

*" Home of the Tigers "*

ST. JOHN'S HIGH SCHOOL  
STUDENT HANDBOOK AND  
REGISTRATION GUIDE  
*"Tiger Pride"*

2025-2026  
GRADE 9 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.**

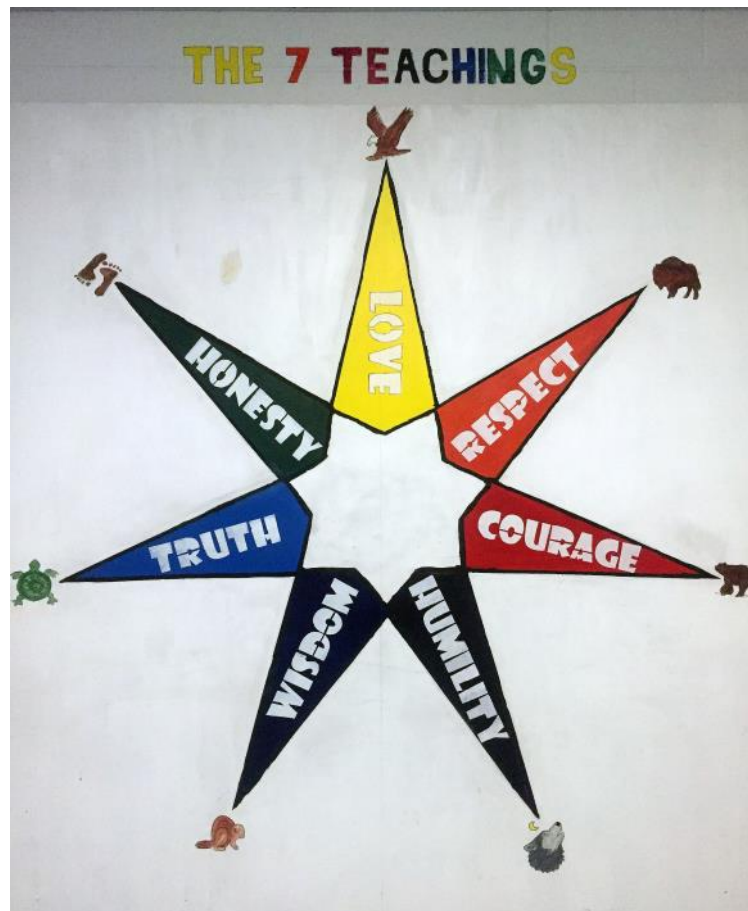
### **Students Will:**

- **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 behavioural 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.

## ATTENDANCE OFFICER

The Winnipeg School Division Attendance Officer responds to referrals **made by the school administration** or when an attendance issue requires additional support and follow-up with a home visit.



# 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

### Pre-Employability—Grade 9/10

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.

\*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”.





