

"Home of the Tigers"

ST. JOHN'S HIGH SCHOOL
STUDENT HANDBOOK AND
REGISTRATION GUIDE

"Tiger Pride"

2025-2026
GRADE 10-12 EDITION

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A MESSAGE FROM ADMINISTRATION

Welcome to St. John's High School! We are thrilled to have you join our vibrant school community. As you begin your journey with us, we want you to know that we are proud of our dedicated staff, our diverse and talented student body, and the wide range of programs we offer. From our rigorous academic courses to our exciting sports teams, as well as our visual and performing arts programs, we are committed to providing you with the tools and opportunities for success.

In the spirit of reflection and growth, we encourage you to reflect on four important questions shared by the late Honourable Murray Sinclair. These questions help guide personal and academic growth, enabling you to better understand yourself and your journey:

1. **Who am I?**
This question encourages you to reflect on your own identity your values, strengths, and sense of self. Understanding who you are helps you make decisions aligned with your true self.
2. **Where do I come from?**
This question invites you to explore your background, heritage, and experiences. Understanding where you come from can give you insight into your story and shape the way you engage with the world around you.
3. **Why am I here?**
This question challenges you to reflect on your purpose. Why are you at St. John's? What do you hope to achieve? Understanding your purpose helps you stay focused on your goals and gives meaning to your journey.
4. **Where am I going?**

This question encourages you to look ahead and think about your future. Where do you see yourself in the years to come? Knowing where you're going helps you set goals and take the necessary steps to reach them.

These questions are meant to guide you through your time at St. John's High School, encouraging self-reflection, growth, and a deeper connection to your community. As you read through this handbook, we invite you to keep these questions in mind as they will help guide you in shaping your path forward.

This handbook contains important information to help you navigate the year ahead. We encourage you to read it carefully, and if you have any questions, the administration team is always here to help. Let's make this a year to remember!

Sincerely,

Mr. B. Davidson
Principal



Our Mission Statement Embodies our Belief and Teaching Methodology

Embracing our diversity, St. John's High School dedicates itself to educating all students to their fullest potential in a culture of hope through optimism, place, pride and purpose.

A MESSAGE FROM PARENT COUNCIL

The Council is comprised of parents/guardians, grandparents, caregivers of St. John's High School as well as community members and organizations of the St. John's area that support and are invested in the success of our students.

We meet in the cafeteria the last Thursday of every month, between 4:45-6:00 p.m., usually including a dinner.

Our children knowing that we are involved in their education and the community of their school, is the most powerful influence of their success.

Together, we work with and strive to compliment the efforts of St. John's High School administration and it's initiatives for student success.

"May the footprints we leave, tell the stories of our success."

CODE OF CONDUCT

We are a School that Believes in Respect and Restorative Practices

Parents/Guardians Will:

The purpose of the Code of Conduct is to promote a healthy school culture where high levels of achievement occur within a positive school environment. St. John's believes that everyone has the right to be treated with dignity and respect.

"It's okay to make mistakes, it is what actions you take next that is your destiny".

- **Show common courtesy and respect to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.**
- **Advocate that their children attend class regularly, arrive at school on time and do their homework.**
- **Attend school events, support the school and stay in contact with school staff.**
- **Help their children develop positive attitudes towards school and respect for the staff and school property.**
- **Encourage the peaceful resolution of conflict. Discourage violent or aggressive behaviour to solve a problem.**
- **Communicate regularly with the school and advocate for their child's success.**
- **Try to solve any concerns with the child's teacher.**

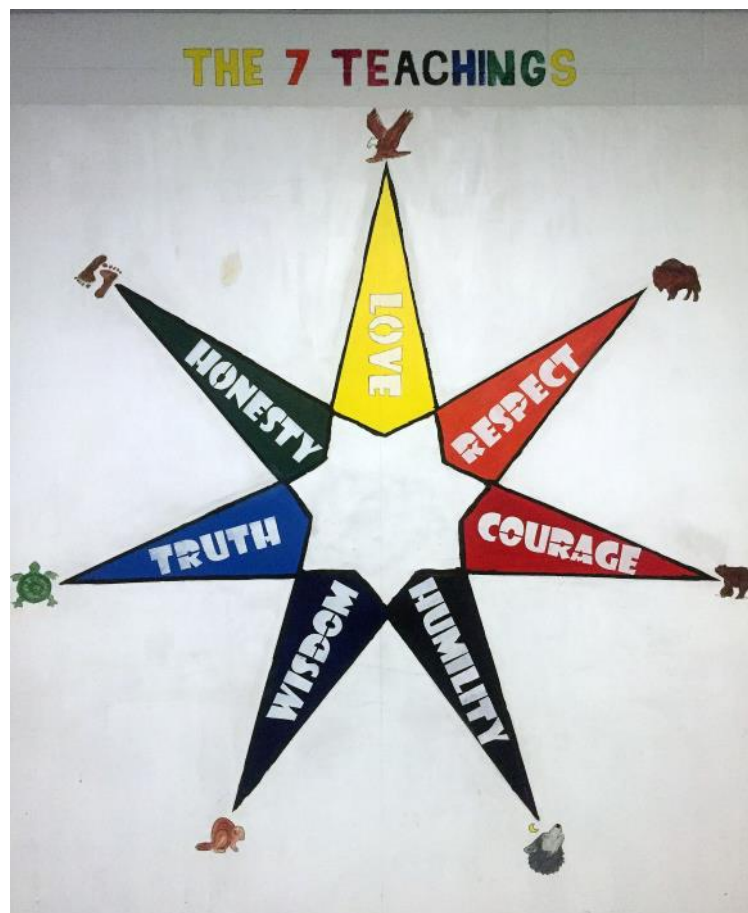
Students Will:

- **Be polite, respectful and cooperative to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.**
- **Attend school regularly. As well, be on time, bring all required supplies and completed homework.**
- **When finished for the day, leave the school grounds promptly.**
- **Dress appropriately for classes and school activities.**
- **Respect school property and the property of others.**
- **Follow this code of conduct.**
- **Make the most of the time in school; strive for academic excellence through classroom participation.**
- **Solve conflicts peacefully through discussion or by seeking help. Bullying or abusing another person verbally, physical, sexually or psychologically will not be tolerated.**
- **Be aware that gang involvement will not be tolerated on school sites.**
- **Follow school and Division policies respecting appropriate use of electronic mail and the internet, including the prohibition of material that the school has determined to be objectionable.**
- **Be aware that trafficking, using, possessing or being under the influence of alcohol or illicit drugs is unacceptable and will not be tolerated.**

CODE OF CONDUCT

Staff Will:

- Show common courtesy and respect to all, regardless of race, religion, gender, age, or sexual orientation. Abusive language and aggressive behaviour are unacceptable at all times.
- Establish a positive learning environment.
- Evaluate students' achievement, and explain to the students and parents/guardians the assessment procedures being used...
- following "Outcome Based Education" (OBE).
- Keep students, parents/guardians and administrators informed about student progress, attendance and behaviour.
- Treat all students and other staff members fairly and consistently.
- Respect confidential information about students and staff.
- Dress appropriately for the working environment.
- Assist students in resolving conflicts peacefully through restorative practices and use the *Code of Conduct* to encourage appropriate behaviour.
- Support and implement proactive and reactive intervention strategies through a continuum of supports and services.



POLICY AND REGULATIONS

STUDENT HARASSMENT/ RACISM, BULLYING POLICY

As a collaborative effort, with input from students, parents/guardians, and staff, St. John's has developed a Student Harassment Policy. The policy defines harassment and provides positive alternatives to students who are victims of or are witness to harassment. It also suggests different ways to deal with it using various resources. The policy spells out the consequences for offenders, ranging from counselling and mediation to suspension or expulsion. The general belief is that all students, no matter their sex, race, religion, appearance, or beliefs, should feel welcome, safe, and accepted at St. John's.

STOP BULLYING

POLICY ON PLAGIARISM

Plagiarism is defined as "presenting someone else's words or ideas as your own". Blatant plagiarism is obvious – it is simply the use of another's work with neither quotation marks nor the citation of the source. It is a form of theft in which intellectual property is used without the owner's permission. Plagiarism can result from copying or improperly paraphrasing from written sources (books, magazines), from the Internet (any downloaded material, graphics), or from someone else's work.

At St. John's High School, it is considered to be a serious ethical, academic, and legal offense. In short, you must cite all ideas and words that are not your own – no exceptions. All teachers are committed to teaching students about what plagiarism is and how they can learn to avoid it. If you are caught, the penalties can be severe. Parents/Guardians will be notified. At the Grade 11 or 12 level, you may be declared ineligible for any scholarships or awards and, if you are caught a second time, you may lose credit in that course.

Make the smart choice. If you are in doubt, always give credit to your sources.



ATTENDANCE

SENIOR HIGH ATTENDANCE POLICY

- School attendance is an ongoing behavioral issue for many students across the board, throughout Winnipeg. The St. John's Senior High attendance protocol has been developed in order to better facilitate home/school communication in effort to increase student success.
- After 3 concurrent absences from class, a teacher will make personal contact with Parent/Guardian by phoning home. **(Please update home contact information when changes occur.)**
- At 8 - 10 absences, teachers will notify our Senior High Vice-Principal and a letter will be sent notifying parents/guardians of the seriousness of the absences and requesting continued support in working together to improve the child's attendance.
- At 16 absences for full credit/8 absences for half credit, a letter of notification will be sent stating the possible withdrawal of the child from the course(s) if an administrator is not contacted within 10 days.
- Please note, academic assessment of students is a complex process guided by learning outcomes attained and

achievement measured. It is a critical responsibility of the school, it is taken seriously, and is expected by Manitoba Education. The decision to withdraw a student from a course is a serious matter, which is considered carefully before undertaken. As programming needs have been reviewed with an administrator, students may be withdrawn from their course.

LATES

Repeatedly coming late to class, besides causing a disruption to the class, takes away from one's learning. As with attendance, "lates" are a concern and are recorded as follows. After five minutes at the start of the class, students will be marked late. After twenty minutes late to class, students will be marked absent with an explanation.



THE SEMESTER SYSTEM & STUDENT EVALUATION

SEMESTER ONE	SEPTEMBER
	OCTOBER
	NOVEMBER
	DECEMBER
	JANUARY

SEMESTER TWO	FEBRUARY
	MARCH
	APRIL
	MAY
	JUNE

The St. John's High School year is divided into 2 equal parts or semesters. The first semester extends from the beginning of the school year, until approximately the end of January with the second semester extending from February until the end of June.

A student taking courses during the first semester will begin their program at the beginning of the school year, and complete those courses by the end of January. Courses taken during the second semester will start near the beginning of February and be completed at the end of June.

(Some exceptions may apply; see course descriptions.)

Students are assessed continuously throughout each of the two semesters, **using outcome-based assessment.**

Assessments will be a balance of assessment **for** learning, assessment **as** learning, and assessment **of** learning. Assessment tools used are varied and may include observation, homework, learning conversations/ interviews, summative unit essays, demonstrations, presentations, performance tasks, learning logs, projects, investigations, reflective journals, portfolios, quizzes, tests, and examinations (as needed).

HOW TO USE THIS BOOK

The purpose of this book is to help students and parents/guardians make informed choices concerning their child's education. It will help you to register for next year, and plan for the future.

Before you sign up you need to think about many things:

What is my Plan?	Program and Possibilities	Courses
Start Planning	Learn about the special programs that allow you to earn high school credits.	Read through the listing of the elective courses that are offered at St. John's in this upcoming year.
Make sure you understand what you need to take to graduate.	Learn about the special programs that allow you to learn high school credits.	Read through the listing of the elective courses that are offered at St. John's in this upcoming year.
Think about the future and what courses you need to accomplish personal goals.	Consider the benefit of enrolling in a special program.	Check out some of the new and interesting courses being offered this year.

Step One: Learn about graduation requirements and what your compulsory credits are (these are the courses that you have to take).

Step Two: Think about the future. What courses will you need for the future (post-secondary education)? Your future should represent your "Path to Purpose."

Step Three: Consider the different programs that are available to you at St. John's High School and the effect they may have on your high school career and personal development.

Step Four: Learn about the elective courses offered at St. John's High School and use the worksheets provided.

Student Services

GUIDANCE COUNSELLING SERVICES

Counsellors are available to meet with students and/or parents/guardians to provide assistance of a general or personal nature. Services are provided in a wide variety of areas such as career development, course selection, planning of post-secondary education, study habits, personal relationships and much more.



Counsellors also function in a consultative and coordinating

capacity for students, parents/guardians and teachers. When additional services are required, referrals are made to outside agencies.

Timetable Changes: If a course change is required students must contact their counsellor to complete this process. Counsellors are available in late August to work on these changes. Students can arrange an appointment by phone or in person. Once class has started students will be expected to follow their timetable. By mid September (Sem. 1) and mid February (Sem. 2) all timetables for students are finalized and no course changes will be allowed. Students are asked to review their timetables carefully and attend all classes as assigned.

Withdrawal: Any student considering withdrawal from any course or from school should meet with a counsellor to discuss possible alternatives within the first two weeks of the semester. Students must complete a withdrawal form; return texts, library books and school equipment.

INDIGENOUS GRADUATION SUPPORT TEACHER

The purpose of the Indigenous Grad Program is to increase Indigenous graduation rates. It is the role of the Indigenous graduation support teacher to build support teams and create plans to help Indigenous students graduate.

The Indigenous graduation support teacher focuses on:

- ♦ Relationships and Mentoring - building nurturing, supportive, positive

relationships with students

- ♦ **Transitions-** establishing supportive transitions to decrease the dropout rate between Junior High and High School, and supporting the transition from graduation to post-secondary or work

- ♦ **Culture-** through cultural activities (smudging available at any time, Sweat

Lodge ceremonies, Ribbon Skirt making, hand drumming, beading, and moccasin making are available throughout the school year), create a sense of belonging and identity

- ♦ **Academics-** supporting students with tutoring options, course planning, peer mentoring and role modeling
- ♦ **Career Planning-** introducing career options and supports
- ♦ **Family Engagement** -building the Graduation Team by including parents/guardians, school staff and the student

The Indigenous graduation support teacher is located in Room 309.



CLINICAL SUPPORT SERVICES

Clinicians from the following disciplines are available for consultation, individual assessment and planning: reading, hearing, speech, social work and psychology. Psychiatric services can also be accessed. If you wish further information please contact one of the counsellors.

COMMUNITY OUTREACH WORKERS

Sponsored by the Walter and Maria Schroeder Foundation; The vision and mission provided by our Community Outreach Workers centers around a holistic facilitative approach to support identified students and families in overcoming barriers such as food insecurity, access to preventative healthcare, effects of various sources of trauma and attendance.

Working closely with the School's Administration, our Community Outreach Workers establish unparalleled home-school connections building a pathway of success for many of our students at St. John's High School.

Together we are better!



COMMUNITY LIAISON SERVICES

Community Liaison Officers and Cross-Cultural Support Workers representing some of our many ethnic groups are available for consultation and referral. Please contact a counsellor for further information.

