addresses the learning outcomes identified by the provincial curriculum for the grade 11 Transactional Focus. Students read and respond primarily to transactional, pragmatic, or functional texts at a more advanced level than at the grade 10 level, as well as heavier emphasis on presentation skills. Students create various texts to demonstrate their ability to address a specific audience, for a specific context and purpose. There is a major focus on the use of technology, both in presentations and in the development of a website.

## **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, plays, and novels at a more complex and deeper level than at the grade 11 level. Students learn to analyse techniques as well as interpret texts.

**NOTE: This course is intended for students who wish to pursue AP English in Grade 12.**

## **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. This course aims to prepare students for both the work force and post-secondary education. The focus is very student driven, requiring independent work and commitment. The course itself is broken up into three categories, each running from the beginning to the end of the semester, including a major independent project, a major group project and a workplace portfolio unit.

## **MATHEMATICS**

**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 MA20SS and MA20SPA for a total of 2 credits)**

### **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.

### **TRANSITIONAL MATH – MA10FT**

Transitional Mathematics is a course offered primarily for those who have had mathematics difficulty in the past. It is offered in the first semester before they take their compulsory MA10F class which would then be scheduled in the second semester. The course focuses on concepts such as rational numbers, number sense, problem solving and basic algebra. Students in Transitional Math will be more prepared to work with outcomes from the regular Math 10F curriculum.

### **REAL LIFE TOPICS IN MATHEMATICS – MA11G**

“When are we ever going to use this?” “Why do we have to learn this?” If you have ever asked these types of questions, this math course is for you! We will learn how mathematics relates to the real world in several areas of study, such as art, nature, science, spreadsheets, engineering, business, etc. This course will give students the opportunity to explore the mathematical connections in various aspects of everyday life. There are no tests in this course. The final grade will be based on a combination of assessments, including reflections, conversations, assignments, presentations & projects.

### **MATHEMATICS ESSENTIAL – MA20SS**

Grade 10 Mathematics Essential is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Mathematics Essential topics emphasize consumer applications, problem solving, decision-making, and spatial sense. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

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

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

### **MATHEMATICS ESSENTIAL – MA30S**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. This course emphasizes 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
- Statistics
- Trigonometry
- Interest and Credit
- Managing Money
- Design Modeling
- 3-D Geometry
- Relations and Patterns

## **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
- Mathematics Research Project
- Systems of Inequalities
- Statistics
- Proofs
- Trigonometry

## **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:

- Algebra
- Quadratic Equations and Functions
- Trigonometry
- Sequences
- Relations and Functions
- Radical & Rational Equations and Expressions
- Inequalities

## **MATHEMATICS ESSENTIAL – MA40S**

This course is intended for student whose post-secondary planning does not include a focus on mathematics and science related fields. Grade 12 essential Mathematics (40S) emphasizes consumer applications, problem-solving and decision making, as well as number sense and spatial sense.

- Home Finance
- Geometry and Trigonometry
- Business Finance
- Probability
- Vehicle Finance
- Career Life Project
- Precision Measurement
- Statistics

## **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 you.

## **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. **NOTE: This course is required to be completed in Grade 11 if wishing to pursue AP Math in Grade 12.**

# **SCIENCE**

## **SCIENCE FOUNDATION – SC10F**

This course 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**

This course 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 digestion and nutrition, cardiovascular system, respiratory system, excretion, immunity, and the nervous system. Wellness and homeostasis are themes explored throughout the course. **NOTE: This course is required to be completed in Grade 10 if wishing to pursue AP Biology in Grade 11**

## **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. **NOTE: This course is required for students intending on taking AP Chemistry in Grade 12.**

## **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. Students will continue the study of kinematics during the Mechanics unit. To complete an 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.

## **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, and human impact on the environment. A large portion of the class will be spent on SCUBA theory and students will have the option to obtain their SCUBA certification. \*NOTE: It is recommended (not required) that students have a high standing in CH30S, PH30S, or BI30S.

## **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 molecular genetics, inheritance, evolution, and biodiversity. Specific emphasis will be placed on the use of biotechnology, including genetically modified organisms, forensics, and recombinant DNA technology.

## **CHEMISTRY – CH40S**

Chemistry 40S students in this very comprehensive course will study reactions in aqueous solutions, 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, and electrochemical cells will be addressed. Students registering for CH40S should have a thorough understanding of stoichiometry from CH30S.

## **PHYSICS – PH40S**

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

## **SCIENCE – INTERDISCIPLINARY 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.

# **HUMANITIES - SOCIAL STUDIES**

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

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



## **GEOGRAPHY – GE20F**

The 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.

## **AMERICAN HISTORY – HI20G**

The primary intent of the American History course is to create a greater understanding of significant historical events that shaped the United States. It is intended to be a survey course with a focus and emphasis on those historical developments that have influenced the world, especially Canada. The course will help students explore and better understand the impact that American history has had on shaping American society and influencing other areas of the world. A further intent is to identify the personalities who, in a significant way, shaped American history and to briefly examine 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

## **HISTORY OF CANADA – HI30F**

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

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

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

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

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

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

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

## **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; the focus is on a combination of civil and criminal law. This course is taught using a variety of formats including case studies, debates, mock trials, guest speakers, and a visit to the law courts when possible. Law 40S is an excellent foundation for students interested in pursuing criminology courses at the college or university level. This course informs the ever-changing needs of society and educates on people's rights and responsibilities within this society.

## **Psychology – PY40S**

Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction,

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

### **WORLD OF RELIGIONS – WR40S**

This multidisciplinary humanities course provides students with the opportunity to explore diversity of religions and religious perspectives within a Canadian and global context. The intent is to help students develop religious literacy and build interfaith and intercultural understanding.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION – PE10F**

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

### **PHYSICAL EDUCATION – PE20F**

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

### **PRINCIPLES AND FOUNDATIONS OF EXERCISE SCIENCE – PE21G**

This elective 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. This is primarily an activity course held in the fitness center. Students are expected to explore the theories and ideas taught in class by completing a wide range of resistance, anaerobic, aerobic, flexibility and mobility, balance and stability and coordination and agility training.

