Transcona Collegiate

2026 - 2027 Course Handbook

Transcona Collegiate
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School Information

This book is designed to acquaint you with the courses offered at Transcona Collegiate. Appropriate selection of high school courses will influence the amount of success and satisfaction students will experience in their years at our school and will also impact career and post-secondary opportunities in the years beyond.

Transcona Collegiate utilizes a semester system and offers a wide range of courses. The school currently has approximately 940 students and 90 staff members.

The staff at Transcona Collegiate place a high value on the individual. We endeavor to foster a climate of mutual respect amongst all staff and students. Our expectations and procedures are few in number, but those that we have are designed to provide a safe and respectful learning environment.

Students of all abilities are challenged and encouraged to develop the knowledge, sense of responsibility, and skills needed to achieve excellence in a rapidly changing world.

TRANSCONA COLLEGIATE'S CORE VALUES:

Transcona Collegiate is the home of the TITANS. Each letter represents a characteristic trait that students will develop and embody through their participation in academic, intramural, extracurricular, and numerous other programs, and activities.

Titans are...

T – Trustworthy
I – Inspirational
T – Team Players
A – Ambitious
N – Nice
S – Scholars

Home of the Titans - Where Character Counts!

Registration Information

SEMESTER SYSTEM

Students generally take one-half of their course load the first semester and the second half of their course load in semester two. Students are strongly advised to keep their course load balanced to ensure the greatest opportunity for success in their studies. Assessment Week occurs at the end of the first semester and at the end of the second semester.

CREDIT AND COURSE CODES

Credit is earned by successfully completing 110 hours of instruction. A half-credit represents 55 hours of instruction. Students must earn a minimum of 30 credits to graduate from high school.

Each course is assigned an alpha-numeric code formed as follows:

First Character

1 – courses developed for Grade 9
2 – courses developed for Grade 10
3 – courses developed for Grade 11
4 – courses developed for Grade 12

Second Character

0 – developed or approved by Manitoba Education for 1 credit
5 – developed or approved by Manitoba Education for ½ credit
1 – developed by school or division (includes SICs – School Initiated Courses and SIPs – Student Initiated Projects). These courses may be full or ½ credit course
2 – developed elsewhere and approved by Manitoba Education (Advanced Placement)

Third Character

AP	Advanced Placement	Academically challenging advanced placement AP courses at the 12 level that are recognized for credit or placement at most postsecondary institutions.
A	Advanced	A following a G, F or S character indicates very rigorous courses in grade 11 that prepare students for advanced placement in grade 12 [e. g., 30SA].
S	Specialized	Courses that provide learning experience, knowledge and skills that may lead to further post-secondary studies.
F	Foundation	Courses which are broadly based and appropriate for all students and which may lead to further studies beyond grade 12.
G	General	Courses that provide general educational experience.
M	Modified	Courses in which the number, essence, and content of the curriculum out-comes are altered.
E	English as an Additional Language	Courses designated for newcomers who require assistance in English.

Please note:

- Courses may be cancelled where there are insufficient requests for a course.
- The school cannot guarantee that all FIRST choices may be possible.
- Student schedules will be available to students/parents on the parent portal. Course changes in Semester 2 are to occur only if space is available.

LIMITATIONS ON COURSE SELECTION

We understand that some students may opt to progress through their Senior Years as quickly as possible. However, staffing issues at most high schools place some limitations on how many courses a student may take. Generally, we allow students to take the minimum number of courses allotted per grade. Additional courses will be approved by the Principal on a case-by-case basis.

Please take note of the following special circumstances:

1. Students wishing to register for more than one Mathematics course: Students in this situation must select one Mathematics course. The choice of a second course must be discussed with an administrator for permission. A decision on whether the second choice is accepted will be made by the administration at the end of the first week of the semester during which the course is to be offered.

2. Students who fail a course in semester one will be allowed to try to register in the same course for semester two if there is room available and the timetable allows. Students who drop a course semester one will only be allowed to take a course after failing students have been placed. There is an increased chance that a student dropping a course will not be able to pick it up second semester.

GRADUATION TRACKING FORM (**for students going into Grade 9 or 10**)

**For students going into Gr 11 or 12, please see the grad tracking form at the end of the handbook.

STUDENT'S NAME: _____
First Name Middle Name Last Name

TEACHER ADVISOR:_____

Courses within the darkened double lines are compulsory and should be taken during the year listed. In the case of Mathematics, levels should be chosen according to student aptitude and interest. Option courses will complete the table for graduation. Students require **30** credit rs to graduate.

GR 9	**English 10F** _____ Mark	**Math 10F** _____ Mark	**Science 10F** _____ Mark	**Can Cont World 10F** _____ Mark	**Phys. Ed. 10F** _____ Mark	**ICT I 15F/ Life/Work 10F** ___/___ Mark	**OPTION** _____ Course _____ Mark	**OPTION** _____ Course _____ Mark	_____ _____	_____ _____
GR 10	**English 20F** _____ Mark	**Math 20S** Intro. to Pre Cal /App or Essentials _____ Mark	**Science 20F** _____ Mark	**Geo 20F** _____ Mark	**Phys. Ed. 20F** _____ Mark	**OPTION** _____ Course _____ Mark	**OPTION** _____ Course _____ Mark	**OPTION** _____ Course _____	_____ _____	_____ _____
GR 11	**English 30S** Comp _____ Mark	**Math 30S** Pre Cal, Applied, or Essentials _____ Mark	**History 30S** _____ Mark	**Phys. Ed. 30F** _____ Mark	**Gr 11 Level Course** _____ Course _____ Mark	**OPTION** _____ Course _____ Mark	**OPTION** _____ Course _____ Mark	_____ _____	_____ _____	_____ _____
GR 12	**English 40S** Lit Comp Or Trans _____ Mark	**Math 40S** Pre Cal, Applied, or Essentials _____ Mark	**Phys. Ed. 40F** _____ Mark	**Gr 12 Level Course** _____ Course _____ Mark	**Gr 12 Level Course** _____ Course _____ Mark	**OPTION** _____ Course _____ Mark	**OPTION** _____ Course _____ Mark	_____ _____	_____ _____	_____ _____

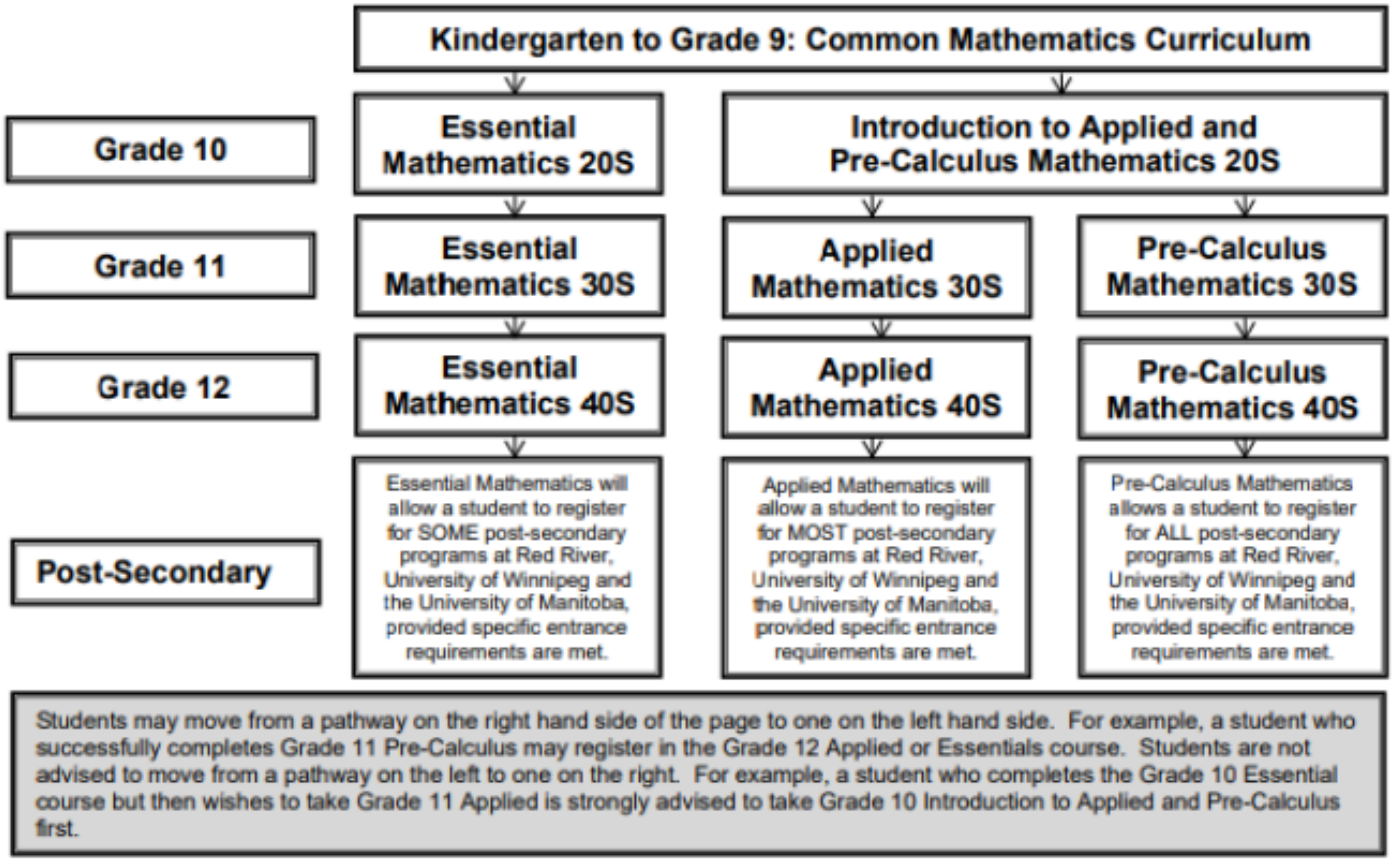
REGULAR ACADEMIC PROGRAM
GRADUATION REQUIREMENTS

Students planning to attend university must take at least five 40S credits (40S/42S).

