



## **COLLÈGE-PIERRE-ELLIOTT-TRUDEAU**

***-HOME OF LES CANADIENS – NOUS SOMMES FIERS-***

*apprendre à être – apprendre à connaître – apprendre à faire – apprendre à vivre ensemble*



# **PROGRAM OF STUDIES**

## **2024 – 2025**





# COLLÈGE PIERRE-ELLIOTT-TRUDEAU

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## RETSO TRUSTEES

### Your River East Transcona School Division Trustees

#### Ward 1

Colleen Carswell (chair)  
204.222.1486  
[ccarswell@retsd.mb.ca](mailto:ccarswell@retsd.mb.ca)

Sheri Irwin  
204.223.5079  
[sirwin@retsd.mb.ca](mailto:sirwin@retsd.mb.ca)

#### Ward 2

Rod Giesbrecht  
204.661.5984  
[rgiesbrecht@retsd.mb.ca](mailto:rgiesbrecht@retsd.mb.ca)

Sheri Hanson  
204.915.7313  
[shanson2@retsd.mb.ca](mailto:shanson2@retsd.mb.ca)

#### Ward 3

Brianne Goertzen (vice-chair)  
204.955.6782  
[bgoertzen@retsd.mb.ca](mailto:bgoertzen@retsd.mb.ca)

Keith Morrison  
204.795.3357  
[kmorrison@retsd.mb.ca](mailto:kmorrison@retsd.mb.ca)

#### Ward 4

Susan Olynik  
204.661.6440  
[solynik@retsd.mb.ca](mailto:solynik@retsd.mb.ca)

Brenda Bage  
204.221.2951  
[bbage@retsd.mb.ca](mailto:bbage@retsd.mb.ca)

#### Ward 5

Shannon Hiebert  
204.771.8435  
[shiebert@retsd.mb.ca](mailto:shiebert@retsd.mb.ca)

For more information about the board of trustees, visit: [www.retsd.mb.ca](http://www.retsd.mb.ca) > Your RETSD > Board of Trustees

## OUR MISSION STATEMENT

Our mission is to develop proud Canadian bilingual learners while fostering a student appreciation for education, French, social justice and for his or her own identity as a young adult in the contemporary world.

Nous avons comme mission de fournir un milieu Français immersif pour former des citoyens globales bilingues qui ont la capacité de participer, partager, contribuer, et de vivre en Français et en Anglais.

# A MESSAGE FROM THE ADMINISTRATION

Thank you for considering Collège Pierre-Elliott-Trudeau as your French Immersion high school. We are dedicated to helping you achieve your academic and personal goals and to guiding you in becoming a bilingual life-long learner.

Our *Program of Studies* is designed to provide you with the necessary information to plan your upcoming years at Collège Pierre-Elliott-Trudeau. Take the time to read over the information provided in this guide while bearing in mind your areas of interest when considering your course selections. We invite you to challenge yourself and to choose courses that will complement your long term goals. Our school Student Services personnel and Teachers can assist you in making course selections in view of our French Immersion graduation requirements.

This *Program of Studies* offers an assortment of possible courses that may be offered at Collège Pierre-Elliott-Trudeau for the next academic year. The possibility exists that some listed options may not be offered due to limited interest or master scheduling conflicts. Rest assured that the school administration makes every effort to offer courses that will benefit our students.

Collège Pierre-Elliott-Trudeau staff is committed to offering you a sound academic education *en français* along with varied enriching opportunities in the areas of athletics, cultural awareness and social responsibility. CPET is a safe environment wherein our students are encouraged to expand their interpersonal and critical thinking skills. As a proud *Canadien* et *Canadienne* expect that your teachers and administrators will set the bar high and will be calling on you to assume increasing ownership of your academic success. We also encourage our students to contribute to the betterment of our school community by participating in our numerous activities and clubs.

Welcome to our community! Have a rewarding and successful academic year.

*Diana Zozman & Larissa Thorsteinson*

**Principal**

**Vice-Principal**

# OUR ATTENDANCE POLICY

The River East Transcona School Division believes that regular attendance and punctuality are positive behaviours that should be fostered in our school system. Regular attendance is necessary for a student to gain the full benefits of educational instruction. The provincial department of education has established a minimum of 110 hours of instruction required for a credit. Under the *Manitoba Public Schools Act*, a student must attend school regularly until the age of eighteen. A student who is not of compulsory school age is required to attend regularly once enrolled. A student who refuses to attend or is habitually absent from school is guilty of an offense under the *Manitoba Public Schools Act*. The parent/legal guardian must ensure that their child is in school, otherwise is guilty of an offense under the *Manitoba Public Schools Act*.

## Responsibility for Attendance

Responsibility for attendance rests jointly with the student and his/her parents/legal guardians. Student absences are categorized as: a) School excused, b) Explained or c) Unexplained

- a) Absences are considered excused if the activity is initiated by the school. Excused absences may include, but are not limited to, field trips, sports trips, special group trips, conferences, suspensions, etc.
- b) Absences are considered explained if they are for unavoidable cause and are supported by a written note or telephone call from a parent or guardian.
- c) An unexplained absence is an act of truancy.

## Attendance Procedures

Attendance is taken and recorded by teachers on a class-by-class basis each day. Where the parent/guardian has determined that the student must be absent from school, the parent/legal guardian must inform the school prior to the scheduled time for that class or no later than one day immediately after the student's return to school. Students who are 18 years of age or older may phone in their own explanations of absence. In case of long-term illness, a medical certificate must support the student's absences.

## Absences

- (a) A tiered intervention attendance support model will be used to assist students and parents when students are not attending class as required by the *Manitoba Public Schools Act*. This support model encourages communication between teacher, student, and parent before involving administration and divisional supports.
- (b) Where exceptional circumstances warrant, such as a documented chronic illness, the school administration may grant an extension to students who have accumulated excessive absences allowed under this policy.
- (c) Where a student misses a test or evaluation, which may include examinations, due to an explained/excused absence, alternate arrangements will be made by the student/teacher/principal. Where a final examination is missed due to illness, a medical certificate is required.
- (d) Where a student is suspended from school, each day of the suspension will be recorded/counted as an excused absence for attendance purposes. While the suspension is in effect, the student will not be allowed to participate in extracurricular or school-sponsored activities. Tests or exams may be administered during this time at an alternate time and location as determined by school personnel.

## Lates

A late is defined as arriving at the classroom after the scheduled beginning of instruction. Students are expected to be punctual for all of their classes. A student who arrives to class late not only loses valuable instruction time, but also disrupts the learning of others. Students will be allowed into class when they arrive late and the amount of time they have missed will be documented. Students will not be marked late for class if they are provided with a note from a staff member. If, as determined by the classroom teacher, excessive tardiness becomes a concern, a tiered intervention attendance support model will be implemented to assist in minimizing the risk to a student's academic success, and/or the academic success of the other students in a class.

## Absenteeism

In January 2023, the *Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement* was released by Manitoba Education and Early Childhood Learning. This policy directive requires schools to contact parents at certain thresholds of student absences (e.g., 5, 10, 15+ absences). While monitoring attendance and tracking academic performance, we use an *RETSD Tiered Intervention Model* to guide our conversations, communication, supports and consequences. When absenteeism is a concern, first conversations are held with students. Follow-up conversations are then had with parents, and then with administration. Interventions are put in place to support students with their attendance and this may include the development of an Attendance Action plan with members of our student services team or visit from our divisional Attendance Officer.

