

*"Home of the Tigers"*

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

*"Tiger Pride"*

2024-2025  
GRADE 10-12 EDITION

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## **A MESSAGE FROM ADMINISTRATION**

Dear Students & Parents/Guardians:

Welcome to St. John's High School, especially to those new to our community.

St. John's High School has a long tradition of excellence in academics, athletics, inclusion support and in the practical, performing and visual arts. We are very proud of our accomplishments and desire to continue to explore ways to engage our students in their learning.

Our school is engaged in a learning model called "Outcome Based Education" (OBE). The intention is for students to clearly know:



- What are you learning?
- Why are you learning that?  
(and)
- How will you know when you have learned it?

Amazingly, academic achievement at St. John's has exponentially grown over the course of the last two years.

In the words of students:

"Outcome Based Education is important to me because it increases my curiosity and my motivation to learn about the topic."

"OBE helps me be more confident. I know what I am learning and what I still need to learn."

As you go through this course handbook, please use the following guidelines in choosing your courses for the upcoming school year: (It needs to be your "Path to Purpose.")

1. Choose courses you can become passionate about.
2. Plan for the future, keep doors open but be realistic about your interests and abilities.
3. See a Guidance Counsellor to help examine **ALL** options available if you are puzzled about required electives needed to pursue post-secondary education.

We are very proud of our school, its history and vision for the future. We know our dedicated staff will provide you with many challenges and opportunities for growth.

Sincerely,

Mr. D. Taylor  
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.**

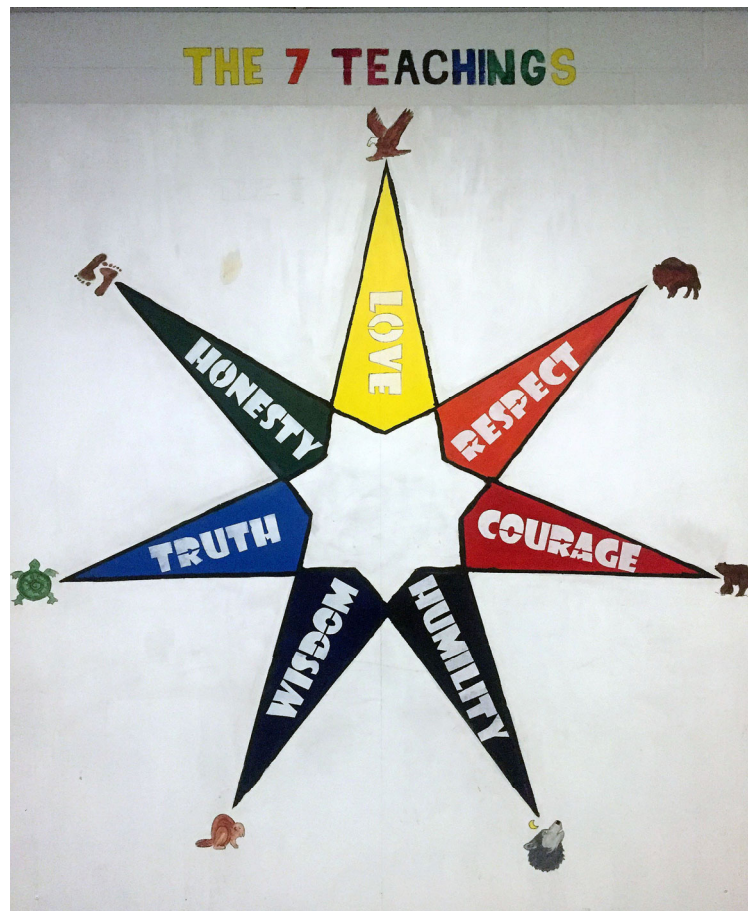
### **Students Will:**

- **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.
- Child and Family Services, if required may be notified.
- The Children's Advocate Group may be involved.
- 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

<b>SEMESTER ONE</b>	SEPTEMBER
	OCTOBER
	NOVEMBER
	DECEMBER
	JANUARY

<b>SEMESTER TWO</b>	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.

## CAREER INTERN

The Career Intern is available to discuss a variety of topics, including career choices, college or university selection, part-time jobs, volunteer opportunities, resume and cover letter writing, and job interview skills. All Grade 12 students are expected to meet with the Career Intern before the end of first term. The Career Intern's office is located in the Library.

The Career Intern will also organize presentations and visitations to help students make informed decisions about different career paths. Job opportunities are posted regularly outside the Career Intern's office. Check them out!

## 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.

# Student Services

## 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.

## 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.

## NEWCOMER SERVICES INTERCULTURAL SUPPORT WORKERS



Chandra Gautam

Intercultural Support Workers (ISW); assist students with integration and families with settlement. Working within a team consisting of a Newcomer Service Coordinator, Intercultural Support Workers, and an EAL Consultant who proactively and collaboratively foster partnerships with government and community stakeholders, settlement sector organizations and schools to ensure student academic success.

What the Intercultural Support Workers can do for STUDENTS:

- Assist with registration at the school.
- Advocate on student's behalf to the school
- Provide orientation to new school in students own language
- Provide referral to in-school supports: counselling, resource, tutoring, etc.
- Facilitate group discussions with students on common concerns
- Provide support for academic and/or family concerns
- Assist in conflict resolution
- Provide students with career information

# 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.



Literacy, Academics, and Language Learners (LAL) will generally develop formalized aspects of the language at a slower pace than EAL learners with strong prior literacy skills.

The Transition Centre at the senior years level provides intensive literacy and numeracy instruction as well as an orientation to school, community, and independent living (including work experience and career counselling). Students are enrolled in the programs up to 75% of the timetable. Students also take courses such as Art, Physical Education, and Options that provide an opportunity to gain language skills.

Students will acquire and use English mathematical terminology and skills (addition, subtraction, multiplication, division, fractions, decimals) so they can effectively manage personal, social, and academic mathematical learning demands.

These courses are divided into four phases:

- 1) NP1A1F
- 2) NP1B1F
- 3) NP2A1F
- 4) NP2B1F



## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) PROGRAM**

The EAL Program has been developed to help students for whom English is an additional language. Opportunities will be provided to help students to:

- Develop listening, speaking, reading, writing, viewing and representing skills necessary for a success in school and society.
- Understand and adjust to their new environment.
- Recognize, appreciate, and accept their language and culture, as well as those of others.

All EAL students are assessed and placed in one of three EAL courses.

Additional transitional, resource, optional, and academic courses may be scheduled at the discretion of the EAL teacher.

### **ENBUIG 1.0 ENBU2G 1.0**

This course is intended for students who are at the beginning stages of acquiring English as an Additional Language. Students will be given opportunities to develop basic interpersonal communication skills in Speaking, Listening, Reading and Writing.

This course emphasizes the development of Intercultural Competence and the language required for addressing issues of settlement, making friends, awareness of community customs and culture, and “survival” aspects of adjustment to life in a new culture and community.

### **ENIU3G 1.0**

This course is intended for learners who have attained a level of language proficiency that allows them to begin addressing content area language development related to high school subject areas. This course will address content-area language and related learning strategies and skills to develop initial proficiency in cognitive academic language proficiency (CALP). As a result, this course will incorporate content-based thematic units to support curriculum based concepts, vocabulary, and language conventions.

### **ENAU4G 1.0**

This course is for students who have acquired sufficient content-area language to now be ready to progress into more complex academic language development. This is characterized by language used with minimal contextual support, such as in Social Studies and English Language Arts courses. As such, this course addresses the continued development of cognitive academic language proficiency (CALP) by incorporating content-based thematic units to support curriculum based concepts, vocabulary, and language conventions.

# 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”.

## **RTI (RESPONSE TO INTERVENTION)**

R.T.I. has been established to help struggling students advance their learning through extra E.L.A. and Math support. These students receive supports during their academic support periods.

RTI teachers provide timely, targeted and systematic academic interventions to identified students who demonstrate the need.

Students may be referred to RTI by the subject teacher or by self-referral through their Guidance Counsellor. Appropriate placements will be determined after consultation with parents/guardians, administration and the student involved.

# 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.



# 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.

## D6P6 STUDENT ENGAGEMENT

D6P6 is a student engagement program of St. John's whereby once a six day cycle, period 6 students participate in a self selected activity for interest. Activities like "physical conditioning", food preparation, board games, photography, moccasin making, etc. are just a few examples of student involvement. The D6P6 program occurs in two or three blocks for over the course of the year.