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Compulsory – 5 credits	**Compulsory – 5 credits**	**Compulsory – 4 credits**	**Compulsory – 5 credits**
English Language Arts 10F (1 credit) AND Life Work Exploration 15S (.5 credit)	English Language Arts 20F (1 credit)	English (1 credit) a) Comprehensive Focus 30S or b) Literary Focus 30S or c) Transactional Focus 30S	English (1 credit) a) Comprehensive Focus 40S or b) Literary Focus 40S or c) Transactional Focus 40S
Transitional Mathematics 10F (1 credit) AND Mathematics 10F (1 credit)	Mathematics (1 credit) a) Introduction to Applied and Pre-Calculus 20S or b) Essentials 20S	Mathematics (1 credit) a) Pre-Calculus 30S or b) Applied 30S or c) Essentials 30S	Mathematics (1 credit) a) Pre-Calculus 40S or b) Applied 40S or c) Essentials 40S
Physical Education 10F (1 credit)	Physical Education 20F (1 credit)	Physical Education 30F (1 credit)	Physical Education 40F (1 credit)
Canada in the Contemporary World 10F (1 credit)	Geography 20F (1 credit)	History of Canada 30F (1 credit)	
Science 10F (1 credit)	Science 20F (1 credit)		
Options – min. 3 credits	Options – min. 3 credits	Options – min. 3 credits	Options – min. 3 credits
9.5 credits	**8 credits**	**7 credits**	**minimum 6 courses**
30 credits required for graduation			

The Path of Math

MANITOBA MATHEMATICS CURRICULUM PATHS



Students may move from a pathway on the right hand side of the page to one on the left hand side. For example, a student who successfully completes Grade 11 Pre-Calculus may register in the Grade 12 Applied or Essentials course. Students are not advised to move from a pathway on the left to one on the right. For example, a student who completes the Grade 10 Essential course but then wishes to take Grade 11 Applied is strongly advised to take Grade 10 Introduction to Applied and Pre-Calculus first.

Optional Courses
Grade 9 - 12

Course Options			
Grade 9	Grade 10	Grade 11	Grade 12
- Foods and Nutrition - Textiles - Electronics - Woodworking - Graphics - Metals - Family Studies - Concert Band - Jazz Band - Concert Choir - Dance - Drama - Drama Production - Visual Arts - Applying Info and Communication (ICT) - French - Reading is Thinking	- Foods and Nutrition - Textiles - Electronics - Woodworking - Graphics - Metals - Family Studies - Concert Band - Jazz Band - Concert Choir - Drama - Drama Production - Visual Arts - French - Truth and Reconciliation - Outdoor Education - Reading is Thinking -DigiPics and Digital Film - Computer Science	- Foods and Nutrition - Electronics - Woodworking - Graphics - Metals - Family Studies - Concert Band - Jazz Band - Concert Choir - Drama - Drama Production - Visual Arts - French - Treaty Education - Interactive Websites and Interactive Media - Computer Science - Biology - Chemistry - Physics	- Foods and Nutrition - Electronics - Woodworking - Graphics - Metals - Family Studies - Concert Band - Jazz Band - Concert Choir - Drama - Drama Production - Visual Arts - French - Computer Science - Psychology - AP Psychology - Biology Reg or AP - Chemistry Reg or AP - Physics Reg or AP - Law - Global Issues - Topics in First Nations, Metis, and Inuit Studies

Intensive Technical Vocational Program Information

RETSD students can apply to take Technology Education courses at Kildonan East Collegiate and Murdoch MacKay Collegiate, beginning in their grade 11 year. The exception to this is Hairstyling, which begins in their grade 10 school year. The courses being offered at each school include:

Kildonan East Collegiate	Murdoch MacKay Collegiate
Automotive Technology	Carpentry
Baking and Pastry Arts	Fashion Technology
Carpentry	
Culinary Arts	
Collision Repair and Refinishing Technology	
Electrical Trades Technology	
Graphic Design	
Hairstyling	
Interactive Digital Media	
Photography	
Refrigeration and Air Conditioning	

Successful applicants will spend one semester in grade 11 at their home school completing academics and one semester at either Kildonan East Collegiate or Murdoch MacKay Collegiate, taking their selected vocation. The same applies for grade 12.

Program Requirements

- Two-year commitment (Hairstyling is a three-year commitment)
- Attendance in good standing
- On track for graduation
- Awareness and commitment to complete an all-day course every day for a full semester
- Be responsible for own transportation to and from Kildonan-East Collegiate or Murdoch MacKay Collegiate.
- Completion of Expression of Interest application
- Students are responsible for purchasing/supplying their own safety clothing (PPE) and supplies.
- Students are responsible for ensuring appropriate dress and providing PPE and supplies as indicated for each vocation.

Please refer to the RETSD Technical Vocational handbook located on the school website.

Advanced Placement Courses

Advanced Placement (AP42) courses provide students with an opportunity to explore university-level coursework while studying in a familiar high school setting. Students begin advanced courses in their grade 11 year in preparation for the Advanced Placement 42S courses. Advanced Placement 42S courses are offered through an external organization, The College Board. To ensure consistency and academic rigour, the College Board establishes the curriculum for each course.

A final exam is held in May for each Advanced Placement 42 course and students are scored on a scale of 1-5 on the exam. Depending on the exam result and the guidelines for the university of choice, a student may be recognized for equivalent course credit at the university level. Students may choose to enroll in just one Advanced Placement course or may choose multiple courses depending on their interest. Students who complete an Advanced Placement course benefit from the skills and experiences that come with engaging in extra academic challenges through exposure to a university level course while still attending their high school.

Advanced courses (30SA/40SA) prepare students for the Advanced Placement (AP42) courses by giving them opportunities to build additional skills while they move at an accelerated pace and explore content with additional depth and breadth.

Any one course or more may be taken based on interest and aptitude	
GRADE 11	**GRADE 12**
English: Literary Focus 30S Advanced	English: Literary Focus 40S Advanced (Semester 1) English Literature and Composition AP 42S (Semester 2)
Pre-Calculus Mathematics 30S Advanced (Semester 1) Pre-Calculus Mathematics 40S Advanced (Semester 2)	Calculus AB AP 42S
Physics 30S Advanced	Physics 1 AP 42S
Biology 30S Advanced	Biology AP 42S
Chemistry 30S Advanced	Chemistry 40S Advanced (Semester 1) Chemistry AP 42S (Semester 2)
Psychology 40S	Psychology AP42S

High School Apprenticeship Program (HSAP)

The **High School Apprenticeship Program (HSAP)** is on-the-job experience with an employer.

HSAP provides practical, paid, work experience, and credit towards your high school diploma. The purpose of HSAP is to provide an opportunity for early entry in the trades and build interest with youth. Students are then able to transfer their hours of HSAP on-the-job training after graduation to a Level One apprenticeship training program in any apprenticeship program.

This program is ideal for students who:

- Are currently working in the skilled trades
- Are interested in a career in skilled trades
- Are enthusiastic about joining the workforce
- Have a parent or relative currently working in the trades

HSAP provides practical, paid, work experience and the opportunity to:

- Get hands-on experience
- Earn up to 8 supplemental high school credits
- Obtain financial incentives that cover tuition costs for post-secondary training
- Avoid long wait times for post-secondary trade training
- Apply your on-the-job training hours to continued, full-time apprenticeship training after graduation

Students eligible for HSAP are:

- 16 years of age or older
- Currently enrolled in high school courses (academic or technical vocational stream)
- Either employed in a qualifying trade (over 40 trades) or looking for employment
- Have an employer who is willing to take them on as an apprentice

More information about Apprenticeship can be found at:

- River East Transcona School Division Website: www.retsd.mb.ca
- Apprenticeship Manitoba Website: www.gov.mb.ca/aesi/apprenticeship
- By contacting the River East Transcona School Division Apprenticeship Teacher at apprenticehip@retsd.mb.ca

Other Credit Options

Community Service Credit (Student-Initiated Project)

The skills, knowledge, and attitudes gained through community service can increase a student's confidence and maturity and provide more awareness of the needs of others in the community. Students participating in such an activity may earn a credit towards graduation. Students must apply through Student Services before beginning a service project.

Credit for Employment

Students gain valuable skills through on-the-job work experience, therefore the Credit for Employment (CFE) credit is available to provide students with the opportunity to earn up to 2 high school credits for paid employment. CFE can enrich students' understanding of the relevance of education and the importance of developing career readiness. Students must be 16 years of age or older and are responsible for finding their own employment. Students must hold a minimum of 0.5 credit in a career development course (Life Exploration 15S) to be eligible.

Special Language Credit

Students can apply to gain up to four academic credits in a Heritage language. More information is available from our Student Services Department. Exams can be written in either fall or spring.

Cadets Credit

Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized only as additional credits beyond the minimum 30 credits required for graduation. Students wishing to add these credits to their transcript should visit Student Services.

Private Music Option Credit

The Private Music credits are recognized only as additional credits beyond the minimum 30 credits required for graduation. Students wishing to add these credits to their transcript should visit Student Services.

Royal Winnipeg Ballet Credit

Students can be granted a credit for the Royal Winnipeg Ballet. The Royal Winnipeg Ballet credits are recognized only as additional credits beyond the minimum 30 credits required for graduation. Students wishing to add these credits to their transcript should visit Student Services.

STEAM

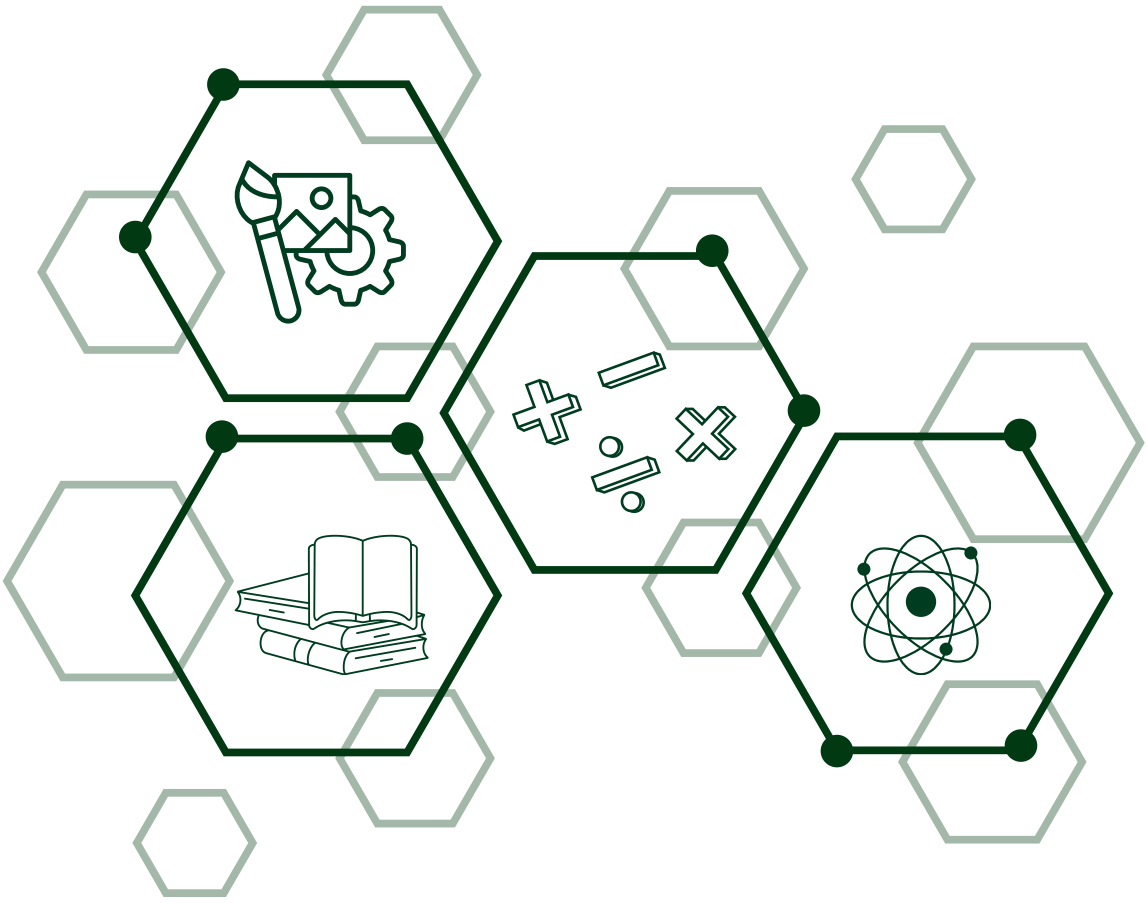
RETSD sTeam labs offer an integrated programming structure that provides increased student choice in learning to earn credits. Rather than subjects being isolated, the curriculum from different subjects are integrated while students work with a team of teachers in larger blocks of time. The scheduling provides opportunities for deep thinking about complex ideas.