# STUDENT SUPPORT SERVICES

The Student Services Department is comprised of Resource Teachers and Guidance Counsellors who work with students, parents, educational assistants, teachers and administrators to address the emotional, academic, attendance and behavioural concerns that may impede student success.

Students and parents can contact the resource teachers or guidance counsellors individually. Teachers may also refer students for attention and support.

Students and parents may expect the following services from the Student Services Department:

## Educational Development

This area focuses on knowledge and skills that students require over time to become effective, independent learners within and beyond the school setting.

- study skills
- listening skills
- time management
- homework assistance and test preparation
- research and writing skills instruction
- remediation and enrichment
- student-specific planning for adapted, modified and individualized programming
- training in word processing, computer assisted learning and successful assignment completion
- meeting needs for tutoring and individual assistance
- planning for various transitions

## Personal/Social Development

This area focuses on self-knowledge, social skills and safety issues that students face as they mature and become more independent. We will provide support for common issues faced by all young people at each age and stage of development and maturity. Some specific topics in this area are:

- friendships/relationships
- anger/behaviour management
- bullying/violence
- self-knowledge and personal growth
- personal safety
- decision-making and the maturing mind
- substance use
- healthy lifestyles

## Career Development

From Kindergarten to Grade 12, career development focuses on skill development rather than on specific career preparation. Some specific topics in this area are:

- course selections
- educational planning
- personal skills/interests and related careers

## RETSD Student Services

The Student Services Department can access additional services provided by the River East Transcona School Division. These services may include additional testing, counselling, and specialized assessment. On a priority basis, the services of Social Workers, Psychologists, Speech and Language Pathologists and Occupational Therapists, Physiotherapists, and Reading Clinicians may be made available to assist students in need. These professionals work closely with the school team and with Public Health Officials to assist students in need.

The Student Support Centre is open from 8:30-4:00 p.m. All students are welcome.



# THE CREDIT SYSTEM

A credit is defined as the successful completion of a course involving approximately 110 hours of instruction. The numbering system for high school courses is made up of a three-character, alpha-numeric code.

## 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 and Training for 1 credit
- 5 - developed or approved by Manitoba Education and Training for ½ credit
- 1 - developed by schools or divisions and approved by Manitoba Education

## Third Character

- F - Foundation: Educational experiences, which are broadly based and appropriate to all students.
- G - General: General educational experience for all students.
- S - Specialized: Learning experiences/skills leading to further studies at the post-secondary level.
- M - Modified: Courses for which curriculum has been modified to take into account the capabilities of students with additional needs.
- E - English as an Additional Language (EAL) courses for which curriculum has been adapted to take into account the capabilities of students with different languages.

## Examples

- Social Studies 10F – Grade 9, foundation course, developed by the Department of Education for 1 credit
- Intro to Applied and Pre-Calculus 20S – Grade 10, specialized course developed by the Department of Education, leading to further studies at the post-secondary level.

## Course Selection

- Students must take the responsibility of choosing courses seriously. Students are encouraged to consider all the information they can before making course choices. Students can acquire information from this program of studies, guidance counsellors, teachers and parents/legal guardians.
- Students should select courses to reflect their aptitudes, interests, abilities, career goals and the high school and post-secondary education requirements.
- The maximum course selections are : 10.5 credits in grade 9, 8 credits in grades 10-12. Only these selections will be granted during registration. Additional course requests will be reviewed by the Administration and Student Services Team.
- Delivery of all courses offered for the 24-25 school year will follow Manitoba Education Guidelines.



# Choosing Your Courses

1. Use the *CPET Academic Tracking Form* on page 12 as a guide to complete your course selections.
2. The required courses are already listed on the tracking form.
3. Select your courses based on your needs, interests, and skills.
4. Consider admission requirements for post-secondary education, college program or other career path.
5. Please ensure the prerequisite course is completed before moving on to the next level course (ex. English 20F before English 30S)
6. Refer to pages 13-19 for course descriptions.

CPET suggested pattern for credits is as follows:

Grade 9: 11.5 credits	Grade 10: 8 credits	Grade 11: 7 credits	Grade 12: 6 credits
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CPET maximum credits then become

Grade 9: 11 credits	Grade 10: 8 credits	Grade 11: 8 credits	Grade 12: 8 credits
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Students must complete a minimum of 4 courses at the 40 level to be eligible for graduation.

Students must complete a minimum of 5 courses designated 40S to be eligible for university entrance.

Students may take more than the 30 credits that are required.

## Additional Course Requests

Students requesting more than the allowable maximum of courses in one academic year may have a valid reason for doing so. We may accommodate additional course requests with due consideration given to individual circumstances, class sizes, staffing, and scheduling limitations.

## Prerequisites, Course Sequence

Certain courses have a definite sequential development that necessitates specific prerequisites. For example: Science 20F is a prerequisite for Biology 30S, Chemistry 30S and Physics 30S. The course description book identifies such prerequisites. Consider these prerequisites when making course selections. Previous experiences of students and teachers indicate that these requirements are necessary to ensure success in the course. Exceptions to prerequisites are occasionally made. High grades as well as the recommendation from subject teachers are the main criteria to be met before exceptions are made.

## Awards and Post-Secondary Programs

Information about awards, bursaries and scholarships are available in the Student Services office and/or on the school's website. Information for external awards can also be researched online. Details for university, college and other post-secondary options are available in the Student Services office.

## Diploma

- To graduate from the **Province of Manitoba with a French Immersion diploma**, students require 30 credits with a minimum of 15 taught in French. There are number of compulsory courses (21) as well as optional courses (9 minimum). A planning tool is on the following page or visit: [http://www.edu.gov.mb.ca/k12/policy/gradreq/docs/grad\\_req-fi.pdf](http://www.edu.gov.mb.ca/k12/policy/gradreq/docs/grad_req-fi.pdf)
- To be eligible for the **Collège Pierre-Elliott-Trudeau diploma**, a student must complete 22 courses taught in French. The language of instruction for all courses (except English and Music) is French.

# CPET ACADEMIC DIPLOMA REQUIREMENTS

## Minimum Requirements

### Grade 9 : 10.5 credits

Compulsory courses :

- Français 11G/  
Life/Work Exploration 15G (1.5 credits)
- Français 10F (1 credit)
- English Language Arts 10F (1 credit)
- Mathematics 10F (1 credit-year long)
- Mathematics 11G Transitional Math( 1 crédit)
- Social Studies 10F (1 credit)
- Science 10F (1 credit)
- Physical Education & Health Education 10F (1 credit)
- PLUS ❖ 2 or 3 credit options

### Grade 10 : 8 credits

Compulsory courses :

- Français 20F (1 credit)
- English Language Arts 20F (1 credit)
- Mathematics 20S (1 credit)  
**Choice of :** Introduction to Applied and Pre-Calculus **OR** Essentials
- Geographic Issues of the 21st Century 20F (1 credit)
- Science 20F (1 credit)
- Physical Education/Health Education 20F (1 credit)
- PLUS ❖ 2 credit options

### Grade 11 : 7 credits

Compulsory courses :

- Français 30S (1 credit)
- English Language Arts 30S (1 credit)  
**Choice of :** Comprehensive **OR** Literary
- Mathematics 30S (1 credit)  
**Choice of :** Essential **OR** Pre-Calculus **OR** Applied
- History of Canada 30F (1 credit)
- Physical & Health Education 30F (1 credit)  
**Choice of :** Fitness **OR** Alternative **OR** Outdoor
- PLUS ❖ 2 credit options