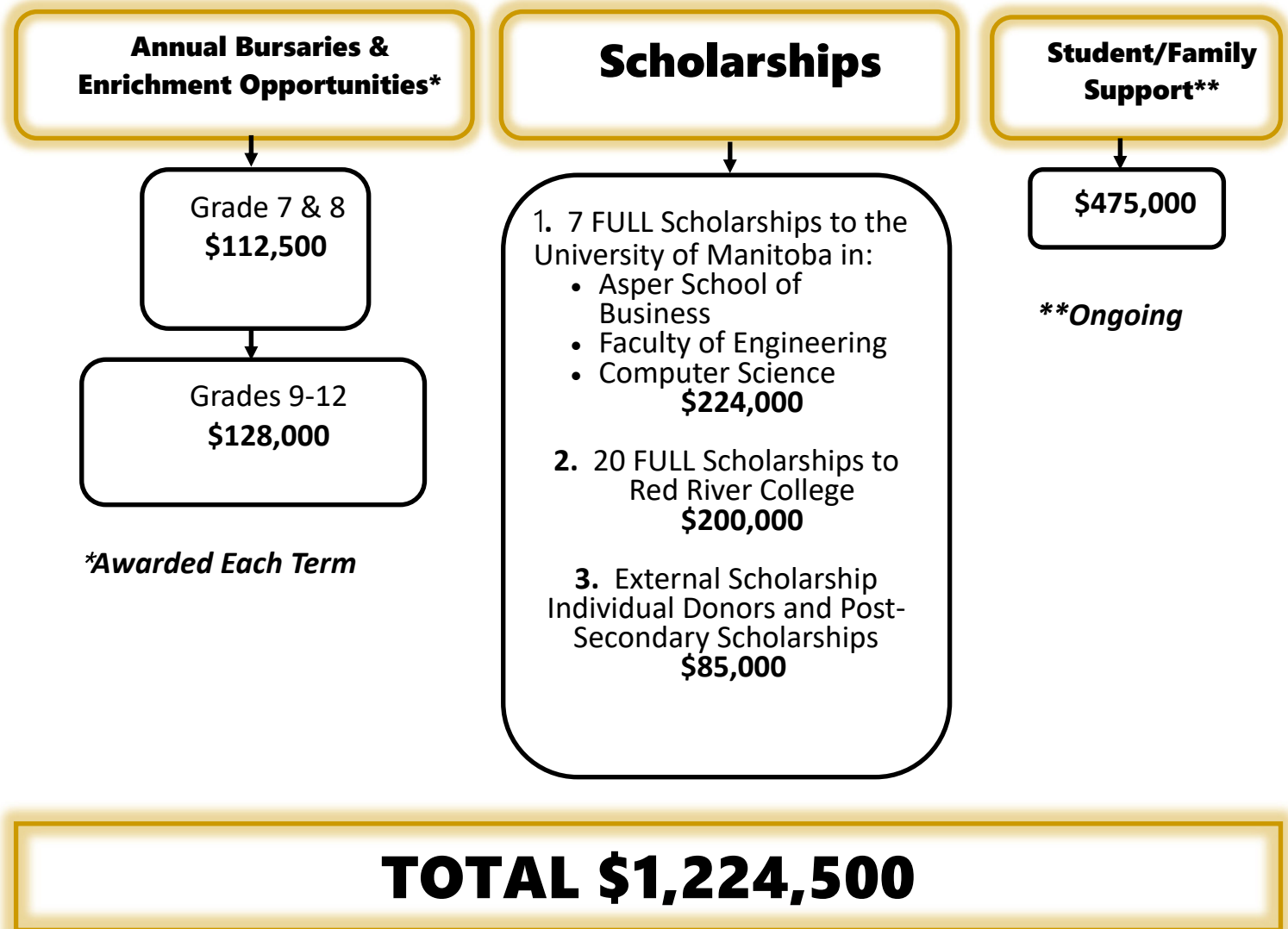
## IYLP- INDIGENOUS YOUTH LEADERSHIP PROGRAM DIVISION-WIDE PROGRAM



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
- 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!**



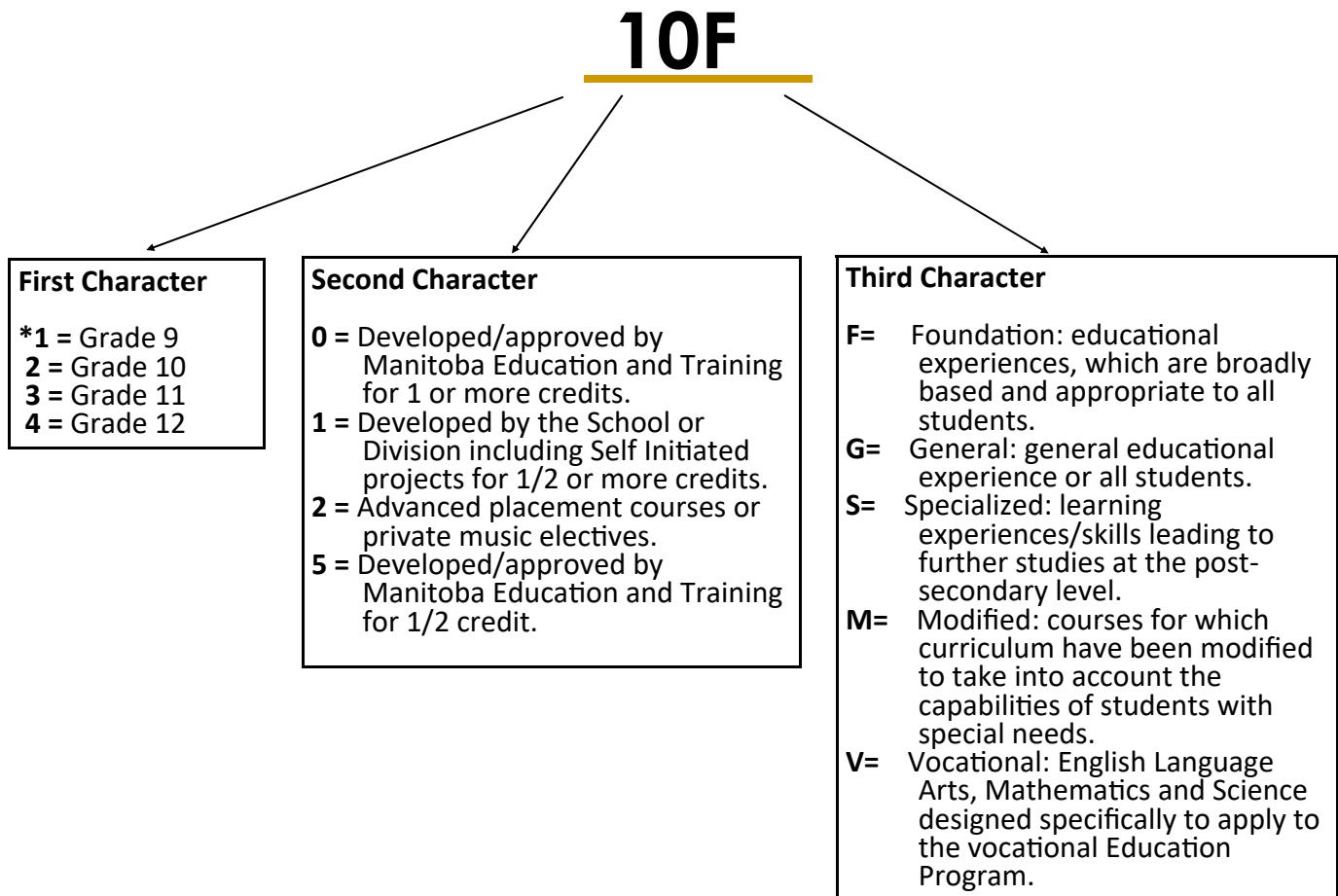
# Course Planning

# 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	SCIENCE 1 credit	Grade 12 Elective 1 credit
HEALTH 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.***