Grade 10 Program Registration

Students earn credits in the following areas:

- Science
- English Language Arts
- Arts

Working in one three-period block of time each day for a semester, students utilize the design thinking process, develop project management strategies, and share their work in various settings. Students will learn to use different technologies to creatively implement their understanding of curriculum through smaller class projects to improve their global competencies. Contact with industry through guest speakers, and site visits allow students to make connections between the skills they are learning in class and the skills needed for life beyond high school.



ENGLISH LANGUAGE ARTS

Grade 9 - ENGLISH LANGUAGE ARTS (10F – 1 Credit)
Learners will explore diverse literary and informational texts, examine themes and perspectives, and develop critical awareness of rhetoric and bias. Learners create clear, well-structured texts across genres—such as essays, persuasive writing, and creative pieces, using precise language and effective techniques. This course prepares learners to engage confidently with complex ideas and texts.

Grade 9 – READING IS THINKING (10S – 1 Credit)
The Reading is Thinking course is designed to address the literacy needs of students in high school so that students develop the\necessary attitudes, knowledge, skills and strategies to be successful in their learning across curriculum. The central idea in this course is that deep comprehension is at the root of learning. However, because learning (and reading) is largely an invisible process, metacognition, reflection, and conversation need to be routine to make the invisible visible. Students receive a grade of complete or incomplete for this course, and learners are actively involved in creating their own meaning and setting their own goals for reading and making meaning.

Grade 10 - ENGLISH LANGUAGE ARTS (20F– 1 Credit)
Learners deepen their language expertise through advanced analysis, research, and communication. They engage with diverse texts exploring global and cultural themes, critically examine rhetoric and bias, and develop nuanced arguments. Learners create polished texts across genres—such as essays, persuasive writing, creative works, and research projects—using precise language and effective techniques. This course prepares learners to confidently tackle complex language tasks.

Grade 10 – READING IS THINKING (20S – 1 Credit)
This course will build on the tenets of the Grade 9 course by focusing on the following ideas about reading: reading is a social act, reading must be taught, reading empowers people and transforms the world, reading development is a lifelong journey, students need to experience reading for the love of it, and reading is key to learning within and across disciplines. Students will receive a complete or incomplete grade for this course and will be actively involved in setting their own goals for learning throughout the course.

ENGLISH LANGUAGE ARTS

Grade 11 - ELA: COMPREHENSIVE FOCUS (30S – 1 Credit)
Learners engage equally with literary and informational texts, developing analytical skills, critical thinking, and competent control of written and spoken language. Learners deepen their understanding of how language functions to influence, persuade, and convey power, and they examine how voice, bias, structure, and tone are used to position audiences across a wide range of texts.

Grade 11 - ELA: LITERARY FOCUS (30S – 1 Credit)
Learners engage primarily with literary texts (approximately 70%) while also exploring related informational texts (30%) to deepen understanding. The course emphasizes aesthetic study, encouraging learners to analyze, discuss, and create multimodal literary and informational texts. Learners experiment with various forms of aesthetic writing and advanced reading.
*Students interested in taking English Literature and Composition 42AP in Grade 12 are encouraged to register for this course.

Grade 11 - ENGLISH 30S LITERARY ADVANCED
This course exposes students to a variety of text which may include novels, plays, poems, non-fiction and short prose to offer a wide range of cultural, historical and literary works to students. The analytical approach to the study of literature continues to be stressed with an added emphasis on the writing style of authors as well as the writing style of students taking the course.
*Students interested in taking 42AP English Literature and Composition are encouraged to register for this course.

Grade 11 - ELA: TRANSACTIONAL FOCUS (30S – 1 Credit)
Learners engage primarily with informational texts (approximately 70%) while also exploring related literary texts (30%) to enhance understanding. The course emphasizes analyzing, explaining, and conveying information, as well as prompting audience action, while learners create multimodal texts in both informational and literary forms for academic purposes.

Grade 12 - ELA: COMPREHENSIVE FOCUS (40S – 1 Credit)
Learners explore and analyze a wide spectrum of texts and topics in a balanced approach of equal attention to literary and informational forms. This includes texts that use language to represent creative ideas and feelings, or images and language to explain information and viewpoints. As learners experience and compose a variety of texts, approximately 50 per cent are literary and 50 per cent informational in purpose.

ENGLISH LANGUAGE ARTS

Grade 12 - ELA: LITERARY FOCUS (40S– 1 Credit)

Learners explore and analyze a wide spectrum of texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language to represent creative ideas, experiences, feelings, or images. Learners deepen their understanding of literary texts by exploring related informational texts that use language to analyze, convey, or explain information and viewpoints. As learners experience and compose a variety of texts, approximately 70 per cent are literary and 30 per cent informational in purpose.

***Students interested in taking English Literature and Composition 42AP in Grade 12 are encouraged to register for this course.**

Grade 12 - ELA: TRANSACTIONAL FOCUS (40S– 1 Credit)

Learners explore and analyze a wide spectrum of texts and topics, with an emphasis on texts with informational purposes. This includes texts that use language to analyze, convey, or explain information and viewpoints, or to prompt an action from the audience. Learners deepen their understanding of informational texts and forms by exploring related literary texts that use language to convey creative expressions and interpretations as well. As learners experience and compose a variety of texts, approximately 70 per cent are informational and 30 per cent literary in purpose.

Grade 12 - ADVANCED ENGLISH LITERACY (40s – 1 Credit)

This course provides students with the opportunity to examine and compose a variety of literary texts. Students explore properties of language to convey experience, ideas and perspectives as they deepen their appreciation of literature. Students develop the skills required to respond to texts, to manage diverse ideas and information, to communicate and to learn.

***Students interested in taking 42AP English Literature and Composition are encouraged to register for this course.**

ENGLISH LANGUAGE ARTS

Grade 12 AP - ENGLISH LITERATURE AND COMPOSITION ADVANCED PLACEMENT
(42 AP – 1 Credit)

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

MATHEMATICS

At the Grade 9 level, students are placed in course sections that remain consistent for the full school year. This structure supports continuity in instruction, allows learners to grow and develop with the same teacher, and fosters strong relationships that enhance engagement and learning.

Grade 9 MATHEMATICS (10F – .5 Credit)
Learners deepen understanding of numbers, patterns, and linear relations while exploring geometry, data analysis, and probability. Emphasis is on problem-solving and applying mathematics to real-world contexts.

Grade 9 TRANSITIONAL MATHEMATICS (10F – .5 Credit)
Learners strengthen foundational skills in arithmetic, algebra, geometry, and statistics. The course focuses on building confidence and applying math to everyday decisions and problem-solving.

Grade 10 – 12 Math Course Considerations - When choosing a math course, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements of post-secondary programs of study as they vary from institution and by year.

Applied Mathematics (*TI-83 Plus or a TI-84 calculator required) - This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include financial math, geometry, logical reasoning, measurement, number, relations and functions, statistics and probability.

Essential Mathematics - This pathway is designed to provide students with mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

Pre-Calculus Mathematics (Scientific calculator required) - This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, permutations, combinations and binomial theorem, relations and functions, and trigonometry. Students are expected to learn mathematical concepts through practice and regular homework. Understanding mathematical concepts prepares students for the unfamiliar questions and problems they encounter on exercises, tests and examinations.

MATHEMATICS

Grade 10 INTRODUCTION TO APPLIED AND PRE-CALCULUS MATHEMATICS (20S – 1 Credit)
Learners develop algebraic and graphical reasoning through work with measurement, trigonometry, algebra and functions. Students engage in both mental and theoretical mathematics to further develop critical thinking skills. It emphasizes proportional reasoning and problem-solving using real-world applications.

Grade 10 ESSENTIALS MATHEMATICS (20S – 1 Credit)
Learners apply math to practical tasks such as measurement, consumer decisions, and basic trigonometry. Emphasis is on problem-solving and using mathematics in daily life.

Grade 11 APPLIED MATHEMATICS (30S – 1 Credit)
Learners explore algebraic, spatial, and statistical reasoning through real-world applications, including trigonometry, data analysis, and systems of inequalities.

Grade 11 ESSENTIAL MATHEMATICS (30S – 1 Credit)
Learners focus on practical applications such as budgeting, measurement, and proportional reasoning. The course emphasizes problem-solving and informed decision-making.

Grade 11 PRE-CALCULUS MATHEMATICS (30S – 1 Credit)
Learners strengthen algebraic and trigonometric reasoning while analyzing functions and sequences. The course builds skills for advanced mathematical study.

Grade 11 PRE-CALCULUS MATHEMATICS ADVANCED (30S – 1 Credit)
This course builds on the concepts learned in Introduction to Applied and Pre-calculus Mathematics 20S. Topics of study include algebra, quadratic functions, absolute value, reciprocal functions and trigonometry.

***Students interested in taking the 42AP Calculus AB in their Grade 12 year should register for this course as well as the Pre- Calculus Mathematics 40SAdvanced course in their Grade 11 year.**

Grade 12 APPLIED MATHEMATICS (40S – 1 Credit)
Learners apply math to financial planning, probability, and data modeling. Emphasis is on logical reasoning and connecting mathematics to real-world challenges.

Grade 12 PRE-CALCULUS MATHEMATICS (40S – 1 Credit)
Learners advance algebraic and trigonometric reasoning through complex functions and combinatorics. The course prepares students for post-secondary mathematics.