### Grade 12 : 6 credits

Compulsory courses :

- Français 40S (1 credit)
- English Language Arts 40S (1 credit)  
**Choice of :** Comprehensive **OR** Literary
- Mathematics 40S (1 credit)  
**Choice of :** Essential **OR** Pre-Calculus **OR** Applied
- Physical & Health Education 40F (1 credit)  
**Choice of :** Fitness **OR** Alternative **OR** Outdoor
- PLUS ❖ 2 credit options

# Graduation Requirements for the *French Immersion* Program

## 21 Compulsory Credits

Grade 9	Grade 10	Grade 11	Grade 12
<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français langue seconde – immersion</li> </ul>	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français langue seconde – immersion</li> </ul>	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français langue seconde – immersion : langue et communication</li> </ul>	<b>French Language Arts</b> <ul style="list-style-type: none"> <li>• Français langue seconde – immersion : langue et communication</li> </ul>
<b>English Language Arts</b> <ul style="list-style-type: none"> <li>• English Language Arts</li> </ul>	<b>English Language Arts</b> <ul style="list-style-type: none"> <li>• English Language Arts</li> </ul>	<b>English Language Arts</b> - 1 of the following: <ul style="list-style-type: none"> <li>• ELA - Imm: Comprehensive Focus</li> <li>• ELA - Imm: Literary Focus</li> <li>• ELA - Imm: Transactional Focus</li> </ul>	<b>English Language Arts</b> - 1 of the following: <ul style="list-style-type: none"> <li>• ELA - Imm: Comprehensive Focus</li> <li>• ELA - Imm: Literary Focus</li> <li>• ELA - Imm: Transactional Focus</li> </ul>
<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Mathématiques or Mathematics</li> </ul>	<b>Mathematics</b> - 1 of the following: <ul style="list-style-type: none"> <li>• Mathématiques au quotidien I and Mathematics</li> <li>• Mathématiques au quotidien II or Essential Mathematics I and Essential Mathematics II</li> <li>• Introduction aux mathématiques appliquées et au pré-calcul or Introduction to Applied and Pre-Calculus Mathematics</li> </ul>	<b>Mathematics</b> - 1 of the following: <ul style="list-style-type: none"> <li>• Mathématiques appliquées or Applied Mathematics</li> <li>• Mathématiques au quotidien or Essential Mathematics</li> <li>• Mathématiques au quotidien III and Essential Mathematics III and Essential Mathematics IV</li> <li>• Mathématiques pré-calcul or Pre-Calculus Mathematics</li> </ul>	<b>Mathematics</b> - 1 of the following: <ul style="list-style-type: none"> <li>• Mathématiques appliquées or Applied Mathematics</li> <li>• Mathématiques au quotidien or Essential Mathematics</li> <li>• Mathématiques au quotidien V and Essential Mathematics V and Essential Mathematics VI</li> <li>• Mathématiques pré-calcul or Pre-Calculus Mathematics</li> </ul>
<b>Éducation physique et Éducation à la santé or Physical Education/Health Education</b>	<b>Éducation physique et Éducation à la santé or Physical Education/Health Education</b>	<b>Éducation physique et Éducation à la santé or Physical Education/Health Education</b>	<b>Éducation physique et Éducation à la santé or Physical Education/Health Education</b>
<b>Social studies</b> <ul style="list-style-type: none"> <li>• Le Canada dans le monde contemporain or Canada in the Contemporary World</li> </ul>	<b>Social studies</b> <ul style="list-style-type: none"> <li>• Les enjeux géographiques du XXI<sup>e</sup> siècle or Geographic Issues of the 21<sup>st</sup> Century</li> </ul>	<b>Social studies</b> <ul style="list-style-type: none"> <li>• Histoire du Canada or History of Canada</li> </ul>	
<b>Science</b> <ul style="list-style-type: none"> <li>• Sciences de la nature or Science</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>• Sciences de la nature or Science</li> </ul>		

Compulsory Subjects

# CPET ACADEMIC TRACKING FORM



Name: \_\_\_\_\_  
Please print first middle last name

Student Number: \_\_\_\_\_

Projected Graduation date: \_\_\_\_\_ Teacher Advisor: \_\_\_\_\_

Grade	Compulsory Courses							Options			credits
9	Français 10F	Anglais 10F	Mathé 10F	Éducation Physique 10F	Science 10F	Sciences Humaines 10F	Français 11G/Vie-carrière	Option 1	Option 2		
	Mark	Mark	Mark	Mark	Mark	Mark	Mark	Mark	Mark		
10	Français 20F	Anglais 20F	Mathé 20S	Éducation Physique 20F	Science 20F	Géographie 20F		Option 3	Option 4		
	Mark	Mark	Mark	Mark	Mark	Mark		Mark	Mark		
11	Français 30S	Anglais 30S	Mathé 30S	Éducation Physique 30F	Histoire 30F			Option 5	Option 6		
	Mark	Mark	Mark	Mark	Mark			Mark	Mark		
12	Français 40S	Anglais 40S	Mathé 40S	Éducation Physique 40F				Option 7 (Option 40)	Option 8 (Option 30 ou 40)		
	Mark	Mark	Mark	Mark				Mark	Mark		

Total credits earned \_\_\_\_\_

Total credits earned in French \_\_\_\_\_

**N.B.** 30 credits must be earned for a provincial diploma  
15 credits must be earned for the provincial French Immersion Diploma  
22 credits in the French language must be earned for a C.P.E.T. Diploma

# GRADE 9 COMPULSORY COURSES

## Physical Education/Health Education IOF

Prerequisite: None  
Credit: 1

## Éducation physique et éducation à la santé IOF

This course promotes health and wellness through physical activity. The program will focus on: Movement, Fitness management, Safety, Personal/Social Management and Healthy Lifestyles Practices. Students are required to wear appropriate gym attire.

## Social Studies IOF

Prerequisite: None  
Credit: 1

## Le Canada dans le monde contemporain IOF

This course helps students gain a greater understanding of the society in which they live, their role within that society, and the role of Canada within the world. They will explore the following ideas: Diversity and Pluralism in Canada, Democracy and Governance, Canada in the Global Context and Canada: Opportunities and Challenges. A major focus of the course is to provide students with experience in critical thinking.

Prerequisite: None

## Mathematics IOF

Credit: 1 (year long)

## Mathématiques IOF

This is a foundation course to prepare students for multiple pathways in Grades 10 to 12. The activities stem from a problem-solving approach. The general focus will be to allow time for hands-on activities that promote concrete understanding of concepts. This focus will enable students to move on with a deeper understanding of mathematics. The learning outcomes are divided into four strands: Numbers; Patterns and Relations; Shape and Space; Statistics and Probability.

## Science IOF

Prerequisite: None  
Credit: 1

## Science de la nature IOF

During this course, students advance their scientific literacy to a critical sense of wonder, learn to use technology to solve problems and to critically address science-related societal, economic, ethical and environmental issues. The following topics covered are: The Power of Reproduction, Atoms and Elements, Characteristics of Electricity and Exploration of the Universe.

## Français IIG/ Développement de carrière - vie-travail

## exploration IOS

Prerequisite: None  
Credit :1.5

## Français IIG

This course emphasizes the development of French speaking skills through engagement and participation in a variety of speaking and conversational opportunities that incorporate pertinent vocabulary/expressions and grammatical structures. Students will be engaged in speaking activities that involve both spontaneous conversations as well as planned and prepared oral projects and presentations. By the end of the course, students will be more confident in their French oral communication.

