

SCHOOL HANDBOOK 2025-2026

# COLLÈGE CHURCHILL HIGH SCHOOL



*Pride and Tradition*  
*Fierté et tradition*



WINNIPEG SCHOOL DIVISION



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# SCHOOL CHARTER

As part of the Winnipeg School Division, Collège Churchill High School provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.

As a school with two unique and distinct programs, diversity is our strength. Collège Churchill High School's French Milieu program offers programming to students from across Winnipeg School Division. Collège Churchill High School also offers innovative programming such as the Churchill Hockey Academy and Softball Academy, which draw students from across Winnipeg. Collège Churchill High School's charter outlines and reinforces the vision for both the French Milieu and English Programs. This charter ensures the educational philosophy and resources required will be prioritized and maintained.

## **Collège Churchill High School collectively believes and supports both programs:**

Our vision is to empower students to become responsible, productive, global citizens in the 21<sup>st</sup> century. As a UNESCO school, we will ensure that peace is at the core of all that we do as a community by using the four pillars of learning: Learning to know; Learning to do; Learning to be; Learning to live together.

CCHS offers a range of programming from Grades 7 to 12, including Advanced Placement (Grade 12). A range of curricular and extracurricular courses and options are also available to students. Opportunities for inclusive programming are a priority at the school. Students will complete a minimum of 30 credits to earn their High School Diploma.

## **French milieu Program**

Our vision is to develop bilingual students, aware of the multi-cultural Canadian reality and conscious of the challenges of an ever-changing, global village. The goal for the French Milieu Program is to develop proud, confident, engaged, plurilingual global citizens.

## **Guiding Principles for French milieu:**

- Grades 7 to 12 will be the range of instruction.
- Students will complete 21 of 30 credits in French instruction to earn the French Immersion High School Diploma and CCHS milieu certification. This will require a range of courses to be offered in French at each grade level.
- A designated French milieu centre will continue to support the immersion in French language where French is the primary language of instruction and communication. All communication in the milieu including daily announcements is completed in French.
- As part of developing French language, unique learning activities, both in-class and extra-curricular will be offered in French.
- The administration team will always require at least one French-speaking administrator.

Collège Churchill High School will offer a range of extra-curricular programming that is provided to students in both programs. Collège Churchill High School staff will work collaboratively and cohesively to ensure an optimal learning environment for both students and staff.

# A MESSAGE FROM THE ADMINISTRATION

## COLLÈGE CHURCHILL HIGH SCHOOL “PRIDE AND TRADITION” “FIERTÉ ET TRADITION”

Welcome to Collège Churchill High School. We are one school that offers two distinct programs. In both the English and French milieu Program, “Pride and Tradition” and “Fierté et tradition” impact our approach to learning and teaching practices.

Our school takes pride in the long tradition of excellence in academics, athletics, performing arts and co-curricular involvement. Students at Collège Churchill High School will find opportunities to participate in a variety of academic and co-curricular activities.

The staff at Collège Churchill High School provide a positive learning environment where all students are valued and have opportunities to grow and develop their personal skills. As a UNESCO school we encourage students to reflect and take positive action to affect human rights, cultural diversity, sustainable development, building peace and addressing climate change.

We are confident that Collège Churchill High School provides a positive environment in which students can thrive and grow. In addition to their academic growth, our students' well-being is at the forefront of our minds, and we strive to support them as they discover more about themselves and their ability to navigate the world successfully.

Georgia Wells  
Principal  
Directrice

Matt Frost  
Vice-Principal  
Directeur adjoint

Nathan Tocher  
Directeur adjoint



## GENERAL INFORMATION

### Rights and Responsibilities

At Collège Churchill High School, the staff respects the rights of all students to a quality education and to a safe and healthy environment. In return, students are expected to do their part in upholding these rights and the responsibilities accompanying them.

#### 1. *You have the right to learn in this school.*

It is your responsibility to listen and to follow directions, work quietly and diligently, and follow the general guidelines and expectations of the classrooms and the school.

#### 2. *You have the right to be respected in this school.*

It is your responsibility to respect the rights of others.

#### 3. *You have the right to a safe and secure environment in which to learn and grow.*

It is your responsibility not to threaten, or physically harm others in any way and to respect the personal property of others and of the school community.

### Responsibilities of Students

- \* **Attend school regularly and on time.**
- \* Be **prepared** for all classes by bringing required materials and completed homework assignments.
- \* Be **responsible** for any class work missed due to absence.
- \* Be **responsible** for your behaviour by receiving recognition for good effort, behaviour and performance, and by accepting fair and logical consequences for your actions.
- \* Show **respect** for school property and personal belongings of others.

### Registration Process

#### Important Dates:

- February 17 - New Student registration opens at 9 a.m.
- April 6 - Schools of Choice application opens at 9 a.m.
- May 15 - Schools of Choice application closes at 4 p.m.

Links to registration and more information is available on the [Winnipeg School Division](#) website.

#### Registering a new student

- Confirm your child's designated catchment school using [Find A School App](#). Enter your home address to see your designated catchment school.

#### Registering at a designated catchment school

- New students in the division must complete the New Student registration form online and provide all the required documents for registration. Please contact our school office if you need more information.

#### Applying for Schools of Choice

- Students must be enrolled in their designated catchment school before applying to Schools of Choice. Applications are reviewed by the division's Superintendents' Department and do not guarantee placement. Applications may be declined due to capacity limits.

Students staying at the same school do not need to re-register.

Also, if your student is transferring from CCHS, please inform our office as soon as possible.

### Dress Code

Students are reminded to dress appropriately for school. Clothing should be respectful in nature. If there is a concern, the administration will follow up with the students and/or parents/guardians.

While students are permitted to wear headwear in the hallways and common areas, it is up to each teacher's discretion as to wearing headwear in the classroom (exceptions: religious, cultural, and medical). The expectation will be that a student's face is visible, not covered or obstructed by their headwear (hood, hat, etc.).

## Homework

To be successful in their studies, students must be prepared to work at home and in the class. Homework is important because it serves as a check of a student's understanding and reinforcement of what they learned in class. It is important that you organize a routine in which you set aside some time, approximately one hour per evening, for homework or review in a quiet place.

Home study is an important part of homework. It includes taking time to do other types of unassigned work to help improve learning:

- \* **reviewing** what has been taught in class
- \* **writing** and rewriting notes taken in class
- \* **reading** extra books and articles that relate to the topics you are studying

## Responsibilities of Parents

The Winnipeg School Division protocol for parental concerns is to contact:

- 1) Your child's Teacher;  
*if you still require further information or support, contact:*
- 2) Your child's Vice Principal/Principal;  
*if you still require further information or support, contact:*
- 3) Your District Superintendent/Director.

- \* Ensure your child(ren) attends school regularly and on time.
- \* Monitor your child(ren)'s school assignments.
- \* Communicate with your child(ren) about school matters (i.e.: what he/she learned today, participation in school-wide activities, etc.).
- \* Contact your child(ren)'s teachers if you have any concerns about your child's learning or participation in school-wide activities.
- \* Become involved by participating in school events, parent council meetings, and by giving support and feedback to the school.
- \* Help to establish respectful behaviour towards other children, school staff and school/community property.
- \* In the case of a student absence of any kind, please notify the school, preferably in advance, by using the School Messenger system.

## Attendance

A significant indicator of a student's academic success is their attendance. We encourage students to attend their classes, and to inform teachers if they will be absent.

Our attendance process ensures that no student jeopardizes their opportunity to be successful in their studies. For our students, an automated reporting system will notify parents of daily unexcused absences and/or lates. Classroom teachers will contact parents directly at regular intervals. Should a student's attendance pattern become a concern, the guidance department will become involved in offering students and families support.

## Absence Notification System

Collège Churchill High School uses School Messenger, an automated, electronic system to ensure your child(ren) arrive safely at school every day. This system is programmed to contact the homes of all Grade 7 and 8 students marked absent from their classes, both first thing in the morning and after lunch in the afternoon. This way, you will be notified immediately if your child does not make it to school on time. All unverified absences for Grades 7-12 will receive an automated message in the evening.

The system is available **24 hours a day, 7 days a week**, and offers **3 ways to report** an absence:

1. **Telephone - 1-855-278-4513**: Parents can call the toll-free automated phone system to report absences.
2. **Website** (<https://go.schoolmessenger.com/#/home>) - Parents can log onto the website and create an account to report absences as well as update contact information.
3. **Smartphone App - School Messenger**: Parents who have created an account online and have either an iOS or Android device can download the app to report absences. Get the app from the Apple App Store or the Google Play Store (or from the link at <https://go.schoolmessenger.ca/#/home> ).

Also, with School Messenger, any future absences such as scheduled doctor's appointments, etc. can be recorded in the system at any time, even weeks or months in advance.

**By REPORTING your child(ren)'s absences using the Absence Notification System, BEFORE they are away or arrive late, you will NOT receive automated calls advising you about their absence.** Calls begin at approximately 9:30a.m. and 1:15p.m., but any absences reported during the 30 minutes after classes begin may still receive an automated phone call from the system.

### Noon Hour

It is expected that the students at Collège Churchill High School will make their best effort to meet the following expectations:

- Students who wish to remain at school for lunch hour are reminded that this is a privilege and that if their behaviour during lunch is inappropriate, this privilege may be removed.
- Students will follow the directives of any staff members present in the hallways.
- Appropriate noise levels and behaviours are always expected in the halls.
- Students are reminded to please not block the stairways.

### School Records

Parents/guardians and students are requested to notify the school immediately about any changes in home address, email address or telephone number by sending an email to [churchill@wsd1.org](mailto:churchill@wsd1.org) . The school must be provided with a contact person responsible for that student in case of any emergency. The school must also be provided with a birth certificate, health card and proof of residence.

### Medical Information

Parents/guardians are advised that only under strict guidance of a physician would medication be administered by staff. The Winnipeg School Division offers URIS (Unified Referral and Intake System) support to develop health care plans for students with medical conditions. Please notify the school if your child has an ongoing or newly diagnosed medical condition.

Parents/guardians are advised that school staff may not administer over-the-counter medication. Each case will be dealt with individually. Students becoming ill at school will not be given permission to return home until the parents/guardians have been contacted.

### In-services and Staff Meetings

All schools in Manitoba are allowed up to 10 in-service days per year for professional development, administration days and Parent-Teacher Conferences. The school will make every effort to communicate those dates to parents/guardians well in advance.

Staff meetings are routinely scheduled on the first Tuesday of each month. Times will be announced in September.

### Telephones

The office has a phone available for all students needing to call home at any time.

### **Grade 7/8 Cellphone Use “In Classes”**

Cell phone use negatively impacts students’ ability to focus on their learning. CCHS has a strict policy that does not allow cell phone use in Grade 7/8 classes. Students with phones should ensure they are stored in their bag or locker and not visible during class. If technology is required for a lesson or activity, school-based technology will be provided in class.

If a student has their phone out during class, the teacher will confiscate it and store it in a locked cupboard. For morning classes, the phone will be returned at the beginning of the lunch hour. For afternoon classes, they will be returned at 3:20.

**We ask that caregivers who need to contact their child, please do so by phoning the school office at 204-474-1301.**

### **Report Cards**

Report cards indicating each student’s progress and performance in school will be issued four times a year for Grades 9-12 (November, February, April, and June) and three times a year for Grades 7 and 8 (November, March and June). Parent-Teacher Conferences are routinely scheduled for November and April. Parents are welcome to contact the school about concerns related to school performance at any time.

### **Lockers**

Lockers will be issued by staff advisors on the first day of school. All student lockers will have a pre-arranged lock attached. **Students are not permitted to use their own locks.**

### **Cafeteria**

The cafeteria offers hot and cold snacks and meals. Students may choose to purchase lunch or bring their own and use the facility as a place to eat. The cafeteria is open from 8:00a.m. to 2:00p.m. each day.

### **Mid-Term and Final Exam Week**

High school students will be involved in a week of final assessments during the last week of the first semester (usually the last week of January) and the third week of June.

Middle school students (grade 7 and 8) may write assessments throughout the year and a final assessment in June. These tests will take place during their regularly scheduled classes.

### **Graduation Ceremonies**

All Grade 12 students are reminded that participation in the Graduation ceremonies will only be available to those students who have satisfied the **30** credit requirements for a regular High School diploma, or the requirements of a Mature Student diploma as defined by Manitoba Education. Only students with the 30 credits will be invited to participate in the graduation ceremonies.

**To receive the French milieu certificate, students in the French milieu program must have at least 21 credits in French language instruction.**

## STUDENT SUPPORT SERVICES

The Student Support Services Department at Collège Churchill High School provides a continuum of support for all students. These supports include the development of a variety of types of student specific plans, individual education plans, transition plans, career development and direct service.

### Counselling Services

Ms. Michelle Bevan and Ms. Megan Donald provide services in personal, career and educational counselling. They support the students to ensure their optimal success through in-school counselling, education, and advocacy and by collaborating with community resources when necessary. The Guidance Department coordinates celebrations, events and speakers addressing a variety of topics of educational and personal interest to students. Students and/or parents with concerns are invited to call, email and/or meet with the counsellors. Confidentiality is always maintained, except where personal safety may be at risk.

### Student-Centred Services

The Winnipeg School Division provides specialized assistance from clinicians with the following expertise:

- Speech and Language
- Audiology
- Reading
- Social Work
- Psychology

We recognize that at any given time, students in the building may require academic, social-emotional and/or behavioural support. A student, parent/guardian or teacher may request assistance in consultation with appropriate personnel. With permission from the parents/guardians, students can be referred to Student-Centred Services.

### Resource Program

Collège Churchill High School has resource teachers who work in conjunction with the classroom teacher to assist students who are encountering difficulties in their academic program. Specific services include assessment of skill levels, strengths and weaknesses, program adaptation where needed, remedial assistance in specific subject areas and assistance with organizational skills. The resource teachers also act as liaisons with students, teachers, parents/guardians, and various agencies.

## CO-CURRICULAR ACTIVITIES

### Special Programs/Activities

Collège Churchill High School has a variety of special programs and co-curricular activities that take place before, during and after school. These may include:

Black History Club	Homework & Math Club	Student Council
Canoe Crew	Judo	Theatre Club
Chess Club	Musical Theatre	VHS Club
Creative Arts Club	Newcomer Gathering	Yearbook Club
Dungeons & Dragons	Poetry Club	Youth in Philanthropy
E-Sports	Queer Quarters	
Grad Student Committee	Rise & Grind	
Grade 12 Mentors	Science & Technology Club	
Heishi & Seed Bead Bracelets Club	Slimeballs Club	

### Athletic Program

Collège Churchill High School also has many sports teams to participate in, including:

- Badminton
- Football
- Soccer
- Volleyball
- Basketball
- Hockey
- Ultimate Frisbee

Sports programs have a fee. Our athletic fees support providing tournaments, uniforms, and training. The athletic fee is a one-time fee of \$20.00 for Grades 7 and 8 and \$30.00 for Grades 9 - 12. Some sports (football, hockey) will have additional fees.

Throughout the year, various special events will take place. These may include:

- Athletic Banquet
- Various Drama Productions
- Grade 7-11 Awards Day
- Welcome Back/Meet the Teacher BBQ
- Black History Month Assembly
- Fine Arts Night
- Open House
- Winter Concert
- Career Fair
- Grad Breakfast
- Spirit Week

## ASSESSMENT PRACTICES

There are two kinds of assessments used at Collège Churchill High School:

### **Formative Assessment or Assessment “for” Learning.**

Assessment for Learning includes teacher and student on-going assessment. The teachers monitor individual students, groups of students or the whole class to check if students understand what is being taught. The teacher then makes the necessary changes to help the students learn the concepts. Students also self-assess to monitor their own progress and to set learning goals. The purpose of this type of assessment is to support student learning by:

- Monitoring student progress.
- Identifying next steps in student learning.
- Adjusting teaching to meet the students’ needs.
- Setting personal learning goals.

Some examples of Formative Assessment include assignments, checklists/rating scales, classroom observations, informal reading inventories, performance-based assessments with rubrics, portfolios, teacher-developed quizzes, writing folders/writing samples, anecdotal, peer assessments, journaling, portfolios, and conferencing.

### **Summative Assessment or Assessment “of” Learning.**

Assessment of Learning involves testing students at the end of a unit of work or having students write exams at the end of a term. These assessments are a ‘snapshot’ of how well a student has learned the material covered.