MATHEMATICS

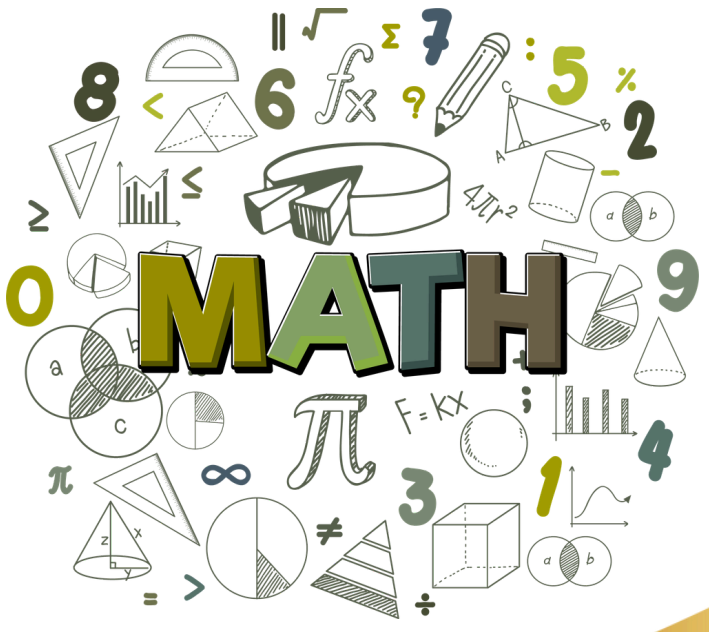
Grade 12 ESSENTIAL MATHEMATICS (40S – 1 Credit)
Learners use math for personal finance, housing, and business contexts while exploring data analysis and probability. The course supports informed decision-making and everyday problem-solving.

Grade 12 PRE-CALCULUS MATHEMATICS ADVANCED (40S – 1 Credit)
This course is a continuation of Pre-Calculus Mathematics 30S Advanced. Topics in this course include advanced trigonometric and circular functions, operations on functions, transformations and permutations and combinations.

***Students interested in taking the 42AP Calculus AB in their Grade 12 year should register for this in their Grade 11 year.**

Grade 12 – AP CALCULUS AB ADVANCED PLACEMENT (42AP – 1 Credit)
AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

***Students need to have completed Pre-Calculus 40S in order to register for this course.**



SCIENCE

Grade 9 SCIENCE (10S – 1 Credit)
Learners build science literacy through active investigations of matter, energy, genetics, and evolution. They explore how science connects to everyday life and society, while engaging with Indigenous perspectives and hands-on learning.

Grade 10 SCIENCE (20S – 1 Credit)
Learners conclude foundational science studies by investigating matter, force, Earth and space systems, and life processes. Emphasis is on inquiry, practical applications, and understanding science in societal and environmental contexts.

Grade 11 SCIENCE - CURRENT TOPICS (30S – 1 Credit)
The Current Topics in Science (30S) is designed as an interdisciplinary course for Grade 11 students whose post-secondary planning does not include a focus on science related fields. This course will address current issues, topics, themes, points of view and innovations in the world of science. Teachers and students will select topics and current issues to be studied each semester. As a result, topics will be engaging and accessible and will provide a link between science and the lives of students. Possible topics include Forensic Sciences, Global Warming and Climate Change, Microbiology, Emerging Medical Technologies, The Science of Sports, Biotechnology, Human Population Issues, The World's Water Supply, etc.

Grade 11 BIOLOGY (30S – 1 Credit)
This course is designed for students whose post-secondary planning includes Biology related fields. This course introduces students to the life science of biology as well as the many careers available in biology. There is a focus on the functioning of the human body from cells to organ systems. A strong emphasis is placed on health and wellness, making it relevant and fascinating for all students. Course content covers: wellness, cells, and homeostasis, digestion and nutrition, transportation and respiration, excretion and waste management, protection and control.

Grade 11 ADVANCED BIOLOGY (30SA – 1 Credit)
This course is designed to help students develop a conceptual framework for modern biology and an appreciation of science as a process. Students will be involved in laboratory work with the goal of developing an understanding of concepts including the science of life, Evolution, energy transfer, interdependence in nature and science, and the anatomy and physiology of all the major human body systems.

***Students interested in taking 42AP Biology are encouraged to register for this course in their Grade 11 year.**

SCIENCE

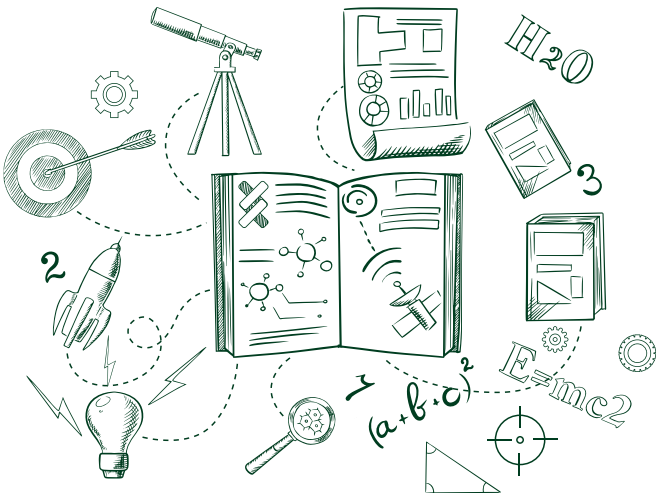
Grade 11 CHEMISTRY (30S – 1 Credit)
This course is designed to provide students with a fundamental comprehension of the concepts and processes of chemistry, an understanding of the sub-microscopic level of chemistry, applications of chemical principles in the real world, and an opportunity to experience growth in critical thinking skills. Course content covers: physical properties of matter, gases and the atmosphere, chemical reactions, solutions, organic chemistry.

Grade 11 ADVANCED CHEMISTRY (30SA – 1 Credit)
This course is designed to expose students to topics in Chemistry such as the physical properties of matter, gases and the atmosphere, chemical reactions, solutions as well as organic chemistry. This course will also incorporate some units from the Chemistry 40S curriculum. Chemistry as a science does require a student to have a strong understanding of mathematical analysis.

***Students interested in taking 42AP Chemistry are encouraged to register for this course in their Grade 11 year.**

Grade 11 PHYSICS (30S – 1 Credit)
This course will introduce students to the fundamental concepts of physics and begin to develop a student's skills in collecting experimental data and representing that data in graphical and algebraic forms. Course content covers: Sound Waves, Nature of Light, Mechanics (kinematics and dynamics), and Fields (Gravitational, electromagnetic)

Required Materials: It is strongly recommended that students possess good scientific calculators and a protractor. A mark of 70% or better is recommended for Mathematics 20S – Introduction to Pre-Cal/Applied. In addition, it is strongly recommended that students take Pre-Calculus 30S before or as a co-requisite to Physics 30S.



SCIENCE

Grade 11 ADVANCED PHYSICS (30SA – 1 Credit)
Physics combines math with an inquiring mind to analyze physical phenomena. Students will procure an understanding of basic physical concepts while developing their problem-solving skills. Major area of focus is graphical analysis, equation development, trigonometry, vectors, waves, and sound.

***Students interested in taking 42AP Physics are encouraged to register for this course in their Grade 11 year.**

Required Materials: It is strongly recommended that students possess a good scientific calculators and a protractor. A mark of 70% or better is recommended for Mathematics 20S – Introduction to PC/Applied. In addition. it is strongly recommended that students take Pre-Calculus 30S before or as a co-requisite to Advanced Physics 30S.

Grade 12 BIOLOGY (40S – 1 Credit)
Recommended for students who were successful in completing 30S Biology.
This course is designed for students to extend their understanding of heredity, genetics and DNA, with a glimpse into forensics. Students will examine the diversity and the evolution of life that exists on earth today. Students will also study ecological concepts and human impact on the environment. Course content covers: Genetics – Heredity, DNA and genetic engineering, biodiversity –taxonomy and evolution theory, ecology – ecosystems, populations and human impact.

Grade 12 AP BIOLOGY ADVANCED PLACEMENT (42AP – 1 Credit)
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

***Students interested in taking 42AP Biology should have taken Advanced Biology 30SA in their Grade 11 year.**

Grade 12 CHEMISTRY (40S – 1 Credit)
Recommended for students who were successful in completing 30S Chemistry.
This course is designed to extend students' understanding of Chemistry 30S topics related to chemical reactions by examining reaction kinetics and chemical equilibria. Higher levels of mathematics will be used. Course content covers: reaction kinetics, chemical equilibrium, acid – base equilibrium, solubility equilibrium, oxidation – reduction reactions.

SCIENCE

Grade 12 ADVANCED CHEMISTRY (40SA – 1 Credit)
Recommended for students who were highly successful in completing 30S Chemistry.
This course is designed to continue to expose students to topics in Chemistry including organic chemistry, reaction rates, chemical equilibrium, solubility equilibrium, acids and bases and electrochemistry. Chemistry as a science does require a student to have a strong understanding of mathematical analysis.

***Students interested in taking 42AP Chemistry are encouraged to register for this course in their Grade 12 year.**

Grade 12 Science – AP Chemistry Advanced Placement (42AP – 1 Credit)
AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

***Students interested in taking 42AP Chemistry should have taken Advanced Chemistry 30SA and 40SA.**

Grade 12 PHYSICS (40S – 1 Credit)
Recommended prerequisite: Physics 30S and Applied Mathematics 30S or Pre-Calculus Mathematics 30S
This course is designed to extend the concepts and understanding covered in 30S Physics. Course content covered includes Mechanics (Kinematics, Dynamics, Momentum, Projectiles, circular motion, work and energy), Force Fields (Gravitational, Artificial satellites, exploring space, human endeavor in space, electric and magnetic fields), Electricity (circuits, electromagnetic induction), and medical physics (nuclear model of atom, radiation and radioactivity, application to imaging and treatment techniques).

Grade 12 ADVANCED PLACEMENT PHYSICS (42AP – 1 Credit)
AP Physics is an algebra-based, introductory college-level physics course.
Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

***Students interested in taking 42AP Physics should have taken Advanced Physics 30SA in their Grade 11 year.**

SOCIAL SCIENCES

Grade 9 - CANADA IN THE CONTEMPORARY WORLD (10F – 1 Credit)
Learners explore Canada's diversity and contemporary challenges. They begin with an overview of Canada's demographics, geography, and political structure, then examine how people and land have shaped its development. Learners investigate citizenship and identity, considering interactions among diverse groups and global contexts.

Grade 10 - GEOGRAPHIC ISSUES OF THE 21ST CENTURY (20F – 1 Credit)
Learners examine key contemporary global challenges while developing core geographic thinking skills. Using tools such as Geographic Information Systems, they investigate issues related to natural resources, food production, industry and trade, and urbanization in Canada, North America, and beyond.

Grade 10 – TRUTH AND RECONCILIATION (20SIC – 1 Credit)
In this course, students explore Indigenous histories and the truth about colonization and how these realities continue to impact Canadians today. Through Indigenous voices, land-based learning, and discussion, students will explore what reconciliation means when we understand ourselves as part of a larger whole. This course provokes students to think about relationships—between past and present, land and people, and individual choices and collective responsibility. Students will reflect on their role within these relationships and explore meaningful ways individuals and systems can be a part of true reconciliation.

Grade 11 - HISTORY OF CANADA (30F – 1 Credit)
Learners examine citizenship as a core concept and engage in historical inquiry. Guided by Essential Questions, learners focus on the history of Canada from pre-contact times to the present. Through this process learners think historically and acquire Enduring Understandings related to five themes in Canadian history.

