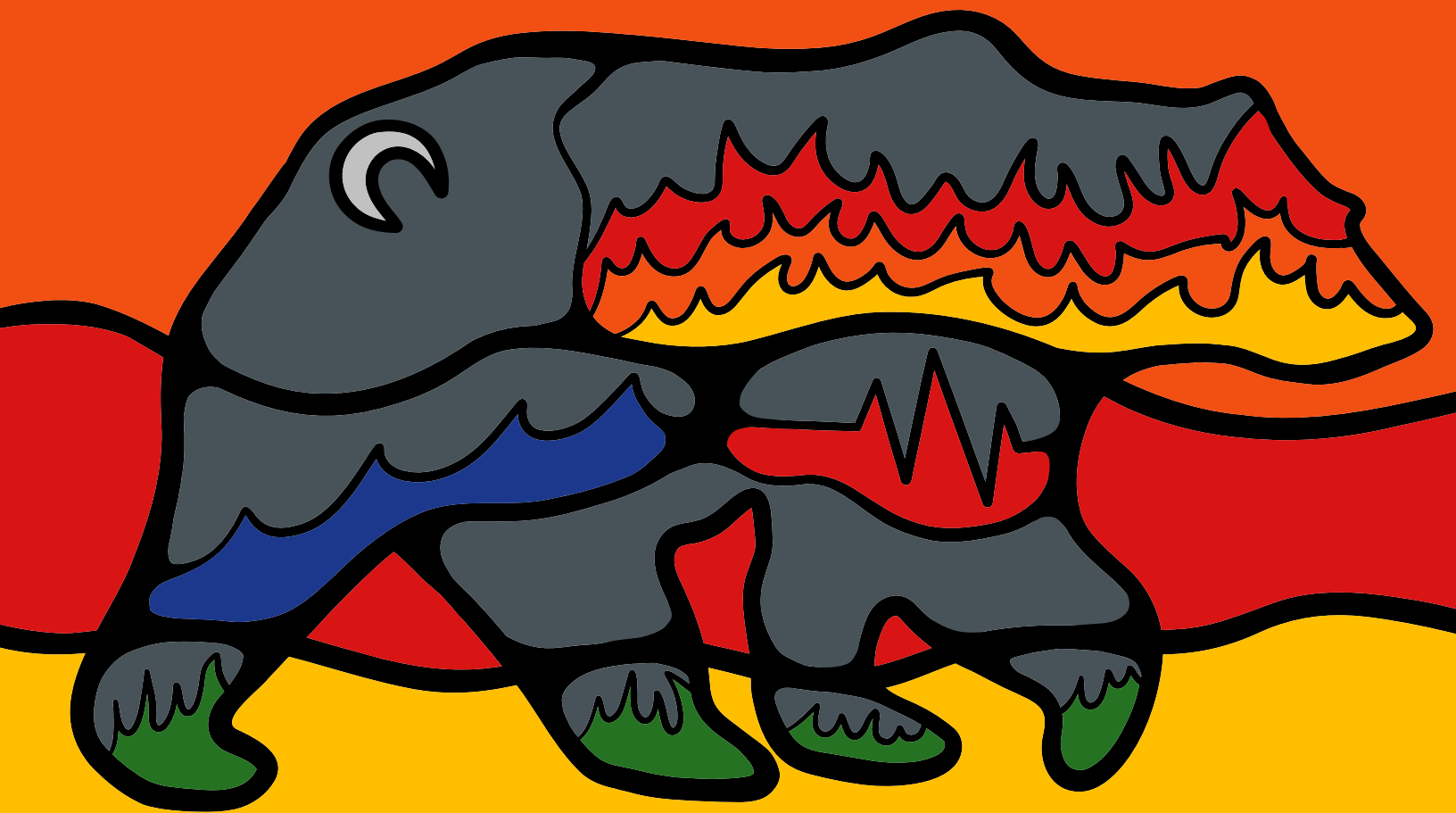




ALWAYS A THUNDERBIRD

2023-2024 HANDBOOK



LAND ACKNOWLEDGEMENT AND COMMITMENT TO ACTION

Here, at Children of the Earth High School
we commit to truth and reconciliation
through building relationships with Mother Earth,
the original peoples of this land, and the stories that bring us together.
We acknowledge the place in which we gather is on Treaty 1 territory,
the homeland of the Red River Métis, and the ancestral lands of the Anishinaabe,
Ininiwak, and Dakota Oyate peoples.”

©HELEN OMAZINDIGES, INDIGENOUS ARTIST COLLECT 2023



EVERY CHILD MATTERS

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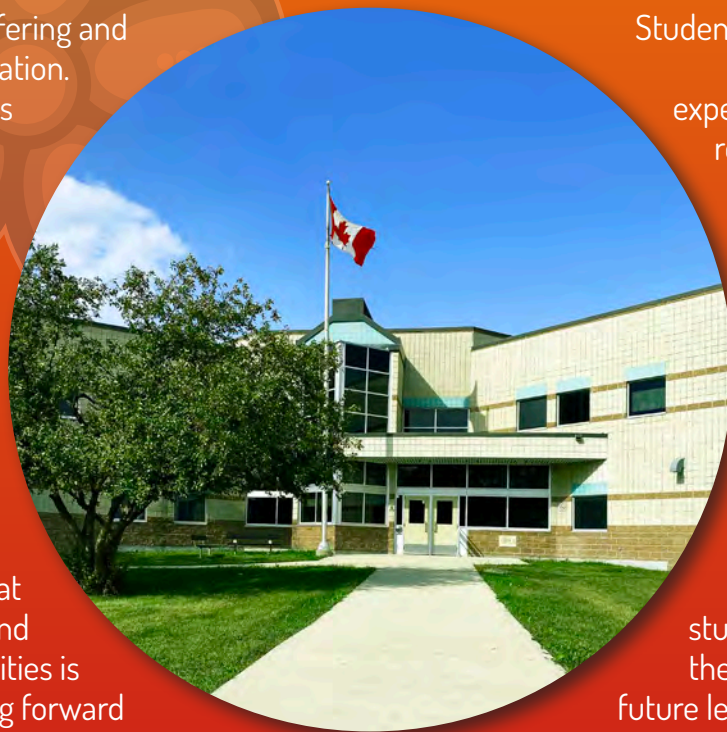
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WELCOME BIINDIGEN PETIKWE

PRINCIPAL'S MESSAGE:

In preparation for our next school year, we hope that you will find this handbook helpful to become acquainted with the courses offered, cultural teachings, school procedures, and other activities at Children of the Earth High School.

We pride ourselves in offering and delivering a quality education. We also teach Indigenous language and practice traditional teachings. Students' experiences include smudging, sharing circles, medicine gathering, Full Moon and Pipe Ceremonies, and traditional teachings by community Elders and Traditional Advisors at the school and in sweat lodges. Understanding and promoting positive identities is important so that moving forward is successful. The Language and Cultural programs are mandatory programs for all students who attend Children of the Earth School. We offer both Ojibwe and Cree languages. Other unique programs include Medical Careers Exploration Program and the Martin Family Business Initiative.



Children of the Earth School is a family environment where parents/guardians /caregivers and volunteers are welcome to participate in daily and special events. It is important to work together in your child's educational journey.

Students are responsible for taking ownership of their learning experiences by attending school regularly and developing and maintaining good work habits. Regular attendance is a strong indicator of success.
ATTENDANCE MATTERS.

Student success at Children of the Earth is important to us. We are committed to helping our students prepare holistically so they may fully develop into the future leaders of our culture, society and country.

Stay connected by checking our website at <https://www.winnipegssd.ca/schools/ChildrenOfTheEarth/Pages/default.aspx>.

Miigwetch/Ekosi,

n. Batzel

Nichola Batzel

OUR HISTORY

In 1988, the Winnipeg School Division, in consultation with various community groups, such as the Thunder Eagle Society, Urban Aboriginal Educational Advisory Committee and parent groups, began what was then considered a bold undertaking. They established a high school in Winnipeg's North End that emphasized Indigenous culture, language and academics; a school that hearkened back to the lessons of our ancestors and made valid the concept of Indigenous practices in the education system. It allowed First Nations, Metis, and Inuit youth the freedom to practice their culture in a place where it was once prohibited in schools. In 1991, it opened as the "Indigenous High School" and after consultation with the educational community, the name "Children of the Earth High School" was submitted by a student and adopted.

Today, Children of the Earth High School has evolved into a center for heritage language instruction, cultural development and high academic standards to help guide our youth into the leaders of our great society.



CULTURAL CODE OF CONDUCT

MEDICINE WHEEL PHILOSOPHY:

There are many different Medicine Wheels, Children of the Earth High School considers the following Medicine Wheel Philosophy, the 7 Sacred Teachings (Love, Respect, Humility, Wisdom, Honesty, Courage, and Truth), and the Clan System Model as a base to educate our youth and support families. We share these philosophies so that our students may recognize our relationship with who we are, our stories, our language, and our way of knowing.

CULTURAL CODE OF CONDUCT:

Children of the Earth High School considers the Medicine Wheel Philosophy, the 7 Sacred Teachings (Love, Respect, Humility, Wisdom, Honesty, Courage, and Truth), and the Clan System Model as a base to educate our youth and support families. We share these philosophies so that our students may recognize our relationship with who we are, our stories, our language, and our way of knowing.

MIND MIKWENDAMOWIN MAMITONECHIKAN:

The mind allows us to think and learn/know through reflecting, preparing and strengthening our education. Mental growth is fostered by students taking an active role in all curricular and cultural areas to grow and achieve academic success. Students do their best to maintain a healthy balanced lifestyle to strengthen their mental well-being.

BODY NIIYAW MIYAW:

The body enables us to act and do; to learn and know through responding to our physical needs. Physical growth is supported by honoring our body, ensuring healthy rest, needed nourishment, and respectful dress. Students learn and utilize physical/health education, traditional holistic teachings, and a positive healthy lifestyle to promote their physical well-being.