# St. John's High School: Credit Check Worksheet

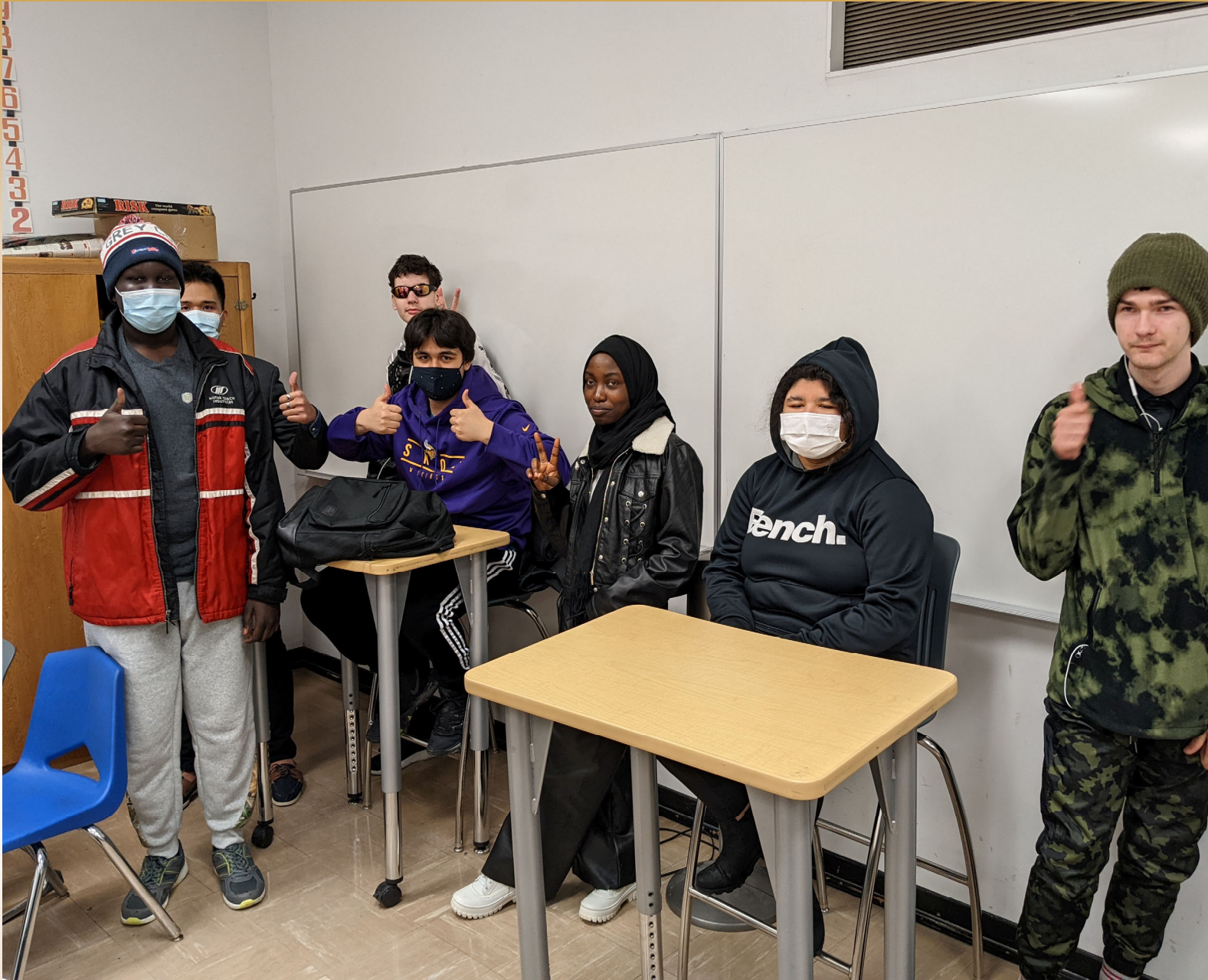
In order to graduate, all students are expected to complete 30 credits:

-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 Science 30	Elective 40 _____
Health	Elective _____	Elective _____	Elective _____
Elective _____	Elective _____	Elective _____	Elective _____
Elective _____	Elective _____	Elective _____	

\*Remember to include special language or music credits.



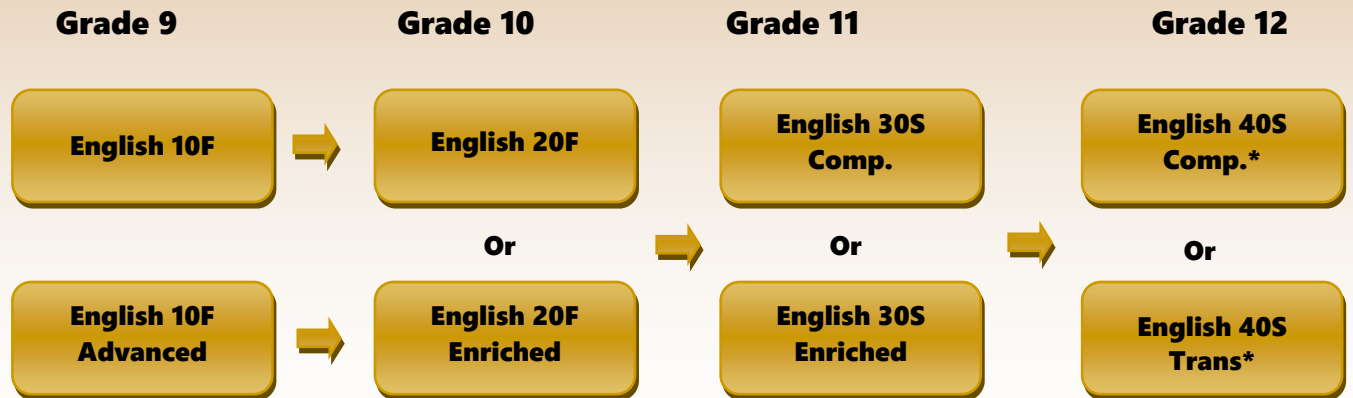


# English

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 more details.

**Notes:**

- Students can take only one English in grade 11
- **Please choose wisely!**

## 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 10 ENGLISH LANGUAGE ARTS (ENRICHED) 20F (ENGE2F) 1 credit

*Prerequisite: (75% or higher in Grade 9 English or upon recommendation of previous teacher.)*

Students who choose this course of study are looking ahead to the Enriched program in Grade 11 and plan to further their education beyond

high school to college or university. Students develop Language Arts Skills in reading, writing, listening, speaking, viewing and representing, but at an advanced pace. A larger emphasis is placed on verbal communication skills, as students will produce a number of projects that involve peer presentations. 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.



**GRADE 11 ENGLISH ENRICHED 30S (ENGE3S) 1 credit**

*Prerequisite: (75% OR HIGHER in Grade 10 English or upon recommendation of previous teacher.)*

Students will be challenged with an intensified study of English, and will be exposed to more texts and work at a quicker pace than ENGC3S. Students will work with English language both as a tool for practical and artistic communication, with primary focus being on reading and responding to and creating artistic works. 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.

**GRADE 12 ENGLISH LANGUAGE ARTS COMPREHENSIVE FOCUS 40S (ENGC4S) 1 credit**

*Prerequisite: English Language Arts 30S*

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

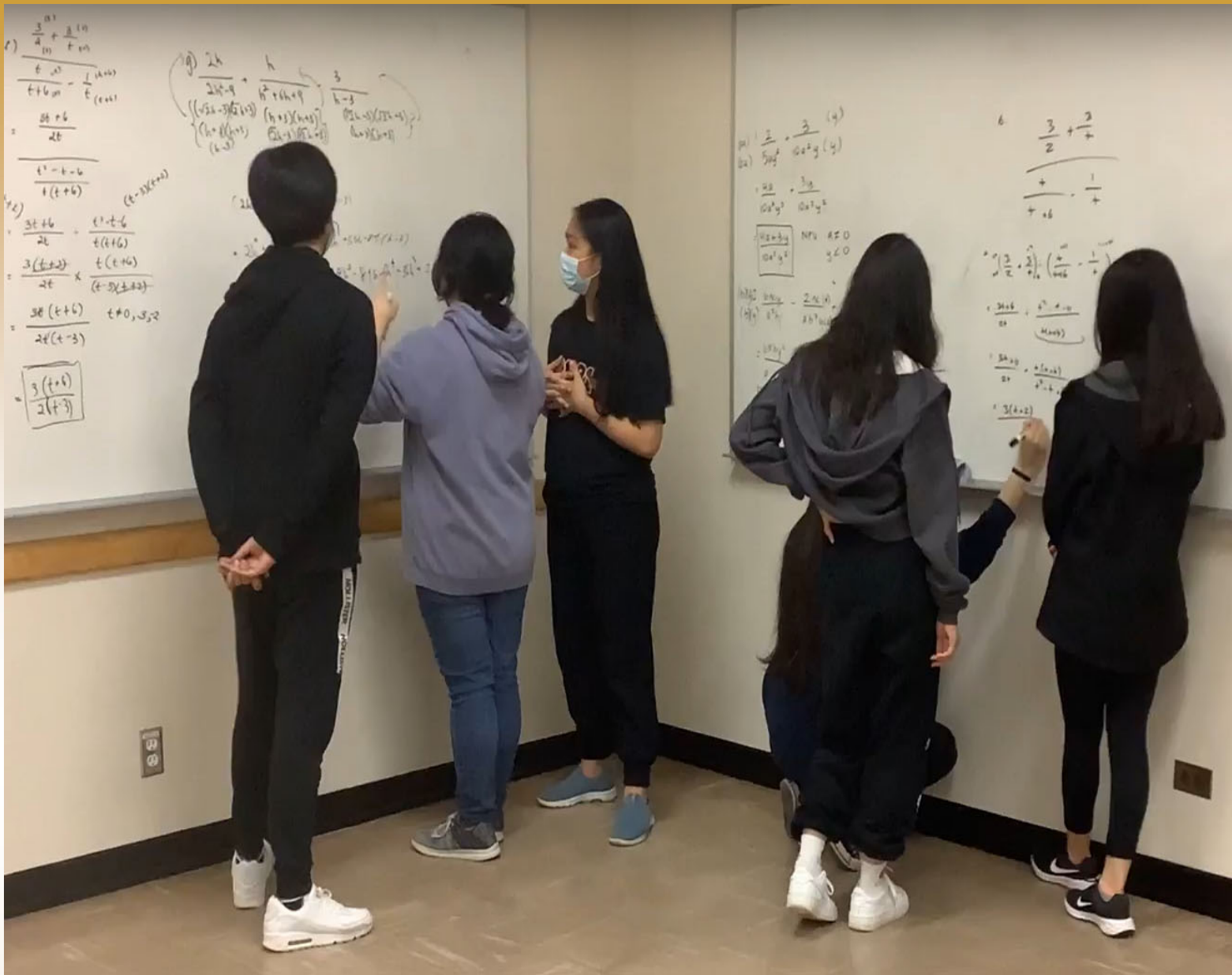
collaboration skills. Student choice in reading and writing forms will be strongly encouraged. Whole group text choices will focus on current topics and social awareness. Students will be exposed to expository and narrative texts, including, but not limited to novels, short stories, news articles, essays, plays, and editorials. Inclusive and diverse texts are made available to students.