The purpose of this type of assessment is for:

- Communicating achievements of the students to parents using report cards.
- Reporting to the school board through summary reports.
- Reporting to Manitoba Education, Citizenship and Youth as required.

## GRADUATION REQUIREMENTS – English Program diploma

(for French Milieu Immersion diploma see next page)

Grade 9	Grade 10	Grade 11	Grade 12
<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>
English Language Arts (ELA)	English Language Arts (ELA)	English Language Arts (ELA)	English Language Arts: Comprehensive <b>or</b> Literary <b>or</b> Transactional
Mathematics	Mathematics: Essential <b>or</b> Introduction to Applied and Pre-Calculus	Mathematics: Essential <b>or</b> Applied <b>or</b> Pre-Calculus	Mathematics: Essential <b>or</b> Applied <b>or</b> Pre-Calculus
Physical Education	Physical Education	Physical Education	Physical Education
Social Studies	Geography	History	
Science	Science		
<b>Optional Credits</b>	<b>Optional Credits</b>	<b>Optional Credits</b>	<b>Optional Credits</b>
3 credits recommended for a full program	3 credits recommended for a full program	<i>1 (one) Grade 11 option credit is required</i> 4 credits recommended for a full program	<i>2 (two) Grade 12 option credits are required</i> 3-5 credits recommended for a full program

### IMPORTANT NOTES:

1. Students require **30 credits** to graduate with a regular high school diploma.
2. To fulfill the requirements for Grade 11 and 12, students must complete one optional Grade 11 credit and two optional Grade 12 credits in addition to the compulsory credits.
3. In the optional subject areas, a student may apply a maximum of 11 school-initiated courses (SIC's) and 3 student-initiated projects (SIP's), which may include 1 Community Service (Volunteer) credit and/or 8 Senior Years Apprentice credits towards graduation.
4. Students should note courses that require prerequisites.
5. In their selection of electives, students should confirm the post-secondary entrance requirements which may apply to them.
6. It is the student's responsibility to ensure that minimum graduation requirements and requirements for post-secondary study have been met. They are invited to consult regularly with the Guidance Department to confirm their eligibility for graduation.

## GRADUATION REQUIREMENTS – French milieu Immersion diploma

(for English diploma see previous page)

Grade 9	Grade 10	Grade 11	Grade 12
<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>
Éducation physique	Éducation physique	Éducation physique	Éducation physique
English Language Arts	English Language Arts	English Language Arts	English Language Arts
Français	Français	Français	Français
Mathématiques	Mathématiques au quotidien <b>or</b> Introduction aux Mathématiques pré-calcul et appliquées	Mathématiques au quotidien <b>or</b> Mathématiques appliquées <b>or</b> Mathématiques pré-calcul	Mathématiques au quotidien <b>or</b> Mathématiques appliquées <b>or</b> Mathématiques pré-calcul
Sciences humaines	Géographie	Histoire	
Sciences naturelles	Sciences naturelles		
<b>Optional Credits</b>	<b>Optional Credits</b>	<b>Optional Credits</b>	<b>Optional Credits</b>
3 credits recommended for a full program	4 credits recommended for a full program	<i>1 (one) Grade 11 option credit is required</i> 3 credits recommended for a full program	<i>2 (two) Grade 12 credits are required</i> 2-4 credits recommended for a full program

### IMPORTANT NOTES:

- Students require **30 credits** to graduate with a regular high school diploma.
- The French Immersion Program promotes functional bilingualism. A minimum of 14 credits must be completed in French in order for students to successfully receive the “Winnipeg School Division French Immersion Diploma”, including a minimum of 4 credits in French at the Grade 9 level, 4 credits in French at the Grade 10 level, 3 credits in French at the Grade 11 level and 4 credits in French the Grade 12 level. French is the language of instruction and is used exclusively in all immersion courses.
- To receive the French Immersion milieu diploma, students need to receive 21 credits in French language instruction.
- Students should note that some courses require prerequisites.
- In their selection of electives, students should confirm the post-secondary entrance requirements which may apply to them.
- It is the student’s responsibility to ensure that minimum graduation requirements and requirements for post-secondary study have been met. They are invited to consult regularly with the Guidance Department to confirm their eligibility for graduation.

# POST-SECONDARY INSTITUTION REQUIREMENTS AND SCHOLARSHIPS

## Admission Requirements

Each student who plans to enroll in a post-secondary institution must ensure that they take the courses required for entrance into post-secondary institutions. For specific information about these programs, the student should make an appointment with the school counsellor or an admissions counsellor.

Although each program and faculty require specific courses, the following are general entrance requirements.

### University of Manitoba

- High School Graduate with five full credits at Grade 12 level in courses designated S (Specialized) or G (General), with at least three credits in S courses.

#### University Requirements

Completion of **one** of the following sets:

Set A:

- One credit of Grade 12 S English, with a minimum grade of 60%, and
- A minimum average of 70% over three Grade 12 S credits

Set B: (Limited admission)

- One credit of Grade 12 S English, with a minimum grade of 60%, and
- A minimum average of 63-69% over three Grade 12 S credits

Set C: (Limited admission)

- A minimum average of 70% over three Grade 12 S credits, but lacking the Grade 12 S English requirement (either less than 60% or no credit at all)

See specific entrance requirements for Direct Entry programs.

### University of Winnipeg

- High School Graduate
- Completed five credits at the Grade 12 level, A, S or G (of which three must be 40S courses)
- Have one credit of English 40 (S) and one credit of Math 40S (Pre-Calculus, Applied or Essential)
- Have an average of at least 65% in English 40 (S) and Mathematics 40S and one other 40S credit from a different subject area

### Université de Saint-Boniface

- Applicants from Manitoba must have received a High School diploma with a minimum of 5 credits at the S, G, or U levels in Grade 12. Specific admission requirements by program can be found at <https://ustboniface.ca/file/exigences-dadmission-des-programmes.pdf>

### Brandon University

- High School Graduate (specific program requirements apply)

### Canadian Mennonite University

- High School Graduate with 5 Senior 4 credits (S, G or U) with a minimum average of 65% calculated using Gr 12 English and 2 other academic course marks, with an overall average of 60% or higher in all 5 courses. The Gr 12 English course grade used for admission must be a minimum of 60%.

### Red River College

- High School Graduate or Mature Student diploma satisfies entrance requirements for many programs
- Each program has its own set of entrance requirements and deadlines for admission. Consult viewbook.
- Some programs may also require entrance testing, or a portfolio of your work.
- Students can apply with final Gr 11 grades, so early application is suggested especially for programs with wait lists.

## ENTRANCE SCHOLARSHIPS

Most universities and colleges have entrance scholarships based on a student's final Grade 12 grades. The following universities offer entrance scholarships automatically when students apply by the early admission deadline and if their grades meet a certain standard.

### University of Manitoba

Students must present an average of 85% or greater in five (5) Grade 12 S level credits from the U of M approved list of eligible subject areas. (Note that two English credits can be counted. Essential Math marks are not considered for scholarship purposes.) Check the U of M website for early admission deadlines.

- Average of 95 - 100% \$3,000
- Average of 90 - 94.9% \$2,000
- Average of 85 - 89.9% \$1,000

### University of Winnipeg

Students with an average of at least 80% of three (3) Grade 12 S level credits are eligible for Special Entrance Scholarships. The award amount is calculated based on the best ELA, Math and one other S level Grade 12 credit.

- Chancellors – 2 highest incoming averages \$4,000
- Average of 95% or higher \$2,250
- Average of 90 - 94.9% \$1,750
- Average of 86 - 89.9% \$1,100

### Université de Saint-Boniface

- Average of 80 – 84.9% \$750
- Average of 85 – 89.9% \$1,000
- Average of 90 – 94.9% \$1,750
- Average of 95 or higher \$2,500

### Brandon University

University of Brandon's Board of Governors Entrance Scholarships are initially assessed on a student's Grade 11 marks with an application submitted before March 1 (scholarship to be increased if final Gr 12 marks are higher than Gr 11 marks). Scholarships for applications received after March 1 are based on final Grade 12 marks only.

- Average of 95 - 100% \$2,000
- Average of 92.5 - 94.9% \$1,700
- Average of 90 – 92.4% \$1,400
- Average of 87.5 - 89.9% \$1,100
- Average of 85 – 87.4% \$800

### Canadian Mennonite University

Academic Entrance Scholarships are initially calculated based on the top five (5) approved Grade 11 courses, including ELA. Final Grade 12 marks are used for final scholarship assessment.

- Average of 95 - 100% \$3,000
- Average of 90- 94.9% \$2,000
- Average of 80 - 89.9% \$1,000

## THE PRINCIPLES OF LEARNING

<b>INCLUSION</b>	
<b>Principle</b>	Learner's individual needs are acknowledged and supported in an inclusive learning environment in which diversity is valued.
<b>Learners</b>	<p>Learners see themselves reflected, accepted, valued, and supported in the learning environment.</p> <p>Learners have a variety of learning resources and technologies which allow for further development of their skills, talents, background knowledge, and personal experience.</p> <p>Learners have knowledge of the historical and contemporary experiences of various groups.</p> <p>Learners have an understanding of and respect for Indigenous peoples and the cultural diversity of Canada.</p>
<b>ASSESSMENT</b>	
<b>Principle</b>	Learners monitor, confirm and direct their own learning of assessment practices designed to promote and support learning.
<b>Learners</b>	<p>Learners articulate and demonstrate an understanding of learning intent, tasks and criteria for success.</p> <p>Learners monitor and assess their learning through goal setting, feedback, criteria, exemplars and reflection.</p> <p>Learners are aware of their individual strengths and of the strategies needed to support their learning.</p>
<b>ENGAGEMENT</b>	
<b>Principle</b>	Learners achieve success when the purpose for learning is known and meaningful.
<b>Learners</b>	<p>Learners personalize the relevance and purpose of learning tasks.</p> <p>Learners set goals and plans for their learning, explore their knowledge, generate questions, create new understandings, apply what they have learned and reflect on the process.</p> <p>Learners demonstrate engagement in their own learning as they develop problem solving and critical thinking skills.</p>
<b>COLLABORATION</b>	
<b>Principle</b>	Learners work together productively in a positive learning environment.
<b>Learners</b>	<p>Learners demonstrate the skills required to work together productively and collaboratively in groups, supporting one another in the learning process.</p> <p>Learners apply their social skills, leadership skills and understanding of issues and events to create positive change for themselves and others.</p>
<b>UNDERSTANDING</b>	
<b>Principle</b>	Learners become critical thinkers and independent problem solvers.
<b>Learners</b>	<p>Learners demonstrate and apply their conceptual understanding in a variety of ways.</p> <p>Learners provide evidence to demonstrate their critical thinking skills, problem solving skills and growth over time.</p> <p>Learners understand the potential impact humans have on local and world environments.</p>

# CODE OF CONDUCT

## EXPECTATIONS AND RESPONSIBILITIES

### A. Staff members shall:

- Act in a professional manner and follow the code of conduct
- As a team member, participate in professional development and activities of the school
- Listen actively to student concerns
- Encourage the involvement of parents/guardians
- Evaluate student achievement and explain the evaluation procedures at the beginning of the course
- Respond to inappropriate behaviours in a way that teaches responsibility, encourages students to grow from the mistake and help them develop a habit of compliance
- Communicate concerns promptly to appropriate individuals
- Maintain a safe and respectful environment in the school
- Respect confidential information about students, families and staff

### B. Students shall:

- Attend scheduled classes on time with all necessary materials
- Complete and hand in assignments on time
- Participate and complete to the best of their ability, all class discussions, activities and assignments
- Show common courtesy, kindness and respect to all
- Follow reasonable directions from others
- Solve problems peacefully through discussion or by seeking adult assistance
- Respect school property and the property of others
- Dress in a manner suitable for a working environment
- Refrain from the use of electronic devices such as cell phones and entertainment devices during class time without permission
- Follow the Code of Conduct to the best of their ability without being asked

### C. Parent(s)/Guardian(s) are expected to:

- Ensure their child's regular and punctual attendance
- Ensure their child's completion of all school assignments
- Maintain open communication with staff by addressing concerns through proper channels
- Assist in establishing positive attitudes concerning achievement
- Maintain up to date information in the school database i.e. Addresses, phone numbers, etc.
- Act appropriately in the school building and behave respectfully to all
- Assist in developing methods of resolving conflicts peacefully

- Discuss and support the Codes of Conduct of the Division and the school

### D. Staff and Students Adhere to School Policies respecting:

- Appropriate use of social media
- Appropriate use of e-mail and the Internet including policies that prohibit the accessing, uploading, downloading or distributing of material that the school has determined to be objectionable
- Appropriate use of personal communication devices such as cell phones, digital cameras, etc. identified in the code of conduct

## UNACCEPTABLE BEHAVIOUR

The conduct of students and staff in the Winnipeg School Division is governed by provincial and federal legislation, board policies and procedures, and the individual school's Code of Conduct.

### The following unacceptable behaviours will not be tolerated:

- Physical, sexual and/or psychological abuse communicated with gestures, spoken, written, through social media or any other means
- Harassment or bullying, cyber-bullying. This includes any actions or words intended to harm, degrade, disrespect or ridicule others on a repeated or one time basis
- Possessing, or being under the influence of alcohol or illicit drugs at CCHS or on school property
- Discriminating unreasonably based on ancestry, nationality, ethnicity, religion, age, sex, gender-determined characteristics, sexual orientation, marital/family status, source of income, political views or affiliation, physical or mental ability is in violation of the Manitoba Human Rights Code
- Gang involvement or affiliation through gang colours, clothing, etc.
- Possession of a weapon (*as defined in the Criminal Code of Canada; knives, guns, bats, etc.*)

## SUPPORT FOR BEHAVIOUR MANAGEMENT

- Student Support Services (i.e. Resource Team or Special Education Department)
- Counsellors
- Conflict Mediation
- Administrators
- Clinical Support Services
- Other External Agencies (i.e. Child & Family Services)
- Consultation with the school for further resources.

## DISCIPLINARY CONSEQUENCES

The following consequences are intended to reinforce the expected and appropriate boundaries for conduct. Communication between the school and the student's parent/guardian is essential if inappropriate behaviour is a cause for concern. The following consequences

will be administered in the order and to the degree appropriate to the offense.

1. **Informal interview:** A teacher, administrator, or guidance counsellor talks with the student to discuss the student's behaviour. The parent/guardian will be contacted by the school staff to inform them of the issue(s).
2. **Guidance involvement:** A conference or series of conferences is held with the guidance counsellor to develop a plan for improving student behaviour. The parent/guardian will be contacted
3. **Formal interview:** A conference is being held with the student, the teacher, and an administrator or guidance counsellor to develop a plan for changing the student's behaviour and to explain the consequences of continued inappropriate conduct. The parent/guardian is contacted by the school staff.
4. **Parental involvement:** The parent/guardian is contacted to discuss the behaviour of the student and ways to change the behaviour. Contact may be initiated by telephone, in writing, or by a formal conference at the school with parent/guardian, student and school personnel.
5. **Withdrawal from a classroom setting:** When a student's behaviour is disruptive to the classroom, the student may be withdrawn to a supervised alternate location for a specified period of time.
6. **Removal of privileges:** Privileges, as determined by an administrator, may be removed under certain circumstances.
7. **Restitution:** The student or parent/guardian is required to provide monetary or "community service" restitution for damages incurred.
8. **Behavioural/performance contract:** The student is required to meet specific behavioural standards to avoid more severe consequences. Such expectations are developed in conjunction with the school, the parent/guardian, and the student. Consequences for failure to meet the standards are documented and copies are given to all parties concerned.
9. **Suspension:** Suspension from school is a serious consequence and is governed by the policy and guidelines of both the Division and the Province of Manitoba. School administration may suspend a student for up to five days for serious or repeated offences. The parent/guardian must be notified prior to the student going home. Before the student re-enters the school, a meeting must take place between the student, the parent/guardian and an administrator. Documentation must be

provided to the Superintendent's Department. In rare cases, the principal may request an extension of the suspension for a period of up to six weeks. The decision then rests with the superintendent.