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

This curriculum encourages “physically active and healthy lifestyles for all students” by providing planned and balanced programming to develop the knowledge, skills, and attitudes required. Your child will receive a Complete or Incomplete designation at the end of the grade 11 or 12 course, rather than a percentage grade. This will not be used in calculating the grade point average.

The course consists of two major areas of focus:

1) The Core Content.

The core content of the grade 11 PE/HE curriculum consists of a minimum of 25% of the course. In grade 11, the content includes learning outcomes related to Fitness Management, Social Impact of Sport, Mental-Emotional Health and Substance Use and Abuse Prevention. In Grade 12, the core content is related to Fitness Management, Nutrition, Personal Development and Healthy Relationships

2) Physical Activity (PA) Practicum.

The PA Practicum of the course focuses on physical activity participation. The minimum requirements for the Physical Activity Practicum include: A minimum of 75% of the course (75 hours during one school year) of moderate to vigorous physical activity that contributes to cardiorespiratory endurance (heart, lungs, circulatory system) plus one or more of the health-related fitness components.

**Students have the option to take the In School Model (recommended) or the Out of School Model for both PE30F and PE40F**

#### **A. In School Model – 3 Option**

##### **1. Regular PE – PE30F or PE40F**

**This Regular PE** 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. This in school option is most similar to grade 9 and 10 physical education. The physical activity portion of this class will be teacher led, similar to grade 9 and 10 PE, where students will participate in a variety of traditional individual and team PE activities as well as a variety of outdoor pursuits and other lifelong activities. The Core health content will be delivered by the teacher during scheduled “health blocks” throughout the semester.

## 2. FEMALE FITNESS – PE30FIF or PE40FIF

**Female Fitness** will seek to engage young women in physical activities that encourage personal fitness and wellness. This course will focus on the fitness components that the students feel are relevant to them and will provide them with opportunities to explore a variety of fitness facilities in the city. Students in the Female Fitness Course will have:

- some choice of a variety of physical activities with a focus on lifetime activities and enjoyment
- the opportunity to develop their own personal fitness goals and learn the skills to be successful at meeting them.
- lessons taught by a female instructor.
- the opportunity to plan and participate in a variety of field trips that explore lifelong fitness skills.

\*Students who complete this course will earn their required Physical Education credit (PE30F or PE40F).

## 3. ELITE TRAINING – PE30FT or PE40FT

**Elite Training** is a high-performance course dedicated to helping student athletes achieve their full athletic potential. This course incorporates a variety of performance training techniques, nutrition principles, recovery, and mental preparedness strategies to help student athletes meet the mental and physical demands of school and sport.

In this course students will:

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

\*Students who complete this course will earn their required Physical Education credit (PE30F or PE40F).

*A written reference from the student's previous physical education teacher is required to register for this option.*

## B. Out of School Model

### PHYSICAL EDUCATION (OUT of SCHOOL) – PE30F0L or PE40F0L

This model is designed for motivated, self-directed, and independent learners. The core health component will be delivered through learning packages that students will complete on their own and submit to a supervising teacher before a pre-determined deadline. The physical activity component (75 moderate to vigorous hrs.) requirements will be communicated to students at the onset of the course. Students will be required to complete, record and submit their hours to a supervising teacher by predetermined deadlines throughout the school year.

*A written reference from the student's previous physical education teacher is required to register for this option.*

### SUSTAINABLE WILDERNESS EDUCATION – PE31G

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. This course will introduce students to outdoor activities such as:

Hiking	Camping	Rock Climbing	Snowshoeing
Fishing	Geocaching	Canoe Safety	Wilderness Survival
Cross-country Skiing	No-Trace-Camping practices		

### RECREATIONAL MANAGEMENT AND ATHLETIC LEADERSHIP – PE41G

This elective course is designed to explore and apply leadership skills within the school and the community. Both practical and theoretical aspects will be included.

The theory portion will include:

Principles of Leadership	Tournament Organization	Care of Athletic Injuries	Sociology of Sport
Theory of Coaching	First Aid, C.P.R.	Human Anatomy	Exercise Physiology

The practical component will include areas such as:

Coaching	Planning and organizing tournaments
Refereeing	Leadership roles in the Intramural Program

# ADVANCED PLACEMENT PROGRAM

Westwood Collegiate now offers Advanced Placement® courses.

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

## AP Planning Chart

Discipline	Grade 9	Grade 10	Grade 11	Grade 12
<b>Biology</b>	Science 10F Geography 20F*	Science 20F Biology 30S	Biology 40S Biology 42S-AP	
<b>Mathematics</b>	Mathematics 10F Mathematics 20SP Geography 20F*	Mathematics 30SP* required Mathematics 30SA* recommended	Mathematics 40SP* required Mathematics 40SA* recommended	Advanced Math AM40S Mathematics 42S-AP
<b>English</b>	English 10F Geography 20F*	English 20F	English 30SL	English 40SL English 42S-AP (Literature and Composition)
<b>Psychology</b>				Psychology 40S Psychology 42S-AP
<b>Chemistry</b>	Science 10F Geography 20F*	Science 20F	Chemistry 30S	Chemistry 40S Chemistry 42S-AP

\*Geography 20F is a compulsory grade 10 geography course that our AP students have an opportunity to take in grade 9. If a student indicates on their registration form that they are interested in taking Advanced Placement courses they may take Geography 20F in grade 9 to balance out the rigor of their 4 years and to allow the student to take the most Advanced Placement courses possible.

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

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

The AP exam, if passed with a high enough grade, will give the student a university credit at the University of Manitoba and selected universities in other provinces, states, and countries.