## Développement de carrière - vie-travail exploration IOS

Using a broad range of experiences, topics of study will be integrated into the français oral course in order to focus on developing oral communication skills en français as well as exploring potential occupations, employability skills, essential skills and specific occupational skills. In addition, students will participate in a simulated interview and complete 15 hours of community volunteering.

\*All students who complete this course will be eligible, if they so choose, to work toward a maximum of 2 "Credit for Employment" credits in Grades 11 and/or

12. These two credits are optional and may be counted toward graduation.

## Français IOF

Prerequisite: None  
Credit: 1

## Français IOF

This course is designed to further develop oral and written skills through the study of literary and non-literary works, although emphasis is placed on grammar skills and oral production. Students will develop skills through class discussions and debates, textual criticism, creative writing, individual and group projects, novel study, short stories and other media.

## English Language Arts IOF

Prerequisite: None  
Credit :1

## Anglais IOF

The emphasis of this course is exploration. The students will engage in a wide variety of communication experiences that incorporate the six language arts, namely: reading, writing, listening, speaking, viewing and representing. These language skills are emphasized in a variety of forms, both formal and informal.

# GRADE 9 OPTION COURSES

## Visual Arts 10S

Prerequisite: none

Credit: 1

### Arts visuels 10S

Students will explore the elements and principles of art, while experimenting with a variety of media. As students learn and grow as artists, they will apply their knowledge in larger art projects that allow for individual creative expression. Art will be viewed and discussed, highlighting how art makes connections to time, place and community, and reflects identity and society. There is a written component to this course as students view, reflect, and respond to artwork.

## Applying Information and Communication Technology 1 & 2 15F

Prerequisite: None

Credit: 1 (2 courses x ½ credit)

### Application des technologies de l'information et de la communication 1 & 2 15F

The purpose of these two half courses is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and to demonstrate their learning in all Senior Years courses

## Choir 10S

Prerequisite: None

Credit: 1 credit each

Music study at this level involves the development of vocal production, sight singing, breath control, phrasing and musicality. Through performance, students will gain an understanding of a wide variety of choral music. The topics covered in this course are elements of music, tone, style, styles of music and basic vocal techniques.

**Cost/Supplies:** Uniform

### Band 10S

Prerequisite: Min of 2 years instrumental instruction

Credit: 1

This course further develops instrumental technique and musical skills from previous school band experiences. Instruction, in a large group setting, focusses on individual technical skill, music literacy, creative expression and performance skills. Students will learn to interpret music of many genres with a focus on concert band repertoire. Interested students who have no previous band experience will be enrolled following consultation with the teacher. **Supplies:** Students are required to have an instrument in good working order and any other personal supplies required. (reeds, neck strap, valve oil...)

CPET has the following instruments available for rental during the school year. Tuba, euphonium, baritone saxophone, French horn, oboe, acoustic bass. Percussionists pay a yearly \$50 fee, prescribed by RETSD. Each percussionist receives a percussion starter pack in grade 9. Performance opportunities and field trips are available at all levels.

### Jazz Band 10S

Prerequisites: 2 years instrumental experience or the Instructor's permission

Enrolled in Band 10G

Credit: 1

This course continues the exploration of jazz and improvised music in a large ensemble setting. Students with no previous jazz band experience are welcome. Student learning is based in traditional jazz styles, harmony and the creative process. All instrumentalists are eligible to participate, providing they are concurrently registered for Concert Band. There is an opportunity for students proficient on flute, clarinet, bass clarinet or oboe to learn saxophone. Performance opportunities and field trips are available at all levels of experience.

## Dramatic Arts 20G

Prerequisite: None

Credit: 1

### Art dramatique

This Drama course is structured to foster a sense of self-confidence and teamwork. The student is encouraged to explore his/her universe through improvisation, cooperative and theatre games, tableau work and mime. Participants will gradually learn to construct and portray characters. This is a hands-on course requiring motivation, energy, imagination and a good sense of humour!

# GRADE 10 COMPULSORY COURSES

## Mathematics 20S : 2 Choices Introduction to Applied and Pre-Calculus 20S

Prerequisite: Math 10F  
Credit: 1

### Introduction aux mathématiques appliquées et pré-calcul 20S

This course is intended for students considering post-secondary studies that require a math pre-requisite. The topics studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-calculus Mathematics. Students will engage in problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills.

## Essentials 20S

Prerequisite: Math 10F  
Credit: 1

### Mathé au quotidien 20S

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. The emphasis will be on consumer applications, problem solving, decision making, and spatial sense as it relates to everyday life in a technological society. Topics include: Analysis of Games and Numbers, Personal Finance, Measurement, 2-D geometry, Trigonometry, Consumer Decisions, Transformations and Angle

Construction.

## Français 20F

Prerequisite: Français 10F  
Credits: 1

### Français 20F

The emphasis in this course is to develop strong communication skills in the French Language. Students will develop listening, speaking, reading, and writing skills through the study of fiction and non-fiction. Students will continue to learn how to use language to inform others, to persuade, to give directions, to express opinions, and to be creative. The students will learn how to appreciate and explore the wealth of the language, through the study of short stories, novels, poetry, songs and other forms of literature.

## English Language Arts 20F

Prerequisite: English 10F  
Credit: 1

### Anglais 20F

The emphasis of this course is to guide students toward an objective awareness of audience and purpose; to learn an awareness of the variables of communication and how they interrelate; and to explore and evaluate various literary forms. Students will respond to and produce various texts that incorporate the four practices of english language arts: language as sense-making, a system, power and agency, and exploration and

design.

## Geographic Issues of the 21<sup>st</sup> Century 20F

Prerequisite: Social Studies 10F

Credit: 1

### Les enjeux géographiques de XXI<sup>e</sup> siècle 20F

This course will enable students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society. The course aims to explore the five provincial learning goals of Canada, The World, The Environment, Democracy and General Skills and Competencies. Outcomes include developing student skills in the areas of active democratic citizenship, managing information and ideas, critical and creative thinking, and implicating new technologies.

## Science 20F

Prerequisite: Science 10F  
Credit: 1

### Science de la nature 20F

The Science 20F course is a preview of the sciences studied in Grades 11 and 12. Science education is a key element in developing scientific literacy and is intended to enable students to develop a critical sense of wonder, to use technology to acquire knowledge and solve

problems and to critically address science-related societal, economic, ethical and environmental issues. The following topics are reviewed and expanded: Chemical Compounds, Ecology and the Environment and Weather dynamics.

## Physical Education/Health Education 20F

Prerequisite: PEH10F  
Credit: 1

### Éducation physique et éducation à la santé 20F

The 20F Physical Education course aims at promoting health and wellness through physical activity and Health assignments. The program will focus on: Movement, Fitness Management, Safety, Personal /Social Management and Healthy Lifestyles Practices. Students will participate in activities and explore health education issues such as CPR training and Nutrition. Students will develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. Students must have proper gym wear in order to participate.

# GRADE 10 OPTION COURSES



## Visual Arts 20S

Prerequisite: none  
Credit: 1

### Arts visuels 20S

Students will explore a variety of art mediums to develop artistic and creative processes. Students are introduced to the work of local and international artists and develop their skills through sketching and hands-on art making. Students will explore the elements and principles of art and design. Students learn about historical art styles as well as how to analyze context and meaning.

