



# COLLÈGE PIERRE-ELLIOTT-TRUDEAU

*~ HOME OF LES CANADIENS ET CANADIENNES ~*



## COURSE HANDBOOK 2026 – 2027





# TABLE OF CONTENTS

SCHOOL INFORMATION.....	4-5	CREATIVE ARTS.....	15-17
<i>Our Mission Statement</i> .....	4	<i>Drama</i> .....	15
<i>What is a UNESCO School</i> .....	4-5	<i>Music</i> .....	16
		<i>Visual Arts</i> .....	17
REGISTRATION INFORMATION.....	6	ENGLISH.....	18-19
<i>Semester System</i> .....	6		
<i>Credit and Course Codes</i> .....	6-7	FRANÇAIS.....	20
FRENCH IMMERSION GRAD. REQUIREMENTS....	8	HUMANITIES.....	21
RETSD INTENSIVE PROGRAMS.....	9	LANGUAGES.....	22
ADVANCED PLACEMENT COURSES.....	10	MATHEMATICS.....	23-24
HIGH SCHOOL APPRENTICESHIP PROGRAM.....	11	PHYSICAL EDUCATION.....	25
sTEAM / sTiam PROGRAM.....	12	SCIENCE.....	26-27
OTHER CREDIT OPTIONS.....	13	SOCIAL SCIENCES.....	28-29
CAREER CONNECT.....	14	TECHNOLOGY EDUCATION.....	30



# SCHOOL INFORMATION

## OUR MISSION STATEMENT

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

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

## WHAT IS A UNESCO SCHOOL?

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 11,700 educational institutions in 182 countries. As a member of ASPnew, we are committed to supporting UNESCO's mission and to incorporating its global goals into teaching, learning and action



Global Citizenship Education and Education for Sustainable Development are two initiatives we actively incorporate into our school community. We integrate the four pillars across all content areas 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 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.



# SCHOOL INFORMATION

At Collège Pierre-Elliott-Trudeau, students have the opportunity to participate in meaningful, real-world experiences that help them grow as leaders and global citizens.

Our **UNESCO Committee** is a **student-driven** group where members collaborate to make a positive impact on communities both **locally and globally**. Through involvement in a wide range of initiatives, students develop real-life leadership skills and nurture a lifelong commitment to **social justice** and **sustainable development**.

Examples of student-led UNESCO initiatives at CPET include:



- Maintaining our school composting program
- Meeting with community organizations to explore ways to reduce our carbon footprint
- Participating in the Ethics Bowl
- Planning fundraisers that support local and international organizations



# 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. Students' attendance is important in all courses as evaluations are based on conversations, observations and products. Final assessments may be written at the end of the first semester and at the end of the second semester.

## CREDIT AND COURSE CODES

A 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.

A student may earn a **French Immersion Diploma** if they have earned a minimum of **14 credits** where the course was taught in French (for students in Grade 12 during the 2026-2027 school year) or **15 credits** (for students in Grade 9, 10 and 11 during the 2026-2027 school year). Students must take Français arts langagiers from Grade 9 through to Grade 12.

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

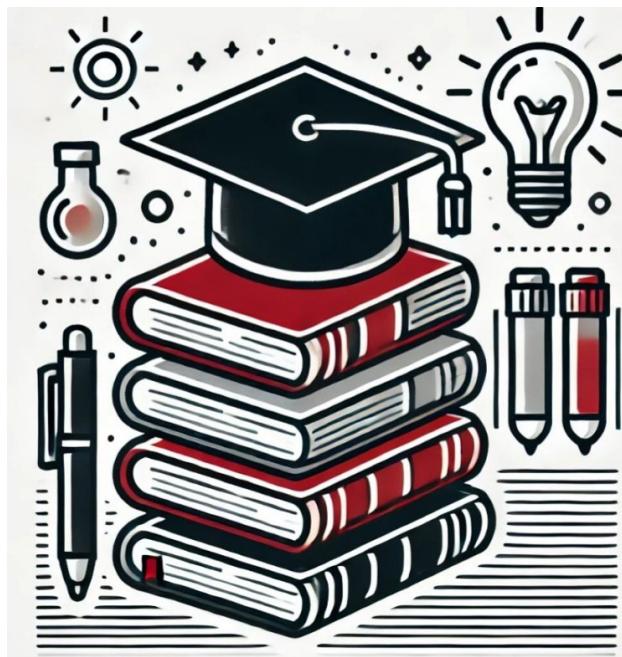
- 0 – developed or approved by Manitoba Education for 1 credit
- 5 – developed or approved by Manitoba Education for  $\frac{1}{2}$  credit
- 1 – developed by the school or division (includes SICs – School Initiated Courses and SIPs – Student Initiated Projects). These courses may be full or  $\frac{1}{2}$  credit courses.
- 2 – developed elsewhere and approved by Manitoba Education (Advanced Placement)