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

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

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

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

## **ADVANCED MATH - AM45S**

This is an introductory course that will cover higher level math topics from the first-year university courses Calculus and Linear Algebra. Topics include: limits, derivatives, applications of derivatives, integrals, complex numbers, matrices, and vector geometry. This course is ideal for any students who have enrolled in MA40SP and who plan to enroll in university facilities such as Agriculture & Food Sciences, Arts (Economics), Engineering, Management, Pharmacy, Science (Mathematics, Actuary, Biochemistry, Chemistry, Computer Science, Ecology, Zoology, Statistics).

## **MATHEMATICS - MA42S AP**

The Advanced Placement (AP) Math course is an intense study of calculus, equivalent to a first-year university calculus program. Topics covered include limits, derivatives and their applications, and integration and its applications. Students that are interested in pursuing careers that require higher level math, may be interested in this course. Taking calculus and linear algebra in high school will prepare for success in university courses. Topics include: Limits and Continuity, Differentiation: Definition and Fundamental Properties, Differentiation: Composite, Implicit, and Inverse Functions, Contextual Applications of Differentiation, Analytical Applications of Differentiation, Integration and Accumulation of Change, Differential Equations, Applications of Integration.

## **CHEMISTRY - CH42S AP**

The Advanced Placement (AP) Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of university. Topics include: Atomic Structure and Properties, Molecular and Ionic Compound Structure and Properties, Intermolecular Forces and Properties, Chemical Reactions, Kinetics, Thermodynamics, Equilibrium, Acids and Bases, and Application of Thermodynamics. Students will do hands-on lab investigations and use chemical calculations to solve problems.

## **BIOLOGY - BI42S AP**

The Advanced Placement (AP) Biology course is designed to be the equivalent of a first-year university program introductory biology course and lab component. As the course is a university equivalent, students will be exposed to a vast depth and breadth of content and will have many opportunities to experiment and apply content in a laboratory setting. This course focuses on the conceptualization and application of content to develop student's scientific understanding and ability to engage in experimental design and scientific research. Topics include: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, Ecology.

## **PYSCHOLOGY - PY42S AP**

The Advanced Placement (AP) Psychology course is designed to be the equivalent of a first-year university program. AP Psychology introduces the student to the study of human behaviour and the mind. Students must be highly motivated in order to excel in this course. Topics include: Scientific Foundations of Psychology, Biological Bases of Behavior, Sensation and Perception, Learning, Cognitive Psychology, Developmental Psychology, Motivation, Emotion and Personality, Clinical Psychology and Social Psychology.

# **Optional Courses**

## **ARTS PROGRAMS**

**Program Fees** 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. Fee may change from one year to the next.

- Art** - \$60 for Advanced Art with no fee for regular arts classes
- Band** - Band rental fee for any instrument is a division set rate of \$120 per year.
  - If they are renting a 2<sup>nd</sup> instrument it is ½ or \$60.
  - Percussionists pay a \$60 fee for the year.
- Choir** - Choral student fees - \$30.
- Dance** - \$60.00 for Dance Advanced and \$50 a Costume Fee for each dancer (all dance classes)
- Drama** - \$20.00 for DRAMA 10/20SS and \$30.00 for DRAMA 30/40SS
- Musical Theatre** - \$50.00 Course Fee



## **BAND**

Students will not believe the FUN they will have by joining the band program. Westwood has the recipe for exactly what it takes to develop and create one of the most unique and wonderful student experiences you can imagine. So how does Westwood do it? ... well, here's the recipe. First, Westwood has a state-of-the-art facility designed to meet the needs of our dynamic program. The Band Facility has five dedicated practice rooms, a large ensemble rehearsal room (separate from our welcoming regular rehearsal space) and a beautiful music library, one of the most sought-after rehearsal spaces. Then, add to that, the fact that Westwood offers the opportunity for students of all abilities and levels (YES, IT'S TRUE, WE EVEN TAKE RAW BEGINNERS) to participate in one of three award winning, nationally, and provincially recognized concert bands whose music-making is renowned. Then throw in the kickin' jazz program that travels provincially and nationally, having a great time wherever they perform and receiving numerous accolades and awards. Not to mention, Westwood Band has an active Instagram page (@bandatwestwood) with over 1500 posts and a widely respected band website - [www.bandatwestwood.com](http://www.bandatwestwood.com). With all that, you have a recipe that will make unforgettable memories for all four years...and the recipe works.

### **CONCERT BAND – MB10SS and MB20SS**

Here is where it all begins for the Westwood Band Program. Grade 9 and 10 Concert Band students meet separately, forming their own fully voiced ensemble. Starting with the fundamentals and a pile of laughter and fun, we build on each player's ability using group and individualized instruction, setting our musicians towards performance confidence and mastery learning. We employ clinicians that come to class time for individual help and offer a unique twist to "practice." We encourage our students not to take their instruments home and use the band room as their own space and as a source of inspiration. This class meets every second day all year long, and it is no big surprise that it is often cited as students' favorite class of the day. Festival competition is a highlight of the year along with numerous performances. Want to know more? Check out our website - [www.bandatwestwood.com](http://www.bandatwestwood.com)

### **SYMPHONIC BAND – MB30SS and MB40SS**

Now we take it up a notch, and by registering for Gr. 11 or 12 band, students are committing themselves to become a member of our Symphonic Band. This provincially and nationally recognized ensemble has a long-standing tradition of musical excellence. In fact, in 2020, the percussion section of this ensemble was named at Nationals as the top percussion section in Canada. With both grades combined, this ensemble's registration often tops well over 60 members and is a true sight to behold, and their music-making is an irresistible feast for the ears. By registering for Gr. 11/12 Band, students will become a member of a passionate section with section leaders for help and loads of support to help them balance a healthy academic and musical life. Students will want to succeed in their playing, and they will experience an incredible feeling of pride as they perform at the pinnacle of their talents. It's addicting and super satisfying as they work hard to make their music. The purpose of this ensemble is to take them that final step and push their musical abilities to make them the best possible musician they can be by Gr. 12 and create a satisfying end to their musical career.