**Common categories where an out-of-school suspension may be deemed appropriate are:**

- chemical abuse (illegal drugs, alcohol, tobacco)
  - assault (physical or verbal against students or staff)
  - weapons (possession, threats, attacks) misconduct
- **Expulsion:** Expulsion by the Board of Trustees is a serious consequence resulting when it is determined that a student's continued presence in Division schools is injurious to other students. Expulsion requires official action by the Board of Trustees and is completed in accordance with the Public Schools Act, Section 48(4). An expulsion means the student may not attend any school operated by the Winnipeg School Division until the Board of Trustees removes it.

## APPEALING DISCIPLINARY DECISIONS

Parents/guardians needing clarification about a disciplinary decision or who wish to make an appeal, are invited to speak to the person who made the disciplinary decision or to the child's teacher. If further clarification or process is needed, parents/guardians are asked to contact the school administration, and if still not satisfied, they can contact the district superintendent.

Collège Churchill High School believes students, parents/guardians, staff and community members are partners in a cooperative effort to assist Collège Churchill High School students to become participatory and responsible citizens. This document will outline expectations, responsibilities, possible consequences and supports available at Collège Churchill High School. It will be available to all parties involved in the education of our students.

## RESTORATIVE PRACTICE

Winnipeg School Division supports Restorative Practices to manage conflict and tensions by focusing on repairing and strengthening student and staff relationships.

## MIDDLE YEARS PROGRAM

Our Middle Years model is a team approach to delivering content. Students stay together and move as a class, building relationships with their peers. Students will have two academic teachers to deliver the course content and the four major subject areas. This model promotes building connections between student and teacher.

CCHS has a strict policy that does not allow cell phone use in Grade 7/8 classes. Cell phone use negatively impacts students' ability to focus on their learning. Students with phones should ensure they are stored in their bag or locker and not visible during class. If technology is required for a lesson or activity, school-based technology will be provided in class. If a student has their phone out during class, the teacher will confiscate it and store it in a locked cupboard. For morning classes, the phone will be returned at the beginning of the lunch hour. For afternoon classes, they will be returned at 3:20.

We ask that caregivers who need to contact their child, please do so by phoning the **school office at 204-474-1301**.

All Grade 7 and 8 English Program students are enrolled in the five core subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education.

All Grade 7 and 8 French Milieu Program students are enrolled in the six core subjects of English Language Arts, Français, Mathématiques, Sciences naturelles, Sciences humaines, and Éducation physique.

In Applied Technology, students from both programs will rotate through each of the following areas of study:

- Graphics
- Clothing and Textiles
- Foods and Nutrition
- Woodworking
- Metals

The classes include “hands-on” experiences as students learn to use tools and equipment to produce a variety of projects.

Grade 7 students also participate in a rotation of Visual and Performing Arts classes:

- Art
- Band
- Music/Guitar
- Drama – Musical Theatre (Grade 8 only)
- Outdoor Ed (Grade 8 only)

### GRADE 7 AND 8 HOCKEY SKILLS ACADEMY

This course meets all Grade 7/8 Physical Education requirements. The Hockey Skills Academy is also designed to complement and enhance skill development opportunities within the current Hockey Canada Branches and their minor hockey associations. Students will participate in a variety of drills aimed at developing stick handling, shooting and skating. Time is also allotted to battle, and time and space-oriented drills.

We enhance the program by offering technical skating and goaltender training through Jets Development. Students also participate in off-ice strength training and conditioning. Full hockey equipment is required for participation in this course, and students must be registered in community hockey.



# GRADE 7/8 COURSE SELECTION SHEET

Please see below for a sample reference of the Grade 7 & 8 course selection sheet:

## 2026-2027 Grade 7-8 Program Selection Sheet

Student Name: \_\_\_\_\_ Previous school: \_\_\_\_\_

**Step 1: Select the grade level you are applying for:**

<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 8
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**Step 2: Please select one of the following two programs:**

<input type="checkbox"/> English	<input type="checkbox"/> French Milieu
<b>Compulsory courses:</b> ELA, Math, Physical Education, Applied Technology, Social Studies and Science	<b>Compulsory courses:</b> ELA, Français, Éducation Physique, Mathématiques, Technologies appliquées, Sciences humaines and Sciences naturelles.

\*In Applied Technology, students from both programs will rotate through each of the following areas of study: Graphics, Clothing & Textiles, Foods & Nutrition, Woodworking, and Metals

**Step 3: Select other programming (if applicable):**

<input type="checkbox"/> Hockey Academy (grade 7 or 8)
--

I understand that there will be certain conditions, including a cost of approximately \$2,550.00. Hockey Academy students do not take Performing Arts options.  
 Please note that the cost includes a \$550.00 NON-REFUNDABLE deposit. Initials: \_\_\_\_\_

**Step 4 – Please rank the following optional courses 1-4, with 1 being the most preferred course. All options courses are subject to enrollment. We will do our best to honour requests.**

English Options (Grade 8 only) <small>*Grade 7 students from both programs also participate in a rotation of Visual and Performing Arts classes.</small>	French Milieu Options (Grade 8 only)
Band (full year) _____ Or two half year options _____ Art (half year) _____ Drama - Musical Theatre (half year) _____ Music/Guitar (half year) _____ Outdoor Ed (half year) _____	Band (full year) _____ Or two half year options _____ Arts Plastiques (half year) _____ Drama - Musical Theatre (half year) _____ Éducation en plein air (half year) _____ Guitar/Music (half year) _____

# GRADE 9 COURSE SELECTION SHEET

Please see below for a sample reference of the Grade 9 course selection sheet:

## 2026-2027 Grade 9 Course Selection Sheet

Student Name: \_\_\_\_\_ Previous school: \_\_\_\_\_

**Step 1: Please select one of the following two programs:**

**Grade 9 English Program - Compulsory courses:** ELA, Math, Life Works, Physical Education, Social Studies, Science

**Grade 9 French Milieu Program - Compulsory courses:** ELA, Français, Mathématiques, Éducation physique, Sciences humaines, Sciences naturelles, Vie-Travail Exploration

**Step 2: Please select other programming (if applicable):**

**Grade 9 Hockey Academy-** I understand that there will be certain conditions, including a cost of approximately \$2,550.00. Please note: The cost includes a \$550.00 non-refundable deposit. Initial \_\_\_\_

**Grade 9 Softball Academy-** I understand that there will be certain conditions, including the cost of \$1,800.00. Please note: The cost includes a \$500.00 non-refundable deposit. Initial \_\_\_\_

**Step 3: Please rank the following optional courses in the next 2 tables (Electives and Applied Technology) from 1-6, with 1 being your preferred course. All optional courses are subject to enrolment. We will do our best to honour requests.**

English Program Only	French Program Only	Before School or during Lunch*
<b>Electives</b>		
DAMR1S- Drama _____	DAMR1S- Drama _____	MJBR1S-Jazz Band* _____ *Audition required
DMTR1S- Music Theatre _____	DMTR1S - Music Theatre _____	
FRER1F- Basic French _____	ICTA1F/ICTB1F- Tech _____	MVJR1S-Vocal Jazz* _____ *Audition required
ICTA1F/ICTB1F- Tech _____	MCBR1S- Concert Band (full year) _____	
MCBR1S- Concert Band (full year) _____	MGUR1S- Guitar _____	
MGUR1S- Guitar _____	RITR1S- Reading is Thinking ** _____	
RITR1S- Reading is Thinking ** _____	SPAR1G- Espagnol (FL) _____	
SPAR1G- Spanish _____	VIAF1S- Arts Visuels (FL) _____	
VIAR1S- Visual Art _____		

\*FL = Instruction is in French      \*\*This elective course can change from year to year.  
Please see Course Handbook for the course write-up.

English Program Only	French Program Only
<b>Applied Technology</b>	
FNUR1S- Foods _____	FNUR1S- Foods _____
GRAR1G- Graphics _____	GRAR1G- Graphics _____
METR1G- Metals _____	METR1G- Metals _____
TADR1S- Clothing and Textiles _____	TADR1S- Clothing and Textiles _____
WOOR1G- Woods _____	WOOR1G- Woods _____

# GRADES 10-12 ENGLISH COURSE SELECTION SHEET

Please see below for a sample reference of the Grade 10-12 English Program course selection sheet:

## 2026-2027 Grade 10-12 English Course Selection Sheet

Student Name: \_\_\_\_\_ Previous school: \_\_\_\_\_

**Step 1: Select your 2025-2026 grade level.**

<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12
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**Step 2: Select other programming (if applicable).**

Grade 10-12 Hockey Academy- I understand that there will be certain conditions, including a cost of approximately \$2,550.00. Please note: The cost includes a \$550.00 non-refundable deposit. Initial: \_\_\_\_\_

Grade 10-12 Softball Academy- I understand that there will be certain conditions, including a cost of approximately \$1,800.00. Please note: The cost includes a \$500.00 non-refundable deposit. Initial: \_\_\_\_\_

**Step 3: Choose courses from the following lists that suit your educational needs. Keep in mind the level, prerequisite courses, and marks required to be successful in specific courses.**

Grade 9	Grade 10	Grade 11	Grade 12
<b>English</b>			
ENGR1F- English _____	ENGR2F- English _____	ENGC3S- English _____	ENGC4S- English _____
			ENGL4S- Literature _____
			ENGT4S- Transcendental _____
<b>Humanities</b>			
SOSR1F- Social Studies _____	GEOR2F- Geography _____	HISR3F- History _____	GLIR4S- Global Issues _____
<b>Mathematics (please select at least one)</b>			
MATR1F- Math _____	ESMR2S- Essential Math _____	ESMR3S- Essential Math _____	ESMR4S- Essential Math _____
	IAPR2S- Intro Applied/Pre-Cal _____	APMR3S- Applied Math _____	APMR4S- Applied Math _____
		PCMR3S- Pre-Calculus _____	PCMR4S- Pre-Calculus _____
			CAAP4S- Calculus AP <small>Needs to take PCMR4S as well.</small>
<b>Sciences (optional at the grade 11 and grade 12 level)</b>			
SCIR1F- Science _____	SCIR2F- Science _____	BIOR3S- Biology _____	BIOR4S- Biology _____
		CHER3S- Chemistry _____	CHER4S- Chemistry _____
		CTSR3S- Current Topics in Sci. _____	PHYR4S- Physics _____
		PHYR3S- Physics _____	BIOP4S - Biology AP _____
<b>Physical Education (course availability subject to enrolment)</b>			

PHER1F- Physical Education _____	PHER2F- Physical Education _____	PHER3F- Physical Education _____	PHER4F- Physical Education _____
	PEAB2F- Basketball Academy _____	PEAB3F- Basketball Academy _____	PEAB4F- Basketball Academy _____
	PEFR2F- Female Fitness _____	PEFR3F- Female Fitness _____	PEFR4F- Female Fitness _____

Step 4: Please rank the following optional courses from 1-6, with 1 being your preferred course. All optional courses are subject to enrollment. We will do our best to honour requests.

Grade 10	Grade 11	Grade 12	Before School or during Lunch* All grade levels
<b>Electives (Humanities, Language, Technology, etc.)</b>			
BIOR3S- Biology _____	COSR3S- Computer Science _____	CMHR4S- History of Cinema _____	MCBR2S/3S/4S- Concert Band _____
DFHR2S- Digital Film (0.6) _____	FRER3S- Basic French _____	COSR4S- Computer Science _____	
DPHR2S- Digital Pictures (0.6) _____	FSTR3S- Family Studies _____	FRER4S- Basic French _____	MCCR2S/3S/4S- Concert Choir _____
FRER2F- Basic French _____	LWBR3S- Life Works Building _____	FSTR4S- Family Studies _____	
LWPR2S- Life works Planning _____	MOHR3S- 3D modelling (0.6) _____	LAWR4S- Law _____	MJBR2S/3S/4S- Jazz Band Students must also be registered in Concert Band _____
MGUR2S- Guitar _____	PSYR4S- Psychology _____	LWTR4S- Life works Transitioning _____	
RITR2S- Reading is Thinking _____	SPAR3S- Spanish _____	PSYR4S- Psychology _____	MJVR2S/3S/4S- Vocal Jazz Students must also be registered in Concert Choir _____
SPAR2G- Spanish _____	VIAR3S- Visual Arts _____	SPAR4S- Spanish _____	
VIAR2S- Visual Arts _____	Other _____	VIAR4S- Visual Arts _____	PSYP4S – AP Psychology _____
Other _____			
<b>Indigenous Studies</b>			
ISTY2G- Indigenous Studies _____	TTRY3G- Truth and Reconciliation _____	CTIR4S- Current topics in Indigenous studies _____	Students can only be registered in one Art class per year
TTRY2G- Truth and Reconciliation _____	VA1R3S- Indigenous Art _____	TR1Y4G- Treaties and Treaty Relationships _____	
VA1R2S- Indigenous Art _____		VA1R4S- Indigenous Art _____	
<b>Applied Technology</b>			
FNUR2S- Foods and Nutrition _____	FNUR3S- Foods and Nutrition _____	FNUR4S- Foods and Nutrition _____	
GRAR2G- Graphics _____	GRAR3G- Graphics _____	GRAR4G- Graphics _____	
METR2G- Metals _____	METR3G- Metals _____	METR4G- Metals _____	
TADR2S- Sewing/Textiles _____	TADR3S- Sewing/Textiles _____	TADR4S- Sewing/Textiles _____	
WOOR2G- Woods _____	WOOR3G- Woods _____	WOOR4G- Woods _____	

# GRADE 10-12 FRENCH COURSE SELECTION SHEET

Please see below for a sample reference of the Grade 10-12 French course selection sheet:

## 2026-2027 Grade 10-12 French Milieu Course Selection Sheet

Student Name: \_\_\_\_\_ Previous school: \_\_\_\_\_

**Step 1: Select your 2025-2026 grade level.**

Grade 10

Grade 11

Grade 12

**Step 2: Please select other programming (if applicable).**

Grade 10-12 Hockey Academy- I understand that there will be certain conditions, including a cost of approximately \$2,550.00. Please note: The cost includes a \$550.00 non-refundable deposit. Initial: \_\_\_\_\_

Grade 10-12 Softball Academy- I understand that there will be certain conditions, including a cost of approximately \$1,800.00. Please note: The cost includes a \$500.00 non-refundable deposit. Initial: \_\_\_\_\_

**Step 3: Please choose courses from the following lists that suit your educational needs. Keep in mind the level, prerequisite courses, and marks required to be successful in specific courses.**

Grade 10	Grade 11	Grade 12
<b>Languages</b>		
ENGF2F- Anglais _____	ENCF3S- Anglais _____	ENCF4S- Anglais _____
FRAF2F- Français _____	FALF3S- Français _____	FALF4S- Français _____
<b>Social Studies</b>		
GEOF2F- Géographie _____	HISF3F- Histoire _____	GLIF4S- Enjeux mondiaux: citoyenneté et durabilité _____
<b>Mathematics (please select at least one)</b>		
MAQF2S- Mathé au quotidien _____	MAQF3S- Mathé au quotidien _____	MAQF4S- Mathé au quotidien _____
IAPF2S- Intro App/Cal _____	MAPF3S- Mathé app _____	MAPF4S- Mathé app _____
	PCMF3S- Mathé Pré-calcul _____	PCMF4S- Mathé Pré-calcul _____
		CAAP4S- Calculus in English _____
<b>Sciences</b>		
SCIF2F- Sciences _____	BIOF3S- Biologie _____	BIOF4S- Biologie _____
	CHEF3S- Chimie _____	BIOP4S- Biology AP in English _____
	CTSF3S- Sujets d'actualité en sciences _____	CHEF4S- Chimie _____
	PHYF3S- Physique _____	PHYF4S- Physique _____

**Physical Education**

PHEF2F- **Éducation physique** \_\_\_\_\_ PHEF3F- **Éducation physique** \_\_\_\_\_ PHEF4F- **Éducation physique** \_\_\_\_\_

Step 4: Please rank the following optional courses from 1-6, with 1 being your preferred course. All optional courses are subject to enrollment. We will do our best to **honour** requests.