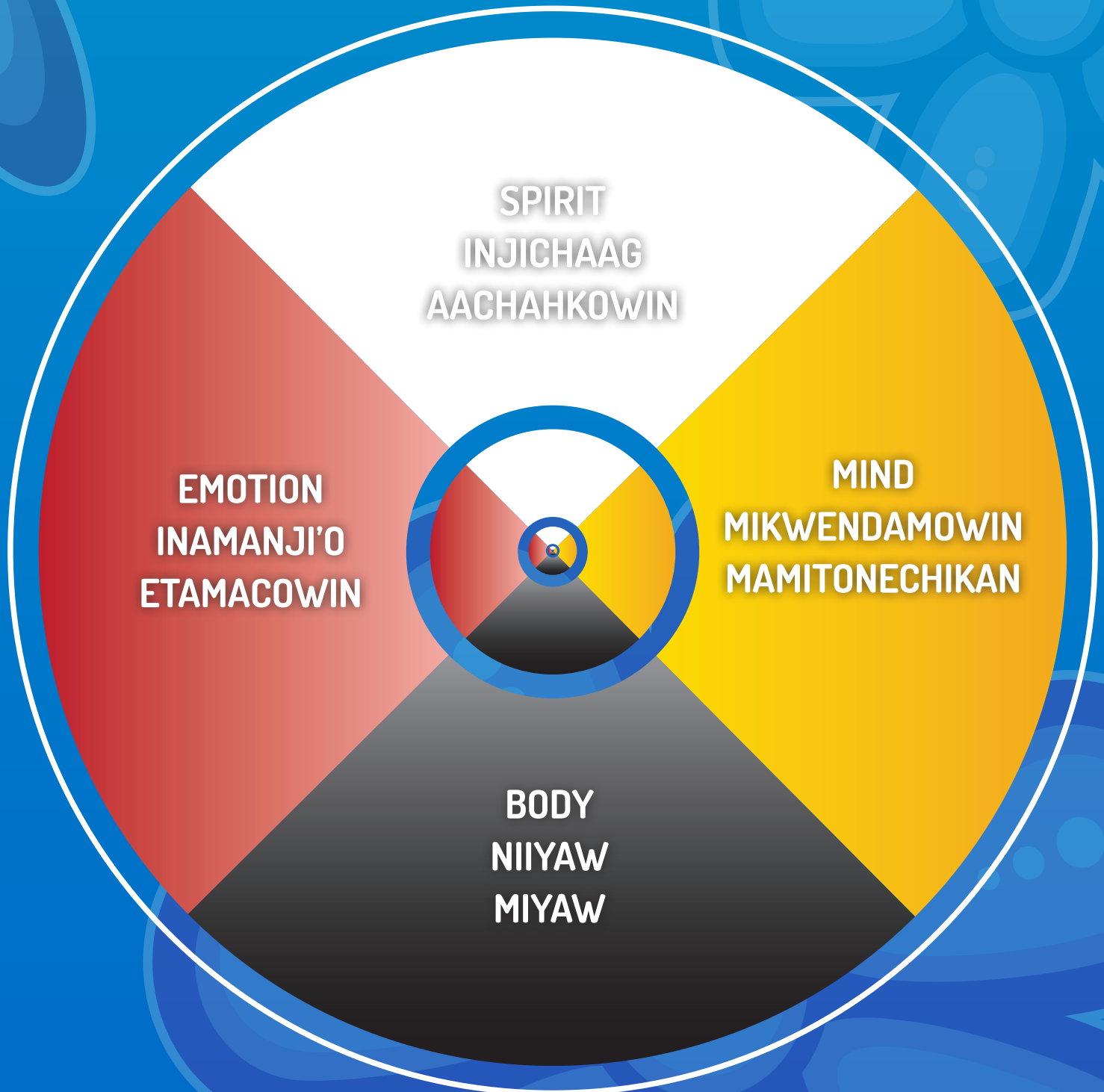
EMOTION INAMANJI'O ETAMACOWIN:

Emotions allow us to feel and know through relationships and personal experiences. Emotional growth is supported by connecting students to classroom teachers/EAs, Student Support Services, and positive peer relationships. Students learn and practice the cultural code of conduct to ensure and maintain their emotional well-being.

SPIRIT INJICHAAG AACHAHKOWIN:

This guide governs student behavior and attitude. Students are taught to develop their spiritual well-being to be the best they can be. Spiritual growth is supported by connecting students to Indigenous culture, language, heritage and ceremony. Students strive to achieve a balanced holistic lifestyle to ensure their success in all aspects of life (physically, mentally, emotionally, and spiritually).

MEDICINE WHEEL



CODE OF CONDUCT

Children of the Earth High School regards the MEDICINE WHEEL PHILOSOPHY and the 7 SACRED TEACHINGS (LOVE, RESPECT, HUMILITY, COURAGE, HONESTY, WISDOM, AND TRUTH) as a base to educate our youth and supporting families. We share and teach these philosophies to allow our students to have care and consideration for one another, our community, and our School.

Everybody must be respectful. The Winnipeg School Division will not tolerate aggressive behavior, verbal abuse or harassment towards our students, staff and guests by anybody. Inappropriate actions and/or behaviors will be dealt with immediately. Children of the Earth is equipped with security cameras to maintain a safe school and work environment.

Students have the right to be in school and while attending it is expected that all students will respect themselves, others, the building, its contents and follow the school's code of conduct.

THE FOLLOWING WILL NOT BE TOLERATED:

- Weapons, as "weapons" are defined in section 2 of the Criminal Code (Canada) are prohibited.
- Students and staff must adhere to school policies respecting appropriate use of electronic mail, social media and the INTERNET, including the prohibition of accessing,

uploading, downloading or distribution material that the school has determined to be objectionable.

- Use, possession, sale or attempted sale of alcohol, cannabis, controlled substances, mood altering substances, or misuse of prescription drugs is prohibited on school property.
- Hate literature, racist, pornographic or offensive material
- Gang activities or involvement will not be tolerated.
- Offensive symbols, slogans, bandannas, rags, colours, prints and headgear are not permitted. Students will be asked to remove such items at school discretion.

WSD policy states that student lockers are the property of the Division and school administrators have the authority to inspect student lockers and student's personal effects wherever circumstance warrants such action.

Every person has the right to an education in a safe, accepting environment. Learning can only happen when we belong and feel safe.

THE FOLLOWING WILL NOT BE TOLERATED:

- Bullying and or harassment
- Discriminating on the basis of gender, nationality, ethnicity, religion, age, sex, sexual orientation, family status, source of income, political views, physical or mental ability is in violation of the Manitoba Human Rights Code and is unacceptable.
- Threats will not be tolerated. Threats may be verbal, written, drawn, posted on the INTERNET or made by gesture. All incidents of threats will be taken seriously and addressed accordingly.
- Physical, sexual or psychological abuse, verbally, in writing or otherwise.

Students must take responsibility for their learning with the support of their parents/guardians. They must demonstrate responsible and mature behavior and life skills necessary to achieve credits for graduation and for the world of work. Teachers will assist students in setting goals and problem solving.

REPORTING REQUIREMENTS:

- All acts of bullying and or unacceptable conduct are to be reported to the school administration.
- If the principal believes that a student of the school has been harmed as a result of unacceptable conduct, the principal will, as soon as reasonably possibly, notify a student's parent /guardian.

THE FOLLOWING INFORMATION WILL BE PROVIDED TO THE PARENT OR GUARDIAN:

- The nature of the conduct that resulted in the harm
- The nature of the harm to the student
- The steps taken to protect the student, including the nature of any disciplinary measures taken in response to the unacceptable conduct

CONSEQUENCES:

- A conversation with school administration and/or a staff member
- Being sent home from school for the remainder of the school day
- A re-entry meeting with the school administration and the parent/guardian
- A formal suspension from school

SAFETY PROCEDURES

CELL PHONES AND ALL OTHER ELECTRONIC DEVICE USE:

It is important to be safe and respectful when using the Internet. Cell phones and other personal electronic devices are to be used only when under staff supervision. Cyber-bullying is not permitted and devices are used for educational purposes during school hours.

Consequences for cyber-bullying can include suspensions, police involvement or transfer to another school. In the event of a school or community wide emergency, such as lock down or hold and secure, cell phones are not to be used. This is to ensure the integrity and availability of the cellular networks used by emergency responders. Also students should not wear two headphones as, in an emergency, they cannot hear directions.

VISITORS:

For the safety of everyone in and around the school, all visitors are to report to the school office prior to transacting business in the school. Students are not permitted to invite friends during the regular school day who do not attend our school to visit them in school. Any visitors who cause a disturbance in the school or on school property will be charged with trespassing.

EMERGENCY & FIRE SAFETY PLAN:

It is important to practice safety procedures. This way, we are able to know ahead of time some ways we may need to react in a situation that could be stressful or which requires a quick response. Please review procedures. The school will practice all of these procedures to help support staff and students so that they know how to react.

FIRE DRILL PROCEDURES:

NOTE: Unless previous notice has been given, every ringing of the fire alarm must be observed. EVERYONE is required to leave the school building.

FIRE EXITS:

Classes exit the building according to routes outlined in the school.

RESPONSIBILITIES OF THE PUPILS:

On signal of fire alarm all students leave the room in an orderly fashion. Students who are not with their classes leave the building using the nearest exit (the main staircase is not a fire exit) and join their class outside. Classes are to line up in the North field.

The secretaries will check the infant lab and support the infant lab teacher.

If the exit is blocked the teacher will lead or direct classes to the nearest free exit.

All classes lineup in their designated areas away from the building. In case of a true emergency where the need for evacuation is for a lengthy period of time, the principal will inform the staff and students to relocate to the emergency evacuation site At NIJI MAHKWA or CEDA.

FOR LOCKDOWN:

**"ATTENTION ALL STAFF
AND STUDENTS,
ATTENTION ALL STAFF
AND STUDENTS,
ACTIVATE LOCKDOWN,
ACTIVATE LOCKDOWN
NOW!"**

If you hear this announcement or see the **BLUE LIGHT** go on in the gym the school is in LOCKDOWN. Students and staff are required to LOCK THE DOOR, AND REMAIN QUIET AND OUT OF SIGHT. It is important to remain calm, follow directions and remain safe. If you are out of the classroom when a lockdown is called, go to the closest room and lock or barricade the door.

FOR HOLD & SECURE:

**"ATTENTION ALL STAFF AND
STUDENTS,
WE ARE IN A HOLD & SECURE,
EXTERIOR DOORS ARE
LOCKED"**

Classes will continue as usual, but as a safety precaution, please remain in the building until further notice"—Students and staff are able to move around inside the building, however are not allowed to leave or enter the building. If HOLD AND SECURE remains active over lunch or after 3:30 pm staff and students are still required to follow these guidelines.

FOR EVACUATION:

In case of evacuation we will need to go off-site. We may need to evacuate after a fire alarm, if there is poor air quality or for other safety reasons. In most cases we will line up prior to evacuating or we may evacuate from the building. Be sure to report to your teacher. It is important they know where you are.

If there is a case where we cannot evacuate to another school our alternative location is CEDA. This could happen in situations where both schools are affected and both may be required to evacuate.

Name of Site: Niji Mahkwa

Address: 450 Flora Avenue

Phone: 589-6742

Contact Person: Marsha Missyabit

Division Evacuation Site:

University of Manitoba, Faculty of Social Work,
Inner City Program

Address: 485 Selkirk Avenue

Phone: 204-668-8160/ 204-474-7166

Contact Person: Wendy Zebraski

ATTENDANCE POLICY

STUDENT EXPECTATIONS:

It is expected that students will attend at least 90% of all classes. The following procedures are in place to assist students in getting to and staying in school:

- Parents/Guardians are asked to call the school if their son/daughter is not able to be in class and to give the expected date of return. Adult students are also expected to call the school if they are away.
- The teacher will notify parents/guardians by phone or letter of attendance concerns. It may be necessary at this time to arrange a meeting with a teacher and counselor to develop a plan for regular attendance.
- As required, administration may withhold report cards until a meeting with administration and a counselor is arranged.
- Students who are 18 and older may be withdrawn if there is no response to school contact.
- If a student is sponsored by any agency, a copy of all letters will also be sent to the agency.
- A student who is withdrawn from a course may appeal.

If a student is withdrawn, he/she may be able to re-enter if he/she can demonstrate a renewed commitment to school. We understand that there are circumstances that may cause students to leave school for a period of time. It is important that we know when students are dealing with outside issues so that we can support the student and his/her/their family. We look at each student as an individual and make decisions on an individual basis. We work with students, parents and guardians to ensure students are attending on a regular basis. It is extremely important that students be in class and participating.