### **JAZZ BAND – MJ10SS – MJ20SS – MJ30SS – MJ40SS**

And now for something completely different... JAZZ. First, to be in Jazz, students must be registered in one of our Concert Bands. Jazz classes meet every second day all year. As an extension of the musical world we create in Concert Band, we offer students a chance to take their musical talents in a whole new direction in Jazz, complete with the same giggles and fun you have come to know in your regular band class. What is Jazz? Well, that is a bit of a debate amongst jazz fans. Jazz Band ultimately is a different style of music than Concert Band and is a massive umbrella that covers exotic music that you may have never heard of and some that might be intimately familiar like: Reggae, Salsa, Afro-Cuban, Funk, Swing, Rock, Shuffle to name a few. Concert Band travels, but because of their smaller size, Jazz Band travels more. We travel every year to the Brandon Jazz festival for a few days, and every 2nd year we travel across Canada to attend the Nationals. At Westwood, we offer three fully voiced jazz ensembles for every possible level of student. (YES, IT'S TRUE, WE EVEN TAKE RAW BEGINNERS) For beginners, their home is the always fun B.I.G. Band, and there, we will mold and hone their jazz skills, so that they are prepared to make music in all styles and understand the intricacies of reading jazz nomenclature. Our next-tier jazz band is known as the Little Tykes Jazz Orchestra or L.T.J.O for short. And, if students want to push their jazz skills to the absolute top, they can look to be a member of Sr. Jazz. All jazz ensembles are sorted by ability and not by age, so students get to work with people at their skill level, so they are not overwhelmed. To be a part of our Jazz Program, all you have to do is check the jazz band box on your registration form, and Mr. Edwards will take care of the rest.

## **CHOIR - CONCERT**

### **CONCERT CHOIR – MC10SS**

The purpose of this course is to allow for participation, education, and enjoyment in choral music. The program is performance oriented and will feature choral repertoire from various genres (classical to world music to musical theatre). Students will have the opportunity to participate in several performances throughout the school year. Student self-assessment is an important component of this course.

### **CONCERT CHOIR – MC20SS**

This course is designed to allow students to study vocal production through choral singing. Students entering this course should have acceptable tone production and be able to match pitches consistently. The program is performance oriented

and will feature choral repertoire from various genres (classical to world music to musical theatre). Students will have the opportunity to participate in several performances throughout the school year. Student self-assessment is an important component of this course.

### **CONCERT CHOIR – MC30SS**

This course will encourage students to explore the study of vocal technique, music theory and various styles of choral music. Students entering this course should have acceptable tone production and be able to match pitches consistently. The program is performance oriented and will feature choral repertoire from various genres (classical to world music to musical theatre). Students will have the opportunity to participate in several performances throughout the school year. Student self-assessment is an important component of this course.

### **CONCERT CHOIR – MC40SS**

This course will challenge students to master vocal production through choral singing. Students entering this course should have acceptable tone production and be able to match pitches consistently. The program is performance oriented and will feature choral repertoire from various genres (classical to world music to musical theatre). Students will have the opportunity to participate in several performances throughout the school year. Student self-assessment is an important component of this course.

## **CHOIR - VOCAL JAZZ**

### **VOCAL JAZZ – VJ10SS**

This course develops the techniques of voice production, microphone technique and the skills required for participation in a vocal jazz ensemble. It is designed for those individuals who are excelling in their choral classes. Listening is a significant part of this course as well as the study of vocal jazz improvisation. Students will study various forms of vocal jazz. This program is performance oriented. Students will have the opportunity to participate in a variety of programs including Choralfest, School Concerts, Brandon Jazz Festival and FLOTA (For Love of the Arts).

### **VOCAL JAZZ – VJ20SS**

This course continues to develop the techniques of voice production, microphone technique and the skills required for participation in a vocal jazz ensemble. It is designed for those individuals who are excelling in their choral classes. Listening is a significant part of this course as well as the study of vocal jazz improvisation. Students will study various forms of vocal jazz. This program is performance oriented. Students will have the opportunity to participate in a variety of programs including Choralfest, School Concerts, Brandon Jazz Festival and FLOTA (For Love of the Arts).

### **VOCAL JAZZ – VJ30SS**

In this course students will continue to develop the techniques of voice production, microphone technique and the skills required for participation in a vocal jazz ensemble. It is designed for those individuals who are excelling in their choral classes. Listening is a significant part of this course as well as the study of vocal jazz improvisation. Students will study various forms of vocal jazz. This program is performance oriented. Students will have the opportunity to participate in a variety of programs including Choralfest, School Concerts, Brandon Jazz Festival and FLOTA (For Love of the Arts).

### **VOCAL JAZZ – VJ40SS**

In this course students will master the techniques of voice production, microphone technique and the skills required for participation in a vocal jazz ensemble. It is designed for those individuals who are excelling in their choral classes. Listening is a significant part of this course as well as the study of vocal jazz improvisation. Students will study various forms of vocal jazz. This program is performance oriented. Students will have the opportunity to participate in a variety of programs including Choralfest, School Concerts, Brandon Jazz Festival and FLOTA (For Love of the Arts).

## **DANCE**

### **DANCE – DA10SS**

The development of jazz dance as a separate dance form will be examined. Basic jazz technique, dance composition, and theory will be introduced. Other styles of dance are introduced as supplementary units of study.

### **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. Cultural world dance will be a thematic exploration.

### **DANCE – DA30SS**

Previous experience in dance is recommended but not required. The development of jazz dance as a unique basis for movement is continually examined. Intermediate jazz technique, dance composition, and theory will be studied. Lyrical and Contemporary dance will be focused on as supplementary genres.

## **DANCE – DA40SS**

Previous experience in dance is recommended. The development of jazz dance as a unique basis for movement is continually examined. Advanced jazz technique, dance composition, and theory will be studied. Lyrical and Contemporary dance will be focused on as supplementary genres.