## Digital Pictures and Digital Filmmaking 25S

Prerequisite: None  
Credit: 1 (2 courses x ½ credit)

### Imagerie numérique et réalisation de films numériques 25S

The purpose of these courses is to provide students with the skills and knowledge to convey a message through an original digital image and to tell stories by combining sound, still images, moving images, text, graphics, and animation into a video product. Students will plan, develop, and produce graphic and video projects using photo and video editing software. A mobile device is required for this course.

## Computer Science 20S

Prerequisite: None  
Credit: 1

### Informatique 20S

This course is an introduction to computer programming. The emphasis in the course is on students learning to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students will be expected to demonstrate their understanding while programming in a widely used programming language (C#, Java). Students will also have the chance to create games using Scratch and Unity.

## Career Development – Life/Work Planning 20S

Prerequisite: none  
Credit: 1

### Développement de carrière – vie-travail planification 20S

This course 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. \*All students who complete this course will be eligible, if they so choose, to work toward a maximum of 2 "Credit for Employment" credits in Grades 11 and/or 12. These two credits are optional and may be counted toward graduation instrumental instruction

## Band 20S

Prerequisite: Min of 2 years  
Credit: 1

This course further develops instrumental technique and musical skills from previous school band experiences. Instruction, in a large group setting, focusses on individual technical skill, music literacy, creative expression and performance skills. Students will learn to interpret music of many genres with a focus on concert band repertoire. Interested students who have no previous band experience will be enrolled following consultation with the teacher. Performance opportunities and field trips are available at all levels.

## Jazz Band 20S

Prerequisites: -Min of 2 years instrumental experience or Instructor's permission.  
-Enrolled in Band 20G  
Credit: 1

This course continues the exploration of jazz and improvised music in a large ensemble setting. Students with no previous jazz band experience are welcome. Student learning is based in traditional jazz styles, harmony and the creative process. All instrumentalists are eligible to participate, providing they are concurrently registered for Concert Band. There is an opportunity for students proficient on flute, clarinet, bass clarinet or oboe to learn saxophone.

Performance opportunities and field trips are available at all levels of experience.

## Choir 20S

Prerequisite: None  
Credit: 1 credit each

Music study at this level involves the development of vocal production, sight singing, breath control, phrasing and musicality. Through performance, students will gain an understanding of a wide variety of choral music. The topics covered in this course are elements of music, tone, style, styles of music and basic vocal techniques.

**Cost/Supplies:** Uniform

## Leadership 21G

The leadership course will enable students to develop and understand the qualities and definition of a leader. Students will initiate, plan, lead and evaluate student activities, which they will provide to the student body. Students will increase their communication skills and learn how to work in groups. Course content includes: Goal setting, Time and Stress Management, Group Dynamic, Decision Making, Effective Communication. Students are required to volunteer 20 hours in the school and community to earn a credit.



# GRADE 11 COMPULSORY COURSES

## English Language Arts 30S : Choose 1 of 2

### Comprehensive Focus

Prerequisite: English 20F

Credit: 1

This course is designed such that the focus is on the development of analytical skills, competent control of written and spoken language, and critical thinking. Students will respond to the various selections by engaging in the four practices: language as sense-making, as system, as power and agency, and as exploration and design.

### Literary Focus

Prerequisite: English 20S

Credit :1

The focus of Literary Focus is 70% aesthetic and 30% transactional. This elective involves an intensive study of various forms of literature. There is an emphasis on the aesthetics, both oral and written. The student should be prepared to experiment with various forms of aesthetic writing and to read and discuss at an advanced level.

## Français 30F

Prerequisite: Français 20F

Credit: 1

This program builds on the basic skills acquired in the Grade 10 program. Students develop confidence and competence in French by reading, discussing, and analyzing works of fiction and non-fiction. Students will further their essay writing and debating skills

## Physical/Health Education 30F : Choose 1 of 4

Prerequisite: PEH 20F

Credit: 1

### Éducation physique et la santé 30F

This course assists students in taking greater ownership of their own physical fitness. Students must complete 3 parts of the program; Core Health, Flexible in-school PE, Out of school Practicum with a Log. Students chose one of the following for the flexible delivery component:

**Personal Fitness:** students participate in developing a personal fitness program and a variety of physical activities in a group setting.

**Alternative Pursuits:** students participate in a variety of out-of-school activities. All current provincial guidelines will be adhered to. The associated cost is \$100. Students are responsible for their own transportation to and from the activities.

**Outdoor Education:** students participate in all-day or overnight outdoor activities; options will reflect the current provincial guidelines. The estimated cost is \$150.

## History 30F

Prerequisite: Geography 20F

Credit: 1

### Histoire du Canada 30F

This course presents subjects which illustrate the development of the Canadian people. Ideas discussed are: First Nations and New France, British North America, Defining a sovereign nation, Accomplishments and challenges within contemporary Canada.

## Mathematics 30S:

Choose 1 of 3

## Essentials 30S

Prerequisite: Any Math 20S

Credit: 1

### Mathé au quotidien 30S

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Topics include: Analysis of Games and Numbers, Interest and Credit, 3D Geometry, Statistics, Money Managing, Relations and Patterns, Trigonometry and Design.

### Pre-Calculus

Prerequisite: Intro to Applied and Pre-Cal 20S with a 65%

Credit: 1

### Mathé pré-calcul

This course is designed for students who intend to study calculus and related mathematics as part of post-secondary education. Topics include: Quadratic Equations, Radicals, Sequences, Rationals, Trigonometry, Systems and Inequalities.

### Applied

Prerequisite: Intro to Applied and Pre-Cal 20S with a 60%

Credit: 1

### Mathé appliquées

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context-driven and promotes problem-solving techniques as they relate to the world around us. A variety of topics will be studied as well as the opportunity to do a Math Research Project.

# GRADE 12 COMPULSORY COURSES

## Français 40S

Prerequisite: Français 30S

Credit :1

Students will further develop through the study of literary and non-literary works. Students will continue to learn how to use language to inform and to persuade others through argumentative texts and presentations. They will explore their creative skills through the study of short stories, novels, poems, songs, and other forms of literature. All of these skills involve developing their written and oral communication as well as their reading and listening comprehension as described in the curriculum.

## English Language Arts 40S:

Choose 1 of 2

### Literary Focus

Prerequisite: English 30S

Credit :1

The focus of Literary Focus is 70% aesthetic and 30% transactional. This elective involves an intensive study of various forms of literature. There is an emphasis on the aesthetics, both oral and written. The student should be prepared to experiment with various forms of aesthetic writing and to read and discuss at an advanced level.

### Comprehensive Focus

Prerequisite: English 30S

Credit :1

The focus and emphasis of the Comprehensive Focus will be on the use of the language. It will include a study of the four English language arts practices: language as sense-making, as system, as power and agency, and as exploration and design. Students will analyze the

language of a variety of forms and be required to produce a variety of texts.

## Physical/Health Education 40F :

Choose 1 of 4

Prerequisite: PEH 30F

Credit: 1

### Éducation physique et la santé 40F

This course assists students in taking greater ownership of their own physical fitness. Students must complete 3 parts of the program; Core Health, Flexible in-school PE, Out of school Practicum with a Log. Students chose one of the following for the flexible delivery component:

**Personal Fitness:** students participate in developing a personal fitness program and a variety of physical activities in a group setting.