WSD NEWCOMER SERVICES INTERCULTURAL SUPPORT WORKER

Rose Kimani-Anderson

Serving Schools, Families
and Communities



Newcomer Services supports the academic success, psychosocial well-being, and settlement needs of newcomer students and their families. It helps newcomer students and families transition into new schools and communities. Newcomer Services is guided by values of support, inclusion, equity, advocacy, and collaboration. It provides support in three main areas: Advocates for educational and psychosocial resources for students and caregivers. Partners with community organizations and settlement services to WSD. Equips school staff with resources to create inclusive and equitable learning environments.

Wrap-around support

- Assistance with school registration and intake processes.
- School orientations in a student's language.
- Support for assessments and parent-teacher conferences.
- Interpretation and translation services.
- Mediation and advocacy for students and caregivers.
- Cultural workshops or programs for students and families.
- WSD staff training on newcomer-related topics, including cultural awareness.
- Employment services, including job search assistance and resume building.
- Access to transportation for school and settlement-related appointments.
- Collaborate with community agencies who provide more resources and programming.

Newcomer Services Team
10 Intercultural Support Workers (ISWs) who speak in diverse languages represented all over WSD1.
1 Newcomer Services Coordinator
1 EAL and Newcomer Services Divisional Support Teacher

Inclusion Support Services

Inclusion Support Services

A variety of programs are offered through Inclusion Support Services. Entry is based on specific criteria as outlined through Winnipeg School Division, Inclusion Support Services. Programming includes:

SIL – Skills for Independent Living (4 Classrooms)

Students graduate with a School Completion Certificate at age 21. Programming is individualized with a focus on functional academics, community awareness, and work experience. Student transition planning occurs starting at age 15.

SEC – Supported Education Classroom (4 Classrooms)

Students graduate with a Manitoba Provincial Diploma (30 credits) at age 21. Programming accesses provincial curriculum, but is modified based on individualized outcomes. Additionally, focus is on functional academics, community awareness, and work experience (four credits). Student transition planning occurs starting at age 15.

LAC – Learning Assistance Centre (grades 9 – 12)

A low enrolment classroom for students with severe emotional behavioural disorders with a focus on successful re-integration into a regularly timetabled setting.

LAIR – (grades 7 – 12+)

Students graduate with a Manitoba Provincial Diploma upon completion of 30 credits at age 21. A low-enrolment classroom setting is offered to students who are diagnosed with FASD. Additionally, work experience is explored (up to four credits). Student transition planning occurs starting at age 15.

IAS – Integrated Additional Support

Students graduate with a Manitoba Provincial Diploma upon completion of 30 credits. IAS provides additional support to students who benefit from an IEP (Individual Education Plan). Student transition planning occurs starting at age 15.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) PROGRAM

The LAL/EAL program at St. John's is a grades 9-12 classroom for newcomer students to Canada. It is a focused program for students who have moved to Canada and need to improve and build strong skills in English in order to be integrated into core and academic senior high school courses. Students will work on outcomes in numeracy and literacy in order to adjust personally, socially and academically to senior high school in Manitoba. In addition, and upon enter core academic courses students will receive a variety of supports in order to be successful. This program is focused on LAL and EAL students obtaining their high school diploma and attending post secondary.

All students will work on material at their level of academic and English skills. They will work independently, as a group and with the support of the teacher and educational assistants in order to reach their goals, master skills and complete outcomes. Students are assessed daily while working with the teacher and EA's through conferencing, classroom participation, and personal reflection assignments and discussions. In these courses students' abilities in literacy and numeracy will be assessed twice a year in accordance to the senior high semesters.

Students are enrolled in the EAL program for up to 75% of their timetable. The courses included are:

- Literacy phase 1 and 2 - each phase is worth 1 credit
- English Beginner 1 - 1 credit
- English Beginner 2- 1 credit
- English Beginner 3- 1 credit
- English Beginner 4- 1 credit
- Numeracy Phase 1 and 2 - each phase is worth 1 credit
- Student Resource

EAL students can also sign up for special language credits.

SPECIAL LANGUAGE CREDITS

The Special Language Credits have been available to Manitoba students for a number of years. Credits for language competency can be granted either at an S or G level (but not both) depending on whether the language is curriculum based or not. French may not be used as a special language credit. Examinations

occur in November and April.

***A maximum of four Special Language Credits (1 at each high school grade level) can be earned towards the 30 credits.**



Alternative Programming

FOCUS PROGRAM

The FOCUS program is designed for students who are academically capable, but struggle to succeed in the mainstream high school structure. Our classes are smaller in numbers and provide an individualized approach to each student. We follow a 10-week block system (rather than a 20-week semester) to focus on each academic subject, one at a time, in a homeroom setting.

Students will spend two periods a day on one core subject with a cohort group of students. Students find a sense of belonging in this smaller setting and are able to prioritize their studies.

Among the core academics (English, Math, Science & Social Studies) students also attend electives such as Art, Graphics, Foods & Nutrition, Woods and Reading is Thinking to challenge their creativity and offer a balance to the focused academics.

*Students who are in FOCUS must be in the program consistently for all classes.



EMPLOYABILITY SKILLS PROGRAM (Grade 9-12)

Pre-Employability is a full-time “closed classroom” program offered to grade 9 and 10 students with an emphasis on future goal setting and life long planning. Students work towards high school certification requirements, as well as learn skills and explore aspects of “life after high school.” Students work in the school store to gain knowledge and experience of the expectations of working.

In essence, beyond the attainment of credits, students will be taught coping skills, effective communication, financial literacy, problem solving and adaptability.

Once completed students can transition into the Employability program for grades 11 and 12.

St. John’s offers the Employability Skills program at the grade 11 and 12 level. Students in this program will meet high school certification requirements in a closed classroom. Employability Skills is a program designed to graduate students who have some vision of

their future in terms of career choices and recreational pursuits.

As part of this program, students will spend a period of time in job placements to explore “real world” job placements and demonstrate skills required for the maintenance of employment.

*Note: Any student interested in applying for the Employability Skills Program should fill out an application/brochure available in the Main Office or see a counsellor. Students need to be in the program “full time”.

Alternative Programming

TUTORIAL SERVICES

Learning support is available to identified students who need assistance to reach their academic potential.

Tutorial Service classes are available to assist students who may need extra help understanding course material and/or developing reading and writing skills. Tutors work with students to build academic skills, confidence, and independence. Tutorial teachers assist students in mastering course outcomes as well as developing effective learning strategies and study skills for the specific subject. Placement in Tutorial Services are facilitated by an administrator.

MATURE STUDENT HIGH SCHOOL DIPLOMA

The student must be 19 years of age at the time the student is to graduate from High School or reach the age of 19 before completion of the course(s) in which the student is enrolled.

How many Credits are required?

You need a total of 8 credits to obtain the Mature Student High School Diploma. The educational requirements are as follows:

- ◆ Grade 12 English Language Arts
- ◆ Grade 12 Mathematics
- ◆ 2 additional Grade 12 credits
- ◆ 4 additional Grade 9-12 credits

Please contact your counsellor for more information.



TEEN MEDICAL CLINIC

The Medical Clinic is located next to the Guidance Office and is open every Wednesday from 12:15-4:00 p.m. A doctor and one nurse from Mt. Carmel Clinic offer confidential services to all students. Medical care, counselling support and health information is available. Services are voluntary, confidential, non-judgmental and accessible.

LIBRARY SERVICES



St. John's School Library holds a collection of over 18,000 items for students, staff and parents/guardians to borrow.

The Library is open at 8:30 a.m. and remains open throughout the day until 4:00 p.m. most

afternoons. Twenty computers are available for student use.

Teachers may schedule classes in the Library on a regular basis or intermittently whenever students need resources. Groups of students or individuals may also be sent to the Library to exchange books, research topics, or to study. Grade 10, 11 and 12 students may use the Library during their unscheduled periods. Our library clerk provides instruction in the use of resources, research assignments, and reading for leisure.

The Library is also where our school archives, including old St. John's High School Yearbooks, are stored. Students, both present and former, are welcome to browse through these in our Library.

CAFETERIA



Sponsored by the Walter and Maria Schroeder Foundation; our "state of the art" cafeteria, unlike any other school cafeteria in Manitoba, offers "free breakfast" and "lunch" to many

students who have presented a need for assistance. The most anyone else pays for a lunch is \$2.50. Menus include specials, such as stuffed pork, mashed potatoes and vegetables, or shepherd's pie and salad or tacos in a bag, etc. Great value, great food!

"TIGER SQUARE" SCHOOL STORE

Our school store provides goods/services to the students and staff at St. John's High School. The three departments in the store are: St. John's clothing, school supplies and confectionery. The store also provides a focus for school events, such as advertising, and our large front window display.

Tiger Square provides a work experience setting for students in grade 9 and 10 Pre-Employability Skills class.

PARENT COUNCIL

This is an active and interested group of people, who have assisted the school in its efforts to deliver an excellent educational program. The council meets on a monthly basis. Parents/Guardians are invited to take an active role in the process. Further information may be obtained by contacting the school directly or by calling the chairperson at the school number.

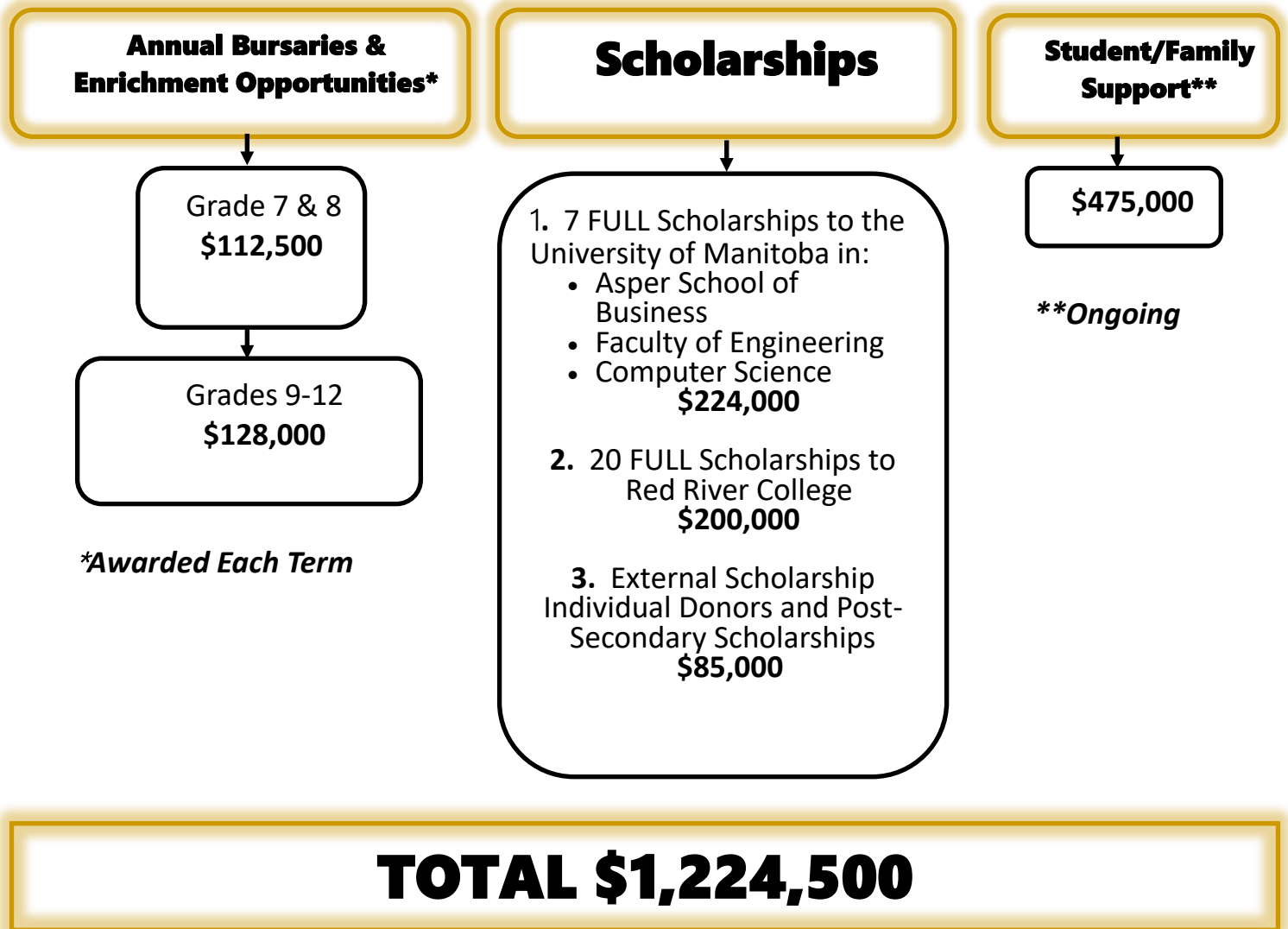
IYLP- INDIGENOUS YOUTH LEADERSHIP PROGRAM DIVISION- WIDE PROGRAM

The Indigenous Youth Leadership Program is open to Indigenous students (First Nation, Metis, and Inuit) enrolled in Grade 9-12. IYLP is designed to foster learning and growth of Indigenous students in the division with a focus on Indigenous culture and leadership. There are five gatherings throughout the school year that take a wholistic approach and provide learning experiences on career planning, post-secondary school exposure, land-based learning, leadership skills, peer relationship building, and social justice issues.

By being part of IYLP students can earn hours towards the Cultural Exploration credit.



Bursaries and Scholarships



Thank you to the Walter and Maria Schroeder Foundation and numerous individual donors and Post-Secondary Scholarships (University of Winnipeg, Red River College Polytechnic and University of Manitoba)

Bursaries and Scholarships

EXTERNAL SCHOLARSHIPS

- Governor-General's Medal
- William and Jean Meagher Bursary
- Monty Hall Scholarship
- Souchay Gossen Foundation Scholarship
- University of Winnipeg Entrance Scholarships
- University of Manitoba Entrance Scholarships
- Friends of Winnipeg Youth Awards Fund
- Theresa Barbara Konyk Memorial Scholarship
- Platinum Jets "North End Pride" Scholarship
- John Loxley-Pollock's Hardware Co-Op Award
- Winnipeg School Division Post Secondary Scholarship
- Winnipeg Teachers' Association Scholarship
- Chown Centennial Entrance Scholarship
- Safiniuk Athletic Scholarship
- Indigenous Youth Leadership Program Award
- Anne Ross Memorial Scholarship
- Harry Finkle North End Scholarship Award
- H.H. Herstein Award
- Hawkeye Scholarship
- Mary & Louis Finkle Indigenous Immigrant Scholarship Award
- Mynarski Ward Citizenship Scholarship
- Aron Katz Memorial Scholarship Fund
- Bryde Beckel Scholarship Bursary
- Dennis Ramos Memorial Award for Excellence in Science
- Canadian CED Network
- Grandma's Support Group Award
- Parent & Community Advisory Council Recognition Award
- St. John's High School Memorial Scholarships
- Frances Brown Atwell Award for the Arts Scholarship
- Emergent Biosolution Scholarship
- Child Guidance Clinic Award of Merit Scholarship
- Parliamentary Award
- Jordan Thomas Bursary
- Don Constantini Award for Excellence in Practical Arts
- Shirley-Anne Teplitsky-Marantz Award of Excellence in English
- Captain Cyr Award
- Brian Burdy Award of Excellence in Science
- Social Sciences Award of Excellence in Social Studies
- Harry Dmytryshyn Memorial Scholarship for Mathematics
- William and Mary Scarfe Memorial Bursary
- Randy Engstrom Memorial Award
- CEDA Pathways Bursary
- The Canadian Polish Athletic Club Award
- Tiger Square Athletic Scholarship Award
- Murray and Leslie Firman and Joan Julia Firman Scholarship
- Student Athletic Award
- Varsity Athletes of the Year (Announcement)
- Sharon and Sid Wolchuck Award
- Oleh Klymkiw Inclusion Support Award & Bursary Presented by Class of 77
- Friends of Winnipeg Youth Awards fund
- Marie Zorniak Focus Award for Personal Achievement
- Westland Foundation
- Most Resilient Student Award

Extra-Curricular Activities

EXTRA-CURRICULAR ACTIVITIES

- Student Council
- BIPOC Student Union
- Yearbook
- Youth In Philanthropy
- Talent Show
- Convocation
- Drama Production
- Grad
- Grade 9 Take Your Kids to Work
- Grade Wars
- Traditional Drumming
- Pep Rallies
- Robotics Club
- Ethics Bowl
- Musical

- E-Sports
- Spirit Week
- Homework Club
- Math Competitions
- Intramurals
- Remembrance Day Assembly
- Winter Concert
- Spring Concert
- G.L.O.W (Gay, Lesbian, Or Whatever)
- Exclusive Dance Troupe
- Cheerleading
- Indigenous Youth Leadership Team
- And many more...