ACADEMIC RESPONSIBILITY:

Students are responsible for providing evidence of their learning within established timelines. There are consequences for incomplete and/ or late assignments.

- Students will be provided with clear expectations of assignments, through things like exemplars, rubrics and teacher feedback.

- Assignments will have reasonable timelines for completion that will be communicated by the teacher. Regardless of all life and extenuating circumstances, all work must be completed by the end of the course.
- There will be consequences for late and missing work. Teachers may deduct marks, require the student to complete work during school time or at lunch, and /or refuse to accept the work.

ACADEMIC HONESTY:

Student tests and submitted assignments must be their own work. Cheating and plagiarism will not be tolerated.

- Students will be provided with a clear explanation of academic honesty and will be expected not to lie, cheat or plagiarize assignments, tests or projects.
- There will be consequences for students found to be academically dishonest. Teachers may contact parents, document the incident in the student's file, enforce loss of privileges at the school, and require the student to redo the work honestly and/or deduct marks.

ACADEMIC PROMOTION/RETENTION:

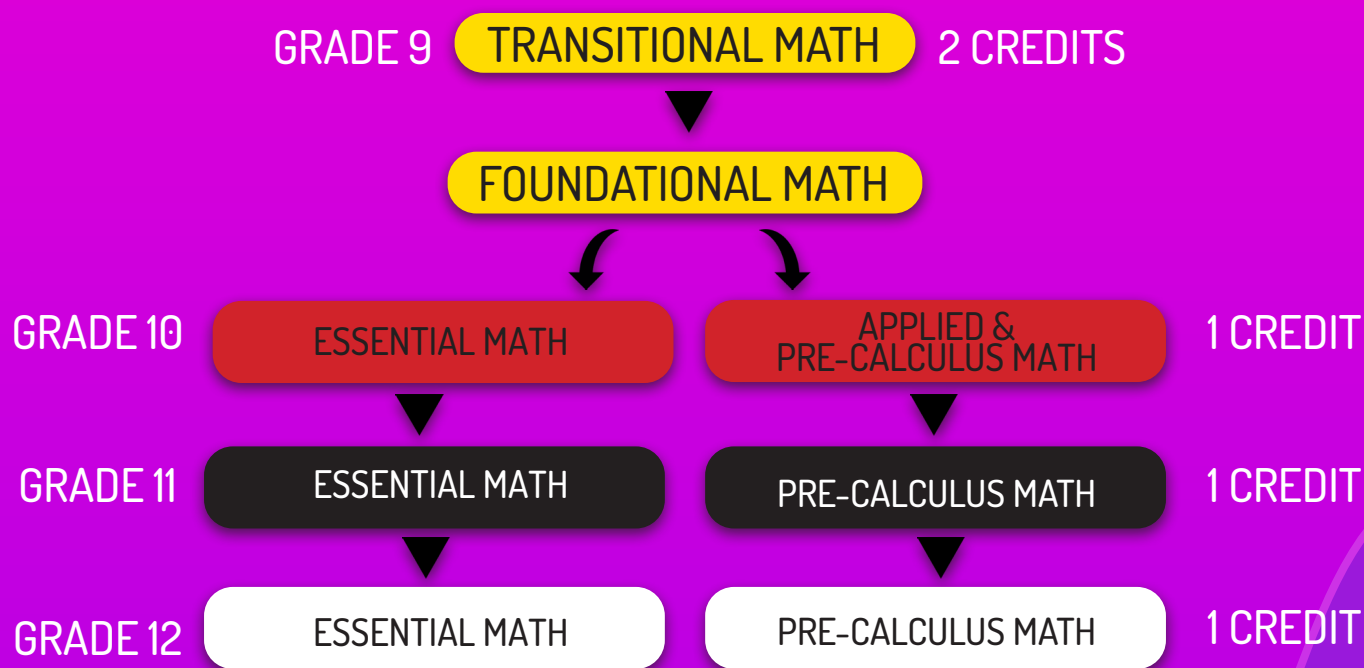
Students will obtain credit for courses when there is clear evidence of achievement of the learning outcomes set out in the provincial curricula.

- If students do not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade.
- Students must earn 30 CREDITS in order to graduate with an academic grade 12 Diploma, or 8 credits in order to graduate as a mature student.

FAMILIES CAN HELP BY:

- Reviewing the Code of Conduct at home
- Maintaining up-to-date information in the school, including phone number, address etc.
- Ensuring regular attendance
- Attending Parent Advisory Council meetings
- Following the Winnipeg School Division's respectful environment policy
- Sharing concerns with teachers and school administration
- Supporting the school in maintaining regular communication
- Attending meetings, student-led conference and other school events

MATHEMATICS PATHWAYS



MATHEMATICS PATHWAYS

Grade 9:

Students begin their school year enrolled in TRANSITIONAL MATHEMATICS. Upon successful completion of Grade 9 TRANSITIONAL MATH, students will be enrolled in Grade 9 FOUNDATIONAL MATH. Students earn two grade nine math credits upon successful completion of the courses.

Upon completion of Grade 9 FOUNDATIONAL MATH, students will choose between the ESSENTIAL OR PRE-CALCULUS MATH PATHWAY.

GRADE 10 - 12 ESSENTIAL MATH PATHWAY:

The ESSENTIAL MATH pathway is designed for students who are not intending to pursue math-related studies after graduation. These courses meet the requirements for high school graduation and for general admission to most post-secondary institutions.

GRADE 10 - 12 PRE-CALCULUS MATH PATHWAY:

The PRE-CALCULUS MATH pathway is intended for students considering post-secondary studies that require a math prerequisite. These courses provide students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. Students must successfully complete the Grade 10 APPLIED AND PRE-CALCULUS MATH courses before taking Grade 11 PRE-CALCULUS and must successfully complete Grade 11 PRE-CALCULUS before taking Grade 12 PRE-CALCULUS.

CREDIT CHECKLIST

COMPULSORY COURSES

GRADE 9 CREDITS	GRADE 10 CREDITS	GRADE 11 CREDITS	GRADE 12 CREDITS
<input type="checkbox"/> English 10F ENGR1F	<input type="checkbox"/> English 20F ENGR2F	<input type="checkbox"/> English Comp 30S ENGC3S	<input type="checkbox"/> English Comp 40S ENGC4S
<input type="checkbox"/> Mathematics 10F MATR1F	<input type="checkbox"/> Essentials Math 20S ESMR2S	<input type="checkbox"/> Essentials Math 30S ESMR3S	<input type="checkbox"/> Essentials Math 40S ESMR4S
<input type="checkbox"/> Transitional Math 15F TRMR1F	<u>OR</u>	<u>OR</u>	<u>OR</u>
<input type="checkbox"/> Science 10F SCIR1F	<input type="checkbox"/> Intro Applied/Pre-Cal IAPR2S	<input type="checkbox"/> Pre-Cal 30S PCMR3S *Pre-Req IAPR2S	<input type="checkbox"/> Pre-Cal 40S PCMR4S *Pre-Req PCMR3S
<input type="checkbox"/> Physical Education 10F PHER1F	<input type="checkbox"/> Physical Education 20F PHER2F	<input type="checkbox"/> Physical Education 30F PHER3F	<input type="checkbox"/> Physical Education 40F PHER4F
<input type="checkbox"/> Cree 11G <u>OR</u>	<input type="checkbox"/> Cree 21G <u>OR</u>	<input type="checkbox"/> Cree 31G <u>OR</u>	<input type="checkbox"/> Cree 41G <u>OR</u>
<input type="checkbox"/> Ojibwe 11G	<input type="checkbox"/> Ojibwe 21G	<input type="checkbox"/> Ojibwe 31G	<input type="checkbox"/> Ojibwe 41G
<input type="checkbox"/> Reading is Thinking 10S RITR1S	<input type="checkbox"/> Science 20F SCIR2F	<input type="checkbox"/> History 30F HISR3F	
<input type="checkbox"/> Social Studies 10F SOSR1F	<input type="checkbox"/> Geography 20F GEO2F		

ELECTIVE COURSES

GRADE 9 CREDITS	GRADE 10 CREDITS	GRADE 11 CREDITS	GRADE 12 CREDITS
<input type="checkbox"/> Visual Arts 10S VIAR1S	<input type="checkbox"/> Reading is Thinking 20S RITR2S	<input type="checkbox"/> Family Studies 30S FSTR3S	<input type="checkbox"/> Visual Arts 40S VIAR4S
<input type="checkbox"/> Business Innovations 10S BINR1S	<input type="checkbox"/> Visual Arts 20S VIAR2S	<input type="checkbox"/> Visual Arts 30S VIAR3S	<input type="checkbox"/> Marketing & Digi. Comm 40S MDCR4S
<input type="checkbox"/> Life/Work Exploration LWER1S	<input type="checkbox"/> Creative Promotions 20S CRPR2S	<input type="checkbox"/> Biology 30S BIOR3S	<input type="checkbox"/> Treaties & the Treaty Relationship TREY4G
<input type="checkbox"/> Carpentry 0.50 CREDIT CA584H1S	<input type="checkbox"/> Life/Work Planning LWPR2S	<input type="checkbox"/> Current Topics 30S CTSR3S	<input type="checkbox"/> Interdisciplinary Studies 40S INSR4S
<input type="checkbox"/> Child Care 0.50 CREDIT CC651H1S	<input type="checkbox"/> Digital Pictures 25S DPHR2S	<input type="checkbox"/> Retailing Perspective 30S RTPR3S	<input type="checkbox"/> Biology 40S BIOR4S
<input type="checkbox"/> Culinary Arts 0.50 CREDIT CU790H1S	<input type="checkbox"/> Carpentry 1.0 CREDIT CA584V2S	<input type="checkbox"/> Venture Development 30S VDER3S	<input type="checkbox"/> Business Mgmt. 40S BMAR4S * Pre-Req: VDER3S
<input type="checkbox"/> Horticulture 0.50 CREDIT HL717H1S	<input type="checkbox"/> Child Care 1.0 SEM 2 CC652V2S	<input type="checkbox"/> Chemistry 30S	<input type="checkbox"/> Chemistry 40S
<input type="checkbox"/> Welding 0.50 CREDIT WT377H1S	<input type="checkbox"/> Culinary Arts 1.0 CREDIT SEMESTER 1 CU791V2S	<input type="checkbox"/> Life/Work Building 30S LWBR3S	<input type="checkbox"/> Psychology 40S PSYR4S
<input type="checkbox"/> Graphics 0.50 CREDIT GD135H1S	<input type="checkbox"/> Horticulture 1.0 CREDIT SEMESTER 1 HL718V2S	<input type="checkbox"/> Carpentry 3 CREDITS 4 SLOTS EACH YEAR CA585V2S	<input type="checkbox"/> Carpentry 5 CREDITS CA585V4S
*PICK 4 AND EACH LASTS A TERM	<input type="checkbox"/> Welding 1.0 CREDIT SEM 1 WT378V2S	<input type="checkbox"/> Child Care 4 CREDITS CC654V3S	<input type="checkbox"/> Child Care 4 CREDITS CC654V4S
		<input type="checkbox"/> Culinary Arts 3 CREDITS CU791V3S	<input type="checkbox"/> Culinary Arts 4 CREDITS CU791V4S
		<input type="checkbox"/> Hairstyling 4 CREDITS HS312V3S	<input type="checkbox"/> Hairstyling 4 CREDITS HS312V4S
		Horticulture 3 CREDITS HL718V3S	<input type="checkbox"/> Horticulture 4 CREDITS HL718V4S
		Welding 3 CREDITS WT378V3S	<input type="checkbox"/> Welding 4.0 CREDITS WT378V4S

GRADE 9 COURSES

COMPULSORY COURSES:

ENGLISH 10F (ENGR1F) 1.0 CREDIT

The overall theme for the Grade 9 English Language Arts program is “Exploring Identity”. The Grade 9 English Language Arts (ELA) will enable students to understand and appreciate language. Through the use of the six language arts: listening, speaking, reading, writing, viewing, and representing, students will acquire skills that will help them become competent and successful learners. The First Nations perspective will also be incorporated as much as possible throughout the program.