# Our School Community

## 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

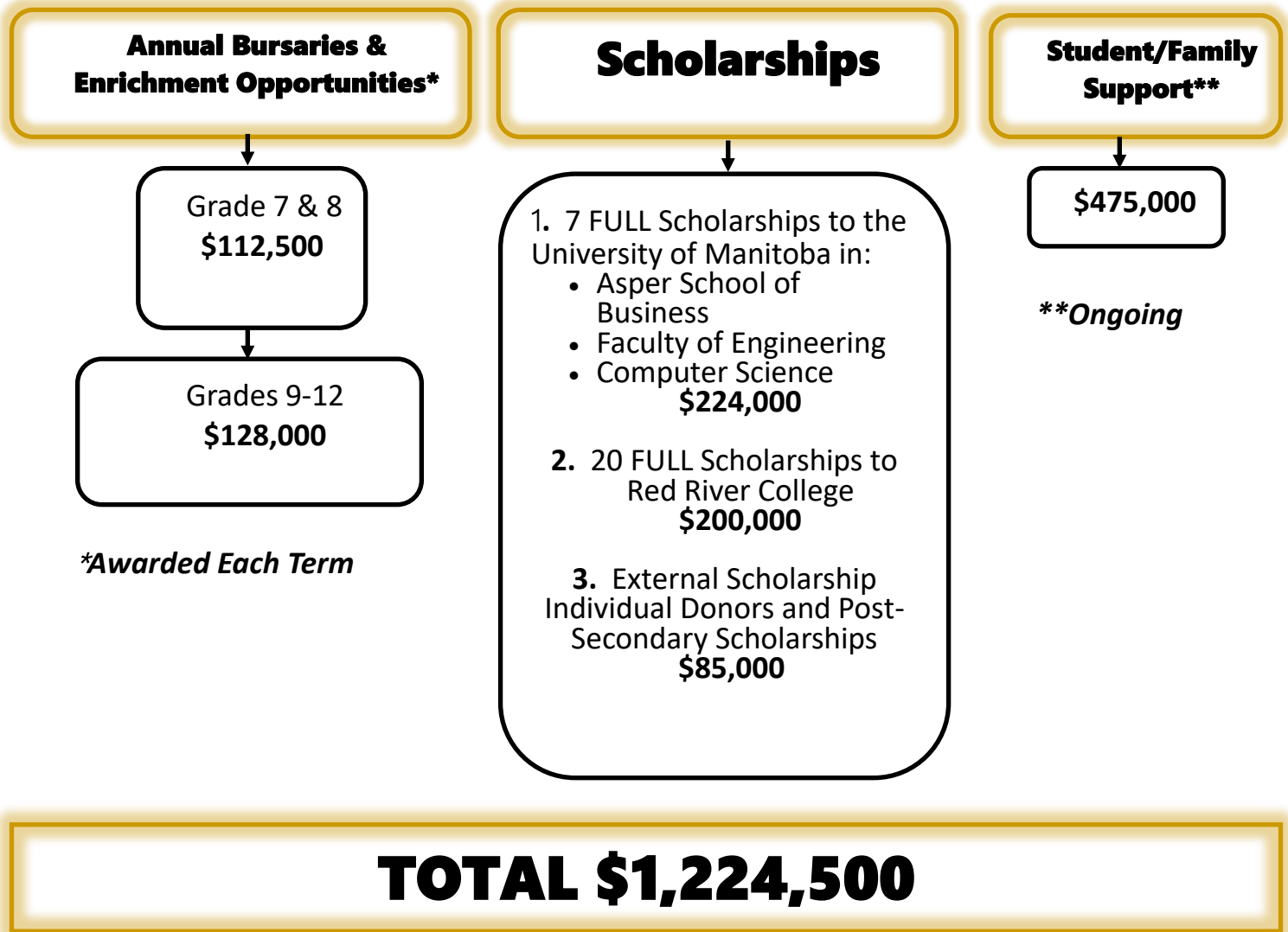
The Indigenous Youth Leadership Program is open to Indigenous students (First Nation, Metis, and Inuit) enrolled in Grade 9-12. IYLP is designed to foster learning and growth of Indigenous students in the division with a focus on Indigenous culture and leadership. There are five gatherings throughout 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 (for Gr. 10 –12)
- 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



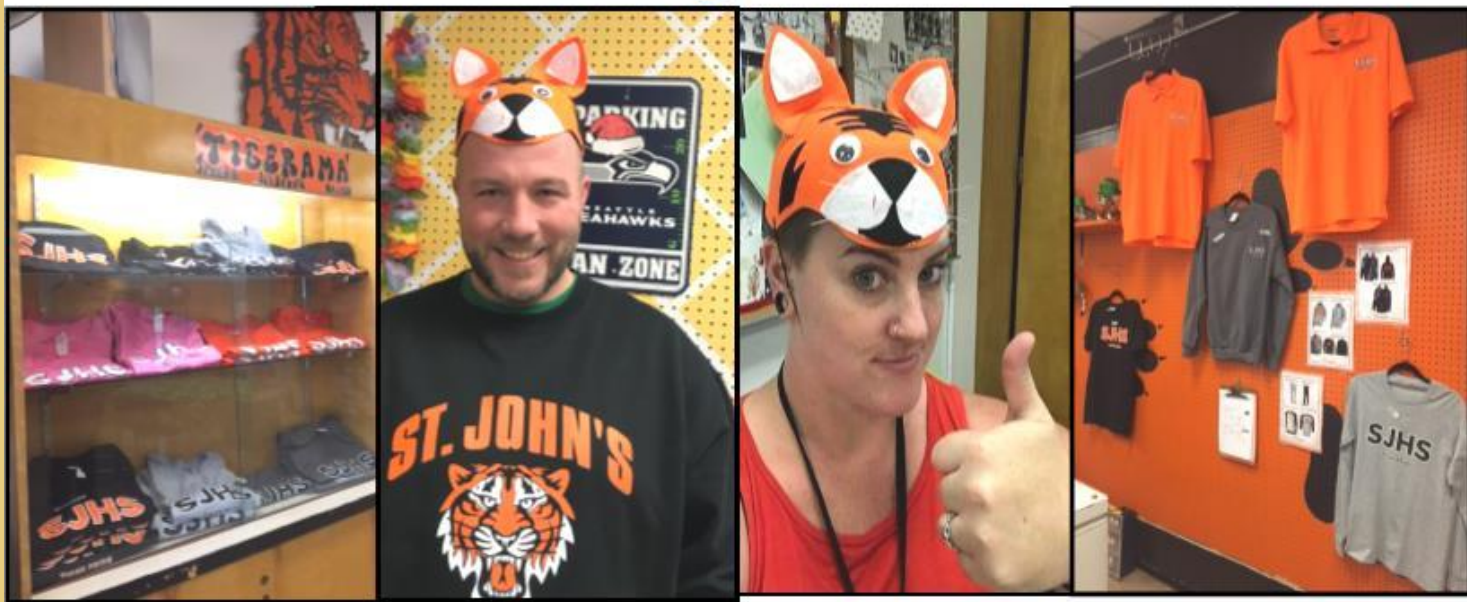
GO TIGERS GO!!!