**GRADE 12 ENGLISH LANGUAGE ARTS TRANSACTIONAL FOCUS 40S (ENGT4S) 1 credit**

*Prerequisite: English Language Arts 30S*

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.

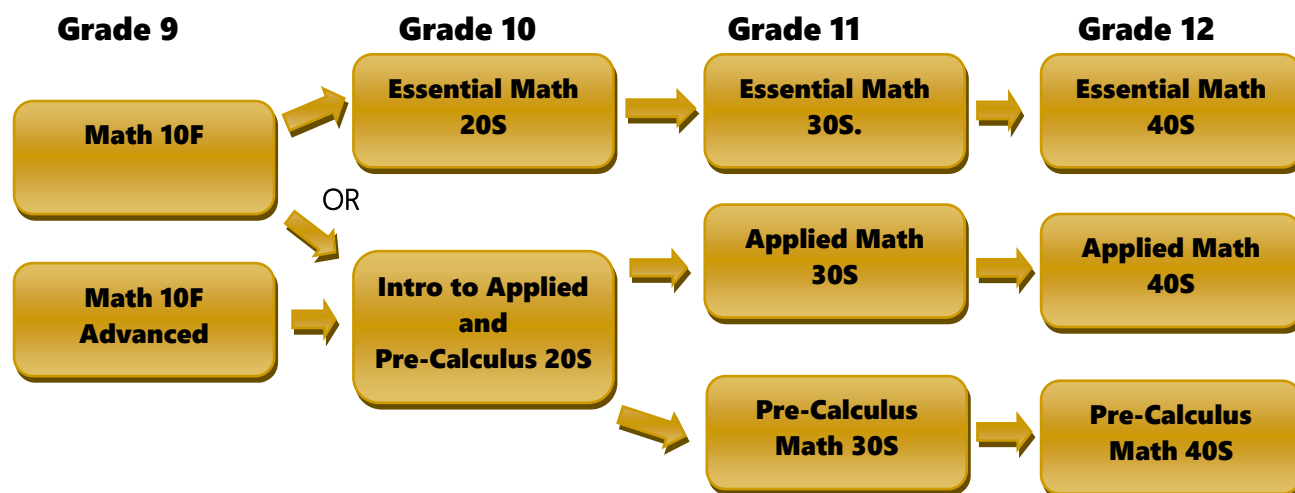




# Mathematics



## 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).

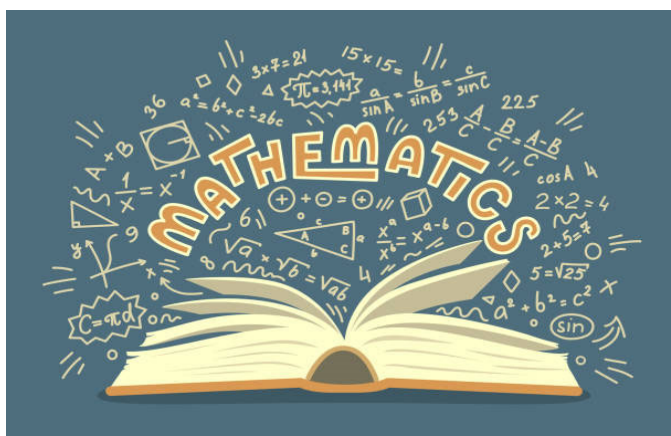
### A GUIDE TO MATHEMATICS COURSE SELECTION

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

\*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.

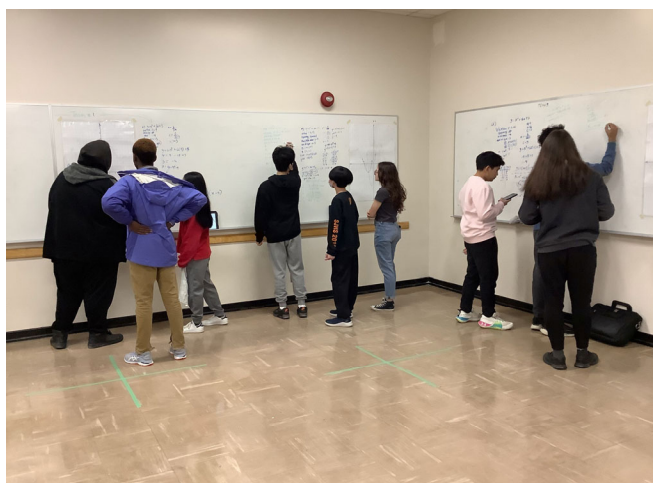
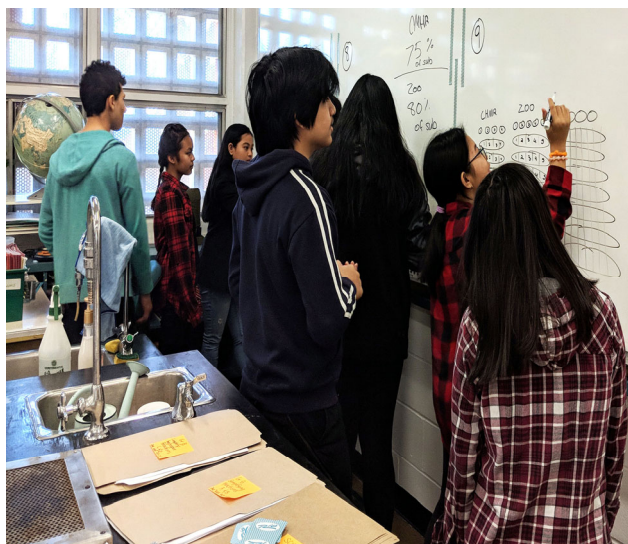
***Students who elect to continue in a strand of mathematics against teacher recommendation should take the teacher-recommended course along with the student-elected mathematics course.***

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**

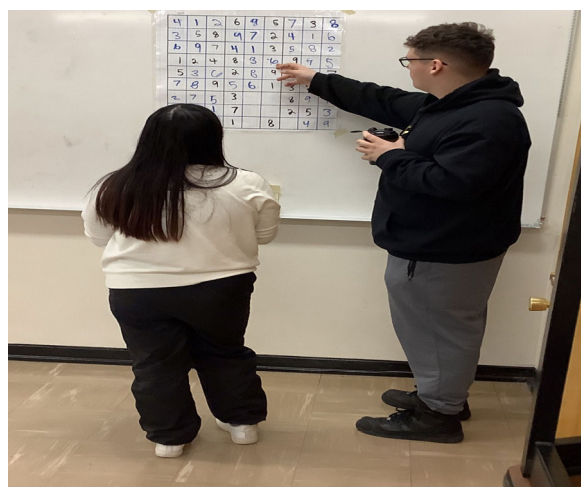
**Prerequisite:** An average of 75% or higher in PCMR3S is recommended.