ATHLETIC TEAMS

- Badminton
- Basketball
- Cross Country
- Football
- Hockey Heroes
- Rugby
- Soccer
- Track and Field
- Volleyball



GO TIGERS GO!!!

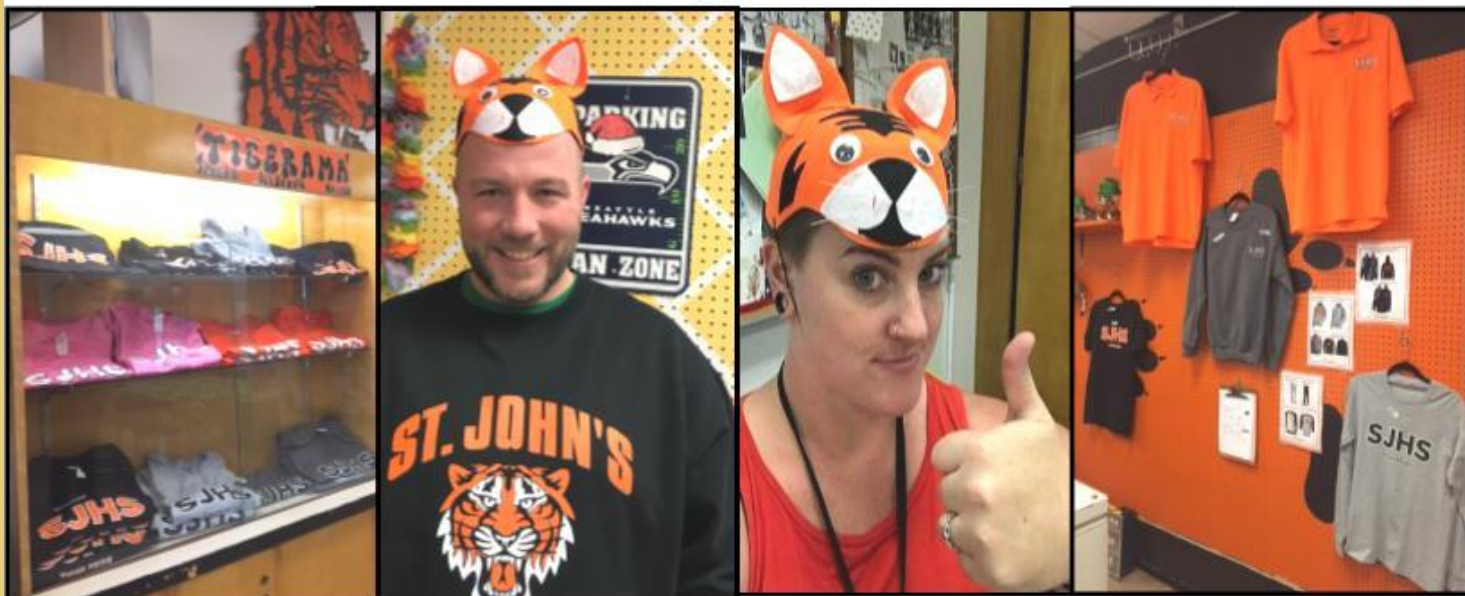




#TigerPride Day

Every Friday is #TigerPride Day!

**Wear your St. John's gear/swag
or Orange and Black!**



**Don't have any SJHS gear or swag?
Check out the merch at
Tiger Square!**



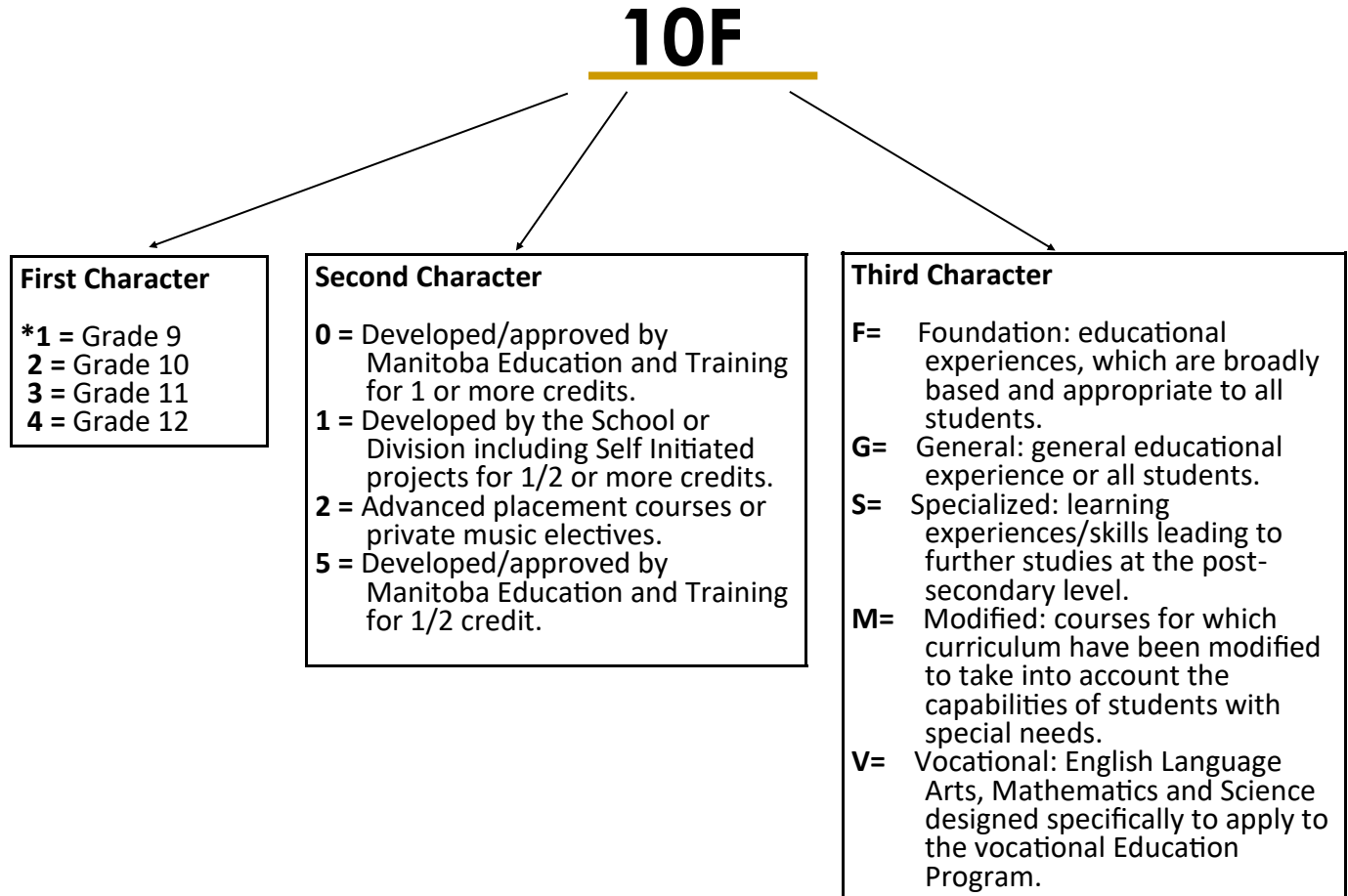
Course Planning

Understanding Credit Codes

The Credit System begins in Grade 9 in all Manitoba High Schools, meaning students will earn credits towards Graduation for every successfully completed course. Most courses offered are 1 credit each. Those that have a lesser value than 1 are specified in this handbook. The minimum number of credits for a Manitoba High School Diploma is 30.

The Credit Code numbering system is made up of three characters. The first character represents the grade level, The second represents how the course was developed, and the third the level or difficulty of specialization.

Example of Credit Code:



*Note: Common sense may tell you that a 10F course is a grade ten course, but it is actually a grade nine course.

**Note: Some courses in the handbook are listed with two titles. The credit value of each will be a (0.5) . These courses must be “linked” to form the equivalent of one full credit.

THE MANITOBA HIGH SCHOOL CREDIT SYSTEM

In order to graduate you must complete all the requirements below. For example, if you have 34 credits, but do not have a Grade 12 English credit, you are NOT eligible to graduate because Grade 12 English is a compulsory course.

Grade 9	Grade 10	Grade 11	Grade 12
6 compulsory*	5 compulsory	4 compulsory	3 compulsory
ENGLISH 1 credit	ENGLISH 1 credit	ENGLISH 1 credit	ENGLISH 1 credit
MATH 1 credit	MATH 1 credit	MATH 1 credit	MATH 1 credit
PHYSICAL ED. 1 credit	PHYSICAL ED. 1 credit	PHYSICAL ED. 1 credit	PHYSICAL ED. 1 credit
SOCIAL STUDIES 1 credit	GEOGRAPHY 1 credit	HISTORY 1 credit	GRADE 12 ELECTIVE 1 credit
SCIENCE 1 credit	SCIENCE 1 credit	GRADE 11 ELECTIVE 1 credit	GRADE 11 ELECTIVE 1 credit
Family Studies & Life-works OR Band OR Indigenous Ingenuity 1 credit	3 Elective credits (any grade 9, 10 level)	3 Elective credits (any grade 9, 10, 11 level)	1 Elective (any grade)
2 Elective credits			
TOTALS			
8 credits	minimum of 8 credits	minimum of 8 credits	minimum of 6 credits

NOTE on Post-Secondary Admission Requirements:

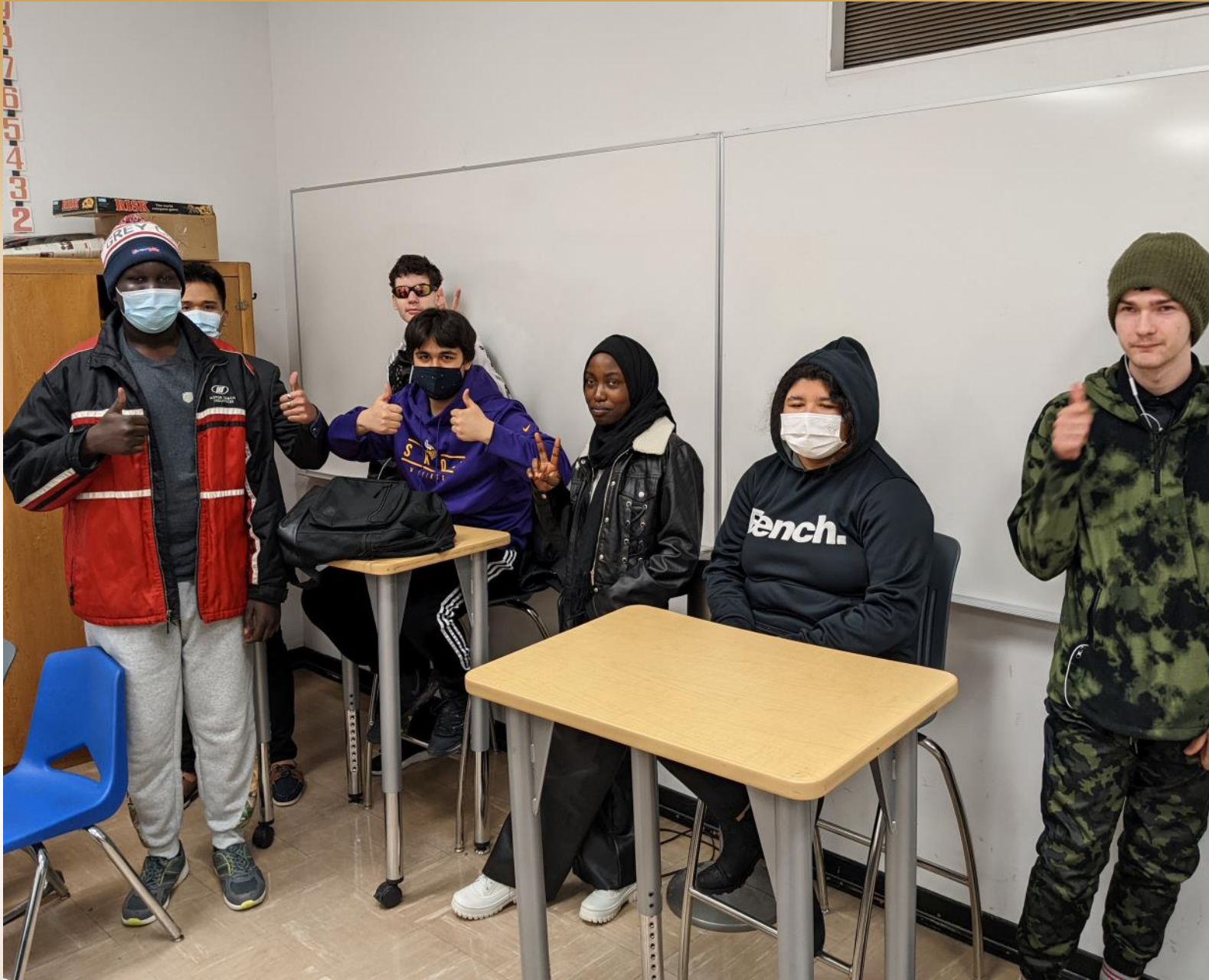
There may be a difference between high school graduation requirements and post-secondary (university/college) entrance requirements. You may graduate from high school but be unable to enter the school of your choice because you have not taken the right credits. ***Please see a counsellor for post-secondary (university/college) entrance requirements.***

St. John's High School: Credit Check Worksheet

In order to graduate, all students are expected to complete 30 credits:

- 18 compulsory credits and 12 elective credits for a total of 30 credits
- of the 12 elective credits, one must be a grade eleven credit, and two must be grade twelve credits

Grade 9	Grade 10	Grade 11	Grade 12
English 10F	English 20F	English 30S	English 40S
Mathematics 10F	Mathematics 20F	Mathematics 30S	Mathematics 40S
Social Studies 10F	Science 20F	History 30S	Physical Ed. 40F
Science 10F	Geography 20F	Physical Ed. 30F	Elective 40 _____
Physical Ed. 10F	Physical Ed. 20F	Elective _____	Elective 40 _____
Lifeworks 10S or Family Studies 10S or Band 10S	Elective _____	Elective _____	Elective _____
Elective _____	Elective _____	Elective _____	Elective _____
Elective _____	Elective _____	Elective _____	
*Remember to include special language or music credits.			