## **DANCE ADVANCED PROGRAM**

Dance Advanced program students will study dance through four areas:

**1. 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.

**2. Theory** -Students will learn examine historical development of modern dance, as well as ballet. They will focus on anatomical principles and how they related to movement theory.

**3. 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.

**4. 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 wellness theory and training
- Keep written work a scrapbook style 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, pink ballet tights with feet, and body suit. Ballet wrap skirts and shorts are acceptable.
- Boys: black ballet shoes, black socks, jazz pants or tights, black tank top or fitted t-shirt.

### **Modern Class**

- Bare feet, bodysuit, black footless tights. Spandex shorts or leggings may be worn.

## **DANCE ADVANCED COURSES**

### **DANCE – BALLET – DB20SS**

This course 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. Students must also enroll for DM20SS.

### **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 history of contemporary dance.

Students must also enroll for DB20SS.

### **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. Students must also enroll for DM30SS.

### **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 due and trio student choreography. Students must also enroll for DB30SS.

### **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. Students must also enroll for DM40SS.

### **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 student choreography. Students must also enroll for DB40SS.

## **DRAMATIC ARTS**

### **DRAMA – DR10SS**

This course emphasizes participation in drama. It will include oral interpretation, monologues, scene work, improvisation, and some writing for the stage. Students will also have the opportunity to be part of a live performance to showcase their talents and abilities.

### **DRAMA – DR20SS**

This course emphasizes participation in drama. It will include oral interpretation, monologues, scene work, improvisation, and some writing for the stage. Students will also have the opportunity to be part of a live performance to showcase their talents and abilities.

### **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. Students will also have the opportunity to be part of a live production to showcase their talents and abilities.

### **DRAMA– DR40SS**

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. Students will also have the opportunity to be part of a live production to showcase their talents and abilities.

## **MUSICAL THEATRE**

### **MUSICAL THEATRE – MT10SS AND MUSICAL THEATRE – MT20SS**

In this course, students will develop self-expression and creativity through the experience of singing, acting, and dancing. All students who would like to perform onstage will be required to complete an audition. There will be a focus on audition techniques and requirements. Students will also gain an understanding of the link between music and movement and learn the values of performance and group co-operation. Course work includes both individual projects and ensemble performances.

### **MUSICAL THEATRE – MT30SS AND MUSIC THEATRE – MT40SS**

In this course, students will develop self-expression and creativity through the experience of singing, acting, and dancing. All students who would like to perform onstage will be required to complete an audition. Students will be working on all aspects of a musical theatre production, learning lines, dances, and music. Some students will also be assisting with the technical aspects of production. Through the preparation of the musical, students will develop an understanding of blocking, prompting, line memorization, script adaptation, voice projection, choreography, stage presence, make-up, costumes, lighting, sound, set construction, setup, and teardown. Through practical experience the students will develop a vocabulary of stage terminology. Course work includes both individual projects and ensemble performances.

## **VISUAL ARTS**

### **VISUAL ARTS – VA10SS**

This is an introductory course where students will learn more about themselves as an artist. The course focuses on an exposure to a variety of mediums and art movements. Students will be artists and tap into their creative nature as well as find satisfaction and pride in their work while having fun. Their work will be 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 component of this course.

## **VISUAL ARTS – VA20SS**

This course is designed to continue the exploration of the student as artist as well as 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 component of this course.

## **VISUAL ARTS – VA30SS**

This course will challenge students to hone their art-making skills and techniques while using a wide variety of media and mixed media. Projects start to examine a variety of themes in art making. 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 component of this course.

## **VISUAL ARTS – VA40SS**

This course will encourage students to explore their personal style of art making while working with the techniques and media that suit this style. Projects will mostly look at broad themes where students can work with a variety of media. Project research will have students studying a variety of art from different cultures, generations, and art movements to gain a better understanding of the place of art 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 component of this course.

## **VISUAL ARTS ADVANCED COURSES**

### **ART ADVANCED – VAA10SS**

Students explore a variety of media and themes while focusing on growing as an artist. This course is a more intensive course designed to challenge skilled artists. Students will explore various universal themes throughout history while allowing for some choice in the media. 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 – VAA20SS**

Students will continue to grow as an artist and develop the necessary skills to create gallery worthy art. 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 exploring a variety of media. 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 Grade 11 or 12 level are encouraged to register for Visual Arts (VAA30SS/VAA40SS)

### **ART ADVANCED – VAA30SS**

The Grade 11 Advanced Visual Arts course at Westwood Collegiate is an enrichment program designed to challenge skilled artists. Students will strive to produce quality work that will be like that of a dedicated and skillful artist. The course will teach students about themselves, their place in local, regional, national, and global communities. Students will be artists and tap into their creative nature as well as find satisfaction and pride in their work while having fun. The Advanced Program links with the artistic resources in Metro Winnipeg and surrounding area, maximizing student growth through exposure to the artistic community. 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.

### **ART ADVANCED – VAA40SS**

The Grade 12 Advanced Visual Arts course at Westwood Collegiate is an enrichment program designed to challenge skilled artists. This course focuses on the student as artist. By the time students reach the Grade 12 Advanced level, they will be working to produce an independent body of work. Media and theme will be student choice. Students will strive to produce quality work that will be like that of a dedicated and skillful artist. They will be using creativity and originality in their work. Grade 12 Advanced students 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. Students will be artists and tap into their creative nature as well as find satisfaction and pride in their work while having fun. The Advanced Program links with the artistic resources in Metro Winnipeg and surrounding area, maximizing student growth through exposure to the artistic community. 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.



# INDUSTRIAL ARTS

## **ELECTRONICS – EL10G**

Electronics 10G is a course that introduces the student to the world of electronics technology. Students will learn about simple circuits (and electronics in general) while designing and constructing small projects such as a tethered vehicle, a blinking light display and a steady hand/shocker game. If time permits, students build projects of their own choosing dependent on their individual skill level.