Grade 10	Grade 11	Grade 12	Before School or during Lunch - All grade levels
<b>Electives</b>			
BIOF3S- <b>Biologie*</b> _____	COSR3S- <b>Computer Science</b> _____	CMHR4S- <b>History of Cinema</b> _____	MCBR2S/3S/4S- <b>Concert Band</b> _____
DFHR2S- <b>Digital Film (1.5 credits)</b> _____	FSTR3S- <b>Family Studies</b> _____	COSR4S- <b>Computer Science</b> _____	
DPHR2S- <b>Digital Pictures (1.5 credits)</b> _____	LWBR3S- <b>Life Works</b> _____	FSTR4S- <b>Family Studies</b> _____	MCCR2S/3S/4S- <b>Concert Choir</b> _____
LWPR2S- <b>Life works</b> _____	MOHR3S- <b>3D modeling (1.5 credits)</b> _____	LAWR4S- <b>Law</b> _____	
MGUR2S- <b>Guitar</b> _____	PSYR4S- <b>Psychology</b> _____	LWTR4S- <b>Life works</b> _____	MJBR2S/3S/4S- <b>Jazz Band</b> Students must also be registered in Concert Band _____
RITR2S- <b>Reading Is Thinking</b> _____	SPAR3S- <b>Espagnol*</b> _____	PSYR4S- <b>Psychology</b> _____	
SPAR2G- <b>Espagnol*</b> _____	VAPF3S- <b>Arts visuels photo*</b> _____	SPAR4S- <b>Espagnol*</b> _____	MJVR2S/3S/4S- <b>Vocal Jazz</b> Students must also be registered in Concert Choir _____
VIAF2S- <b>Arts Visuels*</b> _____	VIAF3S- <b>Arts Visuels*</b> _____	VA2F4S- <b>Visual Arts*</b> _____	
*indicates language of instruction will be in French.		VIAF4S- <b>Arts Visuels*</b> _____	PSYP4S- <b>AP Psychology</b> _____
<b>Indigenous Studies</b>			
ISTY2G- <b>Indigenous Studies</b> _____	TTRY3G- <b>Truth and Reconciliation</b> _____	CTIR4S- <b>Current topics in Indigenous studies</b> _____	Students can only be registered in one Art class per year
TTRY2G- <b>Truth and Reconciliation</b> _____	VA1R3S- <b>Indigenous Art</b> _____	TR1Y4G- <b>Treaties and Treaty Relationships</b> _____	
VA1R2S- <b>Indigenous Art</b> _____		VA1R4S- <b>Indigenous Art</b> _____	
<b>Applied Technology</b>			
FNUR2S- <b>Food and Nutrition</b> _____	FNUR3S- <b>Food and Nutrition</b> _____	FNUR4S- <b>Food and Nutrition</b> _____	
GRAR2G- <b>Graphics</b> _____	GRAR3G- <b>Graphics</b> _____	GRAR4G- <b>Graphics</b> _____	
METR2G- <b>Metals</b> _____	METR3G- <b>Metals</b> _____	METR4G- <b>Metals</b> _____	
TADR2S- <b>Sewing/Textiles</b> _____	TADR3S- <b>Sewing/Textiles</b> _____	TADR4S- <b>Sewing/Textiles</b> _____	
WOOR2G- <b>Woods</b> _____	WOOR3G- <b>Woods</b> _____	WOOR4G- <b>Woods</b> _____	

## COURSES OUTLINE

### ENGLISH LANGUAGE ARTS – ENGLISH PROGRAM

The English Language Arts Program offers the following courses:

- English Language Arts Gr 9 – 1 credit
- English Language Arts Gr 10 – 1 credit
- English Language Arts Comprehensive Focus Gr 11 – 1 credit
- English Language Arts Comprehensive Focus Gr 12 – 1 credit
- English Language Arts Literary Focus Gr 12 – 1 credit
- English Language Arts Transactional Focus Gr 12 – 1 credit
- 

The French Milieu English Language Arts Program offers the following courses:

- English Language Arts Gr 9 – 1 credit
- English Language Arts Gr 10 – 1 credit
- English Language Arts Gr 11 – 1 credit
- English Language Arts Gr 12 – 1 credit
- 

(All Option courses are subject to enrollment)

### ENGLISH LANGUAGE ARTS GR 9 (ENGR1F) – 1 credit

**Prerequisite:** Grade 8 Language Arts

**Content:**

In Grade 9 English Language Arts, students will begin to form critical and analytical responses and meet prescribed curriculum outcomes as specified by the province. Focus is placed on exploring thoughts, ideas, feelings, and experiences as well as comprehending and responding personally to various texts.

### ENGLISH LANGUAGE ARTS GR 10 (ENGR2F) – 1 credit

**Prerequisite:** Grade 9 English Language Arts

**Content:**

Students will continue to develop skills in language arts by focusing on reading, writing, speaking, listening, viewing, and representing. Topics that will be covered are the development of reading and writing skills, critical thinking, visual literacy, and career education.

### ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS GR 11 (ENGC3S) – 1 credit

**Prerequisite:** Grade 10 English Language Arts

**Content:**

The 30S language arts program continues to follow the Manitoba Curriculum Framework of Outcomes: emphasizing skill development through integration of the six language arts: listening, speaking, reading, writing, viewing, and representing.

Content material may include literary journals, oral presentations, debates, group work, drama, interviews, creative writing, essay writing, poetry, short story and novel study, newspaper, and magazine articles.

Student work will increase in both length and mastery as students begin to explore more academic reading and to format writing according to post-secondary standards.

## **ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS GR 12 (ENGC4S) – 1 credit**

**Prerequisite:** Grade 11 English Language Arts

**Content:**

This course is designed to develop a student's ability to apply accumulated language experiences to a range of "forms" such as literary forms (novels, short stories, poems, plays), transactional forms (essays, articles, letters), and media forms (newspaper, television, film/video). Time will be spent instructing and practicing major skills such as listening, reading, speaking and writing.

***\*A Note on Literature and Transactional Elective Courses in English***

Language can be divided into "Literary" and "Transactional". There is no strict dividing line between the two, but the basic difference between them is a difference of purpose: literary language aims at an enhanced insight into us and our world, and/or the satisfaction which comes from understanding a work of art, and/or simply amusement. Transactional language aims primarily to make something happen to bring about social or political change or to facilitate activities in business, science, government, sports, entertainment, etc.

## **ENGLISH LANGUAGE ARTS: LITERARY FOCUS GR 12 (ENGL4S) – 1 credit**

**Prerequisite:** Grade 11 English Language Arts

**Content:**

This specialized course focuses on literary texts with the aim of deepening and broadening students' engagement with the literary uses of language: to enlighten, to foster understanding and sympathy, to reflect culture, to express feelings and experience, and to bring enjoyment. Exploration of literary texts through creative writing is also part of the course. The reading portion of the course can include short stories, novels, plays and poetry.

## **ENGLISH LANGUAGE ARTS: TRANSACTIONAL FOCUS GR12 (ENGT4S) – 1 credit**

**Prerequisite:** Grade 11 English Language Arts

**Content:**

Transactional language aims to make things happen. The emphasis will be on the forms and purposes of language that relate to practical, professional, and/or intellectual concerns. Research, editorials, exposés and publishing are all transactional activities. This elective will challenge students to present information in a clear concise way and to process information critically and efficiently. It will also encourage them to explore expression through alternative media (film, audio, advertising, etc.) The overall emphasis in discussion and assignments is on form and audience.

## **ENGLISH LANGUAGE ARTS GR 9 (ENGF1F) – 1 credit**

**Prerequisite:** Grade 8 Language Arts

**Content:**

The focus in the Grade 9 program is the exploration of language. Students are encouraged to consolidate their knowledge from previous years of language arts and begin to make critical and analytical responses. The course includes short stories, novels, plays and poetry; and has been broadened to include film, radio, and newspapers.

Writing will include creative writing, responses to personal reading, summarizing and note taking strategies and the importance of organization and presentation (portfolio and notebooks).

Skill development includes spelling and vocabulary building, language and reading skills, proofreading, and editing. A human rights unit will focus on the Holocaust. The overall emphasis is on content and vehicle. Students will gain an awareness of how a particular vehicle (novel, play, film) is related to the content being communicated.

## **ENGLISH LANGUAGE ARTS GR 10 (ENGF2F) – 1 credit**

**Prerequisite:** Grade 9 English Language Arts

**Content:**

The language arts program follows the Manitoba Curriculum Framework of Outcomes: emphasizing skill development through the integration of the six language arts: listening, speaking, reading, writing, viewing, and representing.

Content material may include literary journals, group work, drama, interviews, debates, creative writing, essay writing, poetry, short story and novel study, newspaper, and magazine articles. A human rights unity will focus on Aboriginal Perspectives.

## **ENGLISH LANGUAGE ARTS GR 11 (ENCF3S) – 1 credit**

**Prerequisite:** Grade 10 English Language Arts

**Content:**

The 30S language arts program continues to follow the Manitoba Curriculum Framework of Outcomes: emphasizing skill development through the integration of the six language arts: listening, speaking, reading, writing, viewing and representing.

Content material may include literary journals, oral presentations, debates, group work, drama, interviews, debates, creative writing, essay writing, poetry, short story and novel study, newspaper and magazine articles.

Student work will increase in both length and mastery as students begin to explore more academic reading and to format writing according to post-secondary standards.

## **ENGLISH LANGUAGE ARTS GR 12 (ENCF4S) – 1 credit**

**Prerequisite:** Grade 11 English Language Arts

**Content:**

The 40S program maintains an integrated approach to the six language arts of: listening, speaking, reading, writing, viewing and representing while focusing students' attention on FORM: the pattern or structure of content material.

This course uses a variety of language forms for study:

- Literary: Novels, short stories, poetry
  - Drama: Shakespeare, reader's theatre
  - Media: Documentary, newscast, animation
  - Interactive: Interview, group collaboration
- Facilitative: Outlines, notes, directions, memos

## COMPUTER SCIENCE

(available in both English & French Milieu Program)

The Computer Science Program offers the following courses:

- Information and Communication Technology A and B Gr 9 – ½ credit each
- Digital Film Gr 10 – ½ credit
- Digital Pictures Gr 10 – ½ credit
- 3-D Modeling Gr 11 – ½ credit
- Computer Science Gr 11, 12 – 1 credit

(All Option courses are subject to enrollment)

### **INFORMATION AND COMMUNICATION TECHNOLOGY A & B GR 9 (ICTA1F & ICTB1F) – ½ credit each**

**Prerequisite:** N/A

**Content:**

This introductory course will analyze perspectives within media. This course's intent is to dig deeper into the tools used for electronic communication and storytelling through digital filmmaking and video production. ICTA focuses on communication of ideas in media and proper uses and functions of storytelling and production. ICTB focuses on timeline, storyboarding, and proper use of cameras and filming equipment. Filming terms and ideas are explored to create digital projects with iMovie and final cut on Mac computers.

### **DIGITAL FILM GR 10 (DFHR2S) – ½ credit**

**Prerequisite:** N/A

**Content:**

Students will develop their knowledge of technical production by exploring unique design elements within the contexts of film and live performance. Students will be expected to coordinate the technical production of all school shows and concerts. Activities include filming and editing shows, set design and construction, and sound and lighting design and mixing.

### **DIGITAL PICTURES GR 10 (DPHR2S) – ½ credit**

**Prerequisite:** N/A

**Content:**

This is a project-based course in which students will learn how to convey a message using original digital images. Students will define the purpose and audience for an image, digitally capture still images, manipulate, and edit digital images, explore various graphic file formats, and create final displays.

### **3-D MODELING GR 11 (MOHR3S) – ½ credit**

**Prerequisite:** N/A

**Content:**

This is a project-based course in which students will create three-dimensional models to represent real objects and illustrate ideas and describe the purpose and basic principles of 3-D modeling. Students will build various types of digital objects, use a range of properties to enhance their visual presentations of objects and use given criteria to critique and improve their projects. Students may explore the basics of 3-D Animation using industry-standard software tools.

## **COMPUTER SCIENCE GR 11 (COSR3S) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course introduces the basic concepts in Computer Science and takes an in-depth look at problem solving through computer programming. Students will program with Microsoft Visual Basic and learn how to build Windows applications. Topics include variables, decision structures, looping, procedures, and arrays.

## **COMPUTER SCIENCE GR 12 (COSR4S) – 1 credit**

**Prerequisite:** Grade 11 Computer Science

**Content:**

This course is a project-based course that gives students opportunities to write programs and develop project management skills. Topics include object-oriented programming using the Java programming language, recursion, arrays, analyzing algorithms, and searching and sorting. The course's intent is to provide a foundation for students wishing to study Computer Science at the post-secondary level.

## LANGUAGES

The Languages Program offers the following courses:

- French Gr 9, 10,11,12 – 1 credit each (English Program only)
- Spanish Gr 9,10,11,12 – 1 credit each (available in both English & French Milieu program)
- Français 9<sup>e</sup>, 10<sup>e</sup>, 11<sup>e</sup>, 12<sup>e</sup> – 1 credit (French Milieu Program only)

(All Option courses are subject to enrollment)

### **FRENCH GR 9 (FRER1F) – 1 credit**

**Prerequisite:** Grade 8 French, or a willingness to learn

**Content:**

Learn one of Canada's two official languages. This course offers an introductory level to basic French skills. The course is a thorough review of concepts covered in Grades 7 and 8. The program is designed to help students attain an acceptable level of proficiency in the four basic skills, speaking, listening, reading, and writing. These skills are developed through simple materials in visually focused topical contexts that students can easily relate to their own experiences. After establishing some key vocabulary and some of the basic sentence structures, students are asked easy-to-answer questions that require them to speak about their daily lives, express their opinions, and supply real information. The Basic French program provides the skills necessary for further studies in French.

### **FRENCH GR 10 (FRER2F) – 1 credit**

**Prerequisite:** Grade 9 French

**Content:**

Learn one of Canada's two official languages. This course is designed to continue the practice and development of basic French skills already acquired in Grade 9. Students are required to complete four of the five units available. Throughout the program, oral and written activities provide the opportunity for true communication, and to acquire more vocabulary and a greater understanding of French grammar. The fundamental goal is to improve the student's ability to communicate better in French. Each lesson is structured to be completed in 69 to 70 minutes. However, students may find that the length of time will vary depending on their past exposure to the French language.

### **FRENCH GR 11 (FRER3S) – 1 credit**

**Prerequisite:** Grade 10 French

**Content:**

In this course, the accent continues to be on the communicative aspect of the language. The course material and strategies that are provided accommodate students of different ability levels. Using the same approach as in French 20F, students in this course will also be expected to become more independent language learners seeking information, expressing themselves in the oral and written form, and self-editing for content and grammar.

### **FRENCH GR 12 (FRER4S) – 1 credit**

**Prerequisite:** Grade 11 French

**Content:**

Choose basic French as a course of study and give yourself the competitive edge in the new millennium. The development of the theme in each unit is supported by interesting and motivating readings such as newspapers and magazine articles, biographies, and extracts from novels and short stories. Communication skills continue to be developed and integrated with vocabulary and grammar. The reading and writing skills are the main language focus.

## **SPANISH GR 9 (SPAR1G) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course is designed as an introduction to the Spanish language. It aims to assist students in practicing and developing their reading, writing, listening, and speaking skills. Upon completion of this course, students should be able to speak, comprehend, read, and write Spanish at a basic level of proficiency. This course also introduces students to the history of Spanish culture, dance, piñata making and more. Students participate in a variety of activities and games to further their linguistic competence. Students will also visit places of interest in the Spanish community (movie theatres, restaurants, etc.).

## **SPANISH GR 10 (SPAR2G) – 1 credit**

**Prerequisite:** Grade 9 Spanish

**Content:**

Students will begin to use Spanish in a variety of situations and for a variety of purposes such as express emotions and personal perspectives, impart and receive information, maintain interpersonal relationships, use the language for imaginative purposes and personal enjoyment, extend their knowledge of the world, and to use it in a real-life situation. Some of the units discussed are:

- 1 – Greetings and personal information
- 2 – Family, food, personal description, and professions
- 3 – Time and calendar
- 4 – Clothing, climate, and body parts
- 5 – House, transportation, restaurant and traveling
- 6 – School
- 7 – Spanish culture, make piñatas
- 8 – Spanish countries

Students will visit places of interest in the Spanish community (business, markets, restaurants, movie theatres, etc.) to acknowledge job opportunities. By the end of this course the students should be able to listen, read, write, and speak at an elementary level of proficiency.

## **SPANISH GR 11 (SPAR3S) – 1 credit**

**Prerequisite:** Grade 10 Spanish

**Content:**

Students are expected to begin speaking Spanish more frequently to move towards a higher level of competency. Students are encouraged to interact with Spanish-speaking people as well as listen to Spanish songs, radio, and television programs, and read additional material in Spanish to expand their opportunities to learn. Something new that we have in the community is an organization called LACAM and the students can visit the website at [www.lacam.ca](http://www.lacam.ca) for job opportunities. Also, we have numerous requests for students who have Spanish knowledge for airline positions in Manitoba. By the end of this course, students should be able to communicate Spanish at a low to mid intermediate level of proficiency.