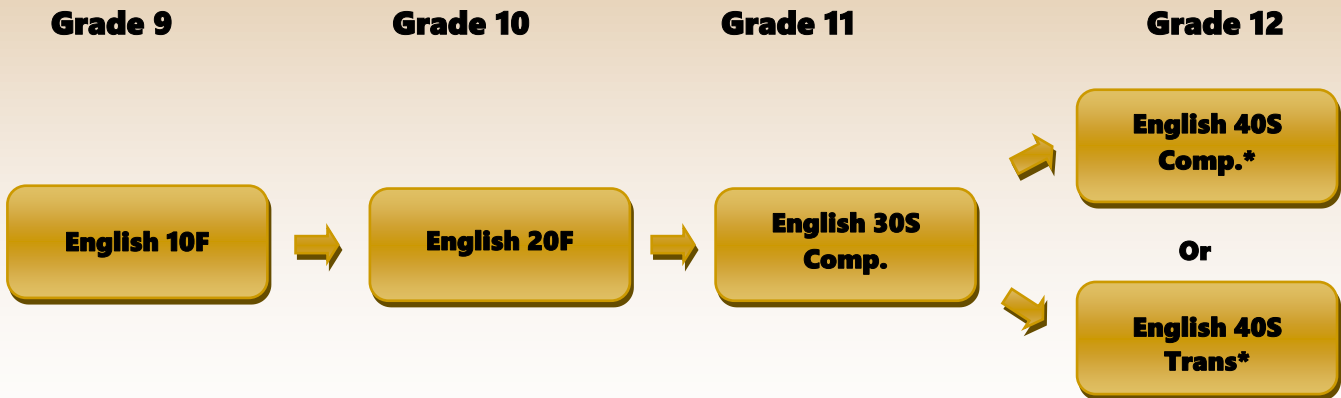


English

Success in the English Language Arts of speaking, reading, writing, listening, viewing and representing depends on the development of a foundation of skills in reading comprehension, vocabulary development and writing mechanics prior to entering Grade 9.

All Grade 9 and Grade 10 students complete Foundations courses in English Language Arts which prepare them for the English Language Arts programs offered in Grade 11 and Grade 12 (Comprehensive, Transactional and Literary).

English Language Arts Flow Chart:



*Either ENGT4S or ENGC4S meets requirements for high school graduation.

*Some post-secondary programs require two 40S English courses. See your guidance counsellor for

ENGLISH COURSES

GRADE 10 ENGLISH LANGUAGE ARTS 20F (ENGR2F) 1 credit

Prerequisite: *English Language Arts 10F*

This course is designed to improve students' communication skills in all 6 facets of Language Arts: reading, writing, listening, speaking, viewing and representing. Students will develop skills that enable them to think more critically while they're reading and interacting with a variety of types of texts. Students will also develop an understanding of purpose, audience, content and context through the exploration and creation of a variety of texts. This course will also focus on developing an understanding and connection to Indigenous issues and perspectives, and will use a number of Indigenous texts. All students write a final exam worth 20% of their final grade. Students will be exposed to expository and narrative texts, including, but not limited to novels, short stories, news articles, essays, plays, and editorials. Inclusive and diverse texts are made available to students.

GRADE 11 ENGLISH COMPREHENSIVE FOCUS 30S (ENGC3S) 1 credit

Prerequisite: *English Language Arts 20F*

Students will work with English language both as a tool for practical and artistic communication, using the six language arts to interact with and create both fiction and non-fiction texts. Emphasis will be on continuing to develop reading comprehension, critical thinking, and collaboration skills. Student choice in reading and writing forms will be strongly encouraged. Students will be exposed to expository and narrative texts, including, but not limited to novels, short stories, news articles, essays, plays, and editorials. Inclusive and diverse texts are made available to students. All students will write a final exam worth 20% of their final grade.



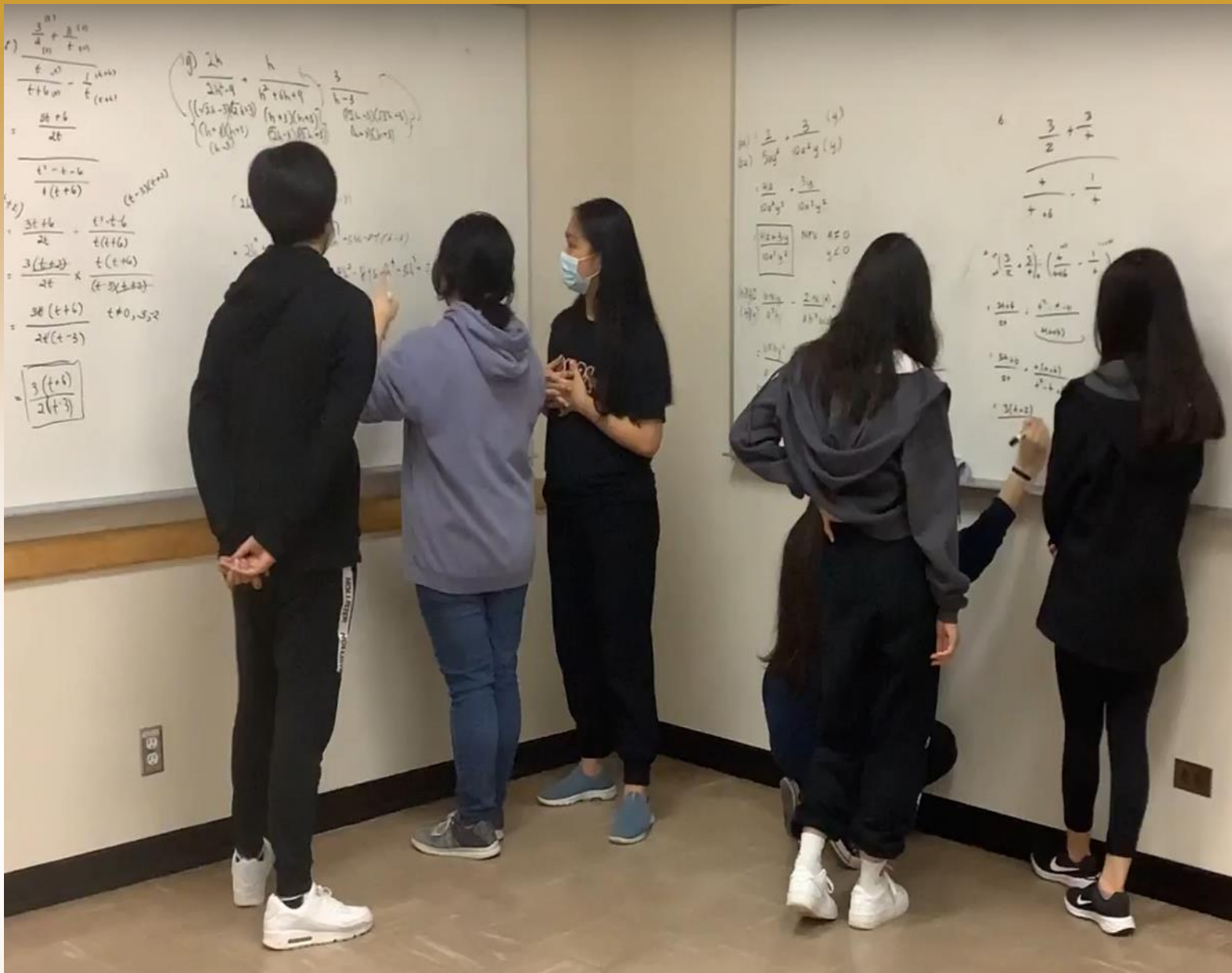
1 credit

All grade 12 students are required to take the Comprehensive Focus English Language Arts course and write a Provincial Exam that will account for 30% of their final mark. Students will work with English language both as a tool for practical and artistic communication, using the six language arts to interact with and create both fiction and non-fiction texts. Emphasis will be on continuing to develop reading comprehension, critical thinking, and collaboration skills. Student choice in reading and writing forms will be strongly encouraged. Whole group text choices will focus on current topics and social awareness. Students will be exposed to expository and narrative texts, including, but not limited to novels, short stories, news articles, essays, plays, and editorials. Inclusive and diverse texts are made available to students.

1 credit

Using a wide range of media and print texts, students will extend their language learning further into practical communication skills. Focus will be on how language is used in day-to-day information gathering and sharing, for communication in the workplace, and in developing respectful relationships. Reading and Writing will focus on non-fiction texts writing including a variety of articles, advertising, and reflection assignments., as well as academic writing.

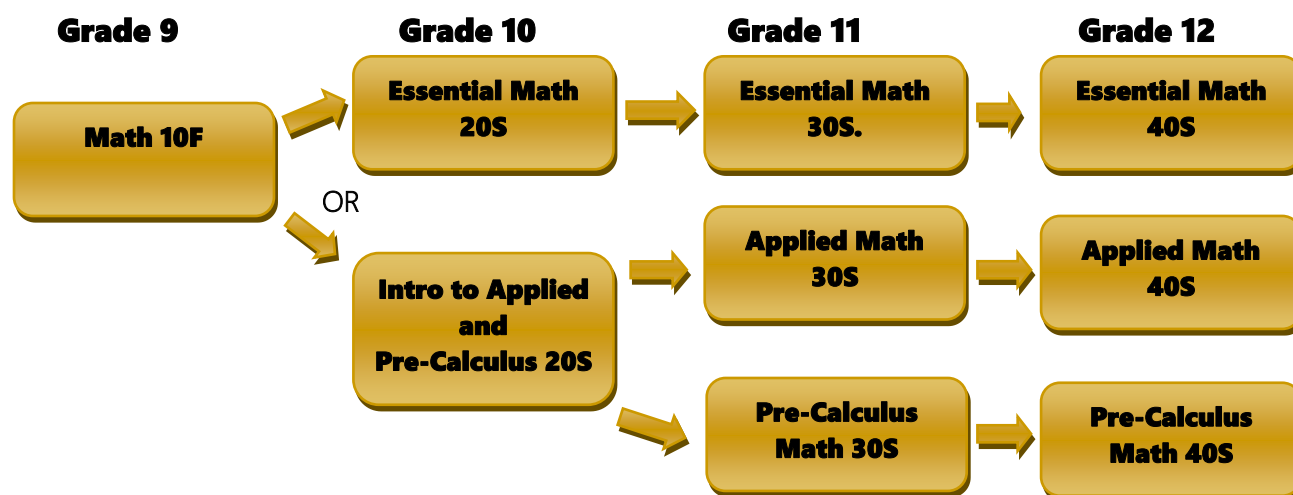




Mathematics



Math Flow Chart



Notes:

- Students can take more than one math course per year in grade ten to twelve. (e.g.-in grade 10 a student could take Essential Math 20S and intro to Applied and Pre-Cal Math 20S).

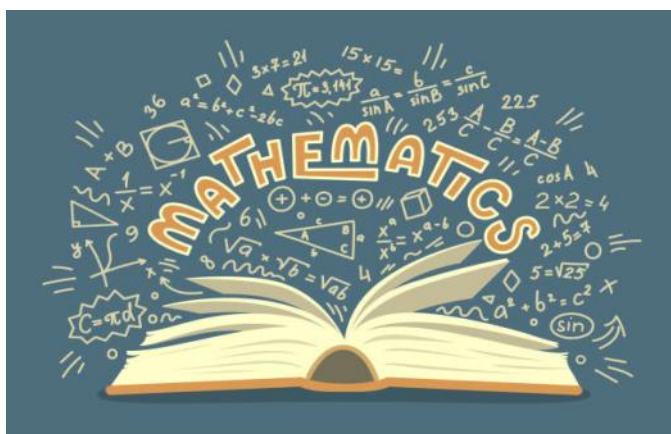
A GUIDE TO MATHEMATICS COURSE SELECTION

In Grade 10, students may choose from two mathematics programs:

- ♦ 20S “Essential” Mathematics
- ♦ 20S “Introduction to Applied & Pre-Calculus Mathematics”

They must take a minimum of 1 credit in mathematics in each of their Grade 10, 11 and 12 years in order to graduate. However, students may choose to take up to three mathematics credits each year as students can obtain credits for more than one mathematics course at the same level. (i.e. **Grade 11 Applied and Grade 11 Pre-Calculus**). Many students select more than one math course. This has shown benefits in Post-Secondary progress and in life outcomes.

Each of these programs is sequential, and is designed to meet different interests, learning needs and education/career goals of students. Students and parents/guardians are advised to follow the recommendations of grade nine math teachers and to consult with them and/or Student Services Staff in making this choice at the Grade 10 level, as each course continues through Grades 11 and 12. Once a program choice of either Pre-Calculus or Applied Math has been made, it is difficult to switch between the two because the course content is significantly different. Recommendation and assistance from the math department would be required before making this kind of change. Moving from Applied or Pre-Cal to Essential Math, however, is not as difficult. When students choose courses which best suit their needs and abilities, they have the greatest chance for success, now and in the future.



IMPORTANT CONSIDERATIONS FOR ALL STUDENTS

REGARDING MATH COURSE SELECTION

Some of the courses selected in Grade 10 continue to have an impact on future choices in high school. They may also have an impact on the types of programs students can enter for post-secondary studies. This is particularly true in the area of mathematics.

The following chart is meant only as a general reference to assist students with their future considerations. As information may change from year to year or from one institution to another, students should consult with the Student Services Department or refer to the specific institution's website.

Math Requirements by Faculty (University of Manitoba, University of Winnipeg and RRC Polytechnic—2024)

<u>Pre-Calculus</u>	<u>Applied</u>	<u>Essential</u>
<ul style="list-style-type: none"> ♦ Agriculture (Degree) ♦ Dentistry ♦ Education* ♦ Engineering ♦ Management (Asper School of Business) ♦ Medicine ♦ Pharmacy ♦ Science ♦ Environmental Science ♦ Geological Science ♦ Health Sciences 	<ul style="list-style-type: none"> ♦ Dentistry ♦ Dental Hygiene ♦ Human Ecology (Foods) ♦ Science** ♦ Agriculture (Degree) ♦ Kinesiology 	<ul style="list-style-type: none"> ♦ Agriculture (Diploma) ♦ Arts ♦ Education* ♦ Intro to Trades ♦ Carpentry ♦ Early Childhood Educator ♦ Welding ♦ Electrical ♦ Community Development ♦ Culinary Arts ♦ Environmental Design ♦ Human Ecology (Clothing) ♦ Law ♦ Nursing ♦ Environmental Studies ♦ Social Work

*Depending on teachable

**Depending on major

NOTE on Post-Secondary Requirements:

All of the University humanities and social sciences courses, as well as Nursing, and many technical and trade programs at Red River College are open to Essential Math students.

However, experience has shown that students who take Pre-Calculus or Applied Mathematics are better prepared for University and /or College.

Consult the Counselling staff and/or university/college websites for specifics.

MATHEMATICS COURSES

Grade 10 (20S) Mathematics course selection should be based upon strengths, interests and proficiencies demonstrated in Grade 9 (10F) Mathematics. Mathematics course selection should complement other courses selected as well as long term goals. Students are **strongly encouraged** to follow the recommendation of their Grade 9 Mathematics teachers to ensure appropriate placement and successful achievement.