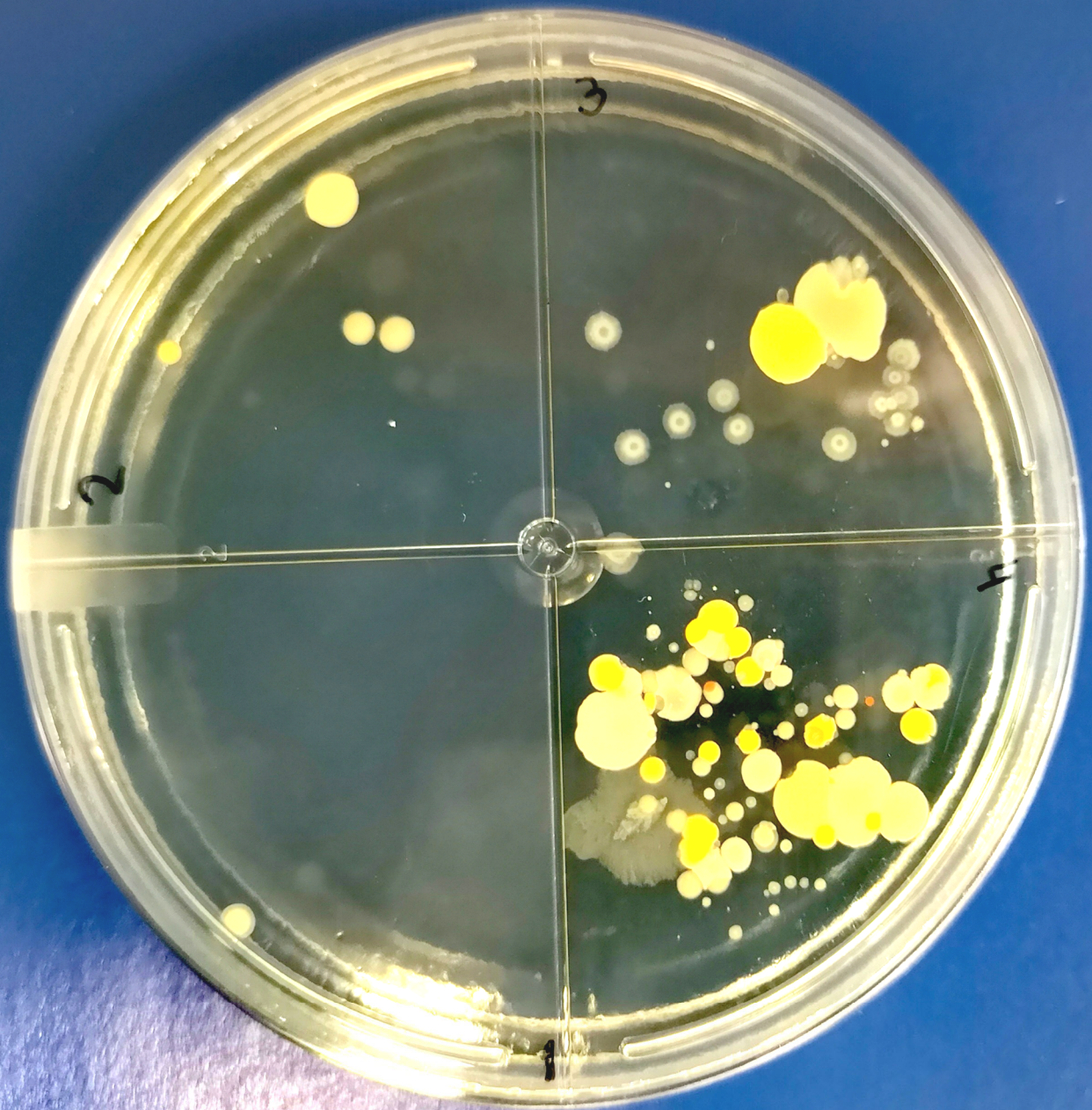
PCMR4S is a continuation of PCMR3S (Grade 11 Pre-calculus). The topics covered in this course include Relations and Functions, Trigonometry, and Permutations, Combinations and Binomial Theorem. Students will continue to develop their critical thinking skills and apply their mathematical knowledge and 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.

**INTRO CALCULUS 45S (CALR4S) AND CALCULUS 42U (UNIVERSITY STANDING) (0.5 Credit Each)**

**Prerequisite:** PCMR4S

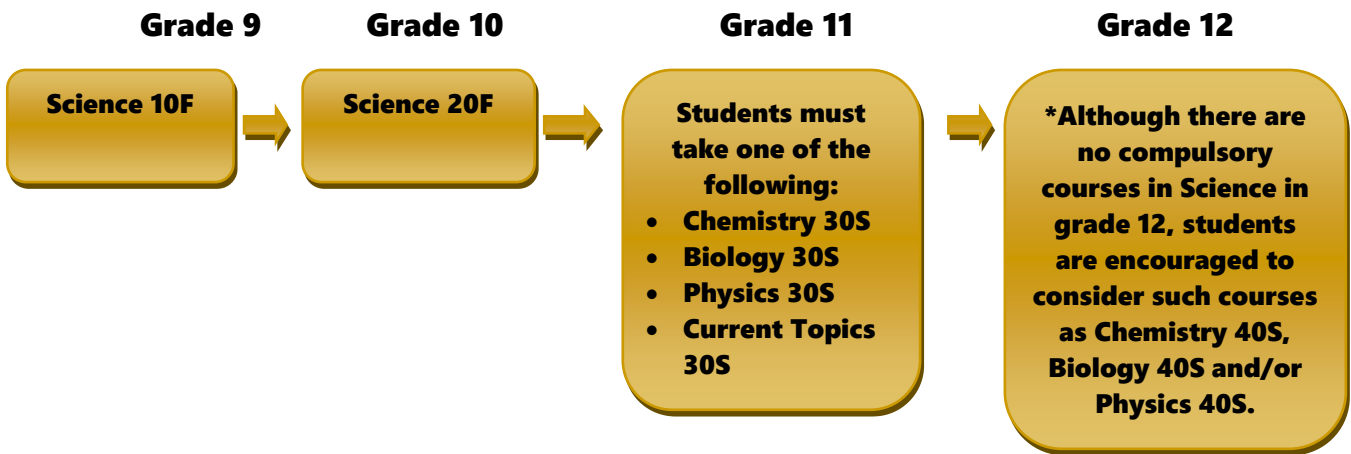
This course consists of introductory topics in post-secondary mathematics courses with an emphasis on calculus and is highly recommended to students who intend to enroll in engineering, science, computer science, or actuarial mathematics (business administration pattern) at a university, or in a technology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





Ms Ocharuk's Bio 30S

# SCIENCE

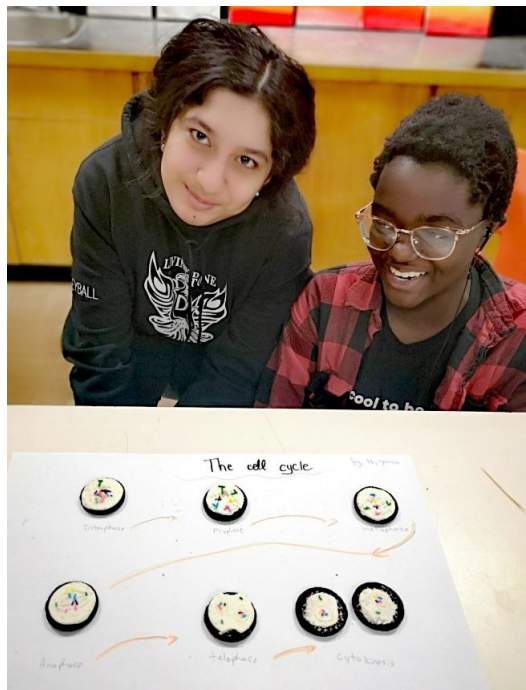


**NOTE on Post-Secondary Requirements:**

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 10 SCIENCE 20F (ENRICHED) (SCIE2F) 1 credit

The same topics as SCIR2S are covered in this course, in greater depth, with more experiments and projects.