**#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!**



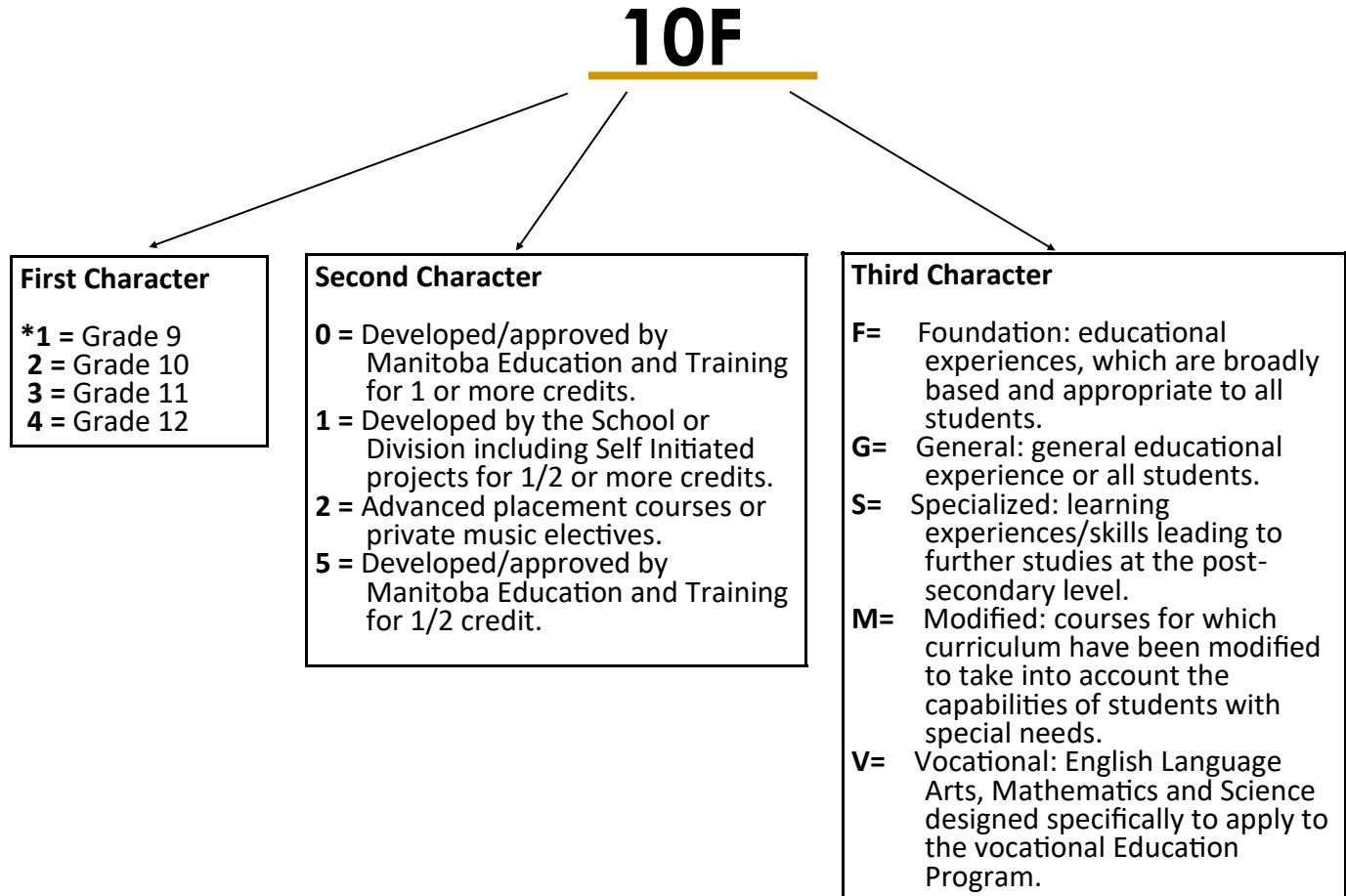
# Course Planning

# 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	5 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 12 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			
<b>TOTALS</b>			
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.***

# Grade 9 Worksheet

This form is provided as a worksheet. This information is to be transferred to the registration form.

All grade nine students are expected to take 8 credits: 6 compulsory (in bold) and up to 4 options (2 credits in total).

Grade Nine Courses	Credit Value
<b>English Language Arts 10F</b>	1.0
<b>Math 10F</b>	1.0
<b>Science 10F</b>	1.0
<b>Social Studies 10F</b>	1.0
<b>Physical Education 10F</b>	1.0
<b>Family Studies &amp; Lifeworks OR Band OR Indigenous Ingenuity 1 credit</b>	1.0
Elective	1.0 (or two 0.5 electives)
Elective	1.0 (or two 0.5 electives)
<b>Total:</b>	<b>8.0 credits</b>

List 4 electives in order of priority. Grade 9 electives and descriptions are located in the course handbook. Students will be timetabled for their compulsory credits and then 2 of the 4 electives.

	Semester 1	Credit Value	Semester 2	Credit Value
Choice 1				
Choice 2				
Choice 3				
Choice 4				

**Important Note:**

- a) If a student does not complete the requirements of a compulsory course they will have to repeat the course at a later time.
- b) In order to graduate at the end of grade 12, all students are expected to complete 30 credits.



# Course Registration Instructions—Grade 9

The following are some of the details of what needs to be done and what will happen over the next few months as your son or daughter enrolls at St. John's High.

**Step 1:** Read through the list of grade nine elective courses on the following pages of the handbook.

**Step 2:** Decide on four elective courses to be requested for each semester. (Do not include English Skills, Mathematics Foundations, Mathematics, Science, Social Studies or Physical Education. These are compulsory courses and will automatically be included in the course load.)

**Step 3:** On your worksheet, list four electives in order of priority from your first choice to your fourth choice.