Students who elect to continue in a strand of mathematics against teacher recommendation should take the teacher-recommended course along with the student-elected mathematics course.

Students may also select a second mathematics credit to provide reinforcement for the first course chosen, or if mathematics is an area of high interest.

GRADE 10 INTRO TO APPLIED MATHEMATICS & PRE-CALCULUS 10S (IAPR2S)

1 credit

Prerequisite: An average of 70% or higher in Grade 9 Math 10F is recommended.

IAPR2S is a continuation of Grade 9 Mathematics (Math 10F). The topics covered in this course include Relations and Functions, Algebra and Number, and Measurement. Students will develop their critical thinking skills and apply their mathematical knowledge and skills to solve problems. IAPR2S is pre-requisite course for both Applied Mathematics and Pre-calculus courses at the grade 11 and 12.

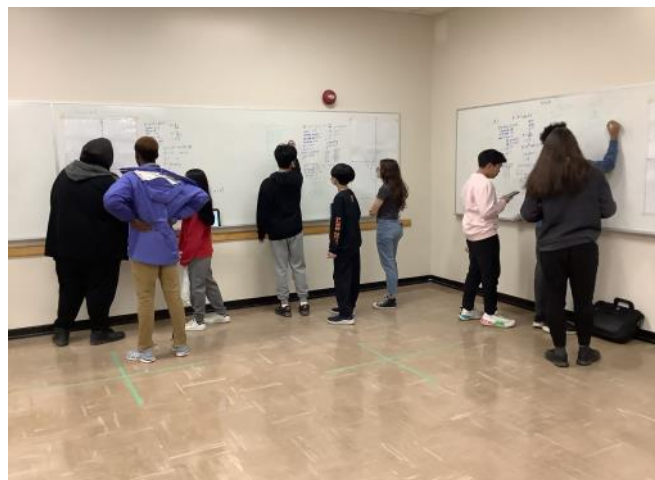


GRADE 10 ESSENTIAL MATHEMATICS 20S (ESMR2S)

1 credit

Prerequisite: Math 10F

ESMR2S is intended for students whose post-secondary planning does not include a focus on



mathematics or science-related fields such as trades. Many post-secondary opportunities are available to students with Essential Mathematics. The topics covered in this course include Personal Finance, Consumer Decisions, Measurement, 2-D Geometry, and Trigonometry. ESMR2S is a pre-requisite course for grade 11 and 12 Essential Mathematics.

GRADE 11 APPLIED MATHEMATICS 30S (APMR3S)

1 credit

Prerequisite: An average of 75% or higher in IAPR2S is recommended.

APMR3S is a continuation of IAPR2S (Grade 10 Introduction to Applied Mathematics & Pre-calculus). The topics covered in this course include Relations and Functions, Logical Reasoning, Statistics, Measurement, and Geometry. Students will continue to develop their critical thinking skills and apply their mathematical knowledge and skills to solve problems. The Applied Mathematics courses are ideal for students who would like to pursue post-secondary education in science-related fields. APMR3S is a pre-requisite course for Grade 12 Applied Mathematics (APMR4S).

GRADE 11 ESSENTIAL MATHEMATICS 30S (ESMR3S)

1 credit

Prerequisite: Essential Mathematics 20S (ESMR2S)

ESMR3S is a continuation of ESMR2S, which is intended for students whose post-secondary planning does not include a focus on mathematics or science-related fields such as trades. Many post-secondary opportunities are available to students with Essential Mathematics. The topics covered in this course include Interest and Credit, Managing Money, Measurement, 3-D Geometry, Trigonometry, Statistics, Relations and Patterns, and Design and Modelling. ESMR3S is a pre-requisite course for Grade 12 Essential Mathematics (ESMR40S).



GRADE 11 PRE-CALCULUS 30S (PCMR3S)

1 credit

Prerequisite: : An average of 75% or higher in IAPR2S is recommended.

PCMR3S is a continuation of IAPR2S (Grade 10 Introduction to Applied Mathematics & Pre-calculus). The topics covered in this course include Relations and Functions, Algebra and Number, and Trigonometry. Students will continue to develop their critical thinking skills and apply their mathematical knowledge and skills to solve problems. The course is designed for students who intend to study calculus and related mathematics such as Engineering or Business, as part of post-secondary education. PCMR3S is a pre-requisite course for Grade 12 Pre-calculus (PCMR4S).

GRADE 12 APPLIED MATHEMATICS 40S (APMR4S)

1 credit

Prerequisite: An average of 75% or higher in APMR3S is recommended .

APMR4S is a continuation of APMR3S (Grade 11 Applied Mathematics). The topics covered in this course include Financial Mathematics, Relations and Functions, Logical Reasoning, Probability, and Design and Measurement. Students will continue to develop their critical thinking skills and apply their mathematical knowledge and skills to solve problems. APMR4S is a pre-requisite course for post-secondary education in science-related fields.

GRADE 12 ESSENTIAL MATHEMATICS 40S (ESMR4S)

1 credit

Prerequisite: Essential Mathematics 30S (ESMR3S)

ESMR4S is a continuation of ESMR3S, which is intended for students whose post-secondary planning does not include a focus on mathematics or science-related fields such as trades. Many post-secondary opportunities are available to students with Essential Mathematics. The topics covered in this course include Finance Mathematics,

Statistics, Probability, and Measurement, Geometry and Trigonometry. ESMR4S is a pre-requisite course for many post-secondary education.

GRADE 12 PRE-CALCULUS 40S (PCMR4S)

1 credit

Prerequisite: An average of 75% or higher in PCMR3S is recommended.

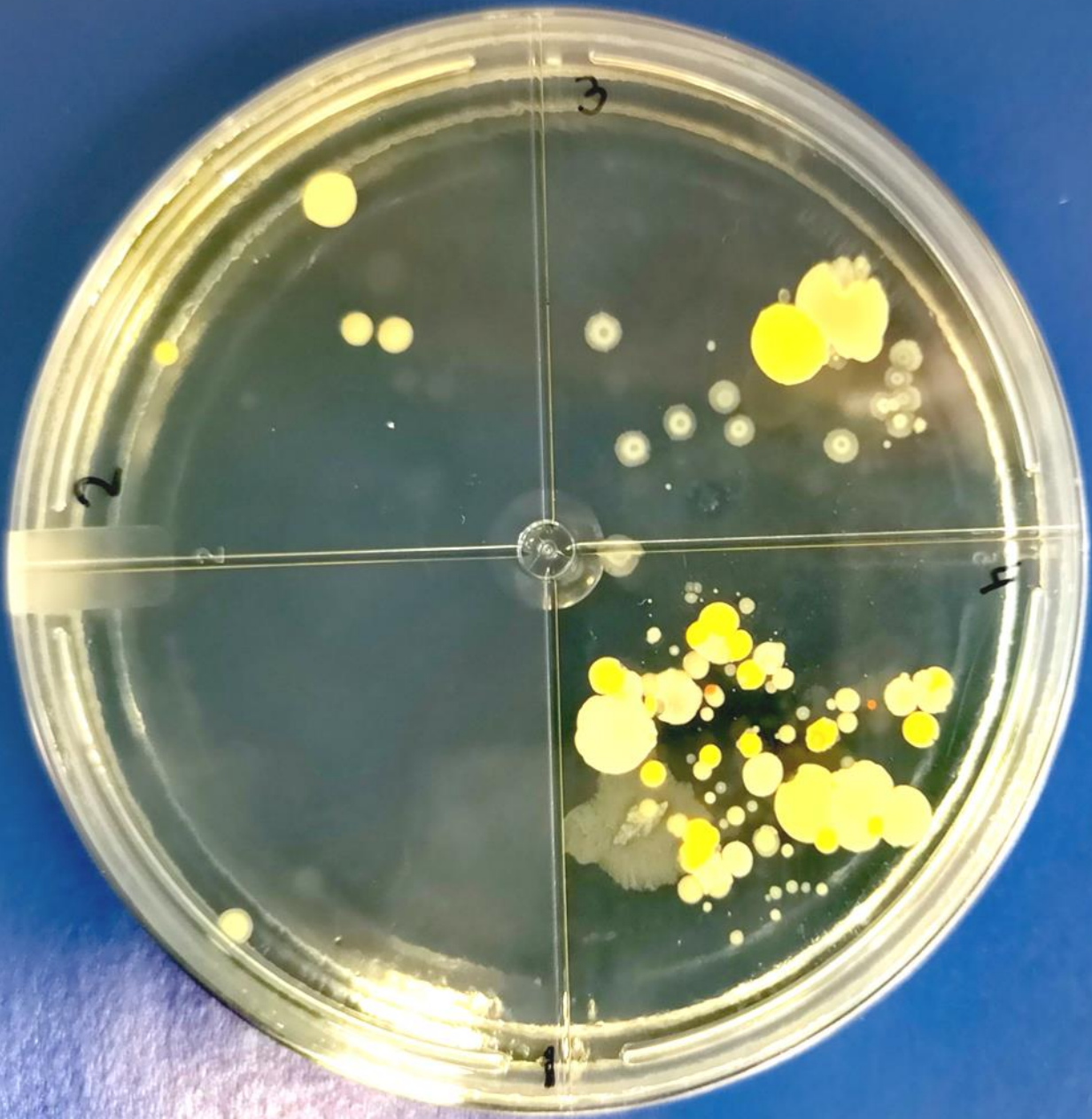
PCMR4S is a continuation of PCMR3S (Grade 11 Pre-calculus). The topics covered in this course include Relations and Functions, Trigonometry, and Permutations, Combinations and Binomial Theorem. Students will continue to develop their critical thinking skills and apply their mathematical knowledge and skills to solve problems. The course is designed for students who intend to study calculus and related mathematics such as Engineering or Business, as part of post-secondary education. PCMR4S is a pre-requisite course for Calculus courses.

GRADE 12 INTRO CALCULUS 45S (CALR4S) OR CALCULUS 42U (UNIVERSITY STANDING) (0.5 Credit Each)

Prerequisite: PCMR4S

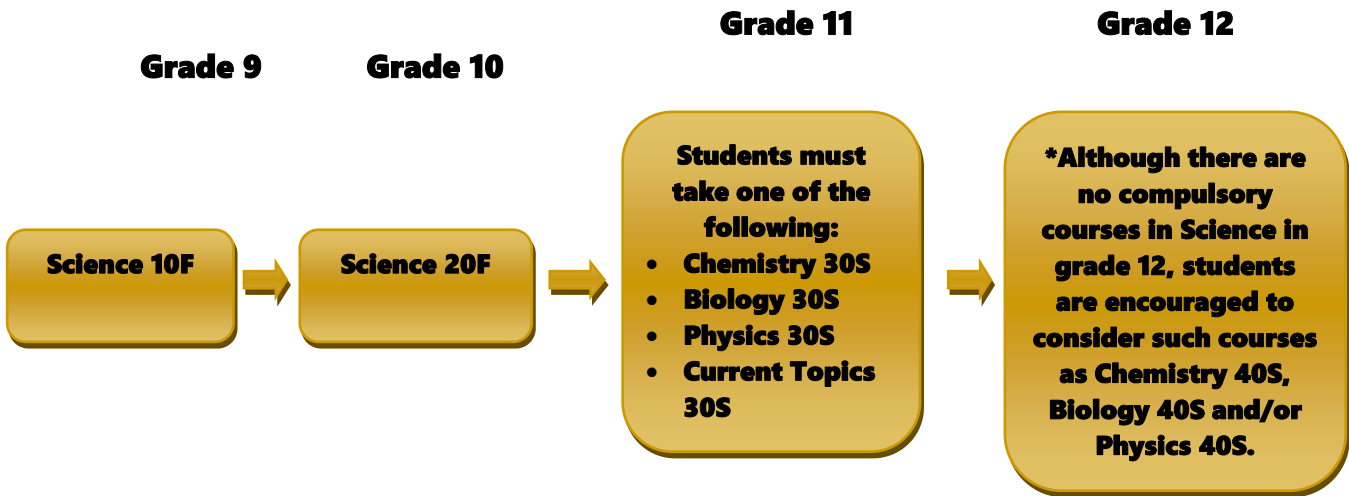
This course consists of introductory topics in post-secondary mathematics courses with an emphasis on calculus and is highly recommended to students who intend to enroll in engineering, science, computer science, or actuarial mathematics (business administration pattern) at a university, or in a technology course at college.





Ms Ocharuk's Bio 30S

SCIENCE

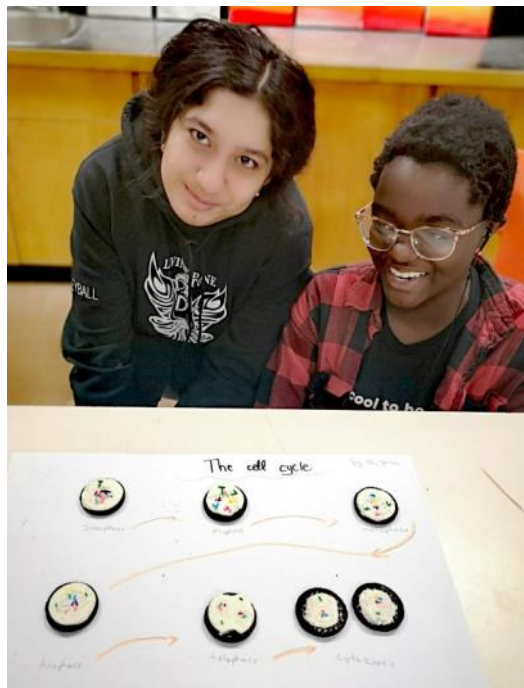


NOTE on Post-Secondary Requirements:

Students interested in going to a university, college or other school after they graduate should make sure that they have the needed Grade 11 and/or 12 electives.

After you graduate, you may wish to go to university, college, or become an apprentice, etc. Some programs that you may want to take have prerequisites. If you have not taken these particular credits in high school they will not let you into the program.

This means that some of the science courses that are chosen, or not, in Grade 11 may have an effect on whether or not a student can take the program that they want after they graduate. See Post-Secondary information for more details or speak to a member of the Student Services Team or refer to the website of the specific institution being considered.



SCIENCE COURSES

GRADE 10 SCIENCE 20F (SCIR2F) 1 credit

Prerequisite: *Grade 9 Science 10F*

Students continue to develop Science, Technology, Society and Environmental Education (STSE) skills and attitudes in Science 20F, a course that provides an excellent foundation for future science courses, by introducing students to topics in Biology, Chemistry and Physics. In **Dynamics of Ecosystems** the focus includes biogeochemical cycles, ecosystem sustainability, population dynamics, biodiversity, and the impact of human activities on these dynamics.

Chemistry in Action investigates different chemical reactions; students learn about the properties of acids and bases and their use in biological, industrial and domestic processes.

In Motion encourages students to analyze relationships among displacement, velocity and acceleration of objects in steady motion. In addition to examining various components of a vehicle's movement, roller coaster and car crash physics will be investigated. **Weather Dynamics** introduces students to Earth's radiation budget, atmospheric heat transfer, and severe weather phenomena. Students study the potential social, economic and environmental causes and consequences of climate change.