**Alternative Pursuits:** students participate in a variety of out-of-school activities. All current provincial guidelines will be adhered to. The associated cost is \$100. Students are responsible for their own transportation to and from the activities. develop and participate un personal fitness programming.

**Outdoor Education:** students participate in all-day or overnight outdoor activities; options will reflect the current provincial guidelines. The estimated cost is \$150.

## Mathematics 40S:

Choose 1 of 3

### Essential

Prerequisite: Any Math 30S

Credit :1

### Mathé au quotidien

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes critical thinking skills, vehicle finance, business finance, housing costs, statistics, probability and spatial sense.

### Pre-Calculus

Prerequisite: Pre-Calculus 30S with a 65%

Credit :1

### Mathé pré-calcul

This course is designed for students who intend to study calculus and related mathematics as part of post-secondary education. The course comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. Topics include: Trigonometry, Permutations, Combinations, Relations and Functions.

### Applied

Prerequisite: Pre-Calculus 30S or Applied 30S

Credit: 1

### Mathé appliquées

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context-driven and promotes problem-solving techniques as they relate to the world around us. A variety of topics will be studied as well as the opportunity to do a Math Research Project.

# GRADE 11 and 12 OPTION COURSES

## CAREER

### Credit for Employment 30G/40G

Prerequisite: LWE10S or LWP20S

Credit: 1

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### Crédit d'emploi 30G/40G

Credit for Employment (CFE) offers students, who are a minimum of 16 years of age and/or in Grade 11, the opportunity to earn a maximum of 2 high-school credits. A student may earn one full credit by completing all registration forms and successfully completing a CFE for a minimum of 110 hours of approved employment. This course is managed remotely and is not a part of the daily school schedule.

### Community Service 31G/41G

Prerequisite: None

Credit: 1

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### Service communautaire 31G/41G

Students can volunteer for causes or organizations while earning one High School credit. Students must provide documentation and submit a logbook. Students are required to volunteer 110 hours in the community to earn a credit. This course is managed remotely and is not a part of the daily school schedule.

## HUMANITIES

### Family Studies 30S

Prerequisite: none

Credit: 1

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### Études de la famille au secondaire 30S

This course allows students to develop knowledge and understanding of how individuals' and family members' responsibilities promote health, well-being, and resiliency throughout their lives. Students will acquire knowledge and skills they need to build and maintain positive relationships, understand the factors that affect our mental health and wellness, prepare for the responsibilities of parenting and caregiving and understand their role as local and global citizens.

### Leadership 31G

Prerequisite: None

Credit: 1

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### Leadership 31G

The leadership course will enable students to develop and understand the qualities and definition of a leader. Students will initiate, plan, lead and evaluate student activities, which

they will provide to the student body. Students will increase their communication skills and learn how to work in groups. Course content includes: Goal setting, Time and Stress Management, Group Dynamic, Decision Making, Effective Communication. Students are required to volunteer 20 hours in the school and community to earn a credit.

### Psychology 40S

Prerequisite: none

Credit: 1

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### Psychologie 40S

Psychology 40S is an introductory course that explores the fundamental concepts of the various psychological approaches that attempt to explain human behaviour. This course emphasizes the scientific methods of research, consciousness, the human brain, sensations, perceptions, emotions, intelligence and the development of personality.

### Global Issues: Citizenship & Sustainability 40S

Prerequisite: History 30S

Credit: 1

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### Enjeux Globaux; citoyenneté et durabilité 40S

The objectives of this course are to gain a world perspective on current, social, political, and economic issues, to develop research and writing skills applicable to post-secondary studies, and to develop an interest in continued involvement in issues confronting the immediate community and the global village. This new course contains an action component worth a large portion of the grade. A solid interest in current affairs is required.

### History: Cinema as a witness to Modern History 40S

Prerequisite: History 30S

Credit: 1

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### Histoire: Le cinéma, témoin de l'histoire moderne 40S

Students will study cinema as a form of art and as an interpretation of history. Historical thinking will serve to analyse principal themes of the contemporary world as it is represented in films of the 20<sup>th</sup> century. Students will watch and research topics pertaining to the film. Digital literacy and critical thinking skill will be developed while analyzing the historical importance of film.

## LANGUAGES

### **English: Comprehensive Focus 30S**

Prerequisite: English 20F

Credit: 1

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This course is designed such that the focus is on the development of analytical skills, competent control of written and spoken language, and critical thinking. Students will respond to the various selections by engaging in the four practices: language as sense-making, as a system, as power and agency, and as exploration and design.

### **English: Comprehensive Focus 40S**

Prerequisite: English 30S

Credit :1

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The focus and emphasis of the Comprehensive Focus will be on the use of the language. It will include a study of the four English language arts practices: language as sense-making, as system, as power and agency, and as exploration and design. Students will analyze the language of a variety of forms and be required to produce a variety of texts.

### **English: Literary Focus 30S**

Prerequisite: English 20S

Credit :1

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The focus of Literary Focus is 70% aesthetic and 30% transactional. This elective involves an intensive study of various forms of literature. There is an emphasis on the aesthetics, both oral and written. The student should be prepared to experiment with various forms of aesthetic writing and to read and discuss at an advanced level

### **English: Literary Focus 40S**

Prerequisite: English 30S

Credit :1

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The focus of Literary Focus is 70% aesthetic and 30% transactional. This elective involves an intensive study of various forms of literature. There is an emphasis on the aesthetics, both oral and written. The student should be prepared to experiment with various forms of aesthetic writing and to read and discuss at an advanced level.

### **42AP English Literature and Composition**

Prerequisite: English 40S

Credit :1

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AP English Literature and Composition is an introductory university-level literary analysis course. The course focuses on reading, analyzing, and writing about imaginative literature essays that require students to analyze and interpret literary works.

## **MATHEMATICS**

### **Applied 30S**

Prerequisite: Intro to Applied and Pre-Cal 20S with a 60%

Credit: 1

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### **Mathé appliquées 30S**

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context-driven and promotes problem-solving techniques as they relate to the world around us. A variety of topics will be studied as well as the opportunity to do a Math Research Project.

### **Essentials 30S**

Prerequisite: Any Math 20S

Credit: 1

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### **Mathé au quotidien 30S**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Topics include: Analysis of Games and Numbers, Interest and Credit, 3D Geometry, Statistics, Money Managing, Relations and Patterns, Trigonometry and Design.

### **Pre-Calculus 30S**

Prerequisite: Intro to Applied and Pre-Cal 20S with a 65%

Credit: 1

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### **Mathé pré-calcul 30S**

This course is designed for students who intend to study calculus and related mathematics as part of post-secondary education. Topics include: Quadratic Equations, Radicals, Sequences, Rationals, Trigonometry, Systems and Inequalities.

### **Applied 40S**

Prerequisite: Pre-Calculus 30S or Applied 30S

Credit: 1

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### **Mathé appliquées 40S**

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context-driven and promotes problem-solving techniques as they relate to the world around us. A variety of topics will be studied as well as the opportunity to do a Math Research Project.

### **Essential 40S**

Prerequisite: Any Math 30S

Credit :1

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### **Mathé au quotidien 40S**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes critical thinking skills, vehicle finance, business finance, housing costs, statistics, probability and spatial sense.

### **Pre-Calculus 40S**

Prerequisite: Pre-Calculus 30S with a 65%

Credit :1

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### **Mathé pré-calcul 40S**

This course is designed for students who intend to study calculus and related mathematics as part of post-secondary education. The course comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. Topics include: Trigonometry, Permutations, Combinations, Relations and Functions.