MATHEMATICS 10F (MATR1F) 1.0 CREDIT

The grade 9 Mathematics program is a foundation to prepare students for grade 10-12 courses. The program is designed to develop math literacy and involve students in developing problem-solving skills. The students will develop an understanding of the nature of mathematics through specific skills and connections among and between the 4 learning strands in math. The course will include: hands-on activities, vocabulary development, learning discussions, entry/exit slips, quizzes, tests, projects, homework, and an examination. The First Nations Perspective will be incorporated where and when possible.

TRANSITIONAL MATH 15F (TRMR1G) 1.0 CREDIT

Transitional Math is a course designed to aid students in their transition to high school mathematics. The course is designed to address any gaps and difficulties students may be having in foundational strands of mathematics. The course is individualized to each student's particular needs and each student will receive an individualized education plan that caters to their specific learning requirements. Upon successful completion of Grade 9 Transitional Math, students will be enrolled in Grade 9 Foundational Math during the second half of the school year.

SCIENCE 10F (SCIR1F) 1.0 CREDIT

The grade 9 Science program consists of an introductory unit and 4 other units (cluster). Each unit is designed to develop science literacy and to involve students in the scientific inquiry and design process. Students will look at how their lives are interconnected with science, technology, society, and the environment. The students will engage in vocabulary development, scientific inquiry and investigation, problem-solving, decision making, and self-assessment. The First Nation's Perspective will be integrated into all subject areas.

SOCIAL STUDIES 10F (SOSR1F) 1 CREDIT

The focus of the Grade 9 Social Studies program will be on “Plurality” in terms of our Canadian society today. The program will begin with an overview of Canada today, including its demography, geography, and political organization. Students will investigate the historical and contemporary interactions of the people of differing identities, backgrounds and perspectives. They will also examine contemporary Canadian questions and issues within the local, Canadian and global context. The First Nation's Perspective will be incorporated and implemented where and when possible throughout the course.

PHYS-ED 10F (PHER1F) 1.0 CREDIT

The aim of the curriculum is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. Physical Education activities include team and individual activities and there is a strong emphasis on individual fitness development. Health-related topics include fitness planning, addictions awareness, healthy relationships and reproductive health.

CREE AND OJIBWE (CRER1 G & OJIR1G) 1 CREDIT

At Grade 9 level the students will learn about their identity, territory, sentence structure, verbs and nouns, number system, family, friends, school, animals, birds, weather, days of week, calendar and the medicine wheel. They will document what they learn in their portfolios. They will have opportunity to experience online learning.

READING IS THINKING 10S (RITRIS) 1.0 CREDIT

The main goal of the Reading Is Thinking (RIT) course is to teach students how to deeply read a variety of texts (i.e. articles in magazines/newspapers, pictures, graphs, chapters in textbooks, etc.) and to engage in discussions about their understanding of these texts.

ELECTIVE COURSES:

VISUAL ARTS 10S (VIARIS) 1.0 CREDIT

The grade nine Visual arts course is studio based with an emphasis on the elements and principles of design. Students will learn about the expressive qualities of a variety of art materials while learning about the processes and techniques used by Indigenous Woodland style artists such as Norval Morrisseau. Students will use the creative process with an emphasis on exploring indigenous themes from a personal context. Students are required to produce one original art piece to be included in a school based art exhibition during the semester.

BUSINESS INNOVATIONS 15G (BINRIS) 1.0 CREDIT

Business Innovations is an introductory course that allows students to sample the various strands within the applied commerce education program. The course offers students opportunities to explore: economics, entrepreneurship, business, marketing, technology, and finance. Students will have the opportunity to apply concepts and strategies through a variety of projects and simulations.

CAREER DEVELOPMENT LIFE/WORK EXPLORATION 10S (LWERIS) 1 CREDIT

Life/Work Exploration 10S has been designed to connect school learning with workplace and labour market realities. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

CARPENTRY 0.50 CREDIT CA584H1S

The Carpentry Course Industry standard safety training for construction sites and woodshop safety including but not limited to WHMIS, PPE, ladders, scaffolding, and fall arrest procedures, are built into all practical projects the students participate in across all grade levels. The grade nine course focuses on an introduction to Heavy Industry Technology and the Building Construction trade. Students will demonstrate the safe use of hand tools, portable power tools and stationary woodworking machines.

GRADE 9 COURSES

ELECTIVE COURSES:

WELDING 0.50 CREDIT WT377H1S

R.B. Russell Vocational High School The Welding Technology Program The Welding Technology Program provides graduate students with the necessary skills to enter the workforce as an apprentice, or to pursue postsecondary education at a community college or university. The Welding Technology Program is a four year program that begins with Grade 9 instruction. Students will study and practice a wide variety of welding techniques and metal fabrication. Graduating students will be eligible for the Canadian Welding Bureau certification. Mathematical, written, oral, problem solving skills, and the ability to see projects through to completion will be stressed throughout the program so that students are well equipped for future employment. In conjunction with the R.B. Russell Technology Lab, students will acquire trade related computer skills and learn to design and create CNC programs. These designs will then be cut on our state of the art CNC Plasma Cam ensuring that students are well prepared for the modern workplace. Career Opportunities • Fabricated Metal Manufacturing • Transportation Equipment Manufacturing (Motor Vehicle Body and Parts, Ship and Boat Building) • Farm Machinery Manufacturing • Mining Machinery Manufacturing • Architectural and Structural Metals Manufacturing • Construction • Maintenance Welding • Welding Inspectors • Welding Instructors • Welding Supplies Sales Personnel The Welding Technology Course Grade 9

The Grade 9 course is designed as an introduction to the metal trade. It will provide students with an understanding of Heavy Industry work, principles, safety, and welding fundamentals. Students will fabricate small welding projects to determine whether or not they wish to pursue this program for the next three years.

HORTICULTURE 0.50 CREDIT HL717H1S

The Horticulture Program The Horticulture Program provides students with the basic foundation in the growing and popular field of Horticulture. The theory and practical components of the program concentrate on greenhouse maintenance, plant propagation and production, botany, landscape construction and design, integrated pest management, small engines, masonry, floristry and arboriculture. Aboriginal medicinal plants and environmental issues are also addressed. Horticulture students will have the opportunity to develop a working knowledge of the industry and to practice their skills in our greenhouses, on the school grounds, in various work sites and with school mentorships in the community. Upon successful completion of the program, students will have the necessary skills for entry level positions in the Horticulture and Landscape fields in addition to equipping them with the skills and knowledge to be environmentally conscious individuals making choices for a more sustainable future.

Career Opportunities • Greenhouse Technician • Landscape Technician • Florist • Arborist (Tree Specialist) • Interior Landscaping • Garden Centre and Retail Nursery • Forestry and Parks Technician • Environmentalist • Horticulture Therapist • Organic Gardeners and Farmers • Permaculturist

The Horticulture Course Grade 9 This course is an introduction to the field of Horticulture, providing students with basic concepts and principles of botany, landscape design, sustainability issues and an introduction to employability in the horticulture industry.

CHILD CARE 0.50 CREDIT CC651H1S

The Child Care Assistant Course Grade 9 The course includes an overview of pre-natal growth and post-natal development from birth to 12 months of age. Students will learn about the care required and financial demands of a newborn. The program covers teen pregnancy, options for adolescent parents and the challenges of being a teen parent. Hands-on activities are ongoing.

CULINARY ARTS 0.50 CREDIT CU790H1S

The Culinary Arts Program will introduce students to the principles of professional cooking and provide students with the practical training and necessary skills to enter the workforce in the food service industry. Students in the Culinary Arts Program will have the opportunity to take a hands-on approach to learning by developing their skills with modern equipment in a licensed and inspected working kitchen. R.B. Russell Vocational High School Culinary Arts Program is a fully accredited program with the Province of Manitoba Apprenticeship Branch. Students who successfully complete the program with an average of 70% and register with the Apprenticeship Board will receive their Level One training hours in the Apprenticeship Cook Program. Grade 11 and Grade 12 students spend a portion of their day on theory, and the rest of the day in the kitchen preparing food for the cafeteria lunch service. They are also given the opportunity to prepare foods for in-house catering and special functions.

Post-grad industry training option for high school grads The post-grad program is designed to provide students with the opportunity to challenge the Level 1 Apprenticeship theory. This program runs for a 10-month period. Career Opportunities • Restaurants • Hotels • Hospitals • Cafeterias • Catering Companies • Private Clubs • Bakeries • Cruise Ships • Nursing Homes The Culinary Arts Course Grade 9 The Grade 9 course is designed as an introduction to commercial cooking principles. During this course students will learn and demonstrate appropriate personal hygiene, sanitation, safety, knife skills, operation of kitchen tools and equipment, basic cooking methods, cooking principles, and production methods. .5 Credit

GRAPHICS 0.50 CREDIT GD135H1S

The Graphic Design Program is designed for students who have some artistic talent, enjoy working with computers and other new media technologies, and would like to explore a career in Graphic Design or related fields. Design skills are developed through course work in graphic design theory and practical application. Graphic Design students are exposed to many aspects of visual communication such as print and digital design/layout, digital image, editing and manipulation, illustration and typography. Students learn to use industry standard software, applications such as Photoshop, Illustrator, and Indesign.

GRADE 10 COURSES

COMPULSORY COURSES:

ENGLISH 20F (ENGR2F) - 1.0 CREDIT

Builds on the grade nine course by emphasizing the six language arts skills: reading, writing, listening, speaking, viewing, and representing. The course will enable each student to understand and appreciate the language and use it competently in a variety of situations for communication, personal satisfaction, and learning.

ESSENTIALS MATH 20S (ESMR2S) - 1.0 CREDIT

Grade 10 Essential Math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes consumer applications, problem-solving, decision making, and spatial sense. Units include personal finance, measurement, 2-D geometry, trigonometry, consumer decisions and angle construction.

INTRO APPLIED/PRE-CAL (IAPR2S) - 1.0 CREDIT

A math class intended for students considering post-secondary studies that require a math prerequisite. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. The topics studied help form the foundation needed in both Grade 11 Applied and Gr. 11 Pre-Calculus mathematics.