GRADE 11 BIOLOGY 30S (BIOR3S) 1 credit

The focus of this course is wellness and homeostasis. It is intended for students interested in learning about how their body functions. Topics include the circulatory, respiratory, digestive, nervous and immune systems. Hands on lab activities, videos, and group project activities are used to enrich the course.



GRADE 12 BIOLOGY 40S (BIOR4S) 1 credit

Prerequisite: *Biology 30S*

For the student who intends to pursue the study of biology at university or college. Topics include genetics, DNA technology, evolution, and the animal kingdom. Labs, videos, and interactive computer activities are used to augment the course.

GRADE 11 CHEMISTRY 30S (CHER3S) 1 credit

Prerequisite: *Applied or Pre-Calculus Math recommended*

An introduction to the language and basic concepts of chemistry. Demonstrations, labs, and models bring to life the concepts introduced in this course. Topics include: Physical Properties, Chemical Reactions, the Mole, Behavior of Gases, Solutions and Organic Chemistry.

GRADE 12 CHEMISTRY 40S (CHER4S) 1 credit

Prerequisite: Chemistry 30S; Applied or Pre-Calculus Math recommended
Concepts and principles acquired in 30S are reinforced and extended. Some of the topics to be covered include chemical kinetics, acids and bases, and electrochemistry. Laboratory work will be included. This course prepares students wishing to pursue careers in the Medical, Pharmaceutical, and Engineering fields.



GRADE 11 CURRENT TOPICS IN SCIENCE 30S (CTSR3S) 1 credit

This course addresses current issues in Science. It is designed to develop a critical sense of wonder and curiosity about scientific and technological endeavors. Student input on topics is encouraged and welcomed. Possible topics are: Forensic Science, Crime scene investigation, science goes to the movies, Sports science, Paranormal phenomena, Space exploration, Evolution of Human Species, and Global Warming and Weather Phenomena.

GRADE 11 PHYSICS 30S (PHYR3S) 1 credit

Prerequisite: Applied or Pre-Calculus Math recommended
Emphasis in this course is on the conceptual understanding of motion and the forces which cause it. The concepts of waves, sound, light, motion, forces, electric fields, and magnetism will be examined. Laboratory work will be included.

GRADE 12 PHYSICS 40S (PHYR4S) 1 credit

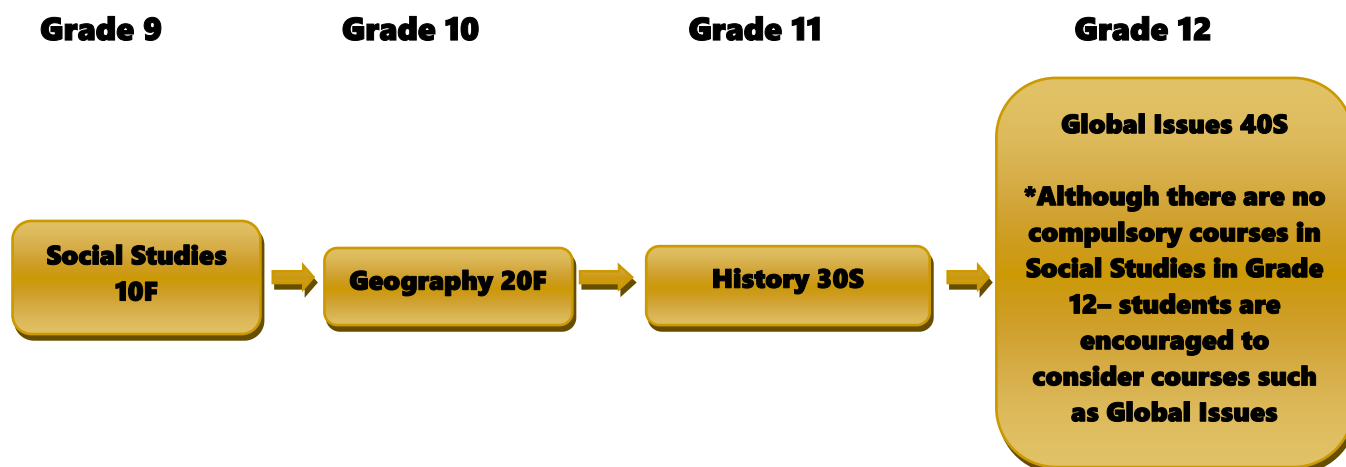
Prerequisite: Physics 30S; Applied or Pre-Calculus Math recommended
A continuation of the problem solving and force analysis introduced in Physics 30S. These skills are applied in the study of momentum, projectiles, circular motion, fields, electricity and medical physics. Laboratory work will be included. This course prepares students wishing to pursue careers in the Engineering, Electronics and Medical fields.





SOCIAL STUDIES

Social Studies Flow Chart:



SOCIAL STUDIES COURSES

GEOGRAPHY Gr. 10 (GEOR2F)

1 credit

Prerequisite: *Social Studies 10F*

The goal of Geography is to give students an understanding of the physical and human environment, social, cultural, economic and political aspects of Canada and the world. Students will understand processes that shape the earth and how living things interact with the environment. Understanding sustainability issues and how everyday behaviour impacts the environment will also be examined. Units include Geographic Literacy, Natural Resources, Food from the Land, Industry and Trade, and Urban Places. Indigenous perspectives are also given consideration in all units.

Additional Information. As there is a lot of mapping, attention to detail and organization are key skills students need and will learn. Lessons are given through guided instruction, assignments, reading, audio/video, research and examining current events.

HISTORY Gr. 11 (HISR3F)

1 credit

Prerequisite: *Geography 20F*

This course will focus on the history of Canada from pre-contact times to the present. Students will be guided through this vast time in Canadian history with the use of **essential questions** which will allow students to think historically and acquire **enduring understandings** related to these five themes of Canadian History:

1. First Nations, Metis and Inuit Peoples
2. French-English Duality
3. Identity, Diversity and Citizenship
4. Governance and Economics
5. Canada and the World

Expectations: Students will be expected to complete a variety of assessment tools such as presentations, research projects, inquiry based assignments and written pieces (reflections, journals etc.), and unit tests.

Core concepts of citizenship are encouraged and reinforced throughout this course, such as participation, cooperation, and collaboration with teacher and peers. Indigenous perspectives are a department priority and students are exposed to and explore these perspectives in each unit.

Career Connections: Law, journalism, communications, politics and political science.

SUSTAINABLE LIVING AND DEVELOPMENT**Gr. 10****(HECR2S) 1 credit**

Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world and will contribute to social, environmental and economic well-being, and an equitable quality of life for all, now and in the future. Education for Sustainable Development involves incorporating key themes of sustainable development such as poverty alleviation, human rights, health, environmental protection and climate change. There will be a focus on understanding the life cycle of



plants by growing from seed and progressing through to harvest.

INDIGENOUS PEOPLES ATLAS OF CANADA**Gr. 10****(IPAY2G)****1 credit**

The overarching goal of this course is to investigate the traditional territories of Canada and examine the impacts of colonization throughout. Students will gather a deeper understanding of traditional territorial acknowledgements and begin to apply knowledge in a variety of contexts. The development of empathy and understanding of Indigenous people, the stories, and the land is fortified by students engaging in theory and practice. Enhancing the student experience through the application of the Indigenous Peoples Atlas of Canada Giant Floor map will provide experiential learning. Students will take an inquiry approach through various topics of provocation through the “Walking in Our Footsteps – Anishinaabe

Bimigawe” interactive exercise. Students will have opportunities to expand and deepen their knowledge using the Indigenous Peoples Atlas of Canada Giant Floor Map for a minimum of 2, 3 week blocks throughout the course.

CINEMA AS A WITNESS TO MODERN HISTORY Gr. 12**(CMHR4S)****1 credit**

This course explores the profound relationship between cinema and the historical events that have shaped the modern world. Through a combination of film analysis and historical context, students will examine how filmmakers have portrayed, interpreted, and sometimes even influenced key moments in modern history. From war films to documentaries, political dramas to historical epics, students will analyze the role of cinema in both reflecting and shaping public perceptions of different world events. The course will analyze iconic films alongside primary historical sources, students will learn to critically assess the power of visual storytelling in capturing the complexities of history. The course will also consider the ethical implications of historical representation in film and the impact it has on society.

Key themes will include propaganda, memory, trauma, historical revisionism, and the evolving role of cinema in a globalized world.

CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES Gr. 12**(CTIR4S)****1 credit**

Students explore various Indigenous Perspectives, cultural items, and historical contributions made by Indigenous peoples. Students will gain a better understanding and overview of the relationships developed in North America/Turtle Island prior to contact, during contact and after contact. This will allow for better understandings related to current issues, challenges, contributions and successes of Indigenous peoples and Canadian society as a whole. Students will also understand the importance of continuing to move toward a just and fair society with equal rights. Students will appreciate and celebrate diverse cultures, valuing and recognizing core values held by all.

GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY Gr. 12 (GLIR4S)

1 credit

This course is designed to help students acquire a critical awareness about a variety of global issues, to alert them to be vigilant about the consequences of their decisions and actions, and to provide them with opportunities to take action for positive change. This course helps students develop competencies as citizens who are mindful of their place in the global environment and in society and who are willing to work together toward a sustainable future.

Due to the ever changing nature of global issues, the course outline is similar and unique, in that it is shaped collaboratively by students and teacher. Areas of inquiry include sustainability, power, wealth and responsibility, media, consumerism, environment, Indigenous Peoples, peace and conflict, oppression and genocide, health and biotechnology, human rights and social justice, and gender and identity. Past units of study include nuclear disarmament, Indigenous justice practices, and ethics. An extracurricular opportunity is the Manitoba High School Ethics Bowl.

This is largely a discussion based course, as students are encouraged to share their ideas in

class, both in small and large groups. Instructional methodology includes films and videos, work shops, field trips, guest speakers, and a variety of readings. Assessment includes discussion, projects, group work, tests, assignments and writing pieces. 25% of the course assessment is based on an action project (s).

Career Connections: politics, international humanitarian work, civil service, human resource.

LAW Gr. 12 (LAWR4S)

1 credit

This course is designed to expand students' knowledge of Law and its importance in our everyday lives. Students will learn about the history of law as well as Criminal, Civil Law and the roles and responsibilities of all participants of the courtroom. Students will be exposed to various court cases and will be responsible for a case analysis of each one. A field trip to tour the Law Courts is also planned during the course. We finish off the course with a Mock Trial as a final project.

Career connections: Law, politics, policy writing, humanitarian work, human resource.

PSYCHOLOGY Gr. 12 (PSYR4S)

1 credit

Psychology is the scientific study of mental processes and behaviour. This course provides students with an overview of various topics in psychology, including but not limited to; an introduction to various psychological approaches, research methods in psychology, how human biology affects behaviour, the principles of learning and processing information, and human development throughout the lifecycle.

TREATIES AND THE TREATY RELATIONSHIP: Local Treaty 1 Experience Gr. 12 (TR1Y4G)

1 credit

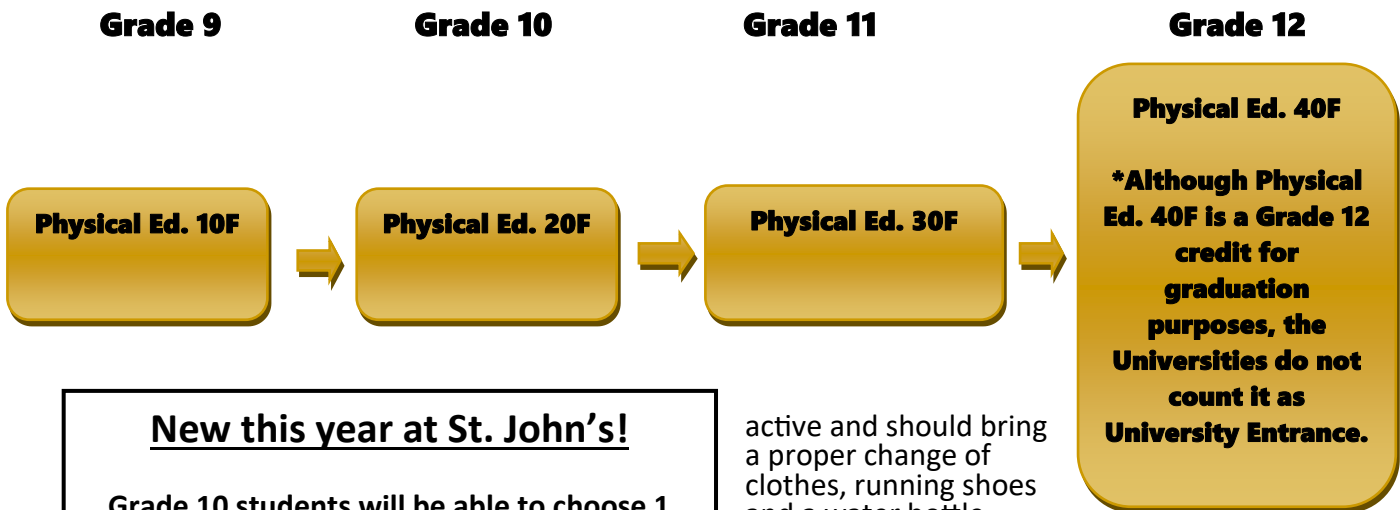
The overarching goal of this course is to investigate the local Treaty 1 experience. The development of active democratic citizenship is fortified by a student understanding of the local Treaty relationship by engaging with local sources of knowledge as well as local spaces and places. Students investigate the historical and contemporary aspects of Treaty 1 using the themes of relationships, traditional teachings, local history, and Manitoba Numbered Treaties as entry points.





PHYSICAL EDUCATION

Physical Education Flow Chart:



New this year at St. John's!

Grade 10 students will be able to choose 1 stream of Physical Education from:

1. Regular PE
2. Female Fitness & Sports
3. Male Fitness and Sports

Grade 11 and 12 classes will be combined with 5 streams to choose from:

1. Regular PE
2. Female Fitness and Sports
3. Male Fitness & Sports
4. Athletic Strength/Individual Fitness and Wellness
5. Athletic Academy/Sport Performance & Skill Development

Students may only take 1 stream per grade level for a total of 4 PE credits in High School.

active and should bring a proper change of clothes, running shoes and a water bottle.

Grade 10 Female Fitness & Sports (PEFR2F) 1 credit
This may be a combined grade level course.

NEW!

This course is designed specifically for female students to enhance their physical fitness and sport-specific skills. Students will participate in fitness centered activities as well as a variety of individual and team sports. The course emphasizes skill development, teamwork, and fair play in a supportive, female-centered environment.

Grade 10 Male Fitness & Sports (PHEW2F) 1 credit
This may be a combined grade level course.

NEW!

This course is designed specifically for male students to enhance their physical fitness and sport-specific skills. Students will participate in fitness centered activities as well as a variety of individual and team sports. The course emphasizes skill development, teamwork, and fair play in a supportive, male-centered environment.

PHYSICAL EDUCATION COURSES

PHYSICAL EDUCATION /HEALTH EDUCATION Gr. 10

(PHER2F) 1 credit
Regular style Phys. Ed Class

These courses are designed to promote physical fitness, develop motor and sport specific skills, and enhance overall well-being through a variety of physical activities. Students will participate in individual and team sports, strength and endurance training, and recreational games while learning the importance of exercise, teamwork, sportsmanship and goal setting to encourage lifelong fitness.