### 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**

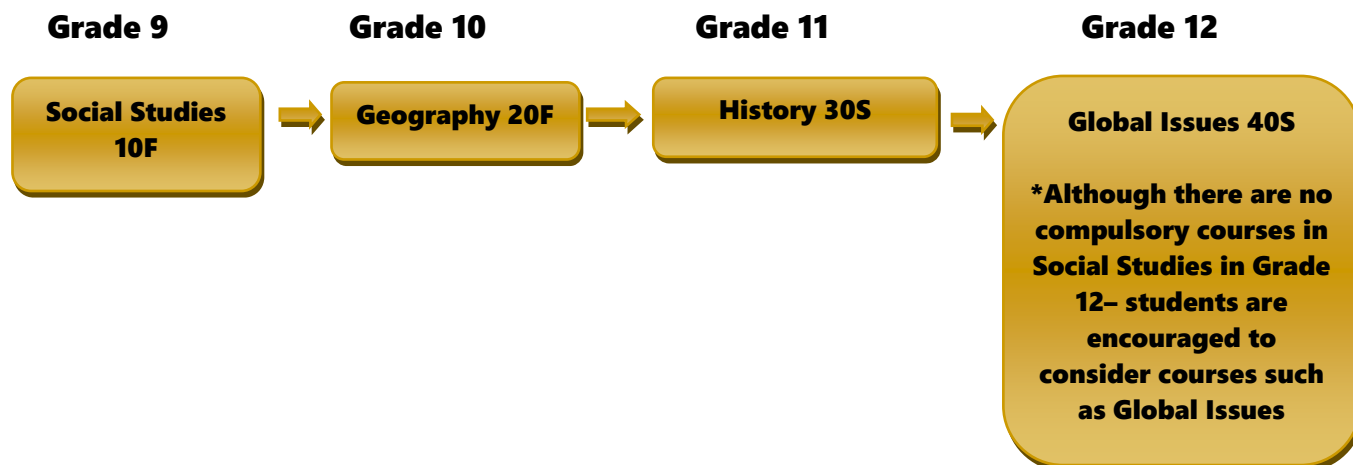
*Prerequisite: Physics 30S; Applied or Pre-Calculus Math recommended*

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

#### SUSTAINABLE LIVING AND DEVELOPMENT 20F 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.

#### GRADE 10 GEOGRAPHY 20F (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.

#### GRADE 10 GEOGRAPHY 20F (ENRICHED) (GEOE2F) 1 credit

**Prerequisite:** Students are required to have a minimum 75% average in Social Studies 10F and/or teacher recommendation.

Curricular content is the same as Geography 20F but includes further enrichment opportunities, group work, in-depth class discussions, projects, current events, and independent study. Projects and independent studies are at the discretion of the teacher.

**Career Connections:** Environmental Science, Urban Development, Architecture

The importance of the environment and sustainability are explored in most units. Underlying all units are the social, political and economic implications of personal choices, as well as core concepts of citizenship. Students learn to understand and interpret graphs, maps and charts.

**Additional Information:** The importance of the environment, Earth stewardship and sustainable development as well as the social, political and economic implications of personal choices is explored throughout each unit of study. Students will also have opportunity to participate in debate teams, role plays and seminars. Enhanced methods of study and note taking are learned.

**GRADE 11 HISTORY 30F (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.

**GRADE 11 HISTORY 30F (Enriched) (HISE3F) 1 credit**  
**Prerequisite:** *Geography 20F (Enriched) (GEOE2F)*

The Grade 11 History of Canada (30F) curriculum supports citizenship as a core concept and engages students in historical inquiry through student-led choice projects. Students focus on the History of Canada from pre-contact times to the present. Through this process students think historically and acquire enduring understandings related to the following five themes in 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*.

This course is divided into 5 clusters: The First people and Nouvelles France (before 1763); British

North America (1763-1867); Becoming a Sovereign Nation (1867-1931) Achievements and Challenges (1931-1982); Defining Contemporary Canada (1982 to present).

Students must participate in oral discussions, be prepared to formulate opinions and create well-written paragraphs, essays, and presentations among other activities throughout the duration of the course.

\*Although there are no compulsory courses in Social Studies in Grade 12 - students are encouraged to consider such courses as Global Issues.

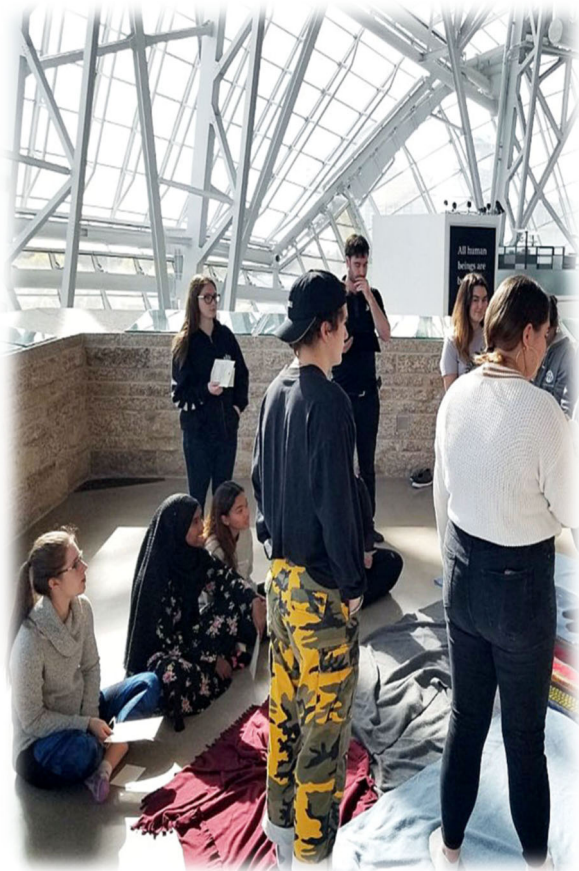


**GRADE 12 GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY 40S (GLIR4S) 1 credit**

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 40S (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.

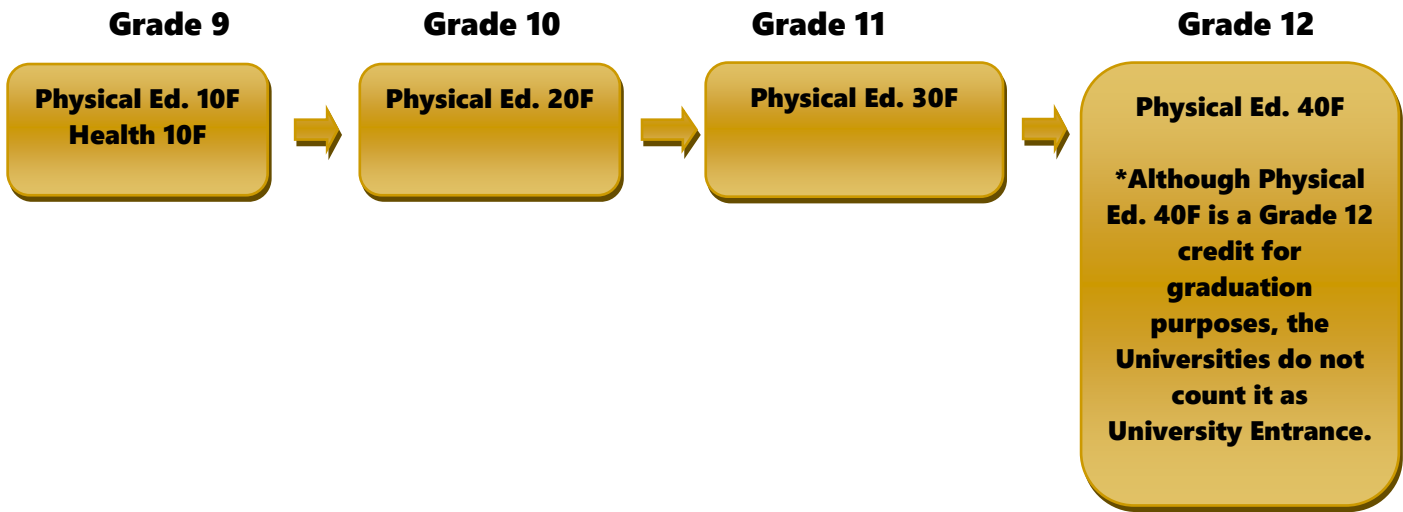
**CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES (CTIR4S) 1 credit**

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.



# PHYSICAL EDUCATION

**Physical Education Flow Chart:**



**PHYSICAL EDUCATION COURSES**

**GRADE 10 PHYSICAL EDUCATION 20F (PHER2F) 1 credit**

The program is based on achieving learning outcomes in the Physical Education and Health curriculum. Students are provided with a planned and balanced program in order to develop the knowledge, skills, and attitudes necessary for physically active and healthy lifestyles.