## **SPANISH GR 12 (SPAR4S) – 1 credit**

**Prerequisite:** Grade 11 Spanish

**Content:**

Spanish fluency and comprehension will be further developed through varied enrichment activities. Students will be able to: share information, thoughts, opinions, preferences, emotions, and feelings; extend their knowledge of the world by gathering and organizing information by using their problem-solving skills, and by exploring opinions and values; use the language for personal enjoyment; and manage personal relationships. Students will use a range of vocabulary and expressions in a variety of contexts. Students who are successful in this course will have an opportunity to register in a second level course at universities in Manitoba. The opportunity of participating on a student exchange may be available. By the end of this course, students should be able to communicate in Spanish at an upper intermediate/early advanced level of proficiency.

## **FRANÇAIS 9<sup>e</sup>** **(FILF1F) – 1 credit**

**Prerequisite:** Français 8<sup>e</sup>

**Content:**

The objective is to solidify the four language competencies. Though an emphasis will continue to be further developing spontaneous communication skills, added importance will now be placed on strengthening the language's structural aspects. Students will work through a variety of media: texts, novels, film, radio, journals, magazines, class discussions and research.

## **FRANÇAIS 10<sup>e</sup>** **(FRAF2F) – 1 credit**

**Prerequisite:** Français 9<sup>e</sup>

**Content:**

This course emphasizes the development of oral and writing skills of the French language through the study of literary and non-literary works. Studying grammar, verbs and vocabulary is emphasized.

The methodology used is the communicative approach where authentic documents are used in an authentic setting. Students further their knowledge of written and oral skills through various media such as newspaper articles, posters, songs, films, interviews, short stories, Concours d'art oratoire and radio shows.

## **FRANÇAIS 11<sup>e</sup>** **(FALF3S) – 1 credit**

**Prerequisite:** Français 10<sup>e</sup>

**Content:**

This course continues to develop skills acquired in previous years. Literary and non-literary works are studied. Debates, radio shows, volunteer hours at Le Festival du Voyageur and more are used to strengthen oral skills. Grammar skills are strongly enforced.

## **FRANÇAIS 12<sup>e</sup>** **(FALF4S) – 1 credit**

**Prerequisite:** Français 11<sup>e</sup>

**Content:**

This course consists of studying literary and non-literary works and reviewing grammar skills.

The objectives are as follows: becoming more familiar with French literature, appreciating the Francophone culture and civilization, continuing to develop oral and written comprehension and perfecting written and oral skills in view of the Provincial Exam.

## MATHEMATICS

The Mathematics Program offers the following courses:

- Mathematics Gr 9 – 1 credit
- Introduction to Applied and Pre-Calculus Mathematics Gr 10 – 1 credit
- Essential Mathematics Gr 10, 11, 12 – 1 credit each
- Applied Mathematics Gr 11, 12 – 1 credit each
- Pre-Calculus Mathematics Gr 11, 12 – 1 credit each
- \*AP® Calculus AB Gr 12 – 1 credit (also available in French Milieu Program)

The French Milieu Mathematics Department offers the following courses:

- Mathématiques 9<sup>e</sup> – 1 credit
- Introduction aux mathématiques appliquées et pré-calcul 10<sup>e</sup> – 1 credit
- Mathématiques au quotidien 10<sup>e</sup>, 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each
- Mathématiques appliquées 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each
- Mathématiques pré-calcul 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each

(All Option courses are subject to enrollment)

**Grade 9 Mathematics:** The purpose of this course is for students to acquire fundamental knowledge and skills needed for continued successful studies in mathematics and science. The emphasis is on using mathematical processes (communication, mental mathematics, estimation, problem solving, reasoning, visualization, and making connections) to explore numbers, patterns and relations, shape and space, and statistics and probability. It is a foundation course that prepares students for multiple possible pathways in Grades 10 to 12.

**Grade 10 Mathematics:** Once students reach Grade 10, they have two mathematics courses from which to choose: Grade 10 Essential Mathematics (Mathématiques au quotidien) or Grade 10 Introduction to Applied and Pre-Calculus Mathematics (Introduction aux mathématiques appliquées et pré-calcul). The focus of Essential Mathematics is on exploring ways that mathematics is used in various areas of work, study, and daily life. The focus of Introduction to Applied and Pre-Calculus Mathematics is on using a theoretical approach to explore problem solving and critical thinking in mathematics. It is recommended that students who wish to take Introduction to Applied and Pre-Calculus Mathematics have a final grade of at least 65% in Grade 9 Mathematics.

**Grade 11 and 12 Mathematics:** Once students reach Grades 11 and 12, they have three mathematics courses from which to choose. Students may earn credits in more than one mathematics course per grade provided they have the prerequisite courses. Each pathway may be used as entrance requirements for post-secondary education choices. Specific programs may require specific grade 12 credits; It is highly recommended that students explore post-secondary education options to ensure they have the necessary high school credits. Assistance with this is available through the Guidance Office.

• <b>Pre-Calculus Mathematics/ Mathématiques pré-calcul:</b>	• <b>Applied Mathematics/ Mathématiques appliquées:</b>	• <b>Essential Mathematics/ Mathématiques au quotidien:</b>
This is the standard university entrance course accepted by all universities and colleges for admittance to all faculties. This course is for students who wish to pursue post-secondary studies where high-level mathematical skills are further developed and applied. The course may also be taken for its challenging logical and problem-solving aspects. Note that some faculties require a minimum grade in this course for admission.	This course can be used to meet the general entrance requirements at universities and colleges. Note that it is generally not accepted as a prerequisite for Calculus courses. This course may also be taken for its calculator/computer and laboratory-based approach.	This course is suitable for students whose post-secondary planning does not include a specific focus on mathematics or science-related fields. It can be used to fulfill the general entrance requirements for universities and colleges in Manitoba. It may, however, not be accepted at institutions outside the province. This course may also be taken for its practical applications in daily life.

**Homework:** Students should plan to spend from 20 minutes to 1 hour daily on mathematics homework. This could take the form of practice questions, assignments, note review, or test review. The mathematics courses are very demanding, so extra practice is important. Taking work home to complete or review is critical for success.

**Extra Help:** Each mathematics teacher is available outside of class to meet with students who need extra help. This could be to explain notes, explain assignment directions, or solve a problem.

**Computer Assisted Learning:** There are various websites that students may use to support their mathematics learning. Each mathematics teacher can help you access these.

## **MATHEMATICS GR 9 (MATR1F) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course builds on the understanding from kindergarten to Grade 8 Mathematics. A focus on problem-solving skills will enable students to move on with a deeper understanding of mathematics. The learning outcomes are divided into four strands of Number; Patterns and Relations; Shape and Space; Statistics and Probability. Students should develop an understanding of the nature of mathematics through specific knowledge, skills, and connections among and between strands.

## **ESSENTIAL MATHEMATICS GR 10 (ESMR2S) – 1 credit**

**Prerequisite:** Grade 9 Mathematics

**Content:**

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations. Topics include two-dimensional geometry, measurement, personal finance, consumer decisions, transformations, angle construction, and trigonometry.

## **INTRODUCTION TO APPLIED AND PRE-CALCULUS MATHEMATICS GR 10 (IAPR2S) – 1 credit**

**Prerequisite:** Grade 9 Mathematics with recommended minimum final mark of 65%

**Content:**

Students will build their knowledge and skills in using theoretical mathematics to solve problems and think critically in real life applications. Topics include linear measurement and modeling, number sense and polynomials, coordinate geometry, systems of linear functions and graphs, algebra, surface area and volume, and trigonometry. 45 minutes to 1 hour of daily homework should be expected.

## **ESSENTIAL MATHEMATICS GR11 (ESMR3S) – 1 credit**

**Prerequisite:** A grade 10 mathematics course

**Content:**

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations. Topics include three-dimensional geometry, interest and credit, statistics, managing money, relations and patterns, design modeling, and trigonometry.

## **APPLIED MATHEMATICS GR 11 (APMR3S) – 1 credit**

**Prerequisite:** Grade 10 Introduction to Applied and Pre-Calculus Mathematics with recommended minimum final mark of 65%

**Content:**

Students will develop their mathematical knowledge and skills through the technological analysis of data collected from real-life situations. Topics include problem solving, quadratics, scale, proofs, statistics, systems of inequalities, and trigonometry. 45 minutes to 1 hour of daily homework should be expected.

## **PRE-CALCULUS MATHEMATICS GR 11 (PCMR3S) – 1 credit**

**Prerequisite:** Grade 10 Introduction to Applied and Pre-Calculus Mathematics with recommended minimum final mark of 70%

**Content:**

Students will continue to build on their knowledge and skills in theoretical mathematics as a foundation for future investigations of calculus. The emphasis of the course is on problem solving and critical thinking. Topics include algebra, quadratic equations and functions, radical, sequences, rationales, trigonometry, systems, and inequalities. 45 minutes to 1 hour of daily homework should be expected.

## **ESSENTIAL MATHEMATICS GR 12 (ESMR4S) – 1 credit**

**Prerequisite:** A grade 11 mathematics course

**Content:**

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations. Topics include statistics, probability, vehicle finance, home finance, business finance, precision measurement, trigonometry, geometry, and career exploration.

## **APPLIED MATHEMATICS GR 12 (APMR4S) – 1 credit**

**Prerequisite:** Grade 11 Applied Mathematics or Grade 11 Pre-Calculus Mathematics with recommended minimum final mark of 65%

**Content:**

Students will develop their mathematical knowledge and skills through the technological analysis of data collected from real-life situations. Topics include sinusoidal functions, probability, logic, polynomial functions, permutations and combinations, design and measurement, exponential and logarithmic functions, and personal finance. 45 minutes to 1 hour of daily homework should be expected.

## **PRE-CALCULUS MATHEMATICS GR 12 (PCMR4S) – 1 credit**

**Prerequisite:** Grade 11 Pre-Calculus Mathematics with recommended minimum final mark of 70%

**Content:**

Students will continue to build on their knowledge and skills in theoretical mathematics as a foundation for future investigations of calculus. The emphasis of the course is on problem solving and critical thinking. Topics include transformations of functions, trigonometric functions, trigonometric equations and identities, binomial theorem, polynomial functions, exponents and logarithms, radicals and rationales, and permutations and combinations. 45 minutes to 1 hour of daily homework should be expected.

## **MATHÉMATIQUES 9<sup>e</sup> (MATF1F) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course builds on the understanding from kindergarten to Grade 8 Mathematics. A focus on problem-solving skills will enable students to understand mathematics.

It is composed of 8 strands. Included for each strand is an outline of the important concepts, skills and processes which students are expected to learn.

Topics: Number Sense, Powers, Circle Geometry, Polynomials, Linear Relation, Statistics, Symmetry and Geometry.

## **MATHÉMATIQUES AU QUOTIDIEN 10<sup>e</sup> (MAQF2S) – 1 credit**

**Prerequisite:** Mathématiques 9<sup>e</sup>

**Content:**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. It emphasizes consumer applications, problem solving, decision-making and spatial sense.

Grade 10 Mathématiques au quotidien builds on the knowledge and skills of Grade 9 Mathématiques and provides a foundation for the topics studied in Grades 11 and 12 Mathématiques au quotidien.

The following topics will be studied: Personal Finance, Measurement, Consumer Decisions, Trigonometry, Angle Construction, Transformations, 2D Geometry and Analysis of Games and Numbers.

## **INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES ET PRÉ-CALCUL 10<sup>e</sup> (IAPF2S) – 1 credit**

**Prerequisite:** Mathématiques 9<sup>e</sup> with recommended minimum final mark of 65%

**Content:**

This course is intended for students considering post-secondary studies that require a math pre-requisite. This pathway gives students mathematical understanding and critical-thinking skills identified for specific post-secondary programs of study.

The topics studied form the foundation for topics to be studied in both Grade 11 Mathématiques appliquées and Grade 11 Mathématiques pré-calcul.

The learning outcomes are divided into three categories: Number, Patterns and Relations, Shape and Space.

## **MATHÉMATIQUES AU QUOTIDIEN 11<sup>e</sup> (MAQF3S) – 1 credit**

**Prerequisite:** A Mathématiques 10<sup>e</sup> course

**Content:**

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations.

Topics include three-dimensional geometry, interest and credit, statistics, managing money, relations and patterns, design modeling, and trigonometry.

## **MATHÉMATIQUES PRÉ-CALCUL 11<sup>e</sup> (PCMF3S) – 1 credit**

**Prerequisite:** Introduction aux mathématiques appliquées et pré-calcul 10<sup>e</sup> with recommended minimum final mark of 70%

**Content:**

This course is intended for students whose post-secondary planning includes a focus on mathematics and science-related fields. Note: It is a pre-requisite for university Calculus. 45 minutes to 1 hour of daily homework should be expected.

Topics include:

- Quadratic functions
- Quadratic equations
- Trigonometry
- Radicals
- Rationales
- Absolute value functions
- Reciprocal functions
- Systems of equations
- Inequalities
- Sequences and Series

## **MATHÉMATIQUES APPLIQUÉES 11<sup>e</sup> (MAPF3S) – 1 credit**

**Prerequisite:** Introduction aux mathématiques appliquées et pré-calcul 10<sup>e</sup> with recommended minimum final mark of 65%

**Content:**

This course is intended for students considering post-secondary studies within Manitoba that do not require the study of calculus. Students will develop critical-thinking skills through problem-solving and model real-world situations mathematically to make predictions.

Technology is an integral part of both learning and assessment in Mathématiques appliquées. Graphing calculators, websites, tablet/Smartphone applications or other computer software will be used by students for mathematical explorations. 45 minutes to 1 hour of daily homework should be expected.

Topics include:

- Quadratic Functions
- Scale
- Proofs
- Statistics
- Research Project
- Systems of Inequalities
- Trigonometry

## **MATHÉMATIQUES AU QUOTIDIEN 12<sup>e</sup> (MAQF4S) – 1 credit**

**Prerequisite:** A Mathématiques 11<sup>e</sup> course

**Content:**

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations.

Topics include:

- Statistics
- Probability
- Vehicle finance
- Home finance
- Business finance
- Precision measurement
- Trigonometry
- Geometry
- Career exploration

## **MATHÉMATIQUES APPLIQUÉES 12<sup>e</sup> (MAPF4S) – 1 credit**

**Prerequisite:** Grade 11 Mathématiques appliquées or Grade 11 Mathématiques pré-calcul with recommended minimum final mark of 65%

**Content:**

This course is intended for students considering post-secondary studies that do not require a study of calculus. Students will develop critical-thinking skills through problem-solving and model real-world situations mathematically to make predictions.

Technology is an integral part of both learning and assessment in Mathématiques appliquées. Graphing calculators, websites, tablet/Smartphone applications or other computer software will be used by students for mathematical explorations. 45 minutes to 1 hour of daily homework should be expected.

Topics: Sinusoidal Functions, Compound Interest, Probability, Polynomial Functions, Permutations and Combinations, Investments, Design and Measurement, Research Project and Exponential and Logarithmic Functions.

## **MATHÉMATIQUES PRÉ-CALCUL 12<sup>e</sup> (PCMF4S) – 1 credit**

**Prerequisite:** Mathématiques pré-calcul 11<sup>e</sup> with recommended minimum final mark of 70%

**Content:**

Students will continue to build on their knowledge and skills in theoretical mathematics as a foundation for future investigations of calculus. The emphasis of the course is on problem solving and critical thinking. Topics include transformations of functions, trigonometric functions, trigonometric equations and identities, binomial theorem, polynomial functions, exponents and logarithms, radicals and rationales, and permutations and combinations. 45 minutes to 1 hour of daily homework should be expected.

## **MATHÉMATIQUES AU QUOTIDIEN 12<sup>e</sup> (MAQF4S) – 1 credit**

**Prerequisite:** A Mathématiques 11<sup>e</sup> course

**Content:**

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations.