**Step 4:** Transfer the information onto the registration form and return it to your home school before the deadline.

**Step 5:** Opening day information will be on your June report card and St. John's Website. [www.winnipegsd.ca/stjohn](http://www.winnipegsd.ca/stjohn)

**Step 6:** Timetables will be picked up on the first day of school.

## **Important Note:**

All students will be enrolled in 8 courses: 6 compulsory and 2 electives (each semester) from their list. Once choices have been made and finalized, classes will be organized and staff determined. Courses that have very low enrollment may not be offered or may be combined with others. Therefore, **changes in course choices will be very difficult, and sometimes impossible, once scheduling is completed.**



# COMPULSORY COURSES

## ENGLISH COURSE

**GRADE 9 ENGLISH 10F (ENGR1 F) 1 credit**  
**PREREQUISITE:** *None*

The grade 9 English Language Arts program stresses communication skills, personal exploration, critical thinking and self-expression while incorporating the rules and forms of the English language. Students will participate in: reading, writing, viewing, representing, listening, and speaking in a variety of activities and situations. Topics in the course are chosen and planned because of their cultural and political relevance in order to encourage student interest and investment.

The following general outcomes will be met:

- Explore thoughts, ideas, feelings, and experiences.
- Comprehend and respond personally and critically to oral, literary, and media texts.
- Manage ideas and information.
- Enhance the clarity and artistry of communication.
- Celebrate and build community.

Students will meet these outcomes by studying plays, short stories, novels, video, poetry, non-fiction, and journalist texts. Self-expression and reflection will be emphasized in projects such as vision boards (mandatory), creative writing, and journaling. They will also learn about, and share in, human rights through an exploration of the Holocaust and its literature. Inclusive and diverse texts are made available to students. The ultimate goal of the course is to enhance student literacy and their ability to make sense of, and express themselves to the world.