Students Learning Outcomes include:

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

The students will work towards the learning outcomes through a variety of activities which might include:

- **Individual/Group/Team Activities:** Badminton, basketball, touch football, soccer, softball, low organized games, table tennis, team handball, archery, volleyball, weight training, fitness activities, ultimate Frisbee, floor hockey, and dance.
- **Classroom/Health Based Activities:** Grade 9—First Aid, Substance Use and Abuse, Responsible Sexual Behavior, Self-esteem.
- **Grade 10—Nutrition, CPR**

**NOTE:** Students are required to bring appropriate physical education attire (shorts or sweats, t-shirt, running shoes) and expected to participate fully in all activities.

**GRADE 11 AND GRADE 12 PHYSICAL EDUCATION/HEALTH EDUCATION (PHER3F/PHER4F) 1 credit (each)**

These are compulsory full credit courses designed to help students take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles in their future.

**Students will study topics related to:**

Grade 11—Fitness Management, Mental/Emotional Health, Social Impact of Health, and Substance Use and Abuse.

Grade 12—Fitness Management, Nutrition, Leadership/Teamwork and Healthy Relationships.

These topics will make up the *teacher-directed Compulsory Core 25% In-Class* component of the course content. The Physical Activity component is a minimum of **50% Out-of-Class** time where it is *student-directed* and based on learning outcomes from the curriculum that promotes participation in physical activity. The remaining **25%** is the **Flexible component** which could involve more individual physical activity or leadership opportunities.



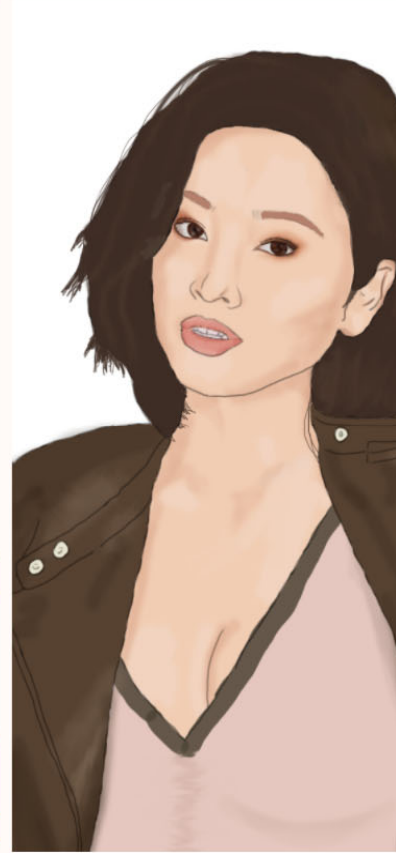
As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as fitness plan, monthly physical activity logs, classroom activities and journal entries. Students will be **graded** for completion of the course with a **Complete** or **Incomplete** designation. There is no percentage grade in this course.

**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

**APPLIED COMMERCE EDUCATION****CREATIVE PROMOTIONS 20S  
(CRPR2S)****1 credit**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

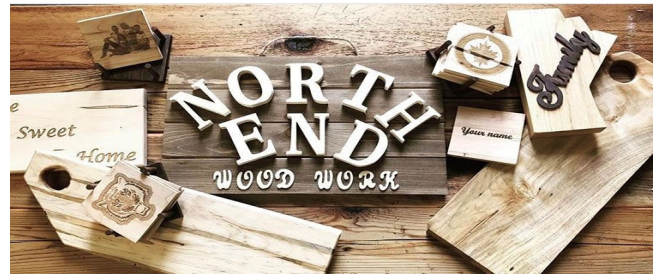
**LAW 40S  
(LAWR4S)****1 credit**

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 with a Mock Trial as a final project.

**Career Connections:** Law, politics, policy writing, humanitarian work, human resources..

**MARKETING AND DIGITAL COMMERCE 40S  
(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.

**VENTURE DEVELOPMENT/  
ENTREPRENEURSHIP 30S  
(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!

**PERSONAL FINANCE 20S  
(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.

**ACCOUNTING ESSENTIALS 30S  
(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.



### EXPERIENTIAL MEDIA COMMUNICATION 30S (ENGT3S) 1 credit

The goal of this course is to give students interested in a career in communications an opportunity to receive hands on experience with different types of media and publications. Students will learn the basics of journalism, public relations, advertising, creative writing, promoting and marketing and media communications. Students will write current event articles, create content for websites, learn how to create advertising and product campaign materials in real world situations. They will also create original material for media such as pod casts, webcasts and broadcasting.

### GRAPHICS 20G (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, Modelling, Screen Printing, Digital images using Photoshop. Digital movie creation and editing using a digital recorder as well as iMovie will also be covered.

### GRAPHICS 30G (GRAR3G) 1 credit

Areas of study will be focused on developing specific skills which relate to design, creation of a business and all the areas related to the graphic arts side of starting a new business. Students will have the opportunity to use the 3D Printer, Photoshop and SketchUp. Students will have the opportunity to make a Webpage as well as create custom images on clothing by Screen Printing.

### GRAPHICS 40S (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.



### WOODWORK 20G (WOOR2G) 1 credit

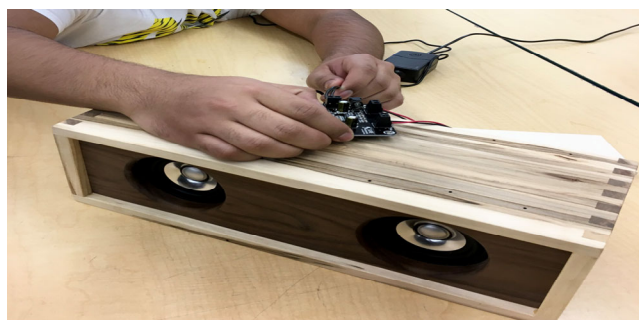
This course is an introduction to furniture design and construction methods. Course theory stresses stationary power tool safety and application. The nature of wood, standard furniture dimensioning, advanced joinery, and careers will also be covered. Individual projects will reinforce such topics as: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

### WOODWORK 30G (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 40S (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.



**CONCERT BAND 20S, 30S, 40S  
(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  
(MCER 2S/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 20S, 30S, 40S  
(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.

**DANCE 20S, 30S, 40S  
(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  
(DANR 2S/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 20S, 30S,40S  
(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 20S  
(DAMR2S)****1 credit**

In Grade 10 drama, students will develop an understanding of all aspects of production, through work in the development, design and



rehearsal process for a live stage show. They will work as understudies for the show to develop their acting skills, as well as specialize in an aspect of backstage work as crew for the production. Following the public performance, students will work on monologues or small group scenes to develop their stage skills in preparation for increased involvement in the following year. Students should be prepared to work on stage in



front of peers as a part of their coursework.

### **DRAMA 30S, 40S (DAMR3S/4S)**

**1 credit**

This is a performance course. All students enrolled in 30 and 40S drama should be prepared to perform on stage as a part of their coursework. The production will run in the evening, and that time commitment should be taken into account when selecting the course. Students will be required to audition for roles, and will require Grade 10 drama or permission from the instructor. Following the December production, 40S students will participate in a writer's room to develop material for the following year, and 30S students will work on monologues or small group scenes to develop their stage skills in preparation for increased involvement in the following year.

### **MUSICAL THEATRE (DAMR 2S/3S/4S)**

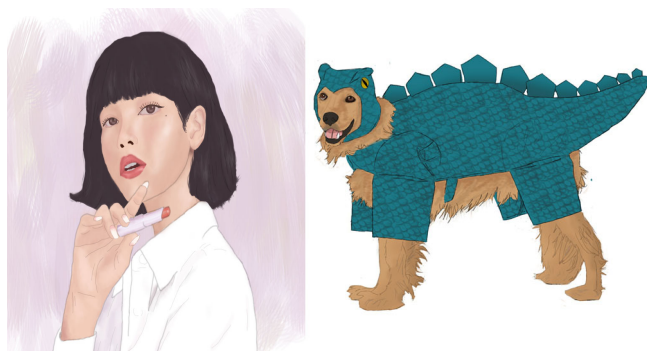
**1 credit**

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!

### **GRADE 10 COMPUTER SCIENCE 20S (COSR2S)**

**1 credit**

This course will introduce students to computer programming, photo manipulation, typing, digital drawing, and video game design. Throughout this course, students will have the opportunity to learn a computer programming language of their choice (such as HTML, CSS) while also developing their typing skills. Students



will also discuss current trends and predictions for the future of computer science.

### **GRADE 11 COMPUTER SCIENCE 30S (COSR3S)**

**1 credit**

This intermediate level course will explore computer programming, photo manipulation, digital drawing, website design, and video game design. Throughout this course, students will learn new computer programming languages (such as Java, Python, C++, or Swift). Students will also explore different career paths in information and communication technologies that relate to computer science such as web development or game design.