GEOGRAPHY 20F (GEOR2F) - 1.0 CREDIT

In this course, students explore the nature of geography, which is the study of the Earth's physical and human systems and the relationship between them. Students are introduced to concepts and ideas related to ownership and exploitation of natural resources. Emphasis is placed on identifying Indigenous perspectives and rights regarding natural resources and their use. Throughout the course, students become more aware of the importance of the environment, stewardship, and sustainable development.

PHYSICAL EDUCATION 20F (PHER2F) 1.0 CREDIT PREREQUISITE: PHER1F

This compulsory full-credit course is designed to help youth explore a wide range of activities that include both individual and team concepts. Students will be given the opportunity to identify activities that they would enjoy and incorporate into an active lifestyle in their futures. Students will study topics related to fitness management and planning, nutrition, first aid, substance use and abuse prevention, reproductive health and social issues in sport.

CREE AND OJIBWE (CRER2G & OJIR2G) 1 CREDIT

At the Grade 10 level the students will learn about their identity, territory, sentence structure, verbs and nouns, number system, family, friends, school, animals, birds, weather, days of week, calendar and the medicine wheel. They will document what they learn in their portfolios. They will have opportunity to experience online learning.

SCIENCE 20F (SCIR2F) 1.0 CREDIT

A prerequisite science course for all biological and physical science courses in grades 11 and 12. It is a continuation of exploration into general sciences from grade 9. This course exposes students to Ecology, Chemistry, Physics and General Meteorology principles.

ELECTIVE COURSES:

READING IS THINKING 20S (RITR2S) - 1.0 CREDIT

This course is designed to support students to improve skills in reading a variety of texts and to engage in discussions about their understanding of these texts. The course will be taught using a variety of texts, hands-on activities, and project-based learning in class. This course is a pass or fail course. Outcomes include: choosing texts that fit interest and purpose, making predictions, communicating opinions and using critical thinking skills to make decisions and solve problems.

VISUAL ARTS 20S (VIAR2S) 1.0 CREDIT

The grade 10 visual arts course is studio-based with an emphasis on developing students' personal style of art while exploring new ideas and processes for artistic expression. Students will use the artistic critical analysis of the process to reflect on the styles of traditional and contemporary Indigenous artists while exploring themes from a personal and community context. Students are required to produce one original art piece to be included in a community-based art exhibition during the semester.

FAMILY STUDIES 20G (FSTR2S) - 1.0 CREDIT

Grade 10 Family Studies course provides skills and knowledge in the areas of parenting, decision-making skills, relationships, and the well-being of individuals and families. Students have the opportunity to increase their knowledge as to how individuals/families function in society during different stages of the life cycle. Throughout the human life cycle, people need to be cared for and to care for themselves and others. Nurturing and caregiving skills are utilized along with knowledge of human growth and development to anticipate changing personal and family needs.

CREATIVE PROMOTIONS 20S (CRP2S) - 1.0 CREDIT

Creative Promotions helps students develop an understanding of promotional communication from both a theoretical and practical approach. The course focuses on advertising strategies, direct marketing, personal selling, sales promotions, and public relations. Creative promotions is designed for students who are looking to expand their business knowledge regarding communicating effectively and creatively.

LIFE/WORK PLANNING 30S (LWPR2S) 1.0 CREDIT

Life/Work Planning 30S has been designed to connect school learning with workplace and labour market realities. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

DIGITAL PICTURES 25S (DPHR2S) 0.5 CREDIT

The purpose of this course is to provide students with the skills and knowledge to convey a message through an original, digital image. Students learn how to create images for a specific purpose, use a DSLR camera in full manual mode, manipulate images through editing software. They will learn how to store files through flattening, naming and organizing. Students have an opportunity to explore culture, identity and personal expression in the area of this visual artform.

GRADE 10 COURSES

CARPENTRY 1.0 CREDIT CA584V2S

Grade 10 The Grade 10 course focuses on the introduction to the Building Construction trade. Students will demonstrate the safe use and maintenance of hand tools and portable power tools to construct a variety of related projects. An introduction to stationary power tools will allow students to construct more complex projects. Trade-related mathematics principles involving the addition and subtraction of fractions and whole numbers, identification of metric measurements and the conversion to imperial units of measurement are also covered.

WELDING 1.0 CREDIT SEM 1 WT378V2S

Grade 10 The Grade 10 course will focus on the Gas Metal Arc Welding process. Students will gain an understanding of fusion welding procedures. Students will learn to weld, lap and tee joints, study measurement and layout, metal fabrication, equipment operation and welding techniques.

HORTICULTURE 1.0 CREDIT SEMESTER 1 HL718V2S

Grade 10 The course concentrates on botany, greenhouse construction and design, and introduction to principles of landscaping, basic masonry and hydroponic and aquaponic systems. Floral design and sustainability issues will also be explored. This is a full-year credit with the second semester of the credit focusing on the practical implementation of the theoretical skills in horticulture.

CHILD CARE 1.0 SEM 2 CC652V2S

The course focuses on infant & toddler development, basic care and positive interactions. The emphasis is on the development of children ages 12 months to 2 years of age. Students will learn about milestones and the care required for this age group. Students participate in individual literacy projects.

CULINARY ARTS 1.0 CREDIT SEMESTER 1 CU791V2S

The Grade 10 course will focus on basic cooking procedures, cooking terminology, nutrition, principles of WHMIS and Workplace Health and Safety procedures and regulations. The course will concentrate on pre-preparation and presentation of different types of foods, Garde Manger, various baking, decorating techniques, and styles. 1 Credit



COMPULSORY COURSES:

ENGLISH COMP 30S (ENGC3S) 1.0 CREDIT

Builds on the grade ten course to continue to develop students in the six language arts skills. Students will engage with and appreciate a variety of texts through their development of these literacy skills. They will work with both pragmatic, expressive, and aesthetic texts, and write in a variety of forms for different purposes.

ESSENTIALS MATH 30S (ESMR3S) 1.0 CREDIT

Grade 11 Essential math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes consumer applications, problem solving, decision making, and spatial sense. This course builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics. Units include: interest and credit, 3-D Geometry, statistics, managing money, and trigonometry.

PRE-CALCULUS 30S (PCMR3S) 1.0 CREDIT PREREQUISITE: IAPR2S

This course is designed for students intending to enter post secondary who intend to study calculus or a related mathematics program. This course builds on Gr. Intro to Applied and Pre-Calculus. A variety of topics are covered such as sequences and series, quadratic functions, trigonometry, functions and equations, as well as systems of equations.

ACTIVE HEALTHY LIFESTYLES 30F (PHER3F) 1.0 CREDIT PREREQUISITE: PHER2F

This compulsory full-credit course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them and to engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, mental health, the social impact of sports and substance use and abuse.

CREE AND OJIBWE (CRER3G & OJIR3G) 1 CREDIT

At Grade 11 level the students will learn about their identity, home communities, Kinships, Their relationships, Emotions, Role models, Clans, Work, Residential school system, Continue oral speaking skills with what they are learning during class instructions, e.g.) days of the week, Numbers, short phrases, weather. They will document what they learn in their portfolios. Also they will have opportunity to experience on line learning.

HISTORY 30S (HISR3F) 1 CREDIT

The Grade 11 Canadian History curriculum supports citizenship and, the roles Indigenous Peoples played in the shaping of Canada as core concepts. Guided by Essential Questions and Historical Thinking Concepts, learners examine the social and political history of Canada, from pre-contact to current. Learners examine how the relationship between First Nations and non-Indigenous peoples moved from autonomous co-existence to colonialism to the current stage of renegotiation and renewal.

ELECTIVE COURSES:

READING IS THINKING 30S (RITR3S) - 1.0 CREDIT

This course is designed to help improve skills in reading and thinking critically and creatively. It is designed to give students the strategies needed to become better readers. This course is a pass or fail course. Outcomes include: choosing texts that fit interest and purpose, making predictions, and using critical thinking skills to make decisions and solve problems.

VISUAL ARTS 30S (VIAR3S) - 1.0 CREDIT

The grade 11 visual arts course enables students to transition to independent studio work based on student-initiated themes and topics with an indigenous perspective. The program will allow emerging artists to explore a range of processes and techniques and apply them to the development of their own unique artistic style. Students are required to produce one original art piece to be included in a community-based art exhibition during the semester.

BIOLOGY 30S MCEP (BIOR3S) - 1.0 CREDIT

This course is designed to help students better understand the anatomy and physiology of the major systems of the human body. The course is broken up into units based on specific body systems, their structures and their functions. Students will look at the effects of maintaining overall wellness through homeostasis of all systems. Throughout the course, students will be given examples and situations tailored to prepare them for their practicum experience with the Medical Careers Exploration Program.

CURRENT TOPICS 30S (CTSR3S) - 1.0 CREDIT

This curriculum seeks to address current issues, topics, themes, points of view, and innovations through an integration of the relevant science disciplines in a way that is natural, engaging, and accessible for students. One unique feature of Senior 3 Current Topics in the Sciences is that teachers and students take the lead in selecting topics or current issues that are addressed in the classroom. Together they create the curriculum and outcomes that need to be taught!

RETAILING PERSPECTIVES 30S (RTPR3S) - 1.0 CREDIT

Retailing perspectives helps students gain an understanding of retailing from both a theoretical and practical approach. The students will have an opportunity to learn many retailing skills by working in the Thunderbird Café. This course is designed for students interested in managing or owning their own retailing establishment. It is, however, relevant to all students, since, as consumers, they experience retailing as part of their daily lives.

VENTURE DEVELOPMENT (MARTIN PROGRAM 11) 30S (VSR3S) - 1.0 CREDIT

This course is attached to the Martin Family Initiatives, the Aboriginal Youth Entrepreneurship Program (AYEP). AYEPP seeks to help Indigenous youth develop the attitudes and skills necessary to achieve success in secondary school, the workplace, during post-secondary education or training, and in daily life. Students gain an introduction to Entrepreneurship that will prepare them for the working world regardless of their choice of career.

FAMILY STUDIES (FSTR3S) - 1.0 CREDIT

Grade 11 Family Studies focuses on children's and adolescents' relationships with their families. Students will learn about developmental needs, effective care, and positive interactions with children/ adolescents. The skills and knowledge that students gain will provide them with the opportunity to make informed decisions related to parenting, relationships, and families.

GRADE 11 COURSES

LIFE/WORK BUILDING 30S (LWBR3S) 1.0 CREDIT

Life/Work Building has been designed to connect school learning with workplace and labour marketing realities. This course will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary/training that is required in today's society. The broad range of experiences may vary from visitor presentations and/or volunteering in the community which will enhance student's knowledge and learning skills that may not be available in a school setting. Work Building consists of; Personal Management, Career Exploration, Learning and Planning, Job Seeking and Job Maintenance, and Career and Community Experiences.

CARPENTRY 3 CREDITS 4 SLOTS EACH YEAR CA585V2S

The Grade 11 course introduces the student to what it is like to work in the construction trade as a carpenter. The students will be led through the basics of residential wood frame construction and concrete form work. 3 Credits

WELDING 3 CREDITS WT378V3S

The Grade 11 course will concentrate on OxyAcetylene safety procedures, cutting and welding processes. Students will learn to read patterns, blueprints and a variety of welding symbols. Emphasis will be placed on the fabrication process and the basics of Shielded Metal Arc Welding.