### **42AP Calculus AB**

Prerequisite: M40SPC

Credit: 1

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AP Calculus AB is an introductory university-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. A graphing calculator is required.

## **MUSIC**

### **Band 30S/40S**

Prerequisite: Min 3 years of experience in a wind-band program

Credit: 1

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This course further develops instrumental technique and musical skills from previous school band experiences. Instruction, in a large group setting, focusses on individual technical skill, music literacy, creative expression and performance skills. Students will learn to interpret music of many genres with a focus on concert band repertoire. Performance opportunities and field trips are available at all levels.

### **Jazz Band 30S/40S**

Prerequisites: - Min of 2 years instrumental experience or Instructor's permission. – Enrolled in Band 30S

Credit: 1

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This course continues the exploration of jazz and improvised music in a large ensemble setting. Students with no previous jazz band experience are welcome. Student learning is based in traditional jazz styles, harmony and the creative process. All instrumentalists are eligible to participate, providing they are concurrently registered for Concert Band. There is an opportunity for students proficient on flute, clarinet, bass clarinet or oboe to learn saxophone. Performance opportunities are available.

### **Choir 30S/40S**

Prerequisite: None

Credit: 1 credit

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Music study at this level involves the development of vocal production, sight singing, breath control, phrasing and musicality. Through performance, students will gain an understanding of a wide variety of choral music. The topics covered in this course are elements of music, tone, style, styles of music and basic vocal techniques.

**Cost/Supplies:** Uniform

## **SCIENCE**

### **Biology 30S**

Prerequisite: Science 20F

Credit: 1

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### **Biologie 30S**

This curriculum promotes an understanding of the basic anatomy and physiology of the human body. Cellular Biology, Homeostasis, Digestion and Nutrition, Circulation, Respiration, Excretion and the Nervous System will be studied. The laboratory work consists of various investigations that include animal dissections.

### **Biology 40S**

Prerequisite: Science 20F

Credit: 1

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### **Biologie 40S**

This course explores the deepest roots of life. Topics studied are: Molecular structure of DNA, Probabilities of inheritance, Protein Synthesis, Biotechnology, Evolution and Biodiversity.

### **Chemistry 30S**

Prerequisite: Science 20F and M20SI

Credit: 1

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### **Chimie 30S**

This course promotes scientific literacy with an emphasis on experimentation and problem-solving using hands-on approaches in a laboratory setting. Course content includes: Chemical Reactions, Solutions, Gases and the Atmosphere, Organic Chemistry and Physical Properties of Matter.

### **Chemistry 40S**

Prerequisite: Chemistry 30S and M30SPC

Credit: 1

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### **Chimie 40S**

This course is a continuation of Chemistry 30S. The major topics discussed are: Reaction Rates, Equilibrium, Acids and Bases, Electrochemistry, Electromagnetic Radiation and Atomic Structure.

### **Physics 30S**

Prerequisite: Science 20F and M20SI

Credit: 1

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### **Physique 30S**

Physics is the branch of science concerned with the nature and properties of matter and energy. Course content includes Mechanics, Proportions, Gravitational Fields, Electric Fields, Magnetic Fields, Waves, Light and Sound.

### **Physics 40S**

Prerequisite: Physics 30S and M30SPC

Credit: 1

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### **Physique 40S**

Building on Physics 30S adding Relative Velocity, Included

Planes, Projectile Motion and Circular Motion. Expanding the study to Electric Circuits, Fields and Magnetism. A good mathematical foundation is required.

## **TECHNOLOGY**

### **Computer Science 30S**

Prerequisite:

Computer Science 20S

Credit: 1

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### **Informatique 30S**

Students will continue to learn the fundamentals from the 20S computer science course. Students will explore sorting algorithms, parallel arrays and object-oriented programming. Students' own interests and curiosities will guide their projects as the application of the programming concepts studied in class will be game based.

### **Computer Science 40S**

Prerequisite:

Computer Science 30S

Credit: 1

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### **Informatique 40S**

This project-based computer programming course reflects the way projects are completed in industry. The course is structured to give students opportunities to write programs and develop project management skills in a team-programming environment. Students will pursue web, game and data driven projects.

### **Desktop Publishing 35S / Broadcast Media 35S**

Credit: 1

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### **Éditique 35S / Médias électroniques 35S**

This course is broken into two half credits. The purpose of the desktop publishing course is to provide students with the skills and knowledge to plan and create a variety of published documents with an emphasis on digital media. Projects may include the school yearbook and promotion of school activities. In the broadcast media portion of the course, students will navigate all phases of the media production process (pre-production, production, and post-production) from a variety of perspectives (news, sports, school activities). Students will create and edit video, audio and take part in web broadcasts.

### **2D Animation 35S and 3D Modelling 35S**

### **Advanced Placement**

Credit: 1

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### **Animation 2D 35S et Modélisation 3D 35S**

This course is broken into two half credits. The 2D animation course will explore technical aspects of animation, as well as the requirements for producing assets for a variety of projects. In the 3D modelling course, students will create 3D art assets. Students will design and create 3D characters and environments and learn the technical requirements for producing assets for a variety of projects (3D printing, gaming). Blender and a variety of online platforms will be used.



**Advanced Placement (AP42) courses** provide students with an opportunity to explore university-level coursework while studying in a familiar high school setting. Students will follow an Advanced Course Option Pathway in preparation for the Advanced Placement 42S courses. Advanced Placement 42S courses are offered through an external organization, The College Board. In order 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 enrol 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 challenge through exposure to a university level course while still attending their high school.

**CPET will offer the following Advanced Course Option Pathways for the 2024-2025 school year, based on enrolment.**

**Pathway for students currently in Grade 10:**

1. **Mathématiques Pré-Calcul 30S and 40S** :If students choose this course pathway , students will take Mathématiques Pré-Calcul 30S in first semester of grade 11, and Mathématiques 40S in second semester of their Grade 11 year. This would meet students French Immersion Math requirements and allow them to consider **AP Calculus 42S** in their Grade 12 year. This course would be delivered in French.
2. **English: Literary Focus 30S and 40S**: If students choose this course pathway, students will take English: Literary Focus 30S in first semester of grade 11 and English: Literary Focus 40S in second semester of their Grade 11 year. This would meet students English Language Arts requirements and allow them to consider **AP English 42S: Literature & Composition 42S** in their Grade 12 year, and will prepare them for **AP English 42S: Literature & Composition** in their Grade 12 year.
3. **Français 40S/AP French Language and Culture 42S**: If students choose this course pathway, students will take **Français 30S** in first semester of Grade 11 and **Français 40S** in second semester of their Grade 11 year. This would meet students French Immersion Français requirements and allow them to consider **AP French Language and Culture 42S**, and will prepare them for **AP French Language and Culture 42S** in their Grade 12 year.

#### **42AP English Literature and Composition**

AP English Literature and Composition is an introductory university-level literary analysis course. The course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

#### **42AP Calculus AB**

AP Calculus AB is an introductory university-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. A graphing calculator is required.

#### **42AP French Language and Culture**

The French course: language and culture: accentuates language as a means of communication before studying it in terms of grammatical norms ,promotes language skills while exploring culture in both its contemporary and historical trends. One of the objectives of the course is to develop in students an appreciation of cultural products (tools, books, music, etc.) and practices that emphasize social and cultural interactions and worldviews in relation to value systems and attitudes .