## MATH COURSE

**GRADE 9 MATH 10F (MATR1F) 1 credit**  
**Prerequisite:** *None*

This course develops foundation skills and ideas that you will need to continue studying math in the future. Problem solving, communication, reasoning and mental math are some of the themes. There are four main areas you will be exploring: numbers, relations and patterns, geometry and statistics and probability. After completing this course, you will be able to take Grade 10 Essentials or Grade 10 Intro to Applied and Pre-Cal.

## SCIENCE COURSE

**GRADE 9 SCIENCE 10F (SCIR1F) 1 credit**

The Grade 9 Science program focuses on four

different areas of study:

- Biology (Reproduction)
- Chemistry (Atoms and Elements)
- Physics (Nature of Electricity)
- Astronomy

## SOCIAL STUDIES COURSE

**GRADE 9 SOCIAL STUDIES 10F (SOSR1F) 1 credit**

**Prerequisite:** *None*

The goal of this course is to enhance the student's ability to become informed, active and responsible Canadian citizens. Units of study include Canadian Identity & Pluralism; Regions of Canada including mapping, and basic aspects of physical and human geography; Government and Politics in Canada including rights and responsibilities; and Canada in the World. Students will learn a basic history of immigration into Canada, demographics of Canada, aspects of multiculturalism and important events relating to Canada's development since confederation. Students will also learn basics of government and how government affects their daily lives. Canada's international status is also examined, focusing on trade, the United Nations and our Human Rights legacy.

Additional Information: Instruction is done through a variety of techniques including lectures, readings, visuals, discussions, assignments, ethics, audio/video, research and current events. Consideration is given to Indigenous perspectives and practices in all units and is discussed often.

## PHYSICAL EDUCATION COURSE

**GRADE 9 PHYSICAL EDUCATION AND HEALTH 10F (PHER1F) 1 credits**

**Prerequisite:** *None*

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

## **Cumpulsory Grade 9 Option**

All grade 9 students at St. John’s High School must choose from one of the following 3 compulsory options for a total of 1 credit:

1. Concert Band
2. Indigenous Ingenuity
3. Family Studies and Life/Work Exploration

This course will run the entire school year and will alternate every other day with physical education.

### **Option 1**

**CONCERT BAND Gr. 9 (MCBR1S) 1 credit**  
(alternates with P.E. all year)

Grade 9 Band In this course students will have the option to continue specializing on an instrument they already know from their junior high band experience, or work with their teacher to pick something new. Students will expand on the music basics taught in grade 7 and 8 band, with more emphasis on group collaboration, developing personal musicianship, and performance skills. Students will be expected to attend all band performances throughout the school year. The purpose of this course is to continue growing students' fundamental knowledge of music and music making, and provide them with various opportunities to demonstrate and apply their skills. Students with no prior band experience are welcome to register for this course.



## **Option 2**

**INDIGENOUS INGENUITY Gr. 9 (INNY1G) 1 credit**  
(alternates with P.E. all year)

The overarching goal of this course is to investigate Indigenous ingenuity as it applies to STEAM. Highlighting Indigenous contributions to Science, Technology, Engineering, and Mathematics will allow learners to position Indigenous people, knowledge, and ways of living and learning as a positive and valuable part of society. This course will embed Indigenous pedagogy (look listen, learn, live), and through an Inquiry process, develop the 6 Global Competencies. Mamàhtawisiwin: The Wonder We Are Born With will provide the framework for creating an equitable, inclusive, and diverse education system that fosters a sense of belonging in all learners so that they feel they can succeed, take responsibility, find their purpose in life, and achieve The Good Life. Students will investigate Indigenous Ingenuity through themes of: the water (nibi), the sky (giizhig), the land (aki), and the people (Anishinaabe). Students will gift their knowledge by sharing a performance-based task with their classmates, school, and community.