HORTICULTURE 3 CREDITS HL718V3S 3 CREDITS

Grade 11 The Grade 11 course will concentrate on OxyAcetylene safety procedures, cutting and welding processes. Students will learn to read patterns, blueprints and a variety of welding symbols. Emphasis will be placed on the fabrication process and the basics of Shielded Metal Arc Welding.

CHILD CARE 4 CREDITS CC654V3S

Students will obtain an overview of the types of child care facilities in Manitoba. They learn about theorists, childhood stresses, temperaments and resiliency as well as workplace skills. Students gain an understanding of children with diverse abilities, and their unique needs. Students participate in an elementary school and infant practicum.

CULINARY ARTS 3 CREDITS CU791V3S 1 CREDIT

Students will obtain an overview of the types of child care facilities in Manitoba. They learn about theorists, childhood stresses, temperaments and resiliency as well as workplace skills. Students gain an understanding of children with diverse abilities, and their unique needs. Students participate in an elementary school and infant practicum.

HAIRSTYLING 4 CREDITS HS312V3S

Intermediate Level Intermediate Haircutting Techniques: Introduction to clipper cutting, razor, taper and design lines. Hair Colouring: Students will learn the theory and practical aspects of colouring. Intermediate Hairstyling and Artificial Hair: Explore materials and demonstrate skills regarding wigs, hairpieces, and hair extensions. Chemical Texture Service: Students will work on wrapping patterns, chemical texture waves, chemical hair straightening and relaxing techniques.



COMPULSORY COURSES:

ENGLISH COMP 40S (ENGC4S) - 1.0 CREDIT

Builds on the grade eleven comprehensive course to further the development of students' language arts skills. This course will allow students to develop and refine a range of literacy skills that deepen engagement and appreciation of a variety of texts. In the comprehensive course, the content will be divided equally between pragmatic and aesthetic texts.

ESSENTIALS MATH 40S (ESMR4S) - 1.0 CREDIT

Grade 12 Essential math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes consumer applications, problem-solving, decision making, and spatial sense. Unit includes vehicle finance, statistics, precision measurement, home finance, probability, and geometry and trigonometry.

PRE-CALCULUS 40S (PCMR4S) - 1.0 CREDIT PREREQUISITE: PCMR3S

Gr. 12 Pre-Calculus is designed for students who intend to study calculus and related mathematics as part of post-secondary education. It builds on Gr. 11 Pre-Calculus and provides the knowledge and skills to study Calculus in post-secondary. Topics covered include Transformations and Functions, trigonometry, exponential and logarithmic functions, as well as equations and functions.

ACTIVE HEALTHY LIFESTYLES 40F (PHER4F) - 1.0 CREDIT PREREQUISITE PHER3F

This compulsory full-credit course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them and engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, nutrition, personal & social development and healthy relationships.

CREE AND OJIBWE (CRER4G & OJIR4G) -1.0 CREDIT

At the Grade 12 level the students will learn about their identity, territory, careers, the political structure of their communities, land-based teachings, residential school systems, calendar which will include the following: days, months, seasons, numbers, telling time, seasonal activities, cooking, jobs and daily life. Students will do presentations on the specific projects they are working on. Students will be able to speak orally.

ELECTIVE COURSES:

VISUAL ARTS 40S (VIAR4S) - 1.0 CREDIT

The grade 12 visual arts course allows emerging artists to work independently to explore themes and topics with an Indigenous perspective. This studio-based program encourages emerging artists to develop their unique artistic styles to produce professional quality artworks with the option to sell originals or limited edition prints in a variety of art sales organized by our school's cooperative project. Students are required to produce one original art piece to be included in a community-based art exhibition during the semester.

MARKETING & DIGITAL COMMERCE 40S (MDCR4S) - 1.0 CREDIT

This course is designed to explore software applications that are relevant to today's workplaces. The focus will be on effectiveness and efficiency in the workplace.

TREATIES AND THE TREATY RELATIONSHIP (TREY4G) - 1.0 CREDIT

The goal of this course is to provide the background that is necessary for students to develop the expectation that they are part of this local and national political democracy. Students will examine the Numbered Treaties and the treaty relationship in national, and local contexts. The course will engage in an in depth focus on Treaty One and its components.

INTERDISCIPLINARY STUDIES (INSR4S) – 1.0 CREDIT

This curriculum seeks to address current issues, topics, themes, points of view, and innovations through an integration of the relevant scientific disciplines in a way that is natural, engaging, and accessible for students. One unique feature of Senior 4 Interdisciplinary Studies is that teachers and students take the lead in selecting topics or current issues that are addressed in the classroom. Together they create the curriculum and outcomes that need to be taught!

BIOLOGY 40S (BIOR4S) – 1.0 CREDIT

A full credit course that is recommended for students who have an interest in continuing studies in biology-related fields (bioinformatics, medical science, pharmacology, environmental science, biochemistry, biosystem engineering etc.). The course focuses on biological inheritance, DNA study, evolutionary theory, and biodiversity.

BUSINESS MANAGEMENT (MARTIN PROGRAM 12) 41G (BMR4G) – 1.0 CREDIT **PREREQUISITE: VIVR3S**

This course is a continuation of Visions & Ventures The 30S. Students will transfer their development of a business plan into a website for their business. While constructing their websites, students will explore E-Commerce.

CINEMA IN MODERN HISTORY 40S (CMHR4S) 1.0 CREDIT

This course considers cinema as a source of information – or misinformation – about the past, and as a springboard for critical reflection about diverse interpretations of history. The course deals with historical developments and themes that have influenced world history since the beginning of the 20th century.

PSYCHOLOGY 40S (PSYR4S) – 1.0 CREDIT

In this course, students will learn the basics of psychology, which is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behaviour, as well as differences among people.

LIFE/WORK TRANSITIONING 40S (LWTR4S) – 1.0 CREDIT

Life/Work Transitioning has been designed to connect school learning with workplace and labour marketing realities. This course will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary/training that is required in today's society. The Broad range of experiences may vary from visitor presentations and/or volunteering in the community which will enhance student's knowledge and learning skills that may not be available in a school setting. Work Transitioning consists of; Personal management – Self Knowledge, Career Exploration, Learning and Planning, Job Seeking and Career Experiences, and Career Community Experiences.

CARPENTRY 5 CREDITS CA585V4S

Grade 12 The Grade 12 course prepares the student for the construction trade at an entry level job or apprentice in carpentry. The student is expected to take the lead in basic residential wood frame construction, interior/exterior finishing and concrete form work. 4 Credits

WELDING 4.0 CREDITS WT378V4S

The Grade 12 course is centred on Gas Metal Arc Welding and Shielded Metal Arc Welding in various positions, advanced welding projects, and preparation for the Canadian Welding Bureau certification. Obtaining the C.W.B. ticket will allow students to enter the workforce in entry-level welding positions. Graduates of the program may also select to further their studies at a post-secondary institution. 4 Credits

HORTICULTURE 4 CREDITS HL718V4S

Grade 12 students must complete a digital resume and portfolio, in addition to a successful work practicum and mini thesis on a horticulture project within the community or school division.

GRADE 12 COURSES

CHILD CARE 4 CREDITS CC654V4S

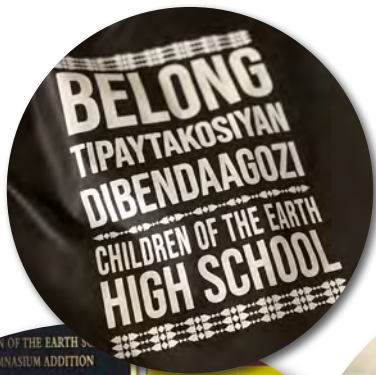
Students learn about child development of preschool children. They study guidance and behaviour management practices, how to develop safe and healthy environments, importance of play, common childhood illnesses and communicable diseases, and about partnerships with parents. Students participate in a work practicum placement at a preschool centre. Individual and group projects will enhance students' knowledge and skills.

CULINARY ARTS 4 CREDITS CU791V4S

The Grade 12 course is centered on advanced cooking and baking skills. Focus will be on stocks, soups, sauces, poultry, fish, and seafood. Students will be expected to read, interpret and communicate recipes, menus and labels. Students will apply crosscurricular knowledge and skills as they apply to Culinary Arts.

HAIRSTYLING 4 CREDITS HS312V4S

Advanced Level Advanced Hairstyling and Colouring: Continue demonstrating skills in thermal styling, wet setting, braiding, UP DO's, hair colouring, highlighting, and special effects. Advanced Haircutting and Chemical Texture Service: Students will learn new trends and take a closer look at the industry. Salon Operations: Learning fundamental practices, safety (WHMIS), and business operations of the salon environment. Certification Preparation: This course provides students with skill preparation for the Government Provincial theory and Practical exam. 4 Credits Vocational Programs hairstyling.



STUDENT SUPPORTS

INFANT AND CHILD LAB:

The Infant Lab Program allows adolescent parents to complete their high school credits, while their children receive quality care on-site. The Infant Lab is designed to take infants from 2 months to 24 months of age. The adolescent parents must be on-site at all times to respond to concerns about their child.

SCHOOL SUPPORT WORKER:

At Children of the Earth High School, we aim to improve student performance by providing support and encouragement to students, families, and community members. We strive to create opportunities for all those involved in our students' education to participate in school activities, to engage in their children's education, and to access supports whenever needed. Our CSW works to build relationships and increase communication between our school, parents, students, and the community.

SUPPORT TO FAMILIES:

We provide our families with opportunities for meaningful engagement with our school and staff through school activities, community events, and parent/guardian advisory groups.

Provide asset building opportunities such as Food Handler & Emergency First Aid and CPR Certification.

Advocates for parents and connect families with available community resources, agencies and organizations.

SUPPORT TO STUDENTS:

Our CSW, in collaboration with our Student Support Team, is available to students on a daily basis to provide support and to address barriers to success in the academic environment.

Our CSW also facilitates after school programs such as:
Music Program: Our music program provides our students with free, quality afterschool programming. Participants have the opportunity to meet other students, build new relationships and work with professional musicians while they learn new musical skills.

JOURNEY AND SUCCEED PROGRAM:

JASP is a pre-employment program dedicated to building employment skills and financial literacy with students at Children of the Earth High School.

COMMUNITY:

Assists community organizations offering programs to students and families.

Establish relationships and collaborates with community development organizations in support of our school community.

CLINICAL SUPPORT SERVICES:

The Child Guidance Clinic provides clinical service to students, families and schools in the Winnipeg School Division and various independent schools in Winnipeg, Manitoba. They are comprised of four geographical units, including Central, Inner City, North and South that provide services in the area of Clinical Reading, Communication Disorders (Speech Language Pathology and Audiology), School Psychology and School Social Work.

RESOURCE:

The Resource program operates within the Student Support Services model, helping schools to meet the requirements of the Public Schools Amendment Act and Appropriate Educational Programming in Manitoba. The resource teacher is a member of the school based Student Support team that actively problem solves and supports classroom teachers in the provision of direct and consultative services so the needs of all exceptional learners can be better met in the classroom. At Children of the Earth High School, the emphasis of the resource program is to provide proactive and inclusive support to students within an academic setting.