Topics include:

- Statistics
- Probability
- Vehicle finance
- Home finance
- Business finance
- Precision measurement
- Trigonometry
- Geometry
- Career exploration

## **\*ADVANCED PLACEMENT (AP) CALCULUS AB GR 12 (CAAP4S) – 1 credit**

**Prerequisite:** Grade 11 Pre-Calculus Mathematics with recommended minimum final mark of 70%

**Co-requisite:** Grade 12 Pre-Calculus Mathematics.

**Content:**

Students will cover all topics as outlined in the *Calculus AB Course Description*. The primary textbook used is *Calculus: Graphical, Numerical, Algebraic 4<sup>th</sup> ed* by Finney, Demana, Waits, and Kennedy.

The primary objectives of this course are to prepare students for the AP exam and for them to acquire a conceptual understanding of Calculus and the ability to use that understanding in subsequent courses. Students will build on their conceptual understanding of functions, derivatives, and integrals and their role in theoretical and applied mathematics. There will also be emphasis on using technology as a tool and on communication of ideas and solutions.

## PHYSICAL EDUCATION

The Physical Education Program offers the following courses:

- Physical Education Gr 9, 10, 11, 12 – 1 credit each
- Physical Education Female Fitness Gr 10 – 1 credit
- Basketball Academy Gr 10, 11, 12 – 1 credit each

The French Milieu Physical Education program offers the following courses:

- Éducation physique 9<sup>e</sup>, 10<sup>e</sup>, 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each

Both English/French Milieu programs offer the following courses:

- \*Hockey Academy Gr 9, 10, 11, 12 – 1 credit each
- \*Softball Academy Gr 9, 10 – 1 credit each

(All Option courses are subject to enrollment)

### PHYSICAL EDUCATION GR 9 (PHER1F) – 1 credit

**Prerequisite:** N/A

**Content:**

The Grade 9 Health and Physical Education Program allows students to engage in individual and team activities. Students will explore a wide variety of activities designed to enhance lifelong commitments through individual pursuits and team activities. We take the “something for everyone” approach towards Physical and Health Education. Through instruction and game situations, students will be provided with the opportunity to improve and succeed in a wide variety of activities and health education.

### PHYSICAL EDUCATION GR 10 (PHER2F) – 1 credit

**Prerequisite:** Grade 9 Physical Education

**Content:**

The course is run on an option system that lets students choose their activities. Classes are co-educational and the instruction varies between lifetime activities and team sports. Many activities such as weight training, skating, bowling and swimming are offered at facilities outside the school. Instruction covers the general concepts, skills, and regulations of lifetime activities and team sports. It also consists of mandatory health and leadership components.

### PHYSICAL EDUCATION GR 11 (PHER3F) – 1 credit

**Prerequisite:** Grade 10 Physical Education

**Content:**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning, and these components will be delivered online. Students must develop and implement a personal activity plan as part of the physical activity practicum on their own time. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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

**NOTE:** Parents/guardians will be required to review the student’s physical activity plan and sign a **Parent Declaration and Consent Form** acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians must also verify the

student's physical activity log entries through a sign-off procedure. Students have an option to participate and gather practical hours in the gymnasium setting.

## PHYSICAL EDUCATION GR 12 (PHER4F) – 1 credit

**Prerequisite:** Grade 11 Physical Education

### **Content:**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, social/emotional health, and personal development.

The focus of this content will be on health and personal planning, and these components will be delivered by teacher instruction in the classroom, gymnasium, fitness and community facilities, and independently. Students must develop and implement an activity plan as part of the physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen.

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

**NOTE:** Parents/guardians will be required to review the student's physical activity plan and sign a **Parent Declaration and Consent Form** acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.



## **PHYSICAL EDUCATION FEMALE FITNESS GR 10 (PEFR2F) – 1 credit**

**Prerequisite:** Grade 9 Physical Education

### **Content:**

The Grade 10 Female Fitness course explores new options for a physically active healthy life. Concepts and practices covered will build on skills learned in Grade 9. With an emphasis on high intensity interval training and weight/resistance training, students will develop proper techniques to ensure safe participation in individual and group fitness activities. Students should be prepared to work vigorously in every class to achieve their personal fitness goals. This course will give students the opportunity to learn more about themselves and enable them to make decisions that are more informed when it pertains to physical activity.

## **BASKETBALL ACADEMY GR 10 (PEAB2F) – 1 credit GR 11 (PEAB3F) – 1 credit GR 12 (PEAB4F) – 1 credit**

This course meets all Physical Education requirements for Grade 10-12.

It is a course designed for students who have an interest and passion in further developing their knowledge and skill in basketball.

This course will involve a theory component and sport acquisition skills. Topics in the theory section will include basic technical and tactical basketball concepts, sport nutrition, sport psychology, and the core curriculum of the general physical education program for Grade 10 - 12.

The sport acquisition portion will focus on basketball specific movements/fundamentals, individual/team skills, and fitness/conditioning training.



## **ÉDUCATION PHYSIQUE 9<sup>e</sup> (PHEF1F) – 1 credit**

**Prerequisite:** N/A

### **Content:**

Physical education offers a cyclical program which teaches general knowledge of a variety of sports.

To promote fitness and health, all students are encouraged to participate in all activities. The Physical Education program's purpose is not to promote elitism but to promote participation and encourage fitness for all levels.

Family studies incorporate several components of family and social issues. Family issues like divorce, separation and blended families are discussed. Personal identity and safety units include topics of mental health, aggressiveness versus assertiveness and friendship.

A component of sex education is taught, which at various levels discusses reproduction, female and male anatomy, venereal diseases as well as AIDS education and prevention. Basic personal and mental health are also discussed.

## ÉDUCATION PHYSIQUE 10<sup>e</sup> (PHEF2F) – 1 credit

**Prerequisite:** Éducation physique 9<sup>e</sup>

**Content:**

Classes are co-educational. Instruction varies between team sports and lifetime activities. Many activities such as table tennis, wrestling, golf, aerobics, lacrosse, bowling, curling, etc. are offered at facilities outside the school.

## ÉDUCATION PHYSIQUE 11<sup>e</sup> (PHEF3F) – 1 credit

**Prerequisite:** Éducation physique 10<sup>e</sup>

**Content:**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles.

Students will study topics related to fitness management, mental health, substance use and abuse prevention and the social impact of sport. The focus of this content will be on health and personal planning. Students will develop a personal physical activity plan and be introduced to safety and risk management planning.

Students must submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log or journal entries.

**NOTE:** Parents/guardians will be required to review the student's physical activity plan and sign a **Parent Declaration and Consent Form** acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians must also verify the student's physical activity log entries through a sign-off procedure.

## ÉDUCATION PHYSIQUE 12<sup>e</sup> (PHEF4F) – 1 credit

**Prerequisite:** Éducation physique 11<sup>e</sup>

**Content:**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles.

Students will study topics related to fitness management, mental health, substance use and abuse prevention and the social impact of sport. The focus of this content will be on health and personal planning.

As part of earning credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries.

**NOTE:** Parents/guardians will be required to review the student's physical activity plan and sign a **Parent Declaration and Consent Form** acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision.

Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.

## \*HOCKEY ACADEMY GR 9 - 12 (PHER1F, 2F, 3F, 4F) SIC – 1 credit

The Grade 9 -12 Hockey Skills Academy course is a licensed Hockey Canada Skills Academy in which students develop on-ice skills and knowledge as well as off-ice fitness.

Students will have the opportunity to do course work through Hockey Manitoba under the hockey university program that is used towards referee and coaching certification. Students will enjoy a challenging approach to the game and to the intricacies of situational play.

Players will be introduced to specialty instructors in all areas of the game and train daily to become a strong competitor. Full hockey equipment is required for participation in this course, and students must be registered on a local team.



## **\*SOFTBALL ACADEMY GR 9 - 12 SIC – 1 credit**

The Churchill Softball Academy will provide opportunities for student-athletes to develop softball skills within their high school academic studies.

Students will gain credit through specific activities tailored to their athletic and academic goals.

The Churchill Softball Academy allows students the choice to link their passion for softball to their education.

## SCIENCE

The Science Program offers the following courses:

- Science Gr 9, 10 – 1 credit each
- Biology Gr 11,12 – 1 credit each
- Current Topics in Science- Sustainability in Horticulture Gr 11 – 1 credit
- Chemistry Gr 11,12 – 1 credit each
- Physics Gr 11,12 – 1 credit each
- \*Biology AP Gr 12 – 1 credit (also available in French Milieu Program)
- 

The French Milieu Science Program offers the following courses:

- Sciences naturelles 9<sup>e</sup>, 10<sup>e</sup> – 1 credit each
- Biologie 11<sup>e</sup>,12<sup>e</sup> – 1 credit each
- Chimie 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each
- Physique 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each

(All Option courses are subject to enrollment)

Grade 9 and 10 Science are required courses for graduation. Each is a general science course that is built on the Grades 5 to 8 science curriculum. A range of topics in biology, chemistry, physics, and earth sciences are included to allow students to continue developing their scientific knowledge, skills, and attitudes. Grade 11 and 12 courses in biology, chemistry, and physics allow students to select more specific areas of study based on their interests, aptitudes, and post-graduation goals.

### SCIENCE GR 9 (SCIR1F) – 1 credit

**Prerequisite:** N/A

**Content:**

Students will combine theoretical knowledge and evidence-based activities to develop their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Reproduction, Atoms and Elements, Nature of Electricity, and Exploring the Universe.

### SCIENCE GR 10 (SCIR2F) – 1 credit

**Prerequisite:** Grade 9 Science

**Content:**

Students will combine theoretical knowledge and evidence-based activities to develop scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Dynamics of Ecosystems, Chemistry in Action, In Motion, and Weather Dynamics.

### BIOLOGY GR 11 (BIOR3S) – 1 credit

**Prerequisite:** Grade 10 Science

**Content:**

Students will develop an understanding of the foundational principles and concepts of biology. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. The focus of the course is human physiology. Topics include Wellness and Homeostasis, Digestion and Nutrition, Transportation and Respiration, Excretion and Waste Management, Protection and Control, and Wellness and Homeostatic Changes.

## **BIOLOGY GR 12 (BIOR4S) – 1 credit**

**Prerequisite:** Grade 10 Science

**Content:**

Students will develop an understanding of the foundational principles and concepts of biology. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Understanding Genetic Inheritance, Mechanisms of Inheritance, Evolutionary Theory and Biodiversity, Organizing Biodiversity, and Conservation of Biodiversity.

## **CURRENT TOPICS in SCIENCE - SUSTAINABILITY IN HORTICULTURE GR 11 (CTSR3S)**

**Prerequisite:** Grade 10 Science

**Content:**

This Topics in Science course offers a deep dive into sustainable horticulture, combining scientific principles with practical gardening techniques. This high school horticulture course is designed to immerse students in practical, hands-on learning experiences in the world of plants, gardening, and sustainable horticulture. Through a combination of theory and hands-on activities, students will gain a deep understanding of plant biology, cultivation techniques, and environmental sustainability. By the end of the course, students will have the knowledge and skills to understand, grow, and care for a variety of plants.

## **CHEMISTRY GR 11 (CHER3S) – 1 credit**

**Prerequisite:** Grade 10 Science

**Content:**

Students will develop an understanding of the foundational principles and concepts of chemistry. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Physical Properties of Matter, Gases and the Atmosphere, Chemical Reactions, Solutions, and Organic Chemistry.

## **CHEMISTRY GR 12 (CHER4S) – 1 credit**

**Prerequisite:** Grade 11 Chemistry

**Content:**

Students will develop an understanding of the foundational principles and concepts of chemistry. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Reactions in Aqueous Solutions, Atomic Structure, Chemical Kinetics, Chemical Equilibrium, Acids and Bases, Electrochemistry.

## **PHYSICS GR 11 (PHYR3S) – 1 credit**

**Prerequisite:** Grade 10 Science

**Content:**

Students will develop an understanding of the foundational principles and concepts of physics. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. The course includes topics in Waves, the Nature of Light, Mechanics, and Fields.

## **PHYSICS GR 12 (PHYR4S) – 1 credit**

**Prerequisite:** Grade 11 Physics

**Content:**

Students will develop an understanding of the foundational principles and concepts of physics. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. The course includes topics in Mechanics, Fields, Electricity, and Medical Physics.

## **SCIENCES NATURELLES 9<sup>e</sup>** **(SCIF1F) – 1 credit**

**Prerequisite:** N/A

**Content:**

Students focus on the basics of chemistry, elements and the periodic table. From there, physical transformations and chemical reactions are studied. The physics unit focuses on static and current electricity. Space exploration is discussed. Emphasis throughout the course is placed on laboratory work and experimentation.

## **SCIENCES NATURELLES 10<sup>e</sup>** **(SCIF2F) – 1 credit**

**Prerequisite:** Sciences naturelles 9<sup>e</sup>

**Content:**

Students study the Dynamics of the earth's ecosystems. Current environmental issues will be discussed. Meteorological phenomena are studied throughout the course. Chemical reactions and Acids and Bases are studied. The Physics unit will cover Kinematics, Forces and Movement. Emphasis is placed on laboratory work and experimentation.

## **BIOLOGIE 11<sup>e</sup>** **(BIOF3S) – 1 credit**

**Prerequisite:** Sciences naturelles 10<sup>e</sup>

**Content:**

This course is a study of human physiology. Core topics include the study of cells and human systems. Extensions include ecology and human behavior. This course provides the student with a great understanding of how their body works.

## **BIOLOGIE 12<sup>e</sup>** **(BIOF4S) – 1 credit**

**Prerequisite:** Biologie 11e

**Content:**

Core topics include:

- Biodiversity
- Genetics
- Evolution
- Taxonomy

Optional topics include:

- Microbiology
- Anthropology

## **CHIMIE 11<sup>e</sup>** **(CHEF3S) – 1 credit**

**Prerequisite:** Sciences naturelles 10<sup>e</sup>

**Content:**

A study of matter under its three stages – gas, liquid and solid with a small amount of analysis and synthesis. Students should have good work habits since this course demands that students keep up to date with the theory part of the course.

It is recommended that students have a good understanding of Mathematics and Science.

Topics include:

- Chemical reactions
- Solutions
- Organic chemistry
- Gases and the Atmosphere
- Physical Properties of Matter

## **PHYSIQUE 11<sup>e</sup>** **(PHYF3S) – 1 credit**

**Prerequisite:** Sciences naturelles 10<sup>e</sup>

**Content:**

This course deals with both classical and modern physics concepts. Kinematics, forces and fields are studied. We also look at the nature of sound and light. Mathematics is an important tool in physics and students are encouraged to have a good standing in Math 20S.

Course work involves theory, problem-solving and laboratory work.

## **SUJETS D'ACTUALITÉ EN SCIENCES 11<sup>e</sup> (CTSF3S) – 1 credit**

**Prerequisite :** Sciences naturelles 10<sup>e</sup>

### **Content :**

This course offers a multidisciplinary focus on science. Current Topics in Science involves students in brainstorming a scientific topic of interest that includes a significant treatment of scientific ideas, perspectives, content, and processes.

The goal is to develop scientific culture, interest in science and critical thinking. The course is based on inquiry and collaborative process.

Topics covered may include (but are not limited to):

- What in the World Is Climate Change?
- The Earth in the Universe
- The Evolution of the Human Species: Where Did We Come From? Where Are We Going?
- Water: Will We Ever Run Out?

## **PHYSIQUE 12<sup>e</sup>**

### **(PHYF4S) – 1 credit**

**Prerequisite:** Physique 11<sup>e</sup>

### **Content:**

This course touches upon some classical and modern physics concepts. Dynamics, momentum, and mechanics are studied. Electricity, magnetism, electromagnetism, and electromagnetic induction are covered. Finally, we look at medical physics.

Course work involves theory, problem solving and laboratory work.

## **\*BIOLOGY AP GR 12 (BIOP4S) – 1 credit**

**Prerequisite:** Grade 11 Biology with recommended minimum final mark of 70%

**Co-requisite:** Grade 12 Biology.

### **Content:**

The two main goals of this advanced course are to help develop a conceptual framework for modern biology and to help students gain an appreciation for science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in this advanced course is on developing an understanding of concepts rather than on memorizing terms and technical details. The course includes the study of plants, animals, ecology, energy transformations, molecular genetics, heredity and evolution, bacteriology, and immunity. Bioethical issues related to the above topics will also be considered.

Laboratory work will include Advanced Placement (AP) experiments which support the units studied. The AP and Manitoba Education and Training curricula will be followed.