Grade 11 or 12 - PSYCHOLOGY (40S – 1 Credit)
Grade 11s can register for this course in order to enroll in AP Psychology in Grade 12
This course exposes learners to the major topics found in the field of Psychology. It also emphasizes the issues that are of interest and relevant to learners, including understanding the complexities of human thought and behavior, as well as differences among people. Learners explore the scientific methods upon which Psychology is based and can then apply what they learned in their daily lives.

SOCIAL SCIENCES

Grade 11 – LAND AND TREATIES: RIGHTS AND RESPONSIBILITIES (40S – 1 Credit)
The overarching goal of this course is to investigate the local Treaty 1 experience. The development of active democratic citizenship is fortified by a student understanding of the local Treaty relationship by engaging with local sources of knowledge as well as local spaces and places. Students investigate the historical and contemporary aspects of Treaty 1 using the themes of relationships, traditional teachings, local history, and Manitoba Numbered Treaties as entry points. The course is intended to: strengthen student identities by focusing on the local Treaty 1 experience; generate an awareness and understanding about First Nations people in Manitoba, and the contemporary relevance of the Treaty relationship as it expands Manitoban's concepts of identity and citizenship.

Grade 12 – AP PSYCHOLOGY (42AP – 1 Credit)
AP Psychology is an introductory university level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

Grade 12 - GLOBAL ISSUES: CITIZENSHIP & SUSTAINABILITY (40S – 1 Credit)
Learners develop critical awareness of global challenges and their impact on society and the environment. Learners explore democratic citizenship, ecological and media literacy, and ethical decision-making while completing an action-research project that promotes positive change locally or globally.

Grade 12 - CANADIAN LAW (40S – 1 Credit)
Learners examine the foundations of law, the Charter of Rights and Freedoms, and key areas such as criminal, civil, and family law. They also investigate specialized topics of interest, such as international law, human rights, youth and the law, labor law, or environmental law.

Grade 12 - CURRENT TOPICS IN FIRST NATIONS, METIS AND INUIT STUDIES (40S – 1 Credit)
This course empowers learners to explore the histories, cultures, world views, and contemporary issues of Indigenous Peoples in Canada and worldwide. The course develops critical thinking, communication, and inquiry skills that help learners understand both past and present Indigenous experiences. Topics such as self-determination, self-government, and language and cultural revitalization support a deeper understanding of Indigenous visions for a post-colonial future.

PHYSICAL HEALTH
HEALTH EDUCATION

Grade 9 - PHYSICAL EDUCATION/HEALTH EDUCATION (10F – 1 Credit)
Learners will develop the knowledge, skills, and attitudes needed to lead a healthy and active lifestyle. This course emphasizes personal fitness, participation in physical activities and sports, and making informed choices that support overall well-being.

Grade 10 - PHYSICAL EDUCATION/HEALTH EDUCATION (20F – 1 Credit)
Learners will learn how to maintain a physically active and healthy lifestyle through a combined physical education and health education curriculum. The course emphasizes making informed decisions about physical activity, healthy eating, substance use, sexual and reproductive health, and injury prevention.

Grade 10 – OUTDOOR EDUCATION: ENVIRONMENTAL SCIENCE
(Elements of Wilderness Education) (21G1 – 1 Credit)
***This course is an OPTIONAL course. It DOES NOT meet the requirement for the MANDATORY PHYSICAL EDUCATION CREDIT. There may be a FEE attached to this course.**
Outdoor recreation is on the rise, but often people are ill-prepared for their outdoor experiences and do not have the safe enjoyable experience they desired. This course is designed for students who have an interest in outdoor recreation. In a safe environment, students will be taught various skills as well as how to use various types of equipment so that they can get the most out of their outdoor recreational activities. The aim of this course is to introduce the novice to the outdoors, as well as expose the more experienced individuals to other outdoor pursuits. An interest in the outdoors and a desire to participate in outdoor activities such as camping, fishing, backpacking and canoeing are the only prerequisites.

Grade 11 - PHYSICAL EDUCATION/HEALTH EDUCATION (30F – 1 Credit)
Learners will develop personal fitness, leadership skills, and sport abilities while exploring lifetime activities and health modules. This Grade 11 course, scheduled every second day for one semester, includes a 55-hour physical activity practicum outside class time. In class, learners engage in fitness training, team and individual sports, and apply concepts through a personal fitness plan. The course is assessed as Complete or Incomplete and encourages learners to take responsibility for their health and wellness.

PHYSICAL HEALTH
HEALTH EDUCATION

Grade 11 - ONLINE LEARNING PHYSICAL EDUCATION/HEALTH EDUCATION (30F – 1 Credit)
Online physical education students are motivated to do well in their courses and frequently register due to timetable conflicts. Students are self-disciplined, which is reflected in their organization, time management and quality of work. Students should be very comfortable with educational technology (navigating websites, media tools, word processing…) and be willing to dedicate a minimum of 5 hours a week to the course. Students are responsible for mastering the lessons, completing the learning activities and assignments, attending monthly meetings, and maintaining an up-to-date activity journal. This course is designed to help students incorporate physical education as part of their daily routine. The course is assessed as Complete or Incomplete and encourages learners to take responsibility for their health and wellness.

Grade 11 – ALTERNATIVE PURSUITS/HEALTH EDUCATION (30F – 1 Credit)
This course is designed for students who are interested in a wide range of indoor, outdoor, land-based, and water-based pursuits and excursions. Students will develop practical skills that support safe participation, physical literacy, and personal well-being in a variety of environments. Alternate Pursuits provides opportunities to explore recreational, fitness, and adventure-based activities, both on and off campus. Through hands-on experiences, students will build confidence, adaptability, and decision-making skills while developing the movement skills, knowledge, and motivation needed to be physically active for life. The course also emphasizes Indigenous perspectives on land and water, highlighting respectful relationships with the natural environment, stewardship, and learning through experience. Students will develop teamwork and leadership skills while being encouraged to maintain healthy, active lifestyle practices that can be carried into daily life now and in the future. Students are responsible for completing the learning activities and assignments, signing up for preferred activities and maintaining an up-to-date activity journal. The course is assessed as Complete or Incomplete and encourages learners to take responsibility for their health and wellness.

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FRENCH

GRADE 9 FRENCH: COMMUNICATION & CULTURE (10F – 1 Credit):
This is an introductory level French course where any student can join in no matter what level they are at! Students who are brand new to French should expect home practice to be completed regularly. Students will focus on French language and culture while playing many oral games, reading short stories, watching classic French movies and listening to and/or singing current songs. These and other activities will greatly encourage French dialogue and enrich the cultural experience. The focus this year is being able to communicate in the present, past and future tenses in a variety of real- life situations. Bienvenue!

GRADE 10 FRENCH: COMMUNICATION & CULTURE (20F – 1 Credit):
Recommended that students have completed Grade 10 French: Communication and Culture or equivalent credit.
The songs and games continue in grade 10 French! Students look at a variety of topics to improve their vocabulary, grammar and cultural awareness. Students will continue to have many opportunities to express their thoughts and opinions in the past, present and future. By means of several oral, written and group presentations, students demonstrate their growth in their language skills.

GRADE 11 FRENCH: COMMUNICATION & CULTURE (30S – 1 Credit):
Recommended that students have completed Grade 9 French: Communication and Culture or equivalent.
Oral expression and comprehension are further developed through class conversations, prepared skits, presentations and dialogues. Students will also have an opportunity to read and write in French to a greater degree. This year the students will study the conditional present and past, as well as review the present, past and future tenses. Additional Information: The hope is that students will speak French during all activities and lessons while also expressing their thoughts and ideas in an enriched, coherent fashion.

INDUSTRIAL ARTS

ELECTRONIC TECHNOLOGY PROGRAM consists of general interest courses with an understanding of the electronic technology and computer repair industry. These courses are of interest for those entering careers in engineering, science, telecommunications and computer technology. A major focus will continue to be “hands on” projects and labs. Students will develop problem solving and critical thinking skills. Students gain valuable experience utilizing a variety of electronics tools and testing devices. The electronic technology courses have proven to be an asset to those going on to university, college, and the work force.

Grade 9– ELECTRONIC TECHNOLOGY (10G – 1 Credit)
The goal of this introductory course is to expose students to microcomputers and the associated technology. Topics studied and explored are as follows: Ohm’s Law, Power Laws, Series Circuits, soldering, reading a multi-meter for various inputs and reading electrical schematics for the construction of an electronic device. Instruction is by lecture, demonstration and computer-based learning using Electronic Kourseware’s Mr. Circuit I software, labs and projects.

Grade 10– ELECTRONIC TECHNOLOGY (20G – 1 Credit)
The goal of this course is to expose students to the world of digital electronics and house wiring. Topics studied and explored will be a review of Ohm’s Law and series circuits followed by the study of parallel circuits and digital circuits. Students will learn to read electrical schematics for the construction of digital electronic devices and basic home wiring. Instruction is by lecture, demonstration and computer-based learning using Electronic Kourseware’s Mr. Circuit II software, labs and projects.

Grade 11– ELECTRONIC TECHNOLOGY (30G – 1 Credit)
The goal of this course is to expose students to the world of robotics and electronics. There is a review of Electronics I and II and then combination series-parallel circuits are covered. Through the use of labs, the world of robotics is explored. The student will construct robots as simple as ones that move forward to ones that will dance to music. Students will also construct sumo bots and learn how to program these robots to compete against one another. Further, students will proceed into advanced house wiring. Instruction is by lectures, demonstrations, computer-based learning, labs and projects.

Grade 12– ELECTRONIC TECHNOLOGY (40G – 1 Credit)
This course is designed to expose students to the world of robotics and electronics. Students will learn how to build a robot and program the robot to complete assigned tasks. The electronics covered is a review of Ohm’s Law, Power Law, series circuits, parallel circuits, combination circuits as well as amplifiers, power supplies and motors. Schematic diagram reading for the purpose of building or repairing electrical devices is also covered. Instruction is by lecture, demonstration and computer-based learning through the use of Electronic Kourseware’s Mr. Circuit III, labs and projects.

INDUSTRIAL ARTS

GRAPHIC ARTS TECHNOLOGY PROGRAM is a general interest course but may be specially suited to students interested in pursuing a career in design, commercial art, fine art, communications, video, public relations, printing, advertising, photography (digital), and journalism. Students are exposed to many commercial printing and photographic processes. Emphasis is placed on both computer-aided design and on producing printed communications including business cards, tickets, newsletters, T-shirts, heat transfers, posters, air brushing, decals, video editing and production, and digital portraits.

Grade 9 – GRAPHIC TECHNOLOGY (10G – 1 Credit)
The components Graphic Communication Technology 10G include: basic Mac operations and desktop, image generation and computer graphics, design, computer designing, introduction to desktop publishing using Illustrator software, digital photography, introduction to digital photography and fun use of digital photos using Photoshop, computer digital imaging, introduction to computer scanning, screen printing, posters, single and multi-colour printing, shirt prints, single and multi-colour and heat transfers, airbrushing techniques and shapes, animation, introduction to frame animation, career exploration, interactive multimedia, storyboarding, and project development with Hyperstudio.