## **ELECTRONICS – EL20G**

Students will learn about electronic circuits and components while building projects. Students will build a digital dice game and may design and build other projects if time permits. They may design and create their own circuit boards using a heat press, etching tank and software. A CNC mill may be used to enrich the electronics programs in grades 10-12.

## **ELECTRONICS – EL30G**

This course gives the student who enjoyed the hands-on practicality of the previous electronic courses an opportunity to learn even more about electronics, circuit design and fabrication techniques. Topics may include small appliance repair, a stereo amplifier project, an “atom expander” and “alien attack” games. Students learn about AC/DC fundamentals by studying from the textbook Electricity One.

## **ELECTRONICS – EL40G**

Students are introduced to more AC/DC topics this year using the textbook Electricity Two. Students are required to build a 5 - 12-volt power supply that is capable of operating the projects that they have built in class during previous years. Students may also build other electronic projects including ones that they choose and design themselves.

# GRAPHIC COMMUNICATION TECHNOLOGY / DESIGN

## **GRAPHIC COMMUNICATIONS TECHNOLOGY – GT10G**

This course is an introduction to graphic design and communications through print and digital media. Students will develop skills in document layout by creating ads, business cards, and other publications using Adobe InDesign. Students will develop digital drawing and painting skills, use digital effects, and create collages in Adobe Photoshop. Students also learn foundations of vector graphics in Adobe Illustrator and may begin to create animation using Adobe Animate. T-shirts, buttons, and mugs are also produced by students. \* A fee is involved to assist in covering the cost of supplies.

## **GRAPHIC COMMUNICATIONS TECHNOLOGY – GT20G**

This course is the continuation of Graphic Communications GT10G. Students will continue to develop skills with vector graphics in Adobe Illustrator. Students will also expand their drawing techniques by integrating raster images from Adobe Photoshop into vector images in Adobe Illustrator. Students will also expand their multi-page document layout skills and design techniques in Adobe InDesign. Further development of advertising skills will take place through the design of brochures, posters, and flyers. Students will also produce their designs using vinyl cutting, laser engraving, and screen-printing methods. \* A fee is involved to assist in covering the cost of supplies.

## **GRAPHIC COMMUNICATIONS TECHNOLOGY – GT30G**

This course is the continuation of Graphic Communications 20G. Students enrolling in this course must have credit in Graphic Communications 20G or equivalent. Students will develop skills in advanced vector drawing, combining vector and bitmap images, and creating art using Adobe Photoshop and Illustrator. Students will enhance their skills in drawing vector logos and developing a brand. A major project will involve developing a business package, which will include a business logo, business card, letterhead, brochure, poster, and more, using Adobe InDesign, Illustrator, and Photoshop. Students will also expand their knowledge of laser engraving, vinyl decal production, screen printing, and outputting vector graphics to various substrates. \* A fee is involved to assist in covering the cost of supplies.

## **GRAPHIC COMMUNICATIONS TECHNOLOGY – GT40G**

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

- A comic book based on a borrowed or original story
- A magazine design project
- A promotional product design and production package

Students will also expand their knowledge of creating artwork with Adobe Photoshop and Illustrator. Students will also explore output for print through four-colour screen printing and heat transfer garment printing. Other projects will involve laser engraving and embroidery. \* A fee is involved to assist in covering the cost of supplies.

# TECHNOLOGY EDUCATION

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

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

**Students taking ICT must take both half credit courses to equal 1.0 credit.**

**IT15FA and IT15FB cannot be taken individually.**

Students will learn to use current technology for tasks at school and in their personal lives. Living in a digital world, this course will help them become competent and proficient using computer programs, communication skills, and keyboarding. All skills that are important for future endeavors. In this course, students will be given the opportunity to develop or improve proficiencies in important technology skills and knowledge.

This course includes content in:

- Hardware, software, and the internet
- Improving technical proficiency in keyboarding, email composition, and computer use
- Using Office 365 through Word, Excel, OneDrive
- Communication through digital media, creating websites, social media safety
- Exploring basic coding

**DIGITAL IMAGING – DI25S (0.5 credit) and DIGITAL VIDEO – DV25S (0.5 credit)**

**Students taking DI25S or DV25S must take both half credit courses to equal 1.0 credit.**

**DI25S and DV25S cannot be taken individually.**

This course will provide students with the skills and knowledge to convey a message through an original image. They will have the opportunity to learn basic camera settings, proper techniques to capture quality photos and how to edit them. The video portion will provide students with the skills and knowledge to tell stories by combining sound, still images, moving images, text, graphics, and animation into a video product. Students will plan, develop, and produce their own video projects using a narrative or documentary format. \*Students taking DI/DV25 must take both half credit courses to equal 1.0 credit. These credits cannot be taken individually.

**BROADCAST MEDIA - VIDEOGRAPHY – BRM35S (\*0.5 Credit)**

**Students taking BRM35S or IM35S must take both half credit courses to equal 1.0 credit.**

**BRM35S and IM35S cannot be taken individually.**

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

**INTERACTIVE MEDIA – WEBSITE PRODUCTION – IM35S (\*0.5 Credit)**

**Students taking BRM35S or IM35S must take both half credit courses to equal 1.0 credit. BRM35S or IM35S cannot be taken individually.**

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

**ADVANCED PHOTOGRAPHY – AD30SS**

This course allows students to further their pursuit of creating a still image that communicates a message. Every student will use a modern DSLR camera provided by the school. These 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. Students will also use off-camera flashes, reflectors, diffusers, and tripods to expand their shooting techniques. Introductory assignments with controlled studio lighting methods will be included. Continued learning of photographic editing techniques with software and complete digital workflow will round out the course.

**ADVANCED PHOTOGRAPHY – AD40SS**

This course continues from concepts and skills gained in AD30SS and it concentrates on studio photography techniques. Portrait and product photography will be covered including advanced lighting methods using light meters, flashes, gels and reflectors. Students will learn various 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. Time 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 coding through game design software like Scratch and/or Greenfoot. Once established, formal programming instruction will take place starting in the Java programming language. Students will learn important concepts like variables, conditional statements, loops, and functions. Students will work on hands-on programming problems, games, and have practical assignments. The course will end with students working on a major project of their own choosing (including simple video games).