## SOCIAL STUDIES

The Social Studies Program offers the following courses:

- Social Studies Gr 9 – 1 credit
- Geography 21st Century Gr 10 – 1 credit
- History of Canada Gr 11 – 1 credit
- Global Issues Gr 12 – 1 credit

The French Milieu Social Studies program offers the following courses:

- Sciences humaines 9<sup>e</sup> – 1 credit
- Géographie du Canada 10<sup>e</sup> – 1 credit
- Histoire 11<sup>e</sup> – 1 credit
- 

Both English/French Milieu programs offer the following courses:

- \*Life/Work Exploration, Planning, Building & Transitioning Gr 9-12 – 1 credit each
- \*Truth & Reconciliation Gr 10, 11 – 1 credit each
- \*Indigenous Studies Gr 12 – 1 credit
- \*Law Gr 12 – 1 credit
- \*Psychology Gr 12 – 1 credit

(All Option courses are subject to enrollment)

### **SOCIAL STUDIES GR 9 (SOSR1F) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course examines some of the important events in Canada's past and some of the current issues that face our country. Through historical research, presentation of current events and integration of primary and secondary sources, students will build an understanding of Canadian society. Some areas covered are Canadian identity, cultural diversity, government, the legal system, and Canada in the global context. Students will develop active citizenship skills, managing information and ideas, and critical and creative thinking.

### **GEOGRAPHY 21<sup>st</sup> CENTURY GR 10 (GEOR2F) - 1 credit**

**Prerequisite:** Grade 9 Social Studies

**Content:**

The purpose of this course is to be informed about the geographical issues facing this continent. Students will study the North American countries and regions and the geographical issues they face. Some of these issues are environmental concerns, free trade, forest preservation, and the relationship between physical and human geography. Research and essay writing skills are developed as well as map, graph, and diagram reading skills.

## **HISTORY OF CANADA GR 11 (HISR3F) – 1 credit**

**Prerequisite:** Grade 10 Geography

**Content:**

The objective of this course is to develop an understanding of the historical significance between Canada's past and present. Topics include - The First Peoples and New France, British North America, Becoming a Sovereign Nation, Achievements and Challenges, and Contemporary Canada. Topics will address ethical dimensions, historical perspectives, and cause and consequence relationships.

## **GLOBAL ISSUES GR 12 (GLIR4S) – 1 credit**

**Prerequisite:** Grade 11 History is strongly recommended

**Content:**

Students conduct inquiries into the social, political, environmental, and economic impact of contemporary and emerging global issues. Through their inquiry, students focus on questions of quality of life locally, nationally, and globally. Research and essay writing skills are developed, as are critical thinking skills. A component of the course includes planning and implementing a community-based-action research project.

## **SCIENCES HUMAINES 9<sup>e</sup> (SCHF1F) – 1 credit**

**Prerequisite:** N/A

**Content:**

Canadian Studies topics covered are a physical overview of Canada, Canadian life in a multicultural society, political, legal and economic processes, the impact of modern technology, Canada and its relation to the rest of the world.

## **GÉOGRAPHIE DU CANADA 10<sup>e</sup> (GEOF2F) - 1 credit**

**Prerequisite:** Sciences humaines 9<sup>e</sup>

**Content:**

This course deals with the physical, economic, cultural and political systems of North America. It will help the student discover Canada's connections with other people and countries around the world. More so, it will assist the student to make informed decisions about environmental and social issues affecting Canada and the world.

## **HISTOIRE 11<sup>e</sup> (HISF3F) – 1 credit**

**Prerequisite:** Géographie Gr 10

**Content:**

This course's objective is to engage students in learning about history by asking questions and researching. Guided by essential questions, students focus on the history of Canada from pre-historic times to the present. Students become historically literate and better able to understand Canada today. Specific themes: First Nations, Métis, Inuit peoples, French-English Relations, Identity, Diversity and Citizenship, Government and Economics, and Canada and the World.

## **\*VIE-TRAVAIL EXPLORATION, PLANIFICATION, ORGANISATION & TRANSITION GR 9, 10, 11, 12 (LWEF1S, LWPF2S, LWOF3S, LWTF4S) – 1 credit each**

**Prerequisite:** None (Gr 9 full credit is a prerequisite for Gr 11 & 12 CFE credits – see Alternate Credit Options section)

**Content:**

The Life/Work courses are part of the Career Development Curricula. The curriculum is designed to connect school learning with workplace and labour market realities. All grade levels focus on developing a combination of workplace readiness and leadership skills.

## **\*TRUTH & RECONCILIATION GR 10, 11 (TTRY2G, 3G) – 1 credit**

**Prerequisite:** N/A

**Content:**

Truth and Reconciliation will provide the opportunity for students to explore the relationship between the Indigenous and Non-Indigenous peoples that live in Canada.

Student learning will be established through theoretical, practical, and land-based learning situations. We will provide positive learning experiences with guest speakers, field trips, videos, role plays, and various other resources linked to the learning outcomes.

Our students will learn the truth about the broken relationships that have formed the shaky foundation of our nation, and they will be guided, through the Truth and Reconciliation Commission (TRC) Calls to Action, in ways to bring healing and reconciliation.

Students will share stories, make art, read texts, challenge perceptions, view hard truths, present new learning, and listen to new perspectives.

Some of the topics explored will be treaties, privilege, family health, economic inequity, Missing and Murdered Indigenous Women, the Justice System, the United Nations Declaration on the Rights of Indigenous Peoples, and the roles of new Canadians in reconciliation.

## **\*CURRENT TOPICS IN INDIGENOUS STUDIES GR 12 (CTIR4S) – 1 credit**

**Prerequisite:** None

**Content:**

This course allows Indigenous and non-Indigenous students to examine First Nations, Métis, and Inuit realities within contemporary and historic Canadian and global settings. It is based upon recognition of how these realities, past and present, have contributed to the development of Canadian society. Students will gain knowledge of the diversity of world views, histories, cultures, traditions, and accomplishments that exist among First Nations, Métis, and Inuit peoples and use an inquiry approach to further explore how many current issues stem from unresolved historical issues.

## **\*LAW GR 12 (LAWR4S) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course is an introduction to Canadian law. Students will study the fundamentals of the legal system covering such topics as the criminal code of Canada, capital punishment, youth crime, separation/divorce, as well as legal and contractual rights.

## **\*PSYCHOLOGY GR 12 (PSYR4S) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course will analyze the main ideas and concepts associated with the human mind and human behaviour. This includes topics such as abnormal psychology, adolescent development, sleep and dreams, social psychology and more. Focus will be on researching topics, small group discussion, personal reflection and case study analysis.

## TECHNOLOGY EDUCATION/ HUMAN ECOLOGY

The Technology Education Program offers the following courses:

- Graphics Gr 9, 10, 11, 12 – 1 credit each
- Woodworking Gr 9, 10, 11, 12 – 1 credit each
- Metal Fabrication Gr 9, 10, 11, 12 – 1 credit each

The Human Ecology Program offers the following courses:

- Family Studies Gr 11, 12 – 1 credit each
- Textile Arts & Design Gr 9, 10, 11, 12 – 1 credit each
- Foods & Nutrition Gr 9, 10, 11, 12 – 1 credit each

(All Option courses are subject to enrollment)

### GRAPHICS GR 9 (GRAR1G) – 1 credit

**Prerequisite:** N/A

**Content:**

This course will introduce students to the world of Graphics. Students will explore aspects of the Graphics industry and will produce Graphic images using the following techniques.

Topics covered are:

- Computer graphics
- Illustration
- Video production
- Animation
- Screen-printing
- Airbrushing

### GRAPHICS GR 10, 11, 12 (GRAR2G, 3G, 4G) – 1 credit

**Prerequisite:** Grade 10 – N/A; Grade 11 – 20G Graphics; Grade 12 – 30G Graphics

**Content:**

A student friendly course designed to allow the individual student to focus on specific areas of interest in the area upon completion of the mandatory projects at each grade level.

Topics covered are:

- Multicolor Screen Printing (manual and computer generated)
- Graphic Design
- Airbrushing Techniques
- Computer application: Photoshop, Inkscape, Illustrator, Harmony, Tinkercad
- Design principles
- 3-D printing
- Video editing and 2-D animation

### WOODWORKING GR 9 (WOOR1G) – 1 credit

**Prerequisite:** N/A

**Content:**

This course will introduce students to various aspects of woodworking, including terminology, measurement, design elements, plan of procedure, tool and machine safety/operation. All students will build a compulsory project, guided by the instructor to aid in the understanding of said concepts.

## **WOODWORKING GR 10, 11, 12 (WOOR2G, 3G, 4G) – 1 credit**

### **Prerequisite:**

for 40G: Grade 10 and/or Grade 11 Woodworking

### **Content:**

These courses are geared toward the building of a woodworking project chosen and designed by the individual student. In fabrication of the chosen project, the student will have the opportunity to learn and master

the safe operation and proper use of the many hand and power tools common to the modern-day carpenter, while at the same time looking at wood and its many functions, characteristics, and species. Students are responsible for the cost of materials used to build their project. Appropriate advancement in each course is expected with each year the student selects the course with expectations placed on the student selecting and completing the 40S course. Competent skills and yearly development are expected in the following areas: design, competence with hand and power tools, processes needed in manufacturing with continuing emphasis placed on safety.

## **METAL FABRICATION GR 9 (METR1G) – 1 credit**

**Prerequisite:** N/A

### **Content:**

This course introduces students to safe shop practices, metalworking tools, and fundamental fabrication processes. Students learn measurement, layout, cutting, forming, and joining techniques while developing problem-solving skills through hands-on projects. The course emphasizes workplace safety and craftsmanship along with teamwork and employability skills valued in the trades.

## **METAL FABRICATION GR 10, 11, 12 (METR2G, 3G, 4G) – 1 credit**

**Prerequisite:** Grade 10 – N/A; Grade 11 – 20G Metals; Grade 12 – 30G Metals

### **Content:**

This course will build on students' prior learning as they progress from developing foundational skills to completing advanced, individualized metal fabrication projects. Across all levels, students strengthen their abilities in measurement, layout, fabrication, and finishing while continually applying safe shop practices. As projects grow in complexity, students develop independence, problem-solving skills, craftsmanship, and an understanding of industry expectations. Together, these courses prepare students for future opportunities in manufacturing, skilled trades, and related pathways.

## **FAMILY STUDIES GR 11, 12 (FSTR3S, 4S) - 1 credit**

**Prerequisite:** N/A

### **Content:**

Family Studies contributes to the development of individuals and the family as functioning units of society. These courses will provide experiences which develop attitudes, skills, and understandings essential for the maintenance and improvement of family living, provide opportunities for students to develop an awareness that a person's decisions affect the quality of his or her life, encourage creativity, and to prepare students to make informed judgements and apply reasoned action to practical life situations. Learning in this area contributes to reasoned judgements by students as they consider their decisions in terms of consequences to self, family, and society. Topics covered in all family studies areas are:

- Decision-making
- Family life, family dynamics, family roles
- Human & child development from birth to adult hood
- Communication skills
- Relationships between family members, friends, significant others, and employers.

## **TEXTILE ARTS & DESIGN GR 9, 10, 11, 12 (TADR1S, 2S, 3S, 4S) - 1 credit**

**Prerequisite:** N/A

**Content:**

What is your fashion statement? How do certain clothing items become “fashion”? Students will develop a portfolio of fashion design, construction techniques, and problem-solving assignments. A major component of this course will provide experience in practical projects of garment construction, contemporary and traditional crafts and home accessories. Basic skills will develop and become more technically and conceptually advanced. This will be demonstrated in portfolio format and in choices of gradually more complex projects.

## **FOODS & NUTRITION GR 9 (FNUR1S) – 1 credit**

**Prerequisite:** N/A

**Content:**

The grade 9 Foods and Nutrition Program emphasizes skills and techniques in food preparation and healthy eating practices. Students will find fun and enjoyment in preparing and serving foods such as crepes, pastry, lasagna, pizza and salads. They will also learn to make wise decisions in selecting and purchasing foods.

## **FOODS & NUTRITION GR 10 (FNUR2S) – 1 credit**

**Prerequisite:** N/A

**Content:**

Why do we eat the foods we do? This course will include a study of the factors affecting food choices. Healthy lifestyle choices will be analyzed through in-depth exploration of the five major nutrients, their functions, sources, and disease related issues. This will include topics such as artificial sweeteners, heart disease, diabetes, cancer, vegetarianism, vitamin supplements and GMOs. Computer technology will be used to analyze recipes for specific nutrient content as well as analyzing the quality of your own diet.

## **FOODS & NUTRITION GR 11 (FNUR3S) – 1 credit**

**Prerequisite:** N/A

**Content:**

Can you describe a typical meal? The Canadian Food Mosaic is a rich blend of heritage, regional differences and multicultural influences that will be explored in this course. What do you feed a baby? A toddler? A pregnant woman? A senior? Food needs throughout the life cycle is another major focus.

## **FOODS & NUTRITION GR 12 (FNUR4S) – 1 credit**

**Prerequisite:** N/A

**Content:** Trying new things is always interesting and challenging especially when we combine food with science. How do you tenderize a less tender cut of meat? Make a meringue? A risotto? Which type of rice is the best buy? Try quinoa? If you are getting ready to make it on your own, this course is for you! As well as the theory and application of cooking techniques, you will examine consumer issues such as food additives, pesticides, and organic foods. About 50% of the course is spent on food preparation in small groups. A video demonstration, research project, written assignments and good lab plans are required.

## VISUAL AND PERFORMING ARTS

The Visual Arts Program offers the following courses:

- Visual Arts Gr 9, 10, 11, 12 – 1 credit each
- Indigenous Art Gr 10, 11, 12 – 1 credit each

The French Milieu Visual Arts Program offers the following courses:

- Arts vidéo 12<sup>e</sup> – 1 credit
- Arts visuels 9<sup>e</sup>, 10<sup>e</sup>, 11<sup>e</sup>, 12<sup>e</sup> – 1 credit each
- Photographie 11<sup>e</sup> – 1 credit

Both English/French Milieu Program offers the following courses:

- Concert Band Gr 9, 10, 11, 12 – 1 credit each
- Jazz Band Gr 9, 10, 11, 12 – 1 credit each
- Concert Choir Gr 10, 11, 12 – 1 credit each
- Vocal Jazz Gr 9, 10, 11, 12 – 1 credit each
- Guitar Gr 9, 10 – 1 credit each
- Drama Gr 9, 10 – 1 credit each

(All Option courses are subject to enrollment)

### VISUAL ARTS GR 9 (VIAR1S) – 1 credit

**Prerequisite:** N/A

**Content:**

This course focuses firstly on the development of basic artistic skills and understanding in the areas of drawing, painting, sculpture, poetry and art history. Secondly, the program's intention is that at the 3S and 4S levels, students will begin to undertake independent projects, expressive of individual talents and interests. The exploration of new experimental art forms is particularly important at this level.

All students are expected to participate in classroom assignments and to keep a sketchbook of personal work. Field trips are arranged as frequently as possible to acquaint students with the work of our local artistic community.

### VISUAL ARTS GR 10 (VIAR2S) – 1 credit

**Prerequisite:** Grade 9 Visual Arts

**Content:**

This course continues Visual Arts 10S, allowing students to explore and develop personal imagery and expertise with various media. The role of art as a means of communication on a historical and contemporary level will also be studied.

### VISUAL ARTS GR 11 (VIAR3S) – 1 credit

**Prerequisite:** Grade 10 Visual Arts

**Content:**

This course's intent is to increase the student's knowledge and ability to use various media. Students will also explore the development of personal imagery and expression in the context of multicultural and global issues.

## **VISUAL ARTS GR 12 (VIAR4S) – 1 credit**

**Prerequisite:** Grade 11 Visual Arts

**Content:**

This is an advanced course that supports both creative expression and a practical approach to learning about art and design. It also addresses the significance of art and the role it plays in shaping society. This is an opportunity for students to express their feelings and interests as they further develop their skills with various media. The course will conclude with the students submitting an idea journal and producing a traditional and/or digital portfolio of their work which would include samples of drawings, paintings, ceramic and sculptural pieces.

## **VISUAL ARTS INDIGENOUS FOCUS GR 10, 11, 12 (VA1R2S, 3S, 4S) – 1 credit each**

**Prerequisite:** N/A

**Content:**

This course will highlight the richness and depth of visual arts through an Indigenous lens, offering students a profound understanding of Indigenous art traditions, practices, and philosophies.