Grade 10 – GRAPHIC TECHNOLOGY (20G – 1 Credit)
The components of Graphic Communication Technology 20G include: review of Mac operations and desktop, advanced design principles and layout, image generation/computer graphics, air brush abstracts, use of friskets for landscapes, computer logo designing using Illustrator, desktop publishing and electronic publishing with Adobe Indesign, digital photography, screen printing, multi-colour t-shirt prints, decals, interactive multimedia authoring and production, introduction to multimedia development, computerized robotic sign/decal production using Illustrator, and advanced techniques to sign production.

Grade 11 – GRAPHIC TECHNOLOGY (30G – 1 Credit)
The components of Graphic Communication Technology 30G include computer image generation and manipulation, Adobe Photoshop CC, Digital Photography, advanced sign production, techniques, banner production, signs, t-shirt/apparel designs, digital desktop video production, video camera techniques, story board development, editing techniques using iMovie, computer aided presentation methods.

Grade 12 – GRAPHIC TECHNOLOGY (40G – 1 Credit)
The components of Graphic Communication Technology 30G include advanced computer image generation technology, colour imaging and printing, video production, computer editing using Final Cut Express, Adobe Premiere, iMovie, advanced multimedia production, Desktop Publishing, advanced layout design, Adobe InDesign layout program

INDUSTRIAL ARTS

METAL WORKING TECHNOLOGY - These courses are offered at Bernie Wolfe Community School. Transportation is provided except for a return to Transcona Collegiate if the class is scheduled at the end of the school day. Students will need to find their own way home from Bernie Wolfe.

Grade 9 – METAL TECHNOLOGY (10G – 1 Credit)
Inventing, designing and constructing projects are the focus of this course. Students will be introduced to creative designing and hands-on construction of mechanical projects. Projects include a variety of practical applications of everyday mechanical and scientific principles, such as solar collectors, air boats, snow scooters, robots and more. Students will have an opportunity to practice creative problem-solving and using tools and equipment safely while working with a variety of materials. Students will develop skills in welding, machining and an assortment of fabrication techniques.

Grade 10 – METAL TECHNOLOGY (20G – 1 Credit)
This course further develops students' skills in hands-on construction of mechanical projects. Students will have an opportunity to practice creative problem-solving, creative design, environmentally green design and the safe use of tools and equipment for working with a variety of materials. Projects include a variety of practical applications of everyday mechanical and scientific principles, varying according to class interest (e.g. electric scooters and go-carts, hovercraft, mechanical robots and more). Students will develop skills in welding (MIG & gas), machining (lathe & mill) and a wide assortment of fabrication techniques.

INDUSTRIAL ARTS

TEXTILES ARTS AND DESIGN - Textile arts and design courses create awareness of the role that textiles play in our daily lives. The textile arts and design learning outcomes develop skills, knowledge, and understanding as students participate in learning activities that allow them to express themselves through designing, producing, and evaluating finished textile projects.

Grade 9 – TEXTILE ARTS AND DESIGN (10G – 1 Credit)
Textile Arts and Design at the Grade 9 level explores the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships. The course will introduce the student to citizenship and sustainability through knowledge, action, and projects. Students will also become aware of issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design

Grade 10 – TEXTILE ARTS AND DESIGN (20G – 1 Credit)
Grade 10 Textile Arts and Design examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

INDUSTRIAL ARTS

WOODWORKING – These courses are offered at Bernie Wolfe Community School. Transportation is provided except for return to Transcona Collegiate if the class is scheduled at the end of the school day. Students will need to find their own way home.

Grade 9 – WOODWORK TECHNOLOGY (10G – 1 Credit)

Woodwork Technology is an excellent "hands-on" course that affords students the opportunity to design and construct projects. Using safe practices, the students enhance their skills in the use of modern tools and machines. The study of material and processes helps students understand both industrial and environmental concerns. Topics covered help reinforce student knowledge in other subject areas such as math and science. This approach to learning builds student success and contributes to raising their self-esteem

Grade 10 - WOODWORK TECHNOLOGY (20G – 1 Credit)

Grade 10 Woodwork Technology offers students a chance to further explore the world of woodworking technology with more emphasis placed on the "hands-on" experience. Many of the topics covered are similar to Grade 9, but at a more advanced level. Students start designing many projects on their own. This course should be of interest to all students. Advanced topics include:

- planning and design
- decision making AND safety
- wood joints and fasteners
- power tool operation
- CAD\CNC (computer aided drafting and manufacturing)

Grade 11 – WOODWORK TECHNOLOGY (30G – 1 Credit)

Students are required to develop and build their project ideas. Precise measurement and advanced use of layout tools (Square, T-bevel) are emphasized. Practical work in this area includes:

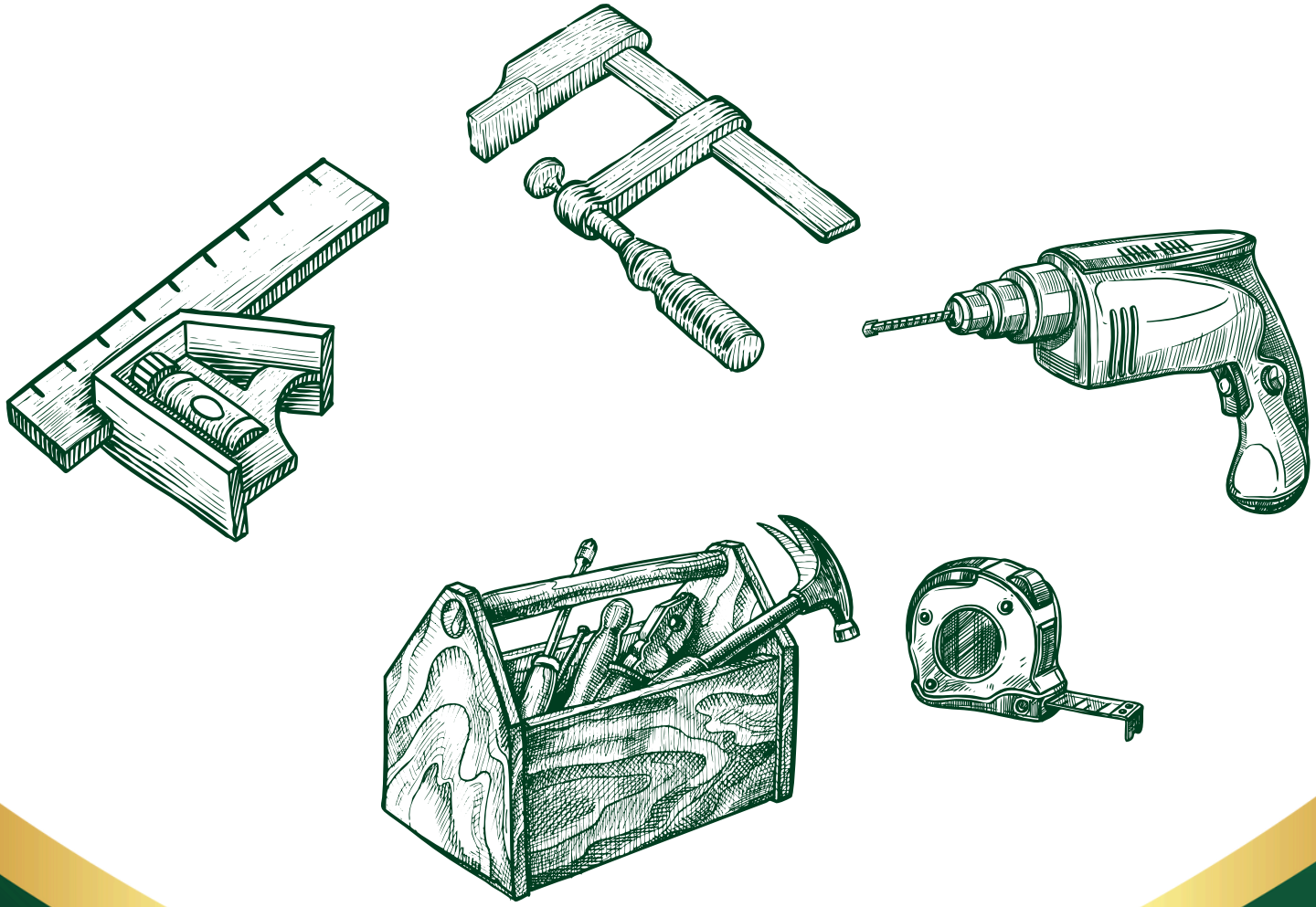
- case and frame construction
- raised panel doors
- STEAM (Science, Technology, Engineering, Arts, and Math)
- Intarsia
- CADD/CAMM (LASER cutter/engraver, CNC router, Mastercam)
- furniture styles
- sustainability and green practices
- advanced wood science

Students are required to show advanced capabilities in the use of the power and hand tools available to them. An emphasis on Student Initiated Projects is encouraged. Theory includes advanced wood terminology, wood types and fasteners.

INDUSTRIAL ARTS

Grade 12 – WOODWORK TECHNOLOGY (40G – 1 Credit)

This is the most advanced level of Woodworking Technology available. Students are expected to complete high-quality projects and master the use of hand and power tools to complete the job. Similar topics as in the other woodworking courses are offered, but at a much more advanced level. The emphasis is on “Learning by Doing” with a STEAM (Science, Technology, Engineering, Arts, and Math) approach. Students will use the inquiry model to select projects and build them to solve the required need. Building and house construction will be added to the topic list. Students will master terms that are used on the job sites of today in Canada. Wood materials and composites are studied for sustainability and how “green” they are. This course is excellent for the student entering RRCC for either building construction or carpentry as well as for the Engineering/ Architecture student. In addition, it’s a fun, general interest course for those looking to build a nice piece of furniture for when they move out on their own.



HUMAN ECOLOGY

Grade 9 - FAMILY STUDIES (10S – 1 Credit)
This is a foundation course for Family Studies 20S, 30S, and 40S. Students will receive a good introduction to the psychology of human behaviour. In this course, you will learn childcare and the rewards of parenting, how to solve special problems, how to make play more meaningful, and what to expect of children in the early years. The students will have real life experiences as parents, working with the "Baby Think it Over" simulator doll and pregnancy bellies.

Grade 10 - FAMILY STUDIES (20S – 1 Credit)
Students will learn to appreciate children, understand themselves and others, and discover the miracle of prenatal and infant development. Students will take part in observations in local daycares, which will add to the skillset needed in the Nursery School course in Grade 11. The students will also have opportunities to visit companies and industries in Winnipeg related to course content.

Grade 11 - FAMILY STUDIES (30S- 1 Credit)
Be an Early Childhood Educator! Gain employable skills! Learn practical tools, which can be directly used when working directly or indirectly with children. Learn to create your own developmentally appropriate lessons, activities and communication tools that you can apply when working with preschool children. Prepare yourself for your future career and/or family. Transfer the skills learned here to the workplace management, teamwork, dedication, and initiative.