GUIDANCE AND COUNSELLING:

The guidance and counselling department includes a professionally trained counsellor who is assigned to specific program areas. Students are encouraged to meet with the counselor throughout the school year. Students can confidentially discuss and receive support for academic and personal issues that may influence school success.

GRADUATION SUPPORT TEACHER

GRADUATION SUPPORT TEACHER:

Children of the Earth High School is 1 of 7 high schools in the Winnipeg School Division that has a Graduation Coach.

The main focus for the Graduation Support Teacher is to increase Indigenous graduation rates. The Grad Coach will support students in various ways throughout their high school experience.

Such as:

- Providing extra-curricular opportunities to earn extra credits
- Connecting students with tutoring opportunities
- Connecting with parents/guardians to discuss school progress
- Assisting with transitioning into post-secondary and/or work force

PROGRAM GOALS:

- Increase Indigenous student graduation rates
- Increase Indigenous students attendance, grades and credit attainment
- Identify factors contributing to drop-out rates and identify plans to overcome these factors
- Improve transitions from middle school to high school as well as to post-secondary and/or the work force
- Facilitate high school and post-secondary planning
- Create a graduation team of support for Indigenous students



INDIGENOUS LANGUAGES PROGRAM

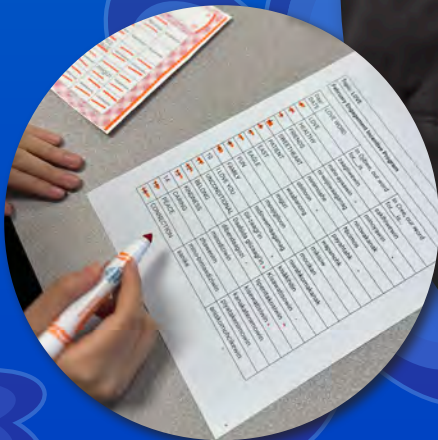
CREE AND OJIBWE LANGUAGES

The Indigenous Languages Program at Children of the Earth High School has evolved progressively since its inception in September 1991.

Children of the Earth High School believes that language is a critical component to educating our children.

We offer the Indigenous Languages Program (Cree or Ojibwe) to all students from grades 9-12. We believe in and recognize the importance of preserving and promoting language learning for both fluent and non-fluent speakers. As a result, various levels of reading and writing skills in the Cree and Ojibwe languages are established during the student's time at Children of the Earth.

Children of the Earth High School students can obtain a total of 4 credits in Indigenous Language courses offered in grades 9-12. If a student is fluent in their language, an opportunity to write a challenge exam is available to grade 9 to 12 students.



MCEP

MEDICAL CAREERS EXPLORATION PROGRAM

The Medical Careers Exploration Program has been developed in partnership with Pan Am Clinic, Health Sciences Centre, Grace Hospital, Mount Carmel Clinic, Women's Health Clinic, Cadham Provincial Lab, WRHA, The Winnipeg School Division, and The University of Manitoba – Access Program to present a 3 or 4-year high school-based program with an emphasis on preparation for post-secondary studies. The focus of the program is to have Indigenous high school students explore, through internships at Pan Am Clinic, Health Sciences Centre, and Grace Hospital, various career options within the medical field. Upon successful completion of the program, students are academically prepared to pursue further education in a medical career of their choice.



MARTIN FAMILY INITIATIVE

The Indigenous Youth Entrepreneurship program is designed to improve Indigenous students' proficiency in academics and information & communications technology while learning leadership and technology skills.

Using innovative hands-on activities, guest speakers, and business mentors, Indigenous students learn how to create a product or service-based business. The content includes teaching students about:

- selection of a business venture
- awareness of legal requirements
- development of a business plan
- knowledge of accounting principles
- managing a business
- fundamentals of marketing
- importance of philanthropy



GOLDEN EAGLE FEATHER TRAIL

GOLDEN EAGLE FEATHER TRAIL | GINEW MEGWAN MIKINA

The Cultural Programming at Children of the High School is based on the teaching principle that all life is “Sacred” and is guided by universal laws. The program provides an Indigenous perspective and rationale for educating and guiding students to their inherent right to their culture, heritage and Worldview- “A Way of Knowing.” Indigenous education is an essential tool enabling learners to explore and experience traditional knowledge and perspective embedded in their culture and language. The cultural program is divided into four sections from Grade 9 to Grade 12 and is a continuum of learning over a student’s high school education. Students can earn two full cultural credits, consisting of one-half credit per school year-55 hours each year. Based on this medicine wheel philosophy, our students at Children of the Earth High school will go through a 4-YEAR OSHKAABEWIS/OSHKAPWIS HELPER CULTURAL PROGRAM.

THE GINEW MEGWAN MIKINA PROVIDES THE FOLLOWING ONGOING CULTURAL PROGRAMMING:

SEASONAL FEASTS

Feasts are held during the school year: September-Fall Feast-hosted by the Grade 11 students, December-Winter Feast-hosted by the Grade 12 students, March-Spring Feast-hosted by the Grade 9 students, and June-Summer Feast-hosted by the Grade 10 students.

PIPE CEREMONIES

Pipe ceremonies are held during our: seasonal feasts, weekly grade 9-12 level with teachings, special events (veterans’ day) and as needed or requested.

FULL MOON CEREMONIES

The ceremony is to honour the grandmother moon, womanhood and moon time. Monthly full ceremonies are offered to all female students and staff who like to attend, and some places invite males to come and learn and to support. This ceremony is offered after school hours.

CULTURAL DAYS

Cultural days are facilitated once a month throughout the school year. Events/Activities include: Sage Gathering/Cleaning, Indigenous Veterans’ Day, Cultural Contemporary Crafts, Story-Telling, Manito Ahbee Education Day and Family Fun Day.

TEACHINGS

The following teachings are shared throughout the year in groups and individual classes: Women’s and Men’s Teachings, Four Direction Teachings, Pipe Teachings, Medicine Wheel Teachings, Tipi Teachings and Set-Up, Sweat Lodge Teachings, Seven Ojibwe Teachings, Thirteen Cree Values, Seven Generations Teachings, Drum/Singing Teachings, Warrior Teachings, Shaker/Rattle Teachings, Eagle Feather Teachings and Clan System Teachings.

GINEW MEGWAN MIKINA PROGRAM

The organization of the **GINEW MEGWAN MIKINA PROGRAM** of indigenous knowledge is interwoven throughout one's physical, emotional, mental, and spiritual learning journey and assessment will be based primarily on practical demonstrations, and oral traditional methods of sharing and reflecting.

GRADE 9 OSHKAABEWIS/OSHKAPWIS HELPER CULTURAL PROGRAM

The Grade 9 students start their cultural-spiritual learning journey at the EASTERN doorway of the Medicine Wheel Model. There is a focus on the CHILD and PHYSICAL being at this grade level and how it relates to the students' growth as they move through their learning journey as a helper. At this grade level, there are specific teachings on the SPRING season, the time of day-SUNRISE, the element EARTH, the colour YELLOW, the medicine TOBACCO, the teachings of EAGLE, the Ojibwe 7 teachings of RESPECT and LOVE, and the Cree values of RESPECT, LOVE, and HEALTH, and the teachings of the TIPI.

GRADE 10 OSHKAABEWIS/OSHKAPWIS HELPER CULTURAL PROGRAM

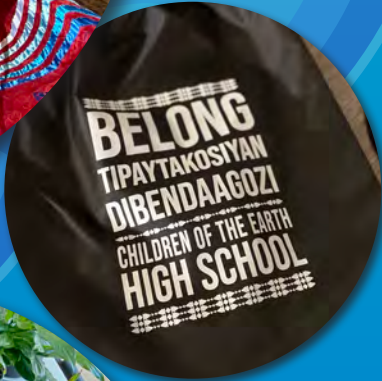
The Grade 10 students continue their cultural-spiritual learning journey at the SOUTHERN doorway of the Medicine Wheel Model with a focus on the YOUTH and EMOTIONAL being at this grade level and how it relates to the students' growth as they move through their continued learning journey as a helper. At this grade level, there are specific teachings on the SUMMER season, the time of day-NOON, the element of FIRE, the colour BLACK, the medicine CEDAR, the teachings of WOLF, Ojibwe teaching of HUMILITY and COURAGE, and the Cree value of HUMILITY, COURAGE, UNITY, the teachings of the WARRIOR (Ogichidaa Ogichidaakwe).

GRADE 11 OSHKAABEWIS/OSHKAPWIS HELPER CULTURAL PROGRAM

The Grade 11 students continue their cultural-spiritual learning journey at the WESTERN doorway of the Medicine Wheel Model. There is a focus on the ADULT and MENTAL being at this grade level and how it relates to the students' growth as they move through their continued learning journey as a helper. At this grade level, there are specific teachings on the FALL season, the time of day-SUNSET, the element of WIND, the colour RED, the medicine SAGE, the teachings of BUFFALO, the Ojibwe teachings of HONESTY and TRUTH, and the values of HONESTY, COLLABORATION, and TRUTH, and the teachings of the RATTLE/SHAKER.

GRADE 12 OSHKAABEWIS/OSHKAPWIS HELPER CULTURAL PROGRAM

The Grade 12 students continue their cultural-spiritual learning journey at the NORTHERN doorway of the Medicine Wheel Model. There is a focus on the ELDER and SPIRITUAL being at this grade level and how it relates to the students' growth as they move through their continued learning journey as a helper. At this grade level, there are specific teachings on the WINTER season, the time of day-NIGHT, the element of WATER, the colour WHITE, the medicine SWEETGRASS, the teachings of BEAR, and the values of PERSEVERANCE and EMPOWERMENT, and the teachings of the DRUM.

