### **Option 3**

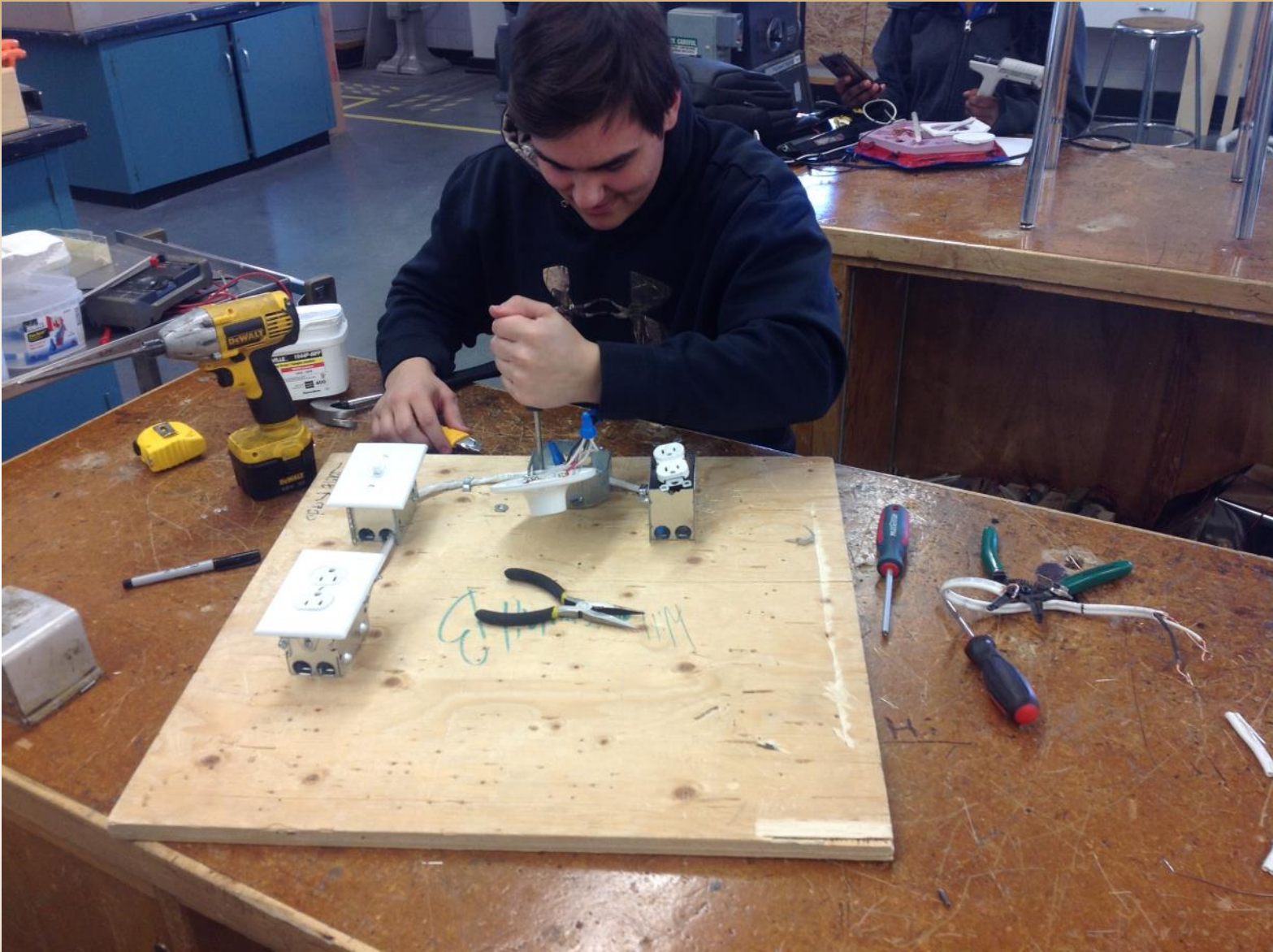
**FAMILY STUDIES Gr. 9 (FAHR1S) 0.5 credit**  
(alternates with P.E. all year)

Grade 9 Family Studies explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

**and**

**LIFE/WORK EXPLORATION Gr. 9 (LWEH1S) 0.5 Credit**  
(alternates with P.E. all year)

Students enrolled in Career Development courses can expect to gain the skills necessary to secure employment, to be successful in the job/career of choice, and to be productive citizens. Curriculum includes resume and cover letter construction, interview skill practice, communication and interpersonal skills development, personal management and transferable skills enhancement, the creation of employability portfolios, and a comprehensive study of workplace expectations. Courses are designed to raise the level of confidence and self-esteem necessary to pursue successful endeavors in post-secondary life.