### **GRADE 12 COMPUTER SCIENCE 40S (COSR4S)**

**1 credit**

This advanced course will focus on computer programming, photo manipulation, digital drawing, 2D animation, and video game design. Throughout this course, students will learn new computer programming languages (such as Ruby, C#, or PHP). Students will also create digital art using drawing tablets. Students will also learn about post-secondary education options for further studies in computer science at the University of Manitoba or Red River College.

### **TEXTILES AND DESIGN 20S (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 30S (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 40S (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.

**FOODS AND NUTRITION 20S (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 30S (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 40S (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.



**INDUSTRIAL ARTS ELECTRONICS 20G (ELER2G)**

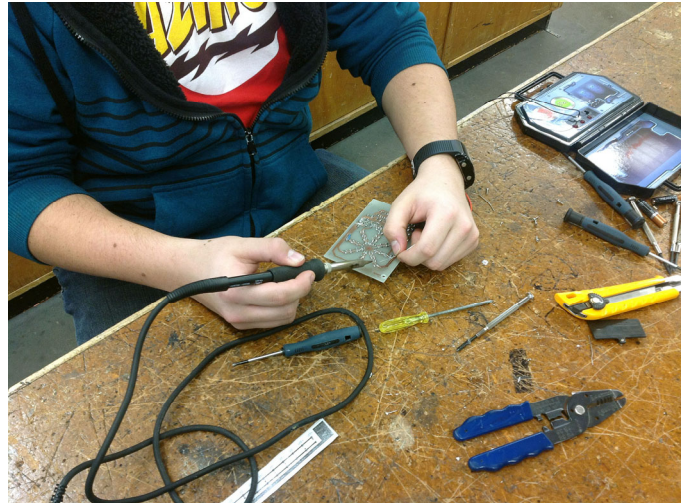
**1 credit**

The 20G program is a continuation of the 15G program designed to build upon previously taught skills and further fill your curiosity. In this course students will be introduced into the world of house wiring, advanced circuit board building and robotics.

**ELECTRONICS 30G (ELER3G)**

**1 credit**

This course is designed for students to further their curiosity in robotics. Student will be introduced to the world of computer programming through the study of robotics. Student will be given opportunity to construct and program state of the art robots using industry standard software. Using infrared detection, light sensors, and tactile switches, students will compete with each other in robotic competitions.



**ELECTRONICS 40G (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!



**VISUAL ARTS 20S**

**(VIAR2S)**

**1 credit**

Students will work to continue their artistic abilities with increased visual awareness. They will explore and develop a variety of art forms using all types of media available. Emphasis on the importance of each area of learning in the new Art Curriculum: Creative Expression in Art, Using Art Language and Tools, Understanding Art in Context, and Valuing the Artistic Experience. Students will have the ability to initiate some of their own assignments along with lessons provided. Participation is essential to success in this course.

**VISUAL ARTS 30S**

**(VIAR3S)**

**1 credit**

Students will begin to discover their own style and preferences in Art. They will continue to explore and develop a variety of art forms using all types of media available. Emphasis on the importance of each area of learning in the new Art Curriculum: Creative Expression in Art, Using Art Language and Tools, Understanding Art in

Context, and Valuing the Artistic Experience. Students will have the ability to initiate some of their own assignments along with lessons

provided. Participation is essential to success in this course. It is strongly encouraged that students have taken Visual Arts 20S (VIAR2S) before registering in this course. Students should consult with the Art teacher prior to registration if credit in Visual Arts 20S has not been obtained.

**VISUAL ARTS 40S**

**(VIAR4S)**

**1 credit**

*Prerequisite: Art 30S*

Students will continue to explore their own style and preferences in Art using all types of media available. Emphasis on the importance of each area of learning in the new Art Curriculum: Creative Expression in Art, Using Art Language and Tools, Understanding Art in Context, and Valuing the Artistic Experience. Students will be encouraged to develop and design their own projects. Participation is essential to success in this course. It is strongly encouraged that students have taken Visual Arts 30S (VIAR3S) before registering in this course. Students should consult with the Art teacher prior to registration if credit in Visual Arts 30S has not been obtained.

**OPTION COURSES**

**MIND HEALTH (GRADES 9 TO 12)**

**(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.

**MEDICAL CAREER EXPLORATION 20S**

**(MD1R3S)**

**1 credit**

Medical Career Exploration will be offered as a three-year program. During this program students will prepare for further study/training and careers related to the Health/Medical Fields. Medical Career Exploration Level One is a Senior 2 course encompassing both academic and applied experiences. This course is designed to equip students with the necessary training, skills, and exposure required to be successful in their chosen healthcare career paths. Through in-class instruction, guest speaker series, and out of class experiences including site visits, Medical Career Exploration Level One will introduce students to various careers and post-secondary opportunities in the healthcare field. Areas of study will include basic anatomy and physiology involving the cardiovascular, musculoskeletal, and integumentary systems. Students will receive training in CPR/First Aid and be eligible for certification. Exposure to working medical professionals and off-site visits will be important components of this course.

**MEDICAL CAREER EXPLORATION 30S**

**(MD2R3S)**

**1 credit**

Medical Career Exploration will be offered as a three-year program. During this program students will prepare for further study/training and careers related to the Health/Medical Fields. Medical Career Exploration Level Two is a Senior 3 course that will continue the study of the human body and cover topics including the nervous system, lymphatic system, immunology, and endocrinology. Specialized research projects will have students explore specific topics related

to human health, disease prevention, and treatment options. Methods for charting and patient record keeping will be explored. Through in-class instruction, a continuation of the guest speaker series, as well as out of class experiences including off site visits, Medical Career Exploration Level Two will continue to expose students to a variety of careers and post-secondary opportunities in the healthcare field. CPR re-certification will be part of this course.

Pre-requisite: Grade 10 (Level 1) Medical Career Exploration

**MEDICAL CAREER EXPLORATION 40S (INSR4S) 1 credit**

Level Three of the Medical Career Exploration Program begins with CPR re-certification. Elements of Anatomy and Physiology will be explored. Students will learn concepts of basic organic chemistry and apply them to the chemical make-up of pharmaceuticals. Students will be encouraged to explore various medical professions and will pursue integration/mentorships with professionals in those areas to gain a sense of daily roles and responsibilities associated with careers in the medical field. A community outreach project will be pursued so that students can present to their peers, and will facilitate labs/presentations to levels one and two of the Medical Career Exploration Program.

Pre-requisite: Grade 11 (Level 2) Medical Career Exploration

**OUTDOOR EDUCATION (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.

**PRE-ENGINEERING 30S (CTSR3S) 1 credit**

The primary objective of this Pre-Engineering course is to provide an overview of engineering careers, primarily through open-ended, hands-

on design experiences. The information that will be provided to you is designed to support those experiences by providing guidance on course activities and information about the principles, methods and professional skills that are essential to engineering design.

Primarily through hands on challenges, the full cycle of engineering design will be experienced. It begins with specification of design objectives and constraints, continues through development, documentation and analysis of design ideas and ends with the process of building and testing the solution.

**PSYCHOLOGY 40S (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.



## **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 (2) 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.

### **EXCLUSIVE DANCE TROUPE**

A performance based course providing numerous opportunities for the group to represent the school in concerts, festivals, competitions and other community events. A variety of dance disciplines, technique and styles will be studied. Auditions are required and will be held at the beginning of the school year. Upon completion of the program, students will have a foundational knowledge and technical skill set to continue dance on either a recreational or pre-professional level.

# 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> 12:16-1:16						
<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> 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> 12:16-1:16						
<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

# D6 P6 TIMETABLE

School Year 20 \_\_\_\_ - 20 \_\_\_\_

IMPLEMENTED February 6, 2015

Semester \_\_\_\_\_

Homeroom \_\_\_\_\_

8:55 Warning Bell - ALL STUDENTS SHOULD REPORT TO CLASS.

9:00 O' Canada

PERIODS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1 9:00 - 10:03	A	A	A	A	A
2 10:06 - 11:09	B	B	B	B	B
3 11:12 - 12:15	C	C	C	C	C
LUNCH HOUR 12:15 1:15					
4 1:15 - 2:21	D	D	D	D	D
5 2:24 - 3:30	E	E	E	E	E

PERIODS	DAY 6
1 9:00-9:53	
2 9:56-10:49	
3 10:52-11:45	
LUNCH 11:45 - 12:45	
4 12:45-1:38	
5 1:41-2:34	
6 2:38-3:30	

**ST. JOHN'S HIGH SCHOOL STUDENT TIMETABLE**