## **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. 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).

## **COMPUTER SCIENCE – CS40S**

Continuing study from topics learned in CS30S, students will begin a “deep dive” into the Java language—a necessary preparation for post-secondary study.

## **HUMAN ECOLOGY**

### **HUMAN ECOLOGY – HE10G**

Human Ecology 10G offers students the opportunity to study topics in three broad areas: Foods and Nutrition, Textile Arts 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 safe handling and preparation of foods, nutrition basics, personal use of textiles, individual clothing choices, textile construction techniques, and adolescent development. \* A fee is involved to assist in covering the cost of supplies.

## **FAMILY STUDIES**

### **FAMILY STUDIES – FA20S**

This course focuses on the fundamentals of human development, emphasizing 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 to 11.

### **FAMILY STUDIES – FA30S**

This course expands upon the theoretical and practical information in the FA20S course. An emphasis on preschool and school age children is featured. Students will have the opportunity to gain practical experience working with children ages 5 to 10.

### **FAMILY STUDIES – FA40S**

This course examines the individual in society and the building of relationships with an emphasis on preparing for one's future. Topics covered include personal life philosophy, personality, communication, living on one's own, relationships, marriage, and life challenges.

## **FOOD AND NUTRITION**

### **FOODS AND NUTRITION – FN20S**

Foods and Nutrition 20S explores factors affecting one's food choices. Major topics covered include cultural foods, consumerism, and healthy eating. Students will have many opportunities for skill development through hands-on food preparation. \* A fee is involved to assist in covering the cost of supplies.

### **FOODS AND NUTRITION – FN30S**

This course focuses on Canada's food supply and health/wellness. Topics covered include food safety, food production in Canada, nutrition, and health. Students will have many opportunities for skill development through hands-on food preparation. \*A fee is involved to assist in covering the cost of supplies.

### **FOODS AND NUTRITION – FN40S**

Grade 12 Food and Nutrition is a critical examination of the individual as a responsible citizen. This course will explore sustainability and food security, in addition to safe and healthy food preparation and cross-cultural food ways. This course will provide the opportunity for students to apply food preparation skills in a practical setting. \*A fee is involved to assist in covering the cost of supplies.

## OTHER LANGUAGES

### FRENCH

#### GRADE 9 FRENCH FOUNDATIONS – FR10F

Basic French courses are taught in French. Students will participate in a variety of activities to further their linguistic competence. Students will have the opportunity to begin practicing their reading, writing and communication skills. French 10F is a multidimensional course, which emphasizes the communicative approach to language learning. Using a variety of materials and strategies, the course provides students with the opportunity and the tools to experience the act of communicating in a meaningful way in French.

#### GRADE 10 FRENCH FOUNDATIONS – FR20F

This course follows the same objectives as FR10F. Students will find that the course material is at a more challenging level. A communicative - experiential approach to the French language is emphasized. French 20F is a rich multi-dimensional course, which emphasizes the communicative approach to language learning. Using a variety of materials and strategies, the course provides students with the opportunity and the tools to experience the act of communication in a meaningful way in French. The act of communication involves an exchange of messages through reading and writing as well as speaking and listening.

#### GRADE 11 FRENCH – FR30S

This course is a continuation of FR20F with emphasis on reading, writing and communication skills as well as a cultural component. French 30S is a multi-dimensional course which emphasizes the communicative approach to language learning. Through the use of a variety of materials and strategies the course provides students with the opportunity and the tools to experience the act of communicating in a meaningful way in French. The act of communication involves an exchange of messages through reading and writing as well as speaking and listening.

#### GRADE 12 FRENCH – FR40S

This course is a continuation of FR30S with emphasis on reading, writing, and speaking skills. Fluency and comprehension will be further developed through varied enrichment activities. French 40S is a multi-dimensional course which emphasizes the communicative approach to language learning. Through the use of a variety of materials and strategies, the course provides students with the opportunity and the tools to experience the act of communicating in a meaningful way in French. The act of communication involves an exchange of messages through reading and writing as well as speaking and listening.

### SPANISH

#### GRADE 9 SPANISH FOUNDATIONS– SP10G

Spanish 10G is a language learning course for beginners. The focus of the course is on the acquisition of language required for purposes and situations used in everyday social interaction. The course is taught in Spanish, but English is used when necessary. Students will participate in a variety of activities to further their linguistic competence. The use of games will be frequently used to increase retention of material. Through guided practice, the student will develop their confidence and competence to express themselves in Spanish, both orally and in writing. Students will be exposed to Latin American and European Spanish, although emphasis is on the former. In addition, students will be introduced to history and culture of Hispanic countries, art, music, food, and culture.

LEVEL A1. - As per Common European Framework of Reference for Languages (CEF)

Listening	Recognize familiar words and very basic phrases concerning yourself, your family and immediate concrete surroundings when people speak slowly and clearly.
Reading	Understand familiar names, words, and very simple sentences, for example on notices, posters or in catalogues.
Spoken Interaction	Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech to help yourself formulate what you're trying to say. You will learn how to ask and answer simple questions in areas of immediate need or on very familiar topics.
Spoken Production	Use simple phrases and sentences to describe where you and other people live.
Writing	Write a short, simple postcard, for example sending holiday greetings. You will learn how to fill forms with personal details, for example entering your name, nationality, and address on a hotel registration form.

#### GRADE 10 SPANISH FOUNDATIONS – SP20G

Spanish 20G is a language learning course for beginners. The focus of the course is on the acquisition of language required for purposes and situations used in everyday social interaction. This course follows the same objectives as SP10G.

Students will find that the course material is at a more challenging level. A communicative - experiential approach to the Spanish language is emphasized.