# OPTIONAL COURSES

**PREREQUISITES ARE NOT REQUIRED FOR GRADE 9 OPTIONAL COURSES.**

**TECHNOLOGY EDUCATION**

**ELECTRONICS Gr. 9 (ELHR1G)**

**0.5 credit**

Have you ever wondered about how circuit boards are made and what goes into making all of our electronics devices work? Well then this is the course for you! This course is completely project based. As a result, you will be given the opportunity to build and construct electronic circuit boards, and learn what why the electronics devices we use everyday work the way that they do.

typography, and layout in terms of contemporary graphic design standards. Students will develop photo manipulation, digital drawing, 2D animation, and game design skills.



**INFORMATION & COMMUNICATION TECHNOLOGIES Gr. 9 (ICTA1F)**

**0.5 credit**

This course provides students with a strong foundation for using information and communication technology (ICT) for problem-solving, collaboration, and innovation. Students will gain hands-on experience with computer systems, software applications, and digital tools. The course covers key topics such as digital citizenship, ethical implications of technology in modern society and the role of ICT in various fields.

**FOODS AND NUTRITION Gr. 9 (FOHR1S)**

**0.5 credit**

This course introduces students to the principles of healthy eating and to the major nutrients. Topics include Canada's Food Guide, carbohydrates and protein.

**ELECTRONICS Gr. 9 (ELHR1G)**

**0.5 credit**

Have you ever wondered about how circuit boards are made and what goes into making all of our electronics devices work? Well then this is the course for you! This course is completely project based. As a result, you will be given the opportunity to build and construct electronic circuit boards, and learn what why the electronics devices we use everyday work the way that they do.



**GRAPHICS Gr. 9 (GRHR1G)**

**0.5 credit**

This course will introduce students to fundamentals and principles of design as well as contemporary graphic design techniques that will be used for creating digital artwork and interactive digital media. This course will also emphasize the importance of color theory,

**ROBOTICS 7973 - ELECTRICITY/ELETRONICS TECHNOLOGY Gr. 9** **0.5 credit**

In this hands-on course, students will learn the basics of building and programming robots while exploring what robots are and the ethical issues around their use. Ideal for creative problem-solvers, tinkerers and inventors, this course combines practical hands-on work with theory.



**TEXTILE ARTS & DESIGN Gr. 9 (TDHR1S)** **0.5 credit**

This is a practical based lab course that introduces students the study of clothing, textiles and notions. Students will learn how to create a garment from a commercial pattern that fits their figure while increasing their sewing skills.

**WOODWORK Gr. 9 (WOHR1G)** **0.5 credit**

Through practical work students will complete compulsory individual woodworking projects. Course theory will include measurement systems, identification and safety of woodworking hand tools and power tools, wood preparation, fastening techniques and wood finishing.



**VISUAL & PERFORMING ARTS**

**THEATRE - BACKSTAGE PRODUCTION (DTHR1S)** **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.



**WIND ENSEMBLE (MCER1S)** **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 10S  
(MCCR1S)**

**1 credit**

Non-auditioned choir that runs yearlong. Being a part of the choir means being a member of a dynamic community that does more than just make music together. Whether you're a beginner musician or diversely talented, there's a place for you in the choir. Make new friendships, develop leadership skills and create memories that will last a lifetime. Choir is offered as a year long course.

**DANCE 15S  
(DNHB1S)**

**0.5 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 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. 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. The goal of this course is to develop committed, confident and creative performers.

**EXCLUSIVE DANCE TROUPE  
(DNIR1S)**

**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.

**VISUAL ARTS 15S  
(VAHB1S)**

**0.5 credit**

Students will continue the foundation they have built in their previous art courses and work on developing their artistic and technical abilities. They will have fun by experimenting with a variety of art forms, styles and mediums. This course will help emphasize the significant components within the Visual Arts Curriculum. Sign up and explore what this art class has to offer!



**MENTAL HEALTH AND WELL-BEING**

**MIND HEALTH  
(RTHR1S)**

**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.



## **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
<b>1</b> 8:00-10:03						
<b>2</b> 10:06-11:09						
<b>3</b> 11:12-12:15						
<b>LUNCH</b> <b>ZZ slot</b> 12:15-1:15						
<b>4</b> 1:15-2:21						
<b>5</b> 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
<b>1</b> 9:00-10:03						
<b>2</b> 10:06-11:09						
<b>3</b> 11:12-12:15						
<b>LUNCH</b> <b>ZZ slot</b> 12:15-1:15						
<b>4</b> 1:15-2:21						
<b>5</b> 2:24-3:30						

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

2023-2024