Students Learning Outcomes include:

1. Movement
2. Fitness Management
3. Safety
4. Personal and Social Management
5. Health Lifestyle Practices

Students should come to class prepared to be

PHYSICAL EDUCATION/HEALTH EDUCATION Gr. 11 & 12

(PHER3F/PHER4F) 1 credit (each)
Regular style Phys. Ed Class

These are compulsory full credit courses designed to help students bridge the gap between physical education in a school setting and continuing to live a healthy active lifestyle after high school. Students will begin taking ownership of their own physical fitness by seeking out external activities while also engaging in teach directed lessons and tracking their physical activity hours.

Grade 11 and 12 students will be graded for completion using complete (CO) or incomplete (IN) designations rather than percentages. To receive a complete (CO) designation, students must complete the four health modules and log

80 total hours of physical activity, with 55 of those hours being at an elevated heart rate.

At St. John's we run a 75% IN, 25% OUT model with the following breakdown:

25% Core Component – This component focuses on health and personal planning and contains specific learning outcomes organized into four units of instruction called health modules.

Grade 11 – Fitness Management, Mental-Emotional Health, Social Impact of Sport, and Substance Use and Abuse

Grade 12 – Fitness Management, Nutrition, Personal and Social Development, and Healthy Relationships

50% Physical Activity Practicum – Students will participate in teacher-directed activities with the primary focus to allow students to choose physical activities that they enjoy doing, with a primary emphasis on cardiorespiratory endurance.

25% Flexible Delivery Component – Students will seek out external ways to be active outside of teacher-directed class time within the community and begin to start building connections that they can build on after graduation.

NEW !

Grade 11/12 – Female Fitness & Sports (PEFR3F, 4F) 1 credit

This will be a combined grade level course.

This course is designed specifically for female students to enhance their physical fitness and sport-specific skills. Students will participate in fitness centered activities as well as a variety of individual and team sports. The course emphasizes skill development, teamwork, and fair play in a supportive, female-centered environment.

NEW !

Grade 11/12 – Male Fitness & Sports (PHEW3F, 4F) 1 credit

This will be a combined grade level course.

This course is designed specifically for male students to enhance their physical fitness and sport-specific skills. Students will participate in fitness centered activities as well as a variety of individual and team sports. The course emphasizes skill development, teamwork, and fair play in a supportive, male-centered environment.

Grade 11/12 – Athletic Strength/ Individual Fitness and Wellness (PESC3F, 4F)

NEW !

1 credit

This will be a combined grade level course.

This course focuses on personal fitness development through individualized exercise programs and wellness strategies. Students will explore various components of fitness, including cardiovascular endurance, muscular strength, muscular endurance, and flexibility while learning how to design and implement their own fitness plans. Emphasis will be placed on goal setting, proper exercise techniques, and daily routines that promote a lifelong healthy active lifestyle. Activities include strength training, yoga, Pilates, and other non-sport-based activities.

Grade 11/12 – Athletic Academy/Sport Performance & Skill Development (PEAR3F, 4F) 1 credit

NEW !

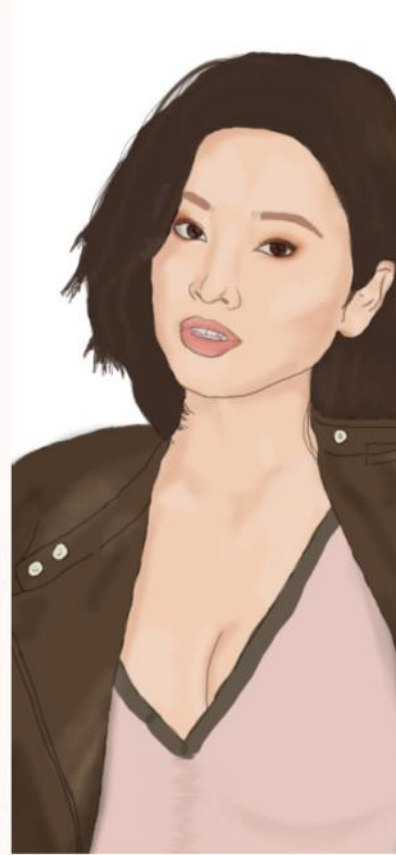
This will be a combined grade level course.

This course is designed for students who want to focus exclusively on sports. It emphasizes skill development, teamwork, and competitive play in a variety of individual and team sports. Students will engage in structured gameplay, drills, and conditioning exercises to enhance athletic performance. This course promotes sportsmanship, athleticism and overall fitness through active participation within sport.

EXTRA CURRICULAR ACTIVITIES:

A wide variety of activities are offered outside of our regular school hours. St. John's is a registered member of the Manitoba High Schools Athletic Association (MHSAA - Zone 1) and the Winnipeg School Division Conference. Our "Tigers" enter teams at the Varsity and Junior Varsity levels in Grade 10-12 and at the Senior and Junior levels for Grade 9 and Grades 7 and 8. There are usually over 30 teams in many sports such as football, cross-country, volleyball, basketball, track and field, badminton, soccer, rugby, golf, plus others. These teams are coached by volunteer teacher coaches and other volunteers from our community. We also offer a full slate of noon hour intramural activities for students.





ARTS & TECHNOLOGY

BUSINESS EDUCATION

ACCOUNTING ESSENTIALS Gr. 11 (AESR3S) **1 credit**

Open to all grade 10, 11, 12 students

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

MARKETING AND DIGITAL COMMERCE Gr. 12 (MDCR4S) **1 credit**

Discussions will be based on factors affecting a successful business and current trends in business. Project management techniques and e-commerce will be explored. See Venture Development (VDER3S) for further information.



PERSONAL FINANCE Gr. 10 (PFNR2S) **1 credit**

Show Me The Money! Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services and investing. This is especially relevant to high school students since they are entering the workforce and are considering future purchases that require financial planning such as buying a car, travelling or pursuing post-secondary education. Since *financial literacy is a life skill*, this course is a good option for all students.

VENTURE DEVELOPMENT/ ENTREPRENEURSHIP Gr. 11 (VDER3S) **1 credit**

(Open to students in Grades 11 and 12)
Why wait for someone to hire you when you can create your own job? This course will give students a taste of what it is like to be an entrepreneur. Students will be guided to create, develop and launch a real business venture in class. Students will develop entrepreneurial skills as they create innovative ideas for a product or service to meet a market need. During the semester, students will be encouraged to create their product and run a

sale in our school. At the conclusion of the semester, students will leave with a business plan that they will present to a panel of St. John's Judges in our in-house Dragon's Nest competition!



TOPICS AND TRENDS IN BUSINESS: INDIGENOUS ENTREPRENEURSHIP Gr. 12 (TTBR4S) **1 credit**

The goal of the Indigenous Youth Entrepreneurship Program (IYEP) is to help students develop the attitudes, knowledge, and skills they need to achieve success in school, in daily life, and in the future workplace. The course invites students to learn more about the different types of businesses in their community, with a specific focus on Indigenous-owned and operated businesses, and to develop their own entrepreneurial opportunities. In past years, students have designed, screen-printed and sold Every Child Matters t-shirts for Orange Shirt Day, organized and operated a second-hand holiday pop up store, participated in local community markets, run coffee sales, and sold Valentine's candygrams. While there is a focus in this course on Indigenous entrepreneurs, the course is open to all students who enjoy working with others in a hands-on, project-based learning environment.

VISUAL & PERFORMING ARTS

DANCE

DANCE Gr. 10/11/12 (DANR2S/3S/4S) **1 credit**

A performance based course that explores various units such as fitness, creative movement, choreography preparation and composition. Whether you are a beginner, intermediate or an advanced dancer, all students will gain valuable experiences in this class. Students will train in a variety of dance disciplines such as Hip Hop, Jazz, Lyrical, Improvisation, Ballet, Salsa, African, Broadway and many more. Fitness activities will include Insanity, Circuits, Yoga and Zumba. The class will have an opportunity to perform in both the

semester concert and student choreography show. Dancers will go through training to develop their artistic choreography skills. Finally, students will work with guest teachers and clinicians to further enhance their performance. Upon completion of the program, students will have a foundational knowledge and technical skill base to continue dance on either a recreational or pre-professional level.

MUSICAL THEATRE- DANCE FOCUS Gr. 10/11/12 (DANR2S/3S/4S) 1 credit

In Musical Theatre, students will participate in the production of a full length Musical under the direction of Ms. Gammon and Mr. Danyluk. A Musical is a Play that incorporates singing and dancing into the storytelling. Students who participate will participate in singing, dancing and acting, however, there will be opportunities for students with different experience levels. All you need to bring is a willingness to try!

EXCLUSIVE DANCE TROUPE Gr. 10/11/12 (DNIR2S/3S/4S) 1 credit

A performance based course that provides opportunities to represent the school in concerts, festivals, competitions and other community events. In order to be eligible, auditions are required and will be held at the beginning of the school year. Students will train in a variety of dance disciplines and technique. The troupe will work with guest teachers and clinicians to enhance their performance. Also, dancers are encouraged to develop their artistic choreography skills and may even lead educational workshop experiences. Upon completion of the program, students will have a foundational knowledge and technical skill base to continue dance on either a recreational or professional level.

DRAMA

DRAMA - PRODUCTION Gr. 10/11/12 (DAMR2S/3S/4S) 1 credit

This is a performance course. All students enrolled should be prepared to perform on stage as a part of their coursework. If you wish to be a backstage crew member, please enroll in Backstage Production - DTHR2, 3, or 4S. Over the course of the semester students will explore, rehearse, and perform in a full length play that will be performed for the school and community. While all students are expected to perform, student comfort level will be taken into account when determining roles. No previous experience necessary, only a willingness to play.

MUSICAL THEATRE Gr. 10/11/12 (DMTR2S, 3S, 4S) 1 credit

Musical Theatre, Grade 10-12
This is a performance course. All students enrolled should be prepared to perform on stage as a part of their coursework. If you wish to be a backstage crew member, please enroll in

Backstage Production - DTHR2, 3, or 4S.

In Musical Theatre, students will participate in the production of a full-length Musical under the direction of Ms. Gammon, Mr. Danyluk, and Mx. Watt. A musical is a play that incorporates singing and dancing into the storytelling. Students will participate in all three elements; however, they may choose to specialize in dance ensemble or acting/ singing focus. There will be opportunities for students with different experience levels. All you need to bring is a willingness to try!



THEATRE - BACKSTAGE Gr. 10/11/12 (DTHR2S, 3S, 4S) 1 credit

Students in Backstage Production will participate in the pre-production and production tasks that go into producing a live event. Topics will include costume and set design, construction and scenic painting, and designing and running a variety of lighting and sound effects. While our main production will be the semester's senior high show, students will have the option to use their skills in supporting other live events throughout the year as additional or enrichment opportunities.

MUSIC

CONCERT BAND Gr. 10/11/12 (MCBR2S/3S/4S) 1 credit

In these courses students will continue developing their personal musicianship, while developing mentorship skills, and critical thinking and listening skills. Students will be pushed to think critically about their own learning and music making, as well as consider the greater context behind music and its role in culture and society. Students will continue to advance their knowledge and confidence with music fundamentals, while being supported in applying these skills independently in various musical contexts. These courses are performance based and students will be expected to attend all band performances throughout the school year. The purpose of these courses is to continue growing students' fundamental knowledge of music, increase their technical skills on a specific instrument, develop their personal creativity and musical independence, and provide them with various opportunities for performance.

**WIND ENSEMBLE Gr. 10/11/12
(MCER2S/3S/4S)****1 credit**

This is a performance based course designed for students seeking extra performance opportunities in a fast-paced learning environment. This course is open to all grade 9-12 students who are already enrolled in their respective band credit course but wish to participate in more advanced musical opportunities. Students will be expected to work outside of class hours on their individual music so that course time can be focused on community building, peer mentorship, and collaboration. Students will be expected to be in attendance for all band performances which may include performances outside of the regular school day or school based performance schedule (i.e., festivals, performances in the community, etc.). Wind Ensemble is a full year course and will be scheduled outside of student's regular timetable (i.e., at lunch or before school).

**CONCERT CHOIR Gr. 10/11/12
(MCCR2S/3S/4S)****1 credit**

Non-auditioned choir that runs year long and valued at 1.0 credit. It is taken outside of the timetable on days 1, 3 and 5 from 12:30-1:05. The purpose of this course is to provide students the opportunity to sing in a choir setting. This course is designed to teach a broad range of choral literature. The student learn vocal techniques such as breathing and posture development, resonant tone production, diction, and expression. The student will develop techniques, as well as learn basic music theory.

**GUITAR Gr. 10
(MGUR2S)****1 credit**

In guitar, students will set personal goals for improving their chord fluency through guided selection of appropriate level songs. Students will explore how to read TAB and fingerpicking through group exercises and may choose to develop this skill if it is in their interest. Students will also be encouraged to experiment with chord progressions and explore different musical styles to expand their repertoire.

VISUAL ARTS**VISUAL ARTS Gr. 10
(VIAR2S)****1 credit**

Get ready to unleash your creativity! Explore different art forms like drawing, painting and mixed media, as well as a final independent project of your choice. The course will be following the Visual Arts Curriculum where you will learn new techniques, improve your skills, and discover your own artistic style. Whether you're experienced or new to art, this class is all about expressing yourself and having fun! Active participation is essential for the success in this course. With hands-on projects and inspiring

lessons, you will create artwork you are proud of! Come see what this class is all about!

**VISUAL ARTS Gr. 11
(VIAR3S)****1 credit**

This course will continue to explore art through a variety of mediums. It will focus on the Visual Arts Curriculum and building foundational knowledge. Students will gain a deeper understanding of artistic influence, composition, and perspective. Have fun experiencing a wide range of materials, tools, and techniques. At the end of the term, students will have a choice to pick their own final independent project. Active participation is essential for the success in this course. Whether you're new to art or have previous experience, this class will help you refine your skills and discover your unique style! Come join our Visual Arts Community and showcase all your talent!

**VISUAL ARTS Gr. 12
(VIAR4S)****1 credit**

This final course continues to provide students with the opportunity to deepen their artistic abilities through a variety of media. With the focus of the Visual Arts Curriculum, students will demonstrate understanding of artistic influence, composition, and perspective. At the end of the term, students will have a choice to pick their own final independent project. Active participation is essential for the success in this course. Have fun creating artwork with a wide range of materials, tools, and techniques. Join our Visual Arts Community that's both challenging and rewarding!

TECHNOLOGY EDUCATION**COMPUTER SCIENCE****COMPUTER SCIENCE Gr. 10
(COSR2S)****1 credit**

This beginner level course will introduce students to basic typing techniques, document formatting,

computer programming (HTML & CSS), digital drawing, 2D animation, website design, and video game design. Students will develop computational thinking and problem-solving skills.

COMPUTER SCIENCE – Coding & AI Gr. 10 (COSR2S) 1 credit

Welcome to Computer Science 20S, where creativity meets technology! This course will take you on an exciting journey through coding, interactive game design, and artificial intelligence (AI). You will start with the basics of programming and gradually develop advanced skills to create interactive animations, games, and machine learning projects.

Through hands-on coding challenges, you will:

- ⇒ Design and program interactive games and animations.
- ⇒ Explore AI and machine learning, discovering how computers recognize patterns and make predictions.
- ⇒ Solve real-world problems by building creative coding projects.
- ⇒ Develop critical thinking, teamwork, and problem-solving skills essential for the digital age.