Grade 12 - FAMILY STUDIES (40S – 1 Credit)
This is an ideal course for those interested in human dynamics. Highlights include a field trip related to one of our last units of study. This course contains valuable information pertaining to the development of adolescents as they bridge the gap toward adulthood. Concepts include mental, physical, and personality development, decision making, personal management skills, quality of life, job or career selection, interpersonal communication skills, loving relationships, marriage, family life, conflict resolution, and aging.

HUMAN ECOLOGY

Grade 9 – FOODS AND NUTRITION (10S – 1 Credit)
This is an introductory course for students who may or may not have any previous Foods experience. Food and Nutrition 10S is the study of the choices people make every day as they relate to food. Students learn how food affects their health, appearance, and energy. Choices made in the marketplace and in restaurants are analyzed. The practical part of the course includes preparing a variety of dishes.

Grade 10 - FOOD AND NUTRITION (20S – 1 Credit)
Food preparation, meal planning and presentation are practiced in a lab setting. Approximately 50% of class time will be devoted to food preparation.
Topics:

- accommodation for accident prevention
- reading recipes
- nutrient groups
- examining food labels
- conserving and recycling
- wellness

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Food preparation, meal planning and presentation are practiced in a lab setting. Approximately 50% of class time will be devoted to food preparation.
Topics:

- accommodation for accident prevention
- reading recipes
- nutrient groups
- examining food labels
- conserving and recycling
- wellness
- life stages and nutritional requirements
- specialty diets
- traditions and origins of food practices
- advertising and marketing of food products

Grade 12 - FOOD AND NUTRITION (40S – 1 Credit)
This course benefits students who are interested in a career of study in food science, dietetics, health care, and hotel or restaurant management. This course will also study the effects of world food problems on the quality of life for individuals and families. Approximately 50% of class time will be devoted to food preparation.
Topics:

- accommodations for accident prevention
- reading recipes
- develop critical analysis of nutritional advice offered by the media

THE ARTS

MUSIC: Students enrolled in a Music course(s) – including Concert Band, Jazz Band, or Choir – there will be a fee associated with these courses. Percussionists will be required to purchase a stick bag and mallets/sticks from the school. This cost will be $150, and the students will own the bag/sticks. In subsequent years, percussionist's instrument fees will be used to maintain and upgrade the school-owned percussion instruments that they use daily.

Grade 9 - CONCERT BAND (10S – 1 Credit): Recommended prerequisite: Gr 8 Band or instructor approval

This course is performance based, with an emphasis on concert band repertoire. Students will be required to practice at home to achieve at a satisfactory level. Students must attend all major performances because they are equivalent to exams. This course will focus primarily on the following four areas: musical technique (posture, breathing, physical position, quality and control of tone, articulation, intonation, dynamics, range, and technical dexterity), musical literacy (accurate performance of rhythms, music reading and familiarity with common musical forms), musicianship (precise and relaxed movement to music, accurate singing, playing by ear and melodic phrasing and interpretation) and, musical creativity (improvisation, composition, and arranging)

Grades 10, 11, and 12 - CONCERT BAND (20S, 30S, & 40S - 1 Credit per grade level): Recommended prerequisite:

The course description and content for each course are similar to Concert Band 10S, but expectations will rise according to grade level.

Grade 9 - CONCERT CHOIR (10S – 1 Credit)

This introductory choral course requires no previous experience. This course will focus on the following three areas: vocal tone production, sight singing, and breath control/phrasing. Through practice/performance, students will gain understanding of a wide range of choral music, from Renaissance to popular music. This course is performance-based, and students must attend all major performances as they are equivalent to exams.

*Note: Classes may be scheduled at noon hour or before or after school depending on school timetable constraints.

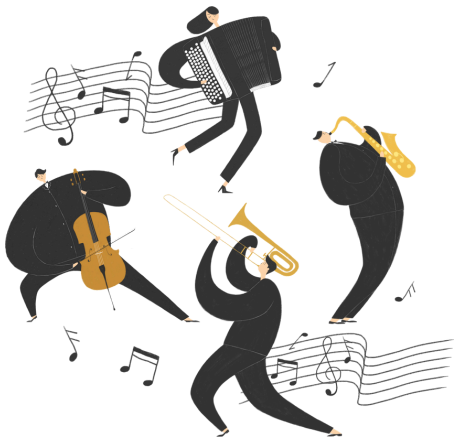
THE ARTS

Grades 10, 11, and 12 - CONCERT CHOIR (20S, 30S, 40S – 1 Credit per grade level): Recommended prerequisite: Previous levels of choral experience.
This course is performance-based, with an emphasis on choral repertoire. Students must attend all major performances as they are equivalent to exams. This course will focus primarily on the following four areas: musical technique (posture, breathing, physical position, quality and control of tone, articulation, intonation, dynamics, range, and technical dexterity), musical literacy (accurate performance of rhythms, music reading and familiarity with common musical forms), musicianship (precise and relaxed movement to music, learning tunes by ear, and melodic phrasing and interpretation), musical creativity (improvisation, composition, and arranging)

Grade 9 and 10 - JAZZ BAND (10S AND 20S-1 credit per grade): Co-requisite: Students must be enrolled in Concert Band 10S or 20S.
This course is performance-based, with an emphasis on small group or big band jazz repertoire. Students will be required to practice at home to achieve at a satisfactory level. Students must attend all major performances because they are considered to be equivalent to exams. This course will focus primarily on the following four areas: jazz repertoire & improvisation, music theory as it applies to improvisation. jazz styles, and historical context of jazz music.

***Note: These two courses are not auditioned and are open to all students enrolled in Concert Band 10S and 20S. Jazz Band 10S may be held outside the regular timetable for the entire school year because of scheduling requirements for grade 9 students. 7:30am or 3:30pm rehearsals are typical for this course.**

Grade 11 and 12 - JAZZ BAND (30S AND 40S – 1 Credit for each grade): Co-requisite: Student must be enrolled in Concert Band 30S or 40S
The course description and content are similar to Jazz Band 10S/20S, but expectations will rise according to grade level.



THE ARTS

DANCE: The TC Dance program invites students to explore movement as a powerful form of expression, creativity, and communication. Through creating, performing, and responding to dance, students develop artistic skills, cultural awareness, and reflective thinking. The program supports personal growth and collaboration while helping students communicate ideas and identity through movement. Students are required to wear dance shoes or runners for each class and preferably stretchy clothes to offer more flexibility for movement.

Note: A fee may be charged to help cover the costs of guest artists, materials, and field trips.

Grade 9 - DANCE (10S – 1 Credit)
This is a fun and active course to introduce students to dance as an art form. Students will learn various styles of dance, such as Hip-Hop, Ballet, and Jazz. Students will also learn preliminary dance terminology and basic dance steps. Students will have the opportunity to do Creative Movement in connection with the elements of dance. There will be a focus on increasing flexibility, having correct posture and the importance of doing a proper warm-up. Students will be able to perform their dances at various presentations.

Grade 10 - DANCE (20S – 1 Credit)
This course covers a variety of dance styles including Hip-Hop, Jazz, Ballet, and Lyrical. Students will continue to learn the elements of dance as well as a variety of dance routines with emphasis on coordination, technique and endurance. Students will continue to develop flexibility and correct posture. There will be a focus on dance terminology and proper dance etiquette. Students will also explore some cultural and historical aspects of dance. Students will learn how to choreograph a dance and have opportunities to perform their dance routines.

Grade 11 - DANCE (30S – 1 Credit): Recommended prerequisite: Dance 20S
This course focuses on a great variety of dance styles such as Contemporary, Tap, Ballet, Hip- Hop, and Jazz. Students will learn more advanced routines with emphasis on coordination, technique and style. Students will continue to choreograph their own dance routines and study in more depth the cultural and historical aspects of dance. Students will have various opportunities to critique and value dance and to perform their dances to various audiences.

Grade 12 - DANCE (40S – 1 Credit) Recommended prerequisite: Dance 30S
In this action-packed course, students will learn dance at a more sophisticated level. They will learn more advanced levels of many of the various dance styles such as Contemporary, Ballet and Tap. There will be strong emphasis for students to apply their previous dance knowledge to critique dance and to choreograph their own dance routines. Students will have several opportunities to perform their dances and will also be given opportunities to teach part of their routines to other students. For a project, students can choose to either study and present one dance discipline or a famous dancer.

THE ARTS

Dramatic Arts: The Dramatic Arts program engages students in creating, performing, and responding to drama as a means of expression, communication, and inquiry. Through collaborative and creative processes, students develop artistic skills, critical thinking, and an understanding of diverse perspectives and cultures. The program supports personal growth, ethical awareness, and effective communication in both artistic and real-world contexts.

Grade 9 - DRAMA (10S – 1 Credit): INTRODUCTION TO THEATRE
Intro to Theatre is an exploratory course that introduces students to basic acting skills through a variety of theatre games and group skill building activities. Students will focus primarily on experimentation with ideas for creating theatre as well as the use of body and voice for creating original work. Students are typically busy with hands-on applications as they work towards in-class performance opportunities.

Grade 10 - DRAMA (20S – 1 Credit) BASIC ACTING
In Basic Acting, students will be introduced to more basic acting skills specific to different styles and refine skills developed in previous study. There will be several group activities and partner work involved in this course. Students explore voice, focus, creative thought, physicality, cooperation and character development, especially as they relate to improvisation. Active engagement, self-reflection, and peer feedback become important tools to monitor and create numerous small acting projects. Participation in this course is an excellent asset for those working towards auditioning for school productions, seeking to improve confidence and anyone thinking about a career in performance.

Grade 11 - DRAMA (30S – 1 Credit) ADVANCED ACTING
Advance acting refines the basic acting skills that students have developed in previous study. Students will explore a variety of theatre styles and will utilize
specific elements of drama to demonstrate their understanding in presentations and performances to peers and community audiences. A collaborative course, students will work with a variety of peers to explore different roles throughout the planning, refining, and revising processes.

Grade 12 - DRAMA (40S – 1 Credit): ACTING AND PERFORMING - Recommended prerequisite: Drama 30S
An extension of Advanced Acting, this course introduces students to the power of theatre and its ability to influence change in both the individual and society. Students will refine existing acting skills and will have the opportunity to work
on original scripted works from the conception of an idea to staging their final piece. Various hands-on activities such as operating light and sound equipment to enhance production will be explored throughout the course.

THE ARTS

Grades 9, 10, 11, and 12 - DRAMA PRODUCTION (11G,20G, 30S, 40S – 1 Credit per grade level)
In Drama Production, students will explore the process of producing a play for a public audience. There will be a focus on exploring different theatre components including lighting, sound, makeup, costumes, set design, directing, and producing. This course is for students interested in exploring all aspects of the creative process – not only those interested in acting. Students should anticipate having to spend some time outside of the school day to accommodate public performance dates.