ONOCITIWI'PISIM WAATEBAGAAWI-GIIZIS ONOCITOWI PISIM MATING MOON WAATEBAGWAAWI' SHINING NORTHERN STARS MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

3	4 LABOUR DAY	5 ADMIN. DAY CC
10	11	12
17	18	19
24	25	26
NOTES:		

SEPTEMBER 2023

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

		1	2
6 FIRST DAY OF CLASSES	7	8	9
13	14	15	16
20 FALL FEAST	21 MEET THE TEACHER BBQ/BINGO	22	23
27	28	29 ORANGE SHIRT DAY	30 NATIONAL DAY FOR TRUTH AND RECONCILIATION
NOTES:			

BINAAKWE-GIIZIS KASKATINOWI'PISIM KASKATINOWI PISIM FREEZE UP MOON NIBAAKWA GIIZIS FALLING LEAVES MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

1	2	3 NON-INSTRUCTIONAL DAY
8	9 THANKSGIVING/NO CLASSES	10
15	16	17
22	23	24
29	30	31 HALLOWEEN
NOTES:		

OCTOBER 2023

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

4	5 BUS RIDERSHIP	6	7
11	12	13	14
18	19	20 NON-INSTRUCTIONAL DAY CC	21
25	26	27	28

NOTES:

BINAAKWE-GIIZIS KASKATINOWI'PISIM KASKATINOWI PISIM FREEZE UP MOON NIBAAKWA GIIZIS FALLING LEAVES MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

5	6	7 INDIGENOUS VETERANS' DAY PIPE CEREMONY
12	13 TERM TWO BEGINS	14
19	20	21
26	27	28

NOTES:

NOVEMBER 2023

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

1	2	3	4
8	9	10 TERM ONE ENDS	11 REMEMBRANCE DAY
15 REPORT CARDS ISSUED	16 MORNING CLASSES ONLY CELEBRATION OF LEARNING 1:10-6 PM	17 NON INSTRUCTIONAL DAY CC	18
22	23	24	25
29	30		

NOTES:

MANITOU-GIIZISOONS PAWACAKINASIS'PISIM
PAWACAKINASIS PISIM DRIFT CLEANING MOON
MANITOU GIZISOONS SMALL SPIRIT FREEZING

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

3	4	5
10	11	12
17	18	19
24 31	25	26

NOTES:

DECEMBER 2023

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

		1	2
6	7	8	9
13	14	15	16
20	21	22	23
	WINTER FEAST	LAST DAY OF CLASSES	
27	28	29	30

NOTES:

GITCHI-MANITOU GIIZIS KISE'PISIM KISE PISIM ELDER MOON GITCHI MANITOU GIIZIS GREAT SPIRIT MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

	1	2
7	8	9
	CLASSES RESUME	ELA 40S PROVINCIAL TESTS
14	15	16
21	22	23
		GRADE 12 APPLIED MATH PROVINCIAL TESTS
28	29	30
NOTES:		

JANUARY 2024

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

3	4	5	6
10	11	12	13
ELA 40S PROVINCIAL TESTS	ELA 40S PROVINCIAL TESTS	ELA 40S PROVINCIAL TESTS	
17	18	19	20
24	25	26	27
GRADE 12 APPLIED MATH PROVINCIAL TESTS	GRADE 12 APPLIED MATH PROVINCIAL TESTS		
31			

NOTES:

MIGIZI-GIIZIS MIKISIWI'PISIM MIKISIWI PISIM EAGLE MOON NIBAAKWA GIIZIS EAGLE MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

4	5	6
	SEMESTER TWO BEGINS	
11	12	13
18	19	20
	LOUIS RIEL DAY NO CLASSES	
25	26	27
NOTES:		

FEBRUARY 2024

**API'TAWAN
AABITAWISE
WEDNESDAY**

**NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY**

**NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY**

**MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY**

	1 REPORT CARDS DUE	2 END OF TERM TWO NON INSTRUCTIONAL DAY CC	3
7 REPORT CARDS ISSUED	8	9	10
14	15	16	17
21	22 OPEN HOUSE 4-6 PM	23	24
28 PRE-REGISTRATION BEGINS	29		

NOTES:

NIKA-GIIZIS NISKI'PISIM NISKI PISIM GOOSE MOON NIKA GIIZIS GOOSE MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

3	4	5
10	11	12
17	18	19
24 31	25 SPRING BREAK	26 SPRING BREAK
NOTES:		

MARCH 2024

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

		1	2
6	7	8	9
13	14	15 NON INSTRUCTIONAL DAY CC	16
20	21 SPRING FEAST	22 LAST DAY OF CLASSES	23
27 SPRING BREAK	28 SPRING BREAK	29 SPRING BREAK/GOOD FRIDAY	30

NOTES:

OMAKAGII GIZIS FROGS FREEZING WATER MOON

A'YAMIYAWI KISIKAW ANAME'IGIIZHIGAN SUNDAY

**PONI'PANIW
OSHKIGIIZHIGAN
MONDAY**

**NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY**

	1 CLASSES RESUME	2
7	8 TERM THREE BEGINS	9
14	15	16
21	22	23
28	29	30
NOTES:		

APRIL 2024

**API'TAWAN
AABITAWISE
WEDNESDAY**

**NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY**

**NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY**

**MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY**

3	4	5	6
10	11	12	14
REPORT CARDS ISSUED	MORNING CLASSES ONLY CELEBRATION OF LEARNING 1:10-6 PM		
17	18	19	20
BUS RIDERSHIP		NON INSTRUCTIONAL DAY CC	
24	25	26	27

NOTES:

WAABIGWANII-GIIZIS OPININAWEWI'PISIM OPININAWEWI PISIM EGG LAYING MOON WAABIGWANII GIIZIS FLOWERS MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

5	6 NON INSTRUCTIONAL DAY CC	7
12	13	14
19	20 VICTORIA DAY NO CLASSES	21
26	27 ELA 40S PROVINCIAL TESTS	28 ELA 40S PROVINCIAL TESTS
NOTES:		

MAY 2024

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIGIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25
29	30	31	
ELA 40S PROVINCIAL TESTS	ELA 40S PROVINCIAL TESTS		

NOTES:

WAABIGWANII-GIIZIS OPININAWEWI'PISIM OPININAWEWI PISIM EGG LAYING MOON WAABIGWANII GIIZIS FLOWERS MOON

A'YAMIYAWI KISIKAW
ANAME'IGIIZHIGAN
SUNDAY

PONI'PANIW
OSHKIGIIZHIGAN
MONDAY

NISO KISIKAW
NIIZHOGIIZHIGAN
TUESDAY

2	3	4
9	10 GRADE 12 APPLIED MATH PROVINCIAL TESTS	11 GRADE 12 APPLIED MATH PROVINCIAL TESTS
16	17	18
23 30	24	25 GRAD BREAKFAST
NOTES:		

JUNE 2024

API'TAWAN
AABITAWISE
WEDNESDAY

NEWO KISIKAW
NIIWIGIIZHIGAN
THURSDAY

NIYANANO KISIKAW
NAANOIIZHIGAN
FRIDAY

MA'TINAWE' KISIKAW
MAADINAWEGIIZHIGAN
SATURDAY

			1
5	6	7 NO CLASSES NON INSTRUCTIONAL DAY	8
12 GRADE 12 APPLIED MATH PROVINCIAL TESTS	13 SUMMER FEAST AWARDS GRADES 9, 10 AND 11	14	15
19	20	21	22
26 GRADUATION REPORT CARDS ISSUED	27	28 LAST DAY OF CLASSES DISMISSAL 11:30 AM	29

NOTES:

WSD 2023-2024 CALENDAR

WINNIPEG SCHOOL DIVISION

2023 – 2024 SCHOOL CALENDAR



SEPTEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labour Day	5 / Day 1 School Opens Non-Instructional	6 / Day 2 First day of classes	7 / Day 3	8 / Day 4	9
10	11 / Day 5	12 / Day 6	13 / Day 1	14 / Day 2	15 / Day 3	16
17	18 / Day 4	19 / Day 5	20 / Day 6	21 / Day 1	22 / Day 2	23
24	25 / Day 3	26 / Day 4	27 / Day 5	28 / Day 6	29 / Day 1	30

OCTOBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 / Day 2	3 / Day 3 Non-Instructional Election Day	4 / Day 4	5 / Day 5	6 / Day 6	7
8	9 Thanksgiving Day	10 / Day 1	11 / Day 2	12 / Day 3	13 / Day 4	14
15	16 / Day 5	17 / Day 6	18 / Day 1	19 / Day 2	20 / Day 3 Non-Instructional MTS PD Day	21
22	23 / Day 4	24 / Day 5	25 / Day 6	26 / Day 1	27 / Day 2	28
29	30 / Day 3	31 / Day 4				

NOVEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 / Day 5	2 / Day 6	3 / Day 1	4
5	6 / Day 2	7 / Day 3	8 / Day 4	9 / Day 5	10 / Day 6	11 Remembrance Day
12	13 / Day 1	14 / Day 2	15 / Day 3	16 / Day 4	17 / Day 5 Non-Instructional	18
19	20 / Day 6	21 / Day 1	22 / Day 2	23 / Day 3	24 / Day 4	25
26	27 / Day 5	28 / Day 6	29 / Day 1	30 / Day 2		

DECEMBER 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 / Day 3	2
3	4 / Day 4	5 / Day 5	6 / Day 6	7 / Day 1	8 / Day 2	9
10	11 / Day 3	12 / Day 4	13 / Day 5	14 / Day 6	15 / Day 1	16
17	18 / Day 2	19 / Day 3	20 / Day 4	21 / Day 5	22 / Day 6 Last Day Of School	23
24	25 Winter Break Starts	26	27	28	29	30
31						

JANUARY 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 Winter Break Ends	6
7	8 / Day 1 School Reopens	9 / Day 2	10 / Day 3	11 / Day 4	12 / Day 5	13
14	15 / Day 6	16 / Day 1	17 / Day 2	18 / Day 3	19 / Day 4	20
21	22 / Day 5	23 / Day 6	24 / Day 1	25 / Day 2	26 / Day 3	27
28	29 / Day 4	30 / Day 5	31 / Day 6			

WINNIPEG SCHOOL DIVISION

2023 – 2024 SCHOOL CALENDAR



WINNIPEG SCHOOL DIVISION

FEBRUARY 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 / Day 1	2 / Day 2 Non-Instructional	3
4	5 / Day 3	6 / Day 4	7 / Day 5	8 / Day 6	9 / Day 1	10
11	12 / Day 2	13 / Day 3	14 / Day 4	15 / Day 5	16 / Day 6	17
18	19 Louis Riel Day	20 / Day 1	21 / Day 2	22 / Day 3	23 / Day 4	24
25	26 / Day 5	27 / Day 6	28 / Day 1	29 / Day 2		

MARCH 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 / Day 3	2
3	4 / Day 4	5 / Day 5	6 / Day 6	7 / Day 1	8 / Day 2	9
10	11 / Day 3	12 / Day 4	13 / Day 5	14 / Day 6	15 / Day 1 Non-Instructional	16
17	18 / Day 2	19 / Day 3	20 / Day 4	21 / Day 5	22 / Day 6 Last Day of School	23
24	25 Spring Break Starts	26	27	28	29 / Good Friday Spring Break Ends	30
31						

APRIL 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 / Day 1 School Reopens	2 / Day 2	3 / Day 3	4 / Day 4	5 / Day 5	6
7	8 / Day 6	9 / Day 1	10 / Day 2	11 / Day 3	12 / Day 4	13
14	15 / Day 5	16 / Day 6	17 / Day 1	18 / Day 2	19 / Day 3 Non-Instructional	20
21	22 / Day 4	23 / Day 5	24 / Day 6	25 / Day 1	26 / Day 2	27
28	29 / Day 3	30 / Day 4				

MAY 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 / Day 5	2 / Day 6	3 / Day 1	4
5	6 / Day 2 Non-Instructional	7 / Day 3	8 / Day 4	9 / Day 5	10 / Day 6	11
12	13 / Day 1	14 / Day 2	15 / Day 3	16 / Day 4	17 / Day 5	18
19	20 Victoria Day	21 / Day 6	22 / Day 1	23 / Day 2	24 / Day 3	25
26	27 / Day 4	28 / Day 5	29 / Day 6	30 / Day 1	31 / Day 2	

JUNE 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 / Day 3	4 / Day 4	5 / Day 5	6 / Day 6	7 / Day 1	8
9	10 / Day 2	11 / Day 3	12 / Day 4	13 / Day 5	14 / Day 6	15
16	17 / Day 1	18 / Day 2	19 / Day 3	20 / Day 4	21 / Day 5	22
23	24 / Day 6	25 / Day 1	26 / Day 2	27 / Day 3	28 / Day 4 Last Day Of School	29
30						