Students will explore the deep connections between visual expression and Indigenous cultures, learning to appreciate and incorporate these elements into their own artistic practices. The course emphasizes the importance of understanding Indigenous perspectives, particularly how these perspectives inform artistic creation and interpretation.

This course is designed to provide students with both theoretical knowledge and practical skills, empowering them to contribute to the ongoing dialogue between Indigenous and non-Indigenous art communities.

## **ARTS VISUELS 9<sup>e</sup> (VIAF1S) – 1 credit**

**Prerequisite:** N/A

**Content:**

The senior high art program focuses firstly on developing basic artistic skills and understanding in drawing, painting, sculpture, poetry and art history. Secondly, the program's intention is that at the 3S and 4S levels, students will begin to undertake independent projects, expressive of individual talents and interests. The exploration of new experimental art forms is particularly important at this level.

All students are expected to participate in classroom assignments and to keep a sketchbook of personal work. Field trips are arranged as often as possible to acquaint students with our local artistic community's work.

## **ARTS VISUELS 10<sup>e</sup> (VIAF2S) – 1 credit**

**Prerequisite:** Arts visuels 9<sup>e</sup>

**Content:**

The senior high art program focuses firstly on developing basic artistic skills and understanding in drawing, painting, sculpture, poetry and art history. Secondly, the program's intention is that at the 3S and 4S levels, students will begin to undertake independent projects, expressive of individual talents and interests. The exploration of new experimental art forms is particularly important at this level.

All students are expected to participate in classroom assignments and to keep a sketchbook of personal work. Field trips are arranged as often as possible to acquaint students with our local artistic community's work.

## **ARTS VISUELS GR 11<sup>e</sup> (VIAF3S) – 1 credit**

**Prerequisite:** Arts visuels 10<sup>e</sup>

**Content:**

The senior high art program focuses firstly on developing basic artistic skills and understanding in drawing, painting, sculpture, poetry and art history. Secondly, the program's intention is that at the 3S and 4S levels, students will begin to undertake independent projects, expressive of individual talents and interests. The exploration of new experimental art forms is particularly important at this level.

All students are expected to participate in classroom assignments and to keep a sketchbook of personal work. Field trips are arranged as often as possible to acquaint students with our local artistic community's work.

## **PHOTOGRAPHIE 11<sup>e</sup> (VAPF3S) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course introduces students to the creative, observational, and expressionistic qualities of photographs. Students will develop proficiency in the operation and functions of a camera and the subsequent computer software of Photoshop and Lightroom.

They will develop better awareness of the world around them by creating a composition of what they see through the camera's lens. They will enhance their skills to produce informative works of art.

## **ARTS VIDÉO 12<sup>e</sup> (VA2F4S) – 1 credit**

**Prerequisite:** N/A

**Content:**

This course provides the opportunity for students to study the many aspects and forms of producing videos. Students will study unique styles of video productions, and they will create videos from conception to final edited products. The students will become proficient with the Apple iLife program as well as the Adobe Premiere Pro editing program.

## **ARTS VISUELS 12<sup>e</sup> (VIAF4S) – 1 credit**

**Prerequisite:** Arts visuels 11<sup>e</sup>

**Content:**

The senior high art program focuses firstly on developing basic artistic skills and understanding in drawing, painting, sculpture, poetry, and art history. Secondly, the program's intention is that at the 3S and 4S levels, students will begin to undertake independent projects, expressive of individual talents and interests. Ration of new experimental art forms is particularly important at this level.

All students are expected to participate in classroom assignments and to keep a sketchbook of personal work. Field trips are arranged as often as possible to acquaint students with our local artistic community's work.

## **\*CONCERT BAND GR 9, 10, 11, 12 (MCBR1S, 2S, 3S, 4S) – 1 credit each**

**Prerequisite:** A minimum of 1 year in band or permission from Band Director.

**Content:**

The course involves developing technical skills on a wind instrument through private practice, small group and large group rehearsals. Students will develop an understanding of different musical styles and a knowledge of theory appropriate to the grade level. Performance is an expectation of this course.

**NOTE: THERE IS A \$30.00 BAND FEE FOR USE OF SCHOOL INSTRUMENTS.**

## **\*JAZZ BAND GR 9, 10, 11, 12 (MJBR1S, 2S, 3S, 4S) – 1 credit**

**Prerequisite:** A minimum of 2 years' band experience or permission from Band Director.

**Content:**

Through rehearsal and performance, students will develop an understanding of Swing, Latin, Rock, and instrumental Improvisation styles. The band performs at concerts and festivals throughout the year. Students who are registered in Jazz Band, but not Concert Band, will be required to rehearse and perform with the Senior Concert Band for concerts and festivals.

**NOTE: THERE IS A \$30.00 BAND FEE FOR USE OF SCHOOL INSTRUMENTS.**

## **\*CONCERT CHOIR GR 10, 11, 12 (MCCR2S, 3S, 4S) – 1 credit**

**Prerequisite:** N/A

**Content:**

This performance-based group rehearses over the noon hour and works towards concerts and festivals. Students study various musical styles from around the world, including classical, pop, folk, and musical theatre. Through the repertoire studied, students continue to work towards improving their musical skills, including Sight Reading, Ear Training, and Vocal Production. Performances are mandatory.

Evaluation: Daily observations, Theory quizzes, Singing tests

## **\*VOCAL JAZZ GR 9, 10, 11, 12 (MVJR1S, 2S, 3S, 4S) – 1 credit**

**Prerequisite:** Audition Required. Students must also be registered in Concert Choir.

**Content:**

The Vocal Jazz class is a small, performance-based ensemble which focusses on technically demanding vocal repertoire. An emphasis will be placed on individual as well as ensemble performances. Students will advance their vocal and choral skills, including their ability to read and interpret music, harmonize, and improvise. Performances are mandatory.

Evaluation: Daily observations, Theory quizzes, Singing tests

## **\*GUITAR GR 9 (MGUR1S) – 1 credit**

**Prerequisite:** None

**Content:**

No experience necessary! Guitar classes are designed for beginner guitar students. Curriculum is designed to meet each student where they are and advance their skills with note, chord, and rhythm reading. Each student works at their own pace, enabling students of different skill and experience levels to learn in the same classroom setting. Each term ends with an in-class recital, celebrating everyone's achievements. Guitars are provided.

## **\*GUITAR GR 10 (MGUR2S) – 1 credit**

**Prerequisite:** Gr 10 requires Gr 9 guitar or permission from teacher.

**Content:**

Students will use pick technique, chording and fingerstyle to explore classical, rock, and pop music. The class will include ensemble and solo work, with ample opportunity for students to engage in their own interests. A basic understanding of guitar and reading music is recommended. Guitars are provided.

## **\*DRAMA GR 9 (DAMR1S) – 1 credit**

**Prerequisite:** None

**Content:**

In this course, students will be introduced to the art forms of Drama and Theater. Students will collaboratively explore elements of Drama, and work to produce/recite dramatical works. Some of the topics that this course will cover will be:

- Elements of plays and stories
- Melodramas
- Expression of ideas through movement and actions
- Improv
- Greek Myths and Tragedies
- Commercials and Comedy

## ALTERNATIVE CREDIT OPTIONS

Contact the Guidance office for information regarding the following alternative sources for additional high school credits.

(All Option courses are subject to enrollment)

### CADETS

Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized as additional credits beyond the minimum 30 credits required for high school graduation.

### COMMUNITY SERVICE STUDENT INITIATED PROJECT (CSSIP) – ½ or 1 credit

**Prerequisite:** Parent Approval & Student Understanding Forms required, as well as site approval

**Content:**

Credit can be earned for volunteer work in the community, initiated by the student. A minimum of 110 hours for a full credit or 55 hours for a ½ credit at the Grades 11 or 12 level. Students earn standing “S” in this credit once documentation of hours and a reflection have been completed. Students can receive up to one credit.

### CREDIT FOR EMPLOYMENT (CFE) – up to 2 credits

**Prerequisite:** Parent Approval & Student Understanding Forms required, as well as site approval

**Content:**

Credit can be earned for paid work community, initiated by the student. A minimum of 110 hours for a full credit or 55 hours for a ½ credit at the Grades 11 or 12 level. Students earn standing “S” in this credit once documentation of hours and a reflection have been completed. Students can receive up to two credits.

### CULTURAL EXPLORATION SIP GR 9, 10, 11, or 12 – ½ or 1 credit

**Prerequisite:** Parent Approval Form required

**Content:**

Credit can be earned for participation in cultural exploration activities. A minimum of 110 hours for a full credit or 55 hours for a one-half credit, with the community group or individual, keeping track of his/her hours. A student may earn a maximum of only one (1) credit over the entire senior years program using the Cultural Exploration SIP credit opportunity. The level of credit will be based upon the level of the skills and knowledge obtained by the student in the cultural exploration activity. Students earn standing “S” in this credit.

## **HIGH SCHOOL APPRENTICESHIP PROGRAM (HSAP) (SYAR 41-48)**

Credit Value: Potentially 8 credits

Prerequisites: Students must be a minimum of 16 years of age and enrolled in core subjects.

The apprenticeship option provides an opportunity for students to explore trades in a real and relevant setting while completing their High School education. The HSAP program provides practical, paid, work experience and the opportunity to:

- get hands-on experience
- earn up to 8 supplemental academic credits for graduation based on 110 working hours per credit
- get paid a wage that's more than minimum average
- apply your on-the-job training hours to continued, full-time apprenticeship training after graduation
- use the skills you learn for a career in management or to start your own business

The High School Apprenticeship Program (HSAP) is offered in partnership with Apprenticeship MB to encourage students to learn about occupations in the trades through paid work. Students can get up to 8 credits and will have their work hours logged with Apprenticeship MB to help them in pursuing the trade after graduation.

## **INFORMNET DISTANCE LEARNING**

Distance learning is a method of accessing courses of study with teachers and/or tutors/markers in different physical locations to provide distance online learning course options. There are two options: InformNet and TMO. There is a cost associated with each course.

## **PRIVATE MUSIC OPTION**

Students can obtain up to four additional credits beyond the minimum 30 credits required for provincial graduation upon successful completion of Royal Conservatory of Canada or Conservatory Canada exams.

## **ROYAL WINNIPEG BALLET (RWB)**

High school students can earn credits when they are registered in senior levels of the RWB professional program. A student receiving a Grade 12 (40S) and/or Grade 11 (30S) examination percentage mark can receive one Specialized (S) dance credit for each of those grades. A student receiving a Grade 9 (10G) and/or Grade 10 (20G) examination percentage mark can receive one General (G) dance credit for each of these grades.

## **SPECIAL LANGUAGE CREDIT OPTION**

Students may be awarded up to four special language credits through two pathways:

Standing granted by presenting recognized credentials (transcripts, report cards, certificates of standing, etc.) that demonstrate prior instruction or proficiency in languages other than English or French.

Numerical grade granted by successfully completing special language examinations. Arrangements are made through the Language Learning Centre for a qualified examiner to assess the student's oral and written skills.

## **SUMMER SCHOOL – WSD**

Students take summer school courses for various reasons. They may attend summer school to improve a grade in a particular course, to earn extra credits or to repeat a course and gain the credit to stay on track for graduation. Reduced rates apply to students living in the Winnipeg School Division area that attend WSD Summer School.

## GRADUATION & ATHLETIC AWARDS/SCHOLARSHIPS

Collège Churchill High School selects recipients for awards annually at graduation and athletic ceremonies. The following is a description of the awards presented that reflect the substantial support from the Winnipeg School Division, alumni, constituency and the broader educational community. Proficiency awards presented by Collège Churchill High School are based on the first final mark a student achieves.

### **Governor General's Medal**

Presented to a student with the highest academic standing in Grades 11 & 12 in the graduating class.

### **University of Manitoba Chown Centennial Scholarship**

This scholarship is provided by the U of M. It is presented to a student with high scholastic achievement selected by the school who is also registered at University of Manitoba for the fall.

### **Golden Rule Citizenship & Community Service Award**

Presented to a student who is successful in both school and community activities.

### **Churchill 50<sup>th</sup> Anniversary Alumni Award**

Presented to a student who displays tremendous school pride by committing to activities which improve the social, athletic and/or academic life of the school.

### **Anthony McLaughlin Scholarship Award**

Presented to a bulldog football player who possesses dedication and good work ethics on and off the field and who is involved in other school athletic programs. This award is intended for graduates enrolled in post-secondary education in a business or management field in September.

### **Bill Scott Athletic Award**

Presented to a student who participates in two or more sports, displays good citizenship and maintains a high academic standing.

### **Bob Sokalski - Harry Hood Nominee Award**

Presented to a bulldog football player who demonstrates excellence in school citizenship, academics and on-field performance.

### **Richard Karkota Memorial Fighting Spirit Award**

Presented to a student athlete who demonstrates determination and sportsmanship.

### **Bulldog Football Alumni Scholarship**

Presented to a student who demonstrates the "Bulldog" qualities of sportsmanship, work ethic, unselfishness and determination.

### **W.J. Madder Athletes of the Year Awards**

Presented to students with a high level of achievement and who have participated in a full range of team and individual sports.

### **W.J. Madder Performance and Fine Arts Award**

Presented to a student who has excelled in one or more aspects of the Arts.

### **Dr. Jack & Isabel Scurfield Memorial Scholarship**

Presented to a student with outstanding academic achievement and participation in school and community activities.

### **Les Prix Francais**

Presented to students with good marks and who speak French often.

### **Le Prix Collège Churchill Susan B. Woodward**

Presented to a student who exemplifies resiliency, perseverance, dedication, a hard work ethic and someone who embodies the French Immersion spirit.

**Principal Scholarship**

Presented to a student with high scholastic achievement in Mathematics, Science, Home Economics, or Industrial Arts.

**Winnipeg School Division Post-Secondary Scholarship / La Bourse de la Division Scolaire de Winnipeg**

Presented to a student with high scholastic achievement according to criteria determined by the school.

**Winnipeg Teachers' Association Scholarship / La Bourse de l'Association des Professeurs de Winnipeg**

Presented to a student with a 65% minimum average and outstanding citizenship.

**Child Guidance Clinic Award of Merit / Le Prix CGC**

Awarded by CGC team to a deserving graduate who has shown resilience and determination in the face of adversity.

**Member of Parliament Award**

Presented to a student who demonstrates outstanding musical ability and musical contributions to the school's community.

**Member of Legislative Assembly Award**

This MLA award is presented to a graduate who has shown commitment to both scholarship and public service and wishes to pursue further studies at post-secondary level.

**Fort Rouge/E. Fort Garry Councillor Award / Le Prix de la Conseillère Municipale de Fort Garry/Fort Garry Est**

The City Councillor Award recognizes a graduating student who demonstrates active engagement in the school and/or community working toward sustainability, equity and diversity.

**Winnipeg School Division Book Prizes / Le prix de la Division Scolaire de Winnipeg**

Presented to students who excel in their academic subjects, showing a high level of both effort and achievement.

**Nariman Ayed Music Award**

Presented to a student who demonstrates excellence in Band/Choir, with an interest in advancing their education through a university, college or other institute.

**Tom Oleson Scholarship**

Presented to a student who is planning on entering Liberal Arts or Journalism and who is actively involved in the community.

**Brian David Schellenberg Scholarship**

Presented to an honours student who has attended Collège Churchill High School for 4 years and who demonstrates community involvement and/or leadership.

**Souchay Gossen Family Foundation Scholarship**

Presented to a graduate who has shown academic diligence, and who is engaged in school and community activities with demonstrated career goals.

**Souchay Gossen Family Foundation Welcome Hand Scholarship**

This scholarship funded by the Souchay Gossen Family Foundation is presented to a graduate who is a Newcomer to Canada and who has demonstrated academic diligence and involvement in school.

**Art Bryant Scholarship**

This scholarship was created in 2022 by friends of family of Art Bryant who wished to commemorate Art's commitment to the athletic program at Collège Churchill High School by recognizing a graduate who contributes to the life of the school, demonstrates good citizenship, achieves academic success and plans to continue their education.

**Sharoo Modha Community Scholarship**

MLA award in honour of community member Sharoo Modha. This award is presented to a graduate who has shown commitment to both scholarship and public service and intends to pursue further studies at post-secondary level.