This course is perfect for students who love to think, create, and innovate. Whether you're a beginner or have some coding experience, you'll have fun bringing your ideas to life through technology. Get ready to code, experiment, and push the boundaries of what's possible!

COMPUTER SCIENCE Gr. 11 (COSR3S) 1 credit

This intermediate level course will examine ergonomic typing standards, resume building, career exploration, computer programming (Python), digital drawing, 2D animation, 3D modelling, and video game design. Students will refine their computational thinking and problem-solving skills while seeking solutions to current technological challenges

COMPUTER SCIENCE Gr. 12 (COSR4S) 1 credit

This advanced level course will focus on typing proficiency, acceptable Canadian conventions for formatting resumes, computer programming (Java), digital drawing, 2D animation, 3D modelling, and video game design. This course will also include information about post-secondary courses and career opportunities for students in the field of Computer Science.

DIGITAL FILM & PHOTOGRAPHY

DIGITAL PICTURES & DIGITAL FILM Gr. 10 (DPHR2S & DFHR2S) 0.5 credit each

Students must register for both courses.

This introductory course explores the fundamentals of digital photography and videography, focusing on composition, lighting, and visual storytelling. Students will learn essential camera functions and basic editing skills. Through hands-on projects, they will experiment with

different styles and genres, including portrait, landscape, documentary, and creative filmmaking. Emphasis will be placed on visual literacy, artistic expression, and the impact of photography and video in media and culture.

Limited class size depending on availability of equipment.

ELECTRONICS

ELECTRONICS Gr. 10, 11 (ELER2G, 3G) 1 credit

Fusing electronics and design, students will be introduced to circuit construction, design thinking, prototyping and will be tasked with coming up with creative solutions for real-world problems. Students will explore the world of electronics, interactive design, engineering, and different project challenges. The course is designed to encouraging independent learning and critical thinking, preparing future leaders to solve real-world problems, and also what it means to be part of a team.



ROBOTICS Gr. 10 1 credit

Students will gain experience in basic mechanics and problem solving by building robots to overcome a variety of challenges. Students will be guided through several basic sample configurations and will then design their robot using whichever method they think will best handle the final project scenario. Advanced topics will include programming the robots for automated tasks and assembling wireless remote controls. With the goal of competing in Skills Manitoba Students who choose this course should have a strong desire to create and problem-solve.

ELECTRONICS Gr. 12 (ELER4G) 1 credit

Have you ever wanted to build a hovercraft? Well this is the course for you! This course is designed to further students interest in house wiring, study alternative energy resources, and design and construct a remote controlled hover craft. Through the study of alternative energy resources students will compete in a wind turbine competition to see who can produce the most free electricity! Following this, students will compete to see who can design and construct the most efficient one manned hover craft!

ENVIRONMENTAL DESIGN Gr. 11 & 12 (Previously called Pre-Engineering) (ENDR3S, 4S)

Students will be immersed into an Environmental STEAM design program, where students explore the intricacies of Science, Technology, Engineering, Art, and Mathematics through hands-on experiences and real-world applications. The course will start with an overview of STEAM disciplines, the engineering loop, and basic prototyping, with a focus on sustainable practices. Students will then dive into interactive design, eco-friendly engineering applications, and engineering challenges that emphasize renewable energy, waste reduction, or environmental conservation. The culmination of the program centers around individual or group projects, encouraging self-directed learning and critical thinking to develop innovative solutions for pressing environmental issues. This dynamic curriculum aims to cultivate the next generation of STEAM leaders, equipped with the knowledge, skills, and environmental awareness to create a more sustainable future.

FOODS AND NUTRITION

FOODS AND NUTRITION Gr. 10 (FNUR2S)

1 credit

This course explores factors that influence the attitudes and decisions that affect food selection and preparation. Topics include social, cultural and economic factors.

FOODS AND NUTRITION Gr. 11 (FNUR3S)

1 credit

This course incorporates an assessment of food and nutrient intakes for individuals and family members, as well as the nutritional status of individuals with various special diets. Topics include various ages in the life cycle and sports nutrition.

FOODS AND NUTRITION Gr. 12 (FNUR4S)

1 credit

This course encompasses practicing and thinking critically about principles and techniques related to acquisition, production, and consumption of foods. Topics include rights and responsibilities of a consumer, and the effects of supply and demand.

GRAPHICS

GRAPHICS Gr. 10 (GRAR2G)

1 credit

The focus of this course is to use technology to complete various design projects. Students will use the 3D printer to create models that you can see, touch and feel. 3D printing allows students to design, build and test their own object in a way that textbooks or words on a white board cannot. Projects will include Duct

Tape Art, Laser engraving, Vinyl cutting, Sublimation printing, Modelling, Screen Printing, 3D printing, T-Shirt design, Digital image creation using Photoshop, Digital movie creation and editing.



GRAPHICS Gr. 11 (GRAR3G)

1 credit

The focus of this course is to use technology to complete various design projects. Students will use the Sublimation printer to create a variety of projects. Students will work with the 3D printer. 3D printing allows students to design, build and test their own object in a way that textbooks or words on a white board cannot. Projects will be focused on developing specific skills which relate to design, creation of a business and all the areas related to the graphics arts side of starting a new business. This will include Modelling, Web Page Design, Screen Printing, Vinyl cutting, Laser Engraving, 3D Printing, T-Shirt design, and Digital image creation using Gimp.

GRAPHICS Gr. 12 (GRAR4S)

1 credit

The emphasis of this course is for students to focus on the areas within Graphics that they have an interest in. It will be the students' responsibility to take the lead to create and expand on that area. Students will have choice over their assignments according to interest. Students will have access to all the areas within Graphics to create the course that they want. All student will be giving the opportunity to design and make their very own grad hoodie as well.

TEXTILES AND DESIGN

TEXTILES AND DESIGN Gr. 10 (TADR2S)

1 credit

This is a practical based lab course that introduces students to elements and principles of design. Students will use a commercial pattern to create projects and will develop skills in zippers, button holes, gathers and other notions.

TEXTILES AND DESIGN Gr. 11 (TADR3S)

1 credit

This is practical based lab program where students will explore various topics in textile construction and fashion design. Using commercial patterns, students will create

projects using intermediate sewing techniques and will learn clothing alteration techniques. Along with creating assigned projects, students will construct a garment of their choice as a major project that reflects their sewing skills.



**TEXTILES AND DESIGN Gr. 12
(TADR4S)**

1 credit

This is a practical based lab course where students take an intensive look into the world of textiles and fashion. Students will learn more advanced sewing techniques and will create garments using the principles and elements of design. Along with creating assigned projects, students will construct a garment of their choice as a major project that reflects their sewing skills.

WOODWORKING

**WOODWORK Gr. 10
(WOOR2G)**

1 credit

This course is an introduction to furniture design and construction methods. Course theory stresses stationary power tool safety and application. The nature of wood, standard furniture dimensioning, advanced joinery, and careers will also be covered. Individual projects will reinforce such topics as: measurement, hand tools, machine tools and finishing.



**WOODWORK Gr. 11
(WOOR3G)**

1 credit

This program utilizes the machine skills learned in Woods 20G to complete more advanced construction assignments. Individually developed working drawings are prepared with an emphasis

towards cabinet/carcass construction techniques. Typical furniture projects include items used in a home or office.

**WOODWORK Gr. 12
(WOOR4S)**

1 credit

Specialized woodworking techniques are utilized to complete various compulsory group and individual assignments. Students will also be required to design and construct a major project of their own. Theory topics will include Mass Production Methods, Woodworking as an Art Form, and Cabinet Making.

MIND HEALTH

**MIND HEALTH (GRADES 9 TO 12)
(RTHR1S/2S/3S)**

0.5 credit

Are you curious about understanding your SELF better? Or how to communicate more authentically and have healthier relationships? Are you interested in learning how to deal with your emotions, anxiety, stress and inner self critic? Then this course is for you! This course will provide you with exposure to new ideas and strategies to help you deal with the ebb and flow of life and move through life's setbacks. You will be given experiential opportunities to apply these skill in your everyday life, recognize stressors, and increase your emotional understanding and self awareness. To benefit from this course you should expect to come to class with an open mind, a willingness to attempt new strategies and activities you haven't tried before, participate in group discussions and activities, and reflect about your self.

MEDICAL CAREER EXPLORATION

Medical Career Exploration will be offered as a three-year program. In this program students will prepare for further study and careers related to Health/Medical Fields.

**MEDICAL CAREER EXPLORATION Gr. 10
(MD1R3S)**

1 credit

Unlock the mysteries of the human body!

Whether you are dreaming of a future in healthcare or simply curious about how your body works, this course is your first step into the medical world. You will dive into major body systems like the cardiovascular, muscular, and integumentary systems through hands-on activities, lab investigations, and real-world applications. From understanding injuries to exploring medical career paths, this course gives you the knowledge and skills to navigate the exciting world of healthcare. Ready to explore what makes the human body tick? Let's get started!

**MEDICAL CAREER EXPLORATION Gr. 11
(MD2R3S)**

1 credit

Step into the shoes of a medical detective!

Ever wondered how doctors diagnose diseases or how medications fight infections? This course

takes you deeper into the world of human health, focusing on common medical conditions, disease prevention, and the tools used to treat them. You will investigate systems like the nervous and lymphatic systems while exploring cutting-edge research in immunology and endocrinology. Through specialized projects, you'll get to explore real-world medical challenges and career opportunities in the healthcare field. If you're fascinated by how the body defends itself and how medical science saves lives, this course is for you!

MEDICAL CAREER EXPLORATION Gr. 12 (INSR4S) 1 credit

The future of medicine starts here!

From biotechnology breakthroughs to artificial intelligence in healthcare, this course puts you at the forefront of medical innovation. You will explore gene editing, personalized medicine, and the ethical dilemmas shaping the future of healthcare. Students will also be introduced to specialized language used in health care settings. Whether you are interested in nursing, dental assistant, pharmacy or a medical office assistant, medical terminology breaks down complex medical terms enabling students to communicate effectively. Through case studies, labs, and hands-on experiences, you'll get a real taste of what it's like to work in modern medicine. If you're ready to push the boundaries of science and technology in healthcare, this is the course for you!



OUTDOOR EDUCATION

OUTDOOR EDUCATION Gr. 11 (RITR3S) 1 credit

Are you interested in spending more time outside? Do dream of a world where it is possible to learn just as much as you could in a classroom, but instead of being stuck in a classroom, you could be hiking, canoeing, or camping? If so, then Outdoor Education is the course for you! Outdoor Education is a course that introduces students to a broad array of outdoor activities, teaches students the importance and benefits of spending time outdoors, and provides the skills and attitudes to

engage in outdoor activities safely and responsibly. Students will learn how to incorporate a combination of classroom and field-based learning experiences to develop heightened awareness of the outdoor environment's vast potential in all seasons for fun, fitness, and wellness. Outdoor Education will challenge students mentally, physically, socially, and culturally.

CAREER DEVELOPMENT

LIFE/WORK PLANNING Gr. 10 (LWPR2S) 1 credit

LIFE/WORK BUILDING Gr. 11 (LWBR3S) 1 credit

LIFE/WORK TRANSITIONING GR. 12 (LWTR4S) 1 credit

The career development curricula have been designed to connect school learning with workplace and labour market realities; this connection will then contribute to increasing the number of students graduating from high school in Manitoba. The courses will provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting. The time allotted for community-based activities varies with the course level, with more time assigned to the higher grades. The following departmental curricula will be available:

Grade 9 Career Development: Life/Work Exploration
Grade 10 Career Development: Life/Work Planning
Grade 11 Career Development: Life/Work Building
Grade 12 Career Development: Life/Work Transitioning

With career information and experience, students will acquire enhanced self-confidence, motivation, and self-knowledge, and a greater sense of direction and responsibility.

SPECIAL LANGUAGE CREDITS

The Special Language Credits have been available to Manitoba students for a number of years. Credits for language competency can be granted either at an S or G level (but not both) depending on whether the language is curriculum based or not. French may not be used as a special language credit. Examinations occur in November and April.

****A maximum of four Special Language Credits (1 at each high school grade level) can be earned towards the 30 credits.***

VOLUNTEER CREDIT (STUDENT INITIATED PROJECT-SIP-41G) *A MAXIMUM OF ONE (1) CREDIT OVER THEIR SR. YEARS PROGRAM

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. A credit may be available to a student who participates in such activity in the senior years for graduation purposes. Students must meet with their counsellor to register for this course.

ARMY RESERVE CO-OP *A MAXIMUM OF TWO (1) CREDITS OVER THEIR SR. YEARS PROGRAM

This Co-op allows students 16 years and older, with a minimum of seven Grade 10 credits to participate in basic military training while earning two (2) School Initiated Courses (SIC) credits. Students are paid for their service, and they have the opportunity to continue their careers in the Canadian Forces once the Co-op course is completed.

The Army Reserve Co-op introduces students to basic training in such diverse areas as first aid; foot drill; field-craft and outdoor skills; safe weapons handling; harassment prevention; and radio communication procedures. Most importantly, training instills within each candidate self-discipline and motivation, while providing them with the chance to learn new trade skills. As of this year, The Canadian Forces will subsidize post-secondary education to a maximum of \$8000. See a guidance counsellor for more information.

HIGH SCHOOL APPRENTICESHIP PROGRAM

High School Apprenticeship Program (HSAP) enables students to earn up to eight grade 12

credits and up to 880 hours of on-the-job training towards continued apprenticeship training after graduation. Mature Diploma students can earn a maximum of six credits and 660 hours. Depending on school timetable, students may be able to do paid work during the day, evening, or weekend. Summer work can count too.

Students must work a minimum of 110 hours towards apprenticeship in any of over 40 designated trades to receive one credit. Students must maintain a grade of 70% or higher on their workplace evaluations.

CULTURAL EXPLORATION CREDIT (11G, 21G, 31G, 41G)

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.

This credit is available for the senior years as a credit for graduation purposes and does not require departmental registration. A student may earn a maximum of only one (1) credit over the entire senior years program using the Cultural Exploration SIP credit opportunity. This credit can be at the 11G, 21G, 31G, or 41G level and can be applied to the 30 credits required for graduation purposes. Whether the activity will be recognized for a Cultural Exploration SIP credit and the level of credit that will be recognized will be based upon the level of the skills and knowledge obtained by the student in the cultural exploration activity and evaluated by the school prior to the commencement of the activity and confirmed by the school upon completion of the Cultural Exploration SIP.

ST. JOHN'S HIGH SCHOOL STUDENT TIMETABLE

Tag No. # _____

Teachers Name _____

Student Name: _____

8:55 Warning Bell - All students should move to class.
9:00 O'Canada

Semester – 1

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 9:00-10:03						
2 10:06-11:09						
3 11:12-12:15						
LUNCH ZZ slot 12:16-1:16						
4 1:15-2:21						
5 2:24-3:30						

ZZ means taught: before class, lunch hour, and after class

Semester – 2

Periods	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 9:00-10:03						
2 10:06-11:09						
3 11:12-12:15						
LUNCH ZZ slot 12:16-1:16						
4 1:15-2:21						
5 2:24-3:30						

ZZ means taught: before class, lunch hour, and after class

2023-2024