## Vocational Carpentry Program: Murdoch

Students who wish to pursue the Carpentry program at Murdoch in Grades 11 and 12 will follow the below outlined pathway:

### Grade 11:

**Semester 1:** Students will be enrolled in all CPET Grade 11 compulsory courses and will complete these courses at CPET. ( 4 Credits)

**Semester 2:** Students will be enrolled in Murdoch Carpentry courses and will complete these courses at Murdoch ( 4 Credits)

### Grade 12:

**Semester 1:** Students will be enrolled in all CPET Grade 11 compulsory courses and will complete these courses at CPET. ( 4 Credits)

**Semester 2:** Students will be enrolled in Murdoch Carpentry courses and will complete these courses at Murdoch ( 4 Credits)

Students continue to be considered students of CPET and will graduate as a CPET student.

## OTHER CREDIT OPTIONS

### Courses offered at the Murdoch Campus

Credit: 1-4

Students may complete their French Immersion Diploma while taking some courses in the vocational program at the Murdoch Campus. These opportunities are unique and require individual recommendations based on the established school schedules. Contact the office for more information.

### Special Language Credit Option

Prerequisite: None

Credit: 1-4

This credit provides for recognition of Manitoba's linguistic diversity. Senior Years students proficient in languages other than English or French are eligible. Students write the Special Language Credit Option exam, usually in the Fall or in the Spring. There is a fee for the exam. See the Guidance Counsellor for more information.

### Challenge for Credit

Credit: 1-4

The educational system recognizes that students may, in exceptional circumstances, have already acquired the knowledge, skills and attitudes of a particular course. The challenge for credit option provides a process for students to demonstrate that they have achieved learning outcomes as defined in the Manitoba curriculum for a directly related course. This option is intended to serve particular needs such as:

- students who, by virtue of special talents or private study, can be accelerated in particular subject areas;
- students transferring into a Manitoba school from another jurisdiction whose placement in a subject/grade would be facilitated by such a provision;

- students whose educational attendance has been interrupted through sickness or other reasons and who may be able to successfully challenge the learning outcomes of a particular subject area, in which they were previously unable to enrol;
- students who were previously home schooled;
- students who are considered exceptional achievers in a certain area;
- students who can demonstrate that they have met course requirements through life experiences such as independent study, world of work, volunteer activities, and hobbies.

### High School Apprenticeship Program (HSAP)

Credits: 1-8

The HSAP provides an opportunity for students to explore trades in relevant settings while completing their high school education. Students can choose from most Manitoba-designated trades to work part-time, get paid, and have the hours count towards school credits *and* apprenticeship hours. Students who are 16 years of age or older and have completed their Grade 10 requirements may begin their apprenticeship training by enrolling in the HSAP program through the Guidance Counsellor. Students can earn up to 8 supplemental academic credits towards graduation, based on 110 working hours per credit, and 880 on-the-job hours towards level one apprenticeship. HSAP credits are all granted as Grade 12 course credits (40S Designation). Students must successfully complete the requirements for each course credit (based on 110 hours of practical work) as determined by the School Apprenticeship Liaison and the employer.

*Example:* A student who is employed at a restaurant as a line cook and is working under the supervision of a chef, may register for HSAP and receive one grade 12 credit for every 110 hours worked (up to a maximum of 8 credits) and all hours (up to a

maximum of 880) would be applied towards level one apprenticeship training in the trade of "Cook."

Hours can be accumulated during the week, in the evenings, on weekends and/or during holidays. The practical hours obtained in HSAP can be used towards the completion of practical on-the-job hours required for apprenticeship training in a trade; however, the technical in-school course in the trade will be completed in apprenticeship training. For more information about this program please contact,

**School to Work/Applied Arts Consultant**

Educational Resource Centre

204-669-9412 ext 2962

**Note: All HSAP students are required to attend academic studies and failure to do so will result in cancellation of the Apprenticeship Agreement.**

**Student Initiated Projects**

Credit: 1-4

A S.I.P. is initiated by a student and approved for school option credit. This project reflects a student's special interest not provided in the regular program. Credit for a S.I.P. will be given for an activity or process and consequent personal growth, not for competency already possessed. Application forms are available in the office.

## ONLINE DIVISIONAL COURSES

These courses are traditionally offered through RETSD to all students via the internet either first or second semester. Students will be in contact with the teacher through Microsoft Teams. They have the same outcomes as the in-school courses but do **not** count toward a FI credit. These courses are not included in a student's timetable and they may earn only the in-class OR the online course. For more information, students and parents may consult an Administrator or Student Services.

## NON SCHOOL-BASED CREDITS

### Private Music Option

Credits: 1-4

The Private Music Option, in which credit is offered for studies under private teachers, may be offered for credit in Grades 9, 10, 11, 12. Students desiring to take the Private Music Option as an elective should make the necessary arrangements with the Guidance Counsellor who can provide the necessary guidelines and requirements for this option. Please go to the following link for more information:

<http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo.html>

### Royal Winnipeg Ballet

Credits: 1-4

Manitoba Department of Education allows high schools to grant up to 4 credits towards graduation requirements for the Royal Winnipeg Ballet. Senior dance levels (professional division), one credit for each of Royal Winnipeg Ballet levels 4, 5, 6 and 7. The Guidance Counsellor can provide the necessary guidelines.

### Manitoba Cadet Program

Credits: 1 or 2

Manitoba Education and Training will recognize the recording of up to two credits on a student's transcript for work completed by Manitoba students actively involved in the Manitoba basic and advanced cadet training programs. These two credits will be labeled Cadets and will only be recognized as additional credits beyond the minimum 30 credits for high school graduation.

# THE UNESCO ASSOCIATED SCHOOLS PROJECT NETWORK

Collège Pierre-Elliott-Trudeau has been a proud UNESCO ASPnet school since 2005. The UNESCO Associated Schools Project Network (ASPnet) is comprised of more than 11,500 educational institutions in 182 countries. Member institutions work together in support of international understanding, peace, intercultural dialogue, sustainable development and quality education.



Being a UNESCO associated school enables us to target two initiatives: Global Citizenship Education and Education for Sustainable Development. To do this, we integrate the four pillars across all content areas in order for students to develop skills that enable them to be contributing global citizens in an increasingly complex world.

The four pillars of UNESCO are:

**Learning to know** - Develop new ideas in order to adapt, create new designs for change and understand how to leverage change.

**Learning to do** - Plan an action, organize tasks and put a plan into action.

**Learning to be** - Appreciate the natural world, contribute to its well-being and protect its inhabitants.

**Learning to live together** - Engage in dialogue, respect others and resolve differences peacefully.

At Collège Pierre-Elliott-Trudeau students have the opportunity to engage in various authentic, transformative experiences, both locally and internationally. Our UNESCO committee is a student-driven group where members work together to make an impact on the school community as well as on an international level. By being involved in projects such as: maintaining our school composting program, meeting with community organizations to discuss our outdoor greenspace, participating in Ethics Bowl, organizing the 1800 minutes famine in support of Stansberry Children's Home in Bolivia or coordinating the annual school-wide human rights assembly, students develop real-life leadership skills and cultivate a life-long interest in social justice and sustainable development.





216 REDONDA STREET  
WINNIPEG, MANITOBA  
R2C 1L6

PHONE: 204-958-6888

FAX: 204-222-4883

[HTTP://WWW.RETSD.MB.CA/SCHOOL/CPET](http://www.retsd.mb.ca/school/cpet)