LEVEL A1-A2. Refer to Common European Framework of Reference for Languages (CEF) For A1 and A2 levels.

### **GRADE 11 SPANISH – SP30S**

This course is a continuation of SP20G with emphasis on reading, writing and communication skills as well as a cultural component. Level A2. Refer to Common European Framework of Reference for Languages (CEF) for A2 level.

### **GRADE 12 SPANISH – SP40S**

This course is a continuation of SP30S with emphasis on reading, writing and speaking skills. Fluency and comprehension will be further developed through varied enrichment activities. Level B1. Refer to Common European Framework of Reference for Languages (CEF) for B1 level.

## **INDEPENDENT STUDY ELECTIVES**

### **CAREER DEVELOPMENT LIFE/WORK COURSES and CAREER EDUCATION**

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

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

This course acts as a resource students can use to plan for their career development journey by gaining the right skills, goals, education, and career and community experiences. Students plan for their high school career, selecting the courses and programs of interest to them and developing the skills to prepare for post- secondary education and training.

#### **Credit for Employment (CFE) (35G/45G – 0.5 credit) (30G/40G – 1.0 credit)**

Students who are or have completed the Life/Work Planning 20S course may participate in this course through *paid employment*. With the support of parents/guardians, employers and educators, students can successfully gain work experience, develop personal work habits and goals while obtaining up to 2 full credits that can be counted towards graduation.

#### **HIGH SCHOOL APPRENTICESHIP OPTION – HSAO4**

Apprenticeship is a great way to become a certified journey person in a trade where your credentials are recognized across Canada. The HSAP lets you start your apprenticeship while you are still in high school. It combines regular Senior Years school instruction with paid, part-time, on-the-job apprenticeship training. Students must be 16 and completing compulsory courses.

#### **Community Service Student-Initiated Project (CSSIP) (41G 0.5 cr. or 1.0 cr. – max. 1.0 cr. in Gr. 9 –12)**

Students making a contribution to community by volunteering for worthwhile causes or organizations, assisting people with meeting their important life needs. The civic and transferable knowledge, skills and attitudes obtained can increase students' self-esteem and maturity and provide more awareness of the needs of others in the community. Students develop strong character skills and citizenship qualities while exploring career opportunities. A student who has completed their 40 Hours of CIA may then participate in the Community Service Credit, which is an additional 110 hours of volunteering, and can be counted as one of the 30 credits needed for graduation.

#### **CULTURAL EXPLORATION – CESIP11G, CESIP21G, CESIP31G, CESIP41G,**

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The skills, knowledge, and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity, and/or provide greater intercultural understanding and an appreciation of cultural diversity. One credit may be available to a student who participates in such activities in their Senior Years for graduation purposes. CESIPs do not require departmental registration.

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

In select cases, a student may require modular schoolwork due to health challenges or unforeseen circumstances. If this is the case, we have available self-directed courses in which they will work independently at their own pace to gain credits. Please check with Student Services for courses available. Students must be independent, academically able students to complete these courses and must have recommendation from their teacher and a successful interview with an administrator to take these courses.



# WESTWOOD STUDENT SERVICES

Westwood Collegiate embraces diversity and inclusion. Through our Guidance, and Resource departments we are able to meet the academic and social-emotional needs of our students.

## RESOURCE SERVICES

Resource Teachers help with supporting students' academic needs – from providing alternative academic strategies and study strategies for students, to supporting classroom teachers in understanding the diverse academic needs in their classes and delivering appropriate programming, to individually programming for students.

## GUIDANCE SERVICES

School counsellors provide individual and group counselling for a wide variety of student needs – including items such as personal issues, self-esteem, peers, family, relationships, grief, mental health, and wellness. They also provide academic planning, career exploration and post-secondary planning. Counsellors often serve as liaisons with outside agencies, support services and school staff and administration.

## Online Learning in St. James-Assiniboia School Division

Any high school student currently enrolled in St. James-Assiniboia School Division may register for a limited number of online courses. **This program is becoming a provincial program and as such is currently going through some changes. More information will be known March 2023.**

Online learning 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.

## On-Line courses offered for 2023-2024

First Semester Courses	Second Semester Courses
<ul style="list-style-type: none"><li>• ELA 10F</li><li>• Science 10F</li><li>• Social Studies 10F</li><li>• Physical Education 10F</li><li>• Math 10F</li><li>• Geography 20F</li><li>• Science 20F</li><li>• Math: Essential 20S</li><li>• Career Development: Life/Work Planning 20S</li><li>• ELA 20F</li><li>• Physical Education 20F</li><li>• Math: Essential 30S</li><li>• History 30F</li><li>• ELA Comprehensive Focus 30S</li><li>• Physical Education 30F</li><li>• Math: Essential 40S</li><li>• Math: Pre-Calculus 30S</li><li>• Applied Math 30S</li><li>• Accounting 30S</li><li>• ELA Comprehensive Focus 40S</li><li>• Psychology 40S</li><li>• Physics 30S</li><li>• Computer Science 30S</li><li>• Computer Science 40S</li></ul>	<ul style="list-style-type: none"><li>• Science 10F</li><li>• Social Studies 10F</li><li>• Physical Education 10F</li><li>• Geography 20F</li><li>• Science 20F</li><li>• Math: Introduction to Applied and Pre-Calculus 20S</li><li>• Career Development: Life/Work Planning 20S</li><li>• Physical Education 20F</li><li>• History 30F</li><li>• Biology 30S</li><li>• Chemistry 30S</li><li>• Physical Education 30F</li><li>• Applied Math 40S</li><li>• Math: Pre-Calculus 40S</li><li>• Chemistry 40S</li><li>• Biology 40S</li><li>• ELA Transactional Focus 30S</li><li>• ELA Transactional Focus 40S</li><li>• Physical Education 40F</li><li>• Global Issues 40S</li><li>• Law 40S</li><li>• Physics 40S</li><li>• Psychology 40S</li></ul>

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