VISUAL ART: Art courses are designed to give students a broad general exposure to the making and history of art. Self-discipline, creativity and skill development will be major factors in student success. An art lab fee will be charged in each course, and students will receive an "art kit" for personal use.

Grade 9 - VISUAL ART (10S – 1 Credit)
Visual Art 10S is a foundation course that will introduce students to the study of Elements and their use in creative expression. This course will focus on the development and utilization of drawing techniques using a variety of media. Course content will focus on the organization of the elements of design within a work of art. Elements of Design: line, shape, texture, value, color, and form.

Grade 10 - VISUAL ART (20S – 1 Credit)
Visual Art 20S is a foundation course that will familiarize students on the Principles of Design. Students enrolled in this course will continue to develop their drawing skills learned in Art 10S while being introduced to new art media. In this course students will learn how to formally critique works of art. Principles of Design: balance, pattern, proportion, emphasis, movement, rhythm, contrast, unity, and variety.

Grade 11 - VISUAL ART (30S – 1 Credit)
Visual Art 30S is an extension to the study of the Elements and Principles of Design and their use in the visual arts. Students will create works of art through a combination of guided and independent study. Students will formally critique works of art and will explore art history through biographical studies of influential artists.

Grade 12 - VISUAL ART (40S – 1 Credit)
Art 40S students will use the Elements and Principles of design in their continued exploration of the visual arts. Students will use the information they have learned throughout their art career to develop and execute project ideas for both directed and independent projects. Students will engage in art critiques and will explore art history through the study of various art movements. Students may use this course to help begin the development of a personal portfolio for entrance to a visual arts program at a postsecondary institution.

COMPUTER TECHNOLOGY

Grade 9 – APPLYING INFORMATION COMMUNICATION TECHNOLOGY (115F/ICT 215F - .5 credit each = 1 credit total)

This course consists of 2 half credit courses that offer students the opportunity to enhance their basic technology literacy and develop skills in a broad range of computer applications including productivity software, animation, and web page creation. Students will receive instruction that goes in these applications, introducing them to areas such as word processing, spreadsheets, and presentation software.

Grade 10 – DIGITAL PICTURES AND DIGITAL FILM MAKING (25S x 2 courses at .5 = 1 Credit)

This combined course gives students a hands-on introduction to creating compelling visual content through photography and video. In Digital Pictures, learners explore the fundamentals of digital photography. Students will master techniques such as composition, image enhancement, and creative editing to produce polished visuals that communicate meaning.

In Digital Film Making, students build skills in visual storytelling by planning, shooting, and editing video. Emphasis is placed on combining audio, graphics, text, and motion to craft narratives that engage an audience.

Together, these courses help students strengthen technical competence, creative expression, and digital media literacy, preparing them to communicate ideas effectively across media formats. Students will receive ½ credit each for Digital Pictures 25S and Digital Film Making 25S.

Grade 10 – COMPUTER SCIENCE (20S – 1 Credit)

This course introduces students to the fundamentals of computer programming and computational thinking. Using the Python language, students learn how to design algorithms, write and debug code. Other topics include teamwork, computer hardware and cybersecurity. No prior coding experience required.

COMPUTER TECHNOLOGY

Grade 11 – INTERACTIVE WEBSITES AND INTERACTIVE MEDIA (35S x 2 courses at .5 = 1 Credit)
This combined course introduces students to the design and development of interactive digital experiences that respond to user needs and communicate ideas effectively. In Interactive Websites, students learn how websites are built from the ground up, exploring the structure, layout, and logic behind web pages while gaining control over content, navigation, and design through hands-on coding experiences.

In Interactive Media, students expand their skills by creating and integrating visual, animated, and multimedia elements that enhance user engagement. Learners will design and edit images, develop simple animations, and produce short video and audio components. Throughout the course, emphasis is placed on creativity, usability, ethical use of digital content, and problem-solving. Students will receive ½ credit each for Interactive Websites 35S and Interactive Media 35S.

Grade 11 – COMPUTER SCIENCE (30S – 1 Credit)
This course is a continuation of Computer Science 20S. Concepts already covered will be explored in more detail using the Java programming language. Students will focus on designing efficient programs through functions and array-based algorithms. Other topics include collaboration, artificial intelligence, and careers in computers.

Grade 12 – COMPUTER SCIENCE (40S – 1 Credit)
This course is a continuation of Computer Science 30S. Students deepen their skills in designing, and optimizing Java code while learning topics such as recursion, object-oriented design, and two-dimensional arrays. Students will spend more time working on larger team based projects to develop project management skills and experience the software development lifecycle. Other topics include current events and ethical issues in computing.

STUDENT SERVICES INFORMATION

STUDENT SERVICES DEPARTMENT

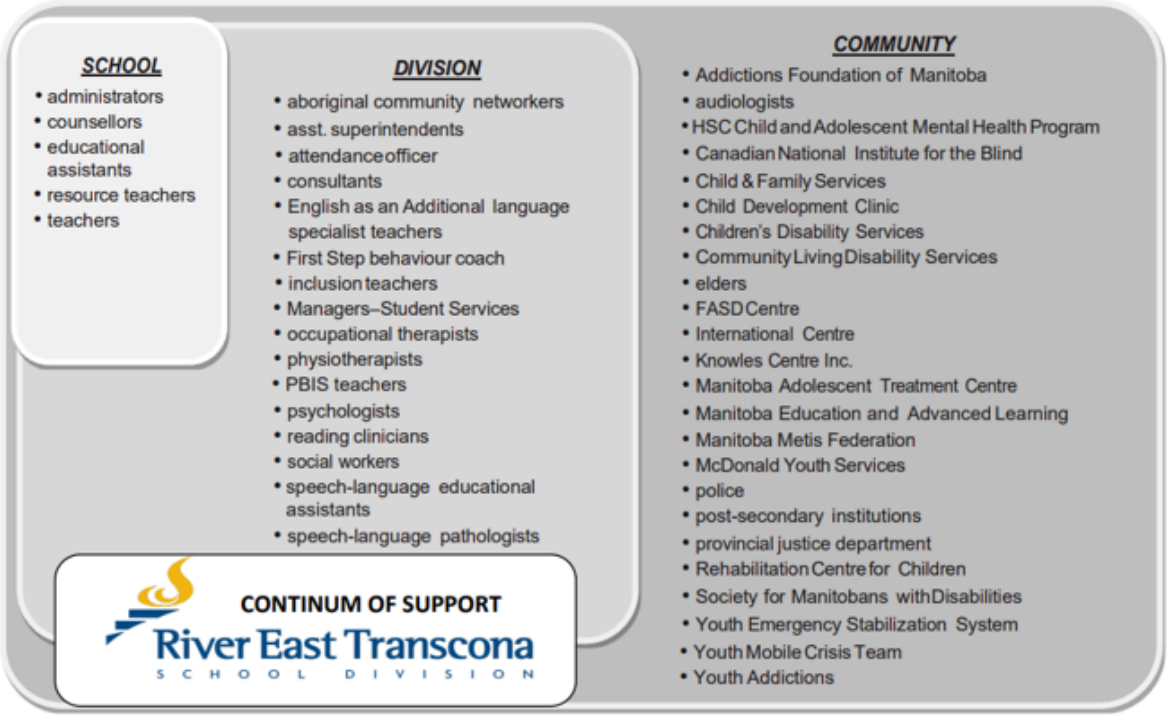
The Student Services Department at Transcona Collegiate is comprised of both Counsellors and Resource Teachers. Student Services Personnel work with students, teachers, and parents addressing the emotional, academic, attendance, and behavioural concerns that may impede student success. Student Services also offers information and a variety of skills necessary for effective decision making and success beyond high school.

The Student Support Services Department can assist regarding:

- Emotional concerns, Personal/Social issues, Interpersonal relationships
- Decision making and problem solving
- Behaviour issues, Attendance issues
- Referrals to Psychologist, Social Worker and other professional services
- Academic concerns
- Peer Tutoring, Independent study course information
- Course selection and planning
- Resume writing/information, Career Exploration and planning, Career Counselling
- Post-Secondary information, Transition Planning

REFERRAL SERVICES

The School Division provides additional testing, counselling, and assessment services. On a priority basis, the services of Social Workers, Psychologists, Speech and Language Pathologists, and Psychiatrists may be made available to assist students in need. These professionals work closely with the Student Support Services Department. The School Division also works closely with Public Health Officials to assist students in need.



POST SECONDARY INFORMATION

POST SECONDARY OPTIONS STUDENT RESPONSIBILITY

It must be stressed that graduation does not guarantee entrance to post-secondary education. It is the responsibility of the student to be sure that he/she is earning credits that will admit him/her to the post-secondary program of his/her choice. A student must have earned a minimum of 30 credits to graduate from Transcona Collegiate.

COLLEGE OPTION

Students must graduate with a high school diploma which includes at least five courses at the 40 (grade 12) level. Due to the multitude of program options and subsequent requirements students are encouraged to go directly to the specific college web site for entrance requirements. Counsellors are available for support.

- Applicants for most programs (those which do not involve special selection procedures) are admitted on a “first come, first served” basis. Acceptances are made in the order in which completed applications are received. An application is considered to be complete when all entrance requirements have been met, thus qualifying the applicant for admission to the course.
- Some courses may require that applicants provide additional documentation, undergo testing, attend an orientation session, complete a home assignment and/or attend an interview. For these courses the criteria applied are based upon the need for additional skills and abilities required to succeed in the course and/or a desire to ensure that the applicant has detailed information about the course content and ultimate working conditions.
- Some special selection courses may have a cut-off date of March, February, or even earlier. Therefore, applications should be submitted as early as possible.
- Because of a high demand, some courses have a long waiting list. Students should check with the College to determine when they should submit applications to these courses.
    - Red River Community College: http://www.rrc.mb.ca/index.php?pid=34
    - Winnipeg Technical College: http://www.wtc.mb.ca/wp/process/
    - CDI College: http://www.cdicollege.ca/l-a-g-cdi-cdi-college/
    - Herzing College: http://www.herzing.ca

POST SECONDARY INFORMATION

UNIVERSITY OPTION

Students must graduate with a high school diploma which includes at least five courses at the 40 (grade 12) level, not including Physical Education. Due to the multitude of program options and subsequent requirements students are encouraged to go directly to the specific university web site for entrance requirements. Counsellors are available for support.

- University of Manitoba: http://umanitoba.ca/student/admissions
- University of Winnipeg: http://www.uwinnipeg.ca/index/future-student
- Brandon University: http://www.brandonu.ca/prospective-students/
- Canadian Mennonite University: http://www.cmu.ca/
- Booth University College: http://www.boothuc.ca/admissions

FINANCING YOUR POST-SECONDARY EDUCATION

At Transcona Collegiate there is a Scholarship and Bursary booklet available on-line to students. As well, during Meet the Teacher Night, parents and students are encouraged to attend our seminar to obtain information on how to finance post-secondary education. Please contact the Counsellors for further information.