# REGISTRATION INFORMATION

## Third Character

AP	Advanced Placement	Academically challenging advanced placement AP courses at the Grade 12 level that are recognized for credit or placement at most post-secondary institutions.
E	English as an Additional Language	Courses designated for newcomers who require assistance in English.
F	Foundation	Courses which are broadly based and appropriate for all students and which may lead to further studies beyond Grade 12.
FI	French Immersion	Courses with French instruction and eligible for a French Immersion Diploma.
G	General	Courses that provide a general educational experience.
M	Modified	Courses in which the number, essence, and content of the curriculum outcomes are altered.
S	Specialized	Courses that provide learning experiences, knowledge and skills that may lead to further studies beyond Grade 12.



# FRENCH IMMERSION PROGRAM

## GRADUATION REQUIREMENTS

- Current 12 students during the 2026-2027 school year must earn at least **14 credits** from courses taught in Français to meet the requirement of the provincial **French Immersion Diploma Program** (including the mandatory Français arts langagiers from Grade 9 -12).
- Current Grade 9, 10, and 11 students during the 2026-2027 school year must earn at least **15 credits** from courses taught in Français to meet the requirement of the provincial **French Immersion Diploma Program** (including the mandatory Français arts langagiers from Grade 9-12).
- Students may combine courses from the French Immersion Program and Advanced Placement programs which permit them to obtain a French Immersion Program Diploma and several AP credits.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Compulsory – 6 credits	Compulsory – 6 credits	Compulsory – 5 credits	Compulsory – 5 credits
<b>Français 10F</b> (1 credit) and <b>Vie-travail: exploration 15G</b> (0.5 credit)	<b>Français 20F</b> (1 credit)	<b>Français Arts Langagiers 30F</b> (1 credit)	<b>Français Arts Langagiers 40F</b> (1 credit)
<b>English Language Arts 10F</b> (1 credit)	<b>English Language Arts 20F</b> (1 credit)	<b>ELA: Comprehensive Focus 30S</b> or <b>ELA: Literary Focus 30S</b> (1 credit)	<b>ELA: Comprehensive Focus 40S</b> or <b>ELA: Literary Focus 40S</b> (1 credit)
<b>Mathé en transition 10F</b> (1 credit) and <b>Mathématiques 10F</b> (1 credit)	<b>Mathé au quotidien 20S</b> or <b>Intro aux mathé appliquée et pré-calculs 20S</b> (1 credit)	<b>Mathé au quotidien 30S</b> or <b>Mathé appliquées 30S</b> or <b>Mathé pré-calculs 30S</b> (1 credit)	<b>Mathé au quotidien 40S</b> or <b>Mathé appliquées 40S</b> or <b>Mathé pré-calculs 40S</b> (1 credit)
<b>Éducation Physique/Santé 10F</b> (1 credit)	<b>Éducation Physique/Santé 20F</b> (1 credit)	<b>Éducation Physique/Santé 30F</b> (1 credit)	<b>Éducation Physique/Santé 40F</b> (1 credit)
<b>Canada dans le monde contemporain 10F</b> (1 credit)	<b>Les enjeux géographiques du 21<sup>e</sup> siècle 20F</b> (1 credit)	<b>Histoire du Canada 30F</b> (1 credit)	
<b>Sciences de la nature 10F</b> (1 credit)	<b>Sciences de la nature 20F</b> (1 credit)		
<b>Options</b> (Minimum 2 credits)	<b>Options</b> (Minimum 2 credits)	<b>Options</b> (Minimum 2 credits)	<b>Options</b> (Minimum 2 credits)
<b>Total – 9.5 credits</b>	<b>Total – 6 credits</b>	<b>Total – 5 credits</b>	<b>Total – 5 credits</b>
Minimum 5 credits in the French Immersion Program	Minimum 4 credits in the French Immersion Program	Minimum 3 credits in the French Immersion Program	Minimum 3 credits in the French Immersion Program
Minimum 30 credits required for graduation			



# RETSD INTENSIVE TECHNICAL VOCATIONAL PROGRAM INFORMATION

RETSD students can apply to take Technical Vocational Program 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

Automotive Technology  
Baking and Pastry Arts  
Carpentry  
Culinary Arts  
Collision Repair and Refinishing Technology  
Electrical Trades Technology  
Graphic Design  
Hairstyling  
Interactive Digital Media  
Photography  
Refrigeration and Air Conditioning (HVAC)

## Murdoch MacKay Collegiate

Carpentry  
Fashion Technology

Successful applicants will spend one semester of Grade 11 (or Grade 10 for Hairstyling) at their home school completing academic courses, and one semester at either Kildonan-East Collegiate or Murdoch MacKay Collegiate completing their chosen vocational program. This structure is the same for Grade 12.

## Program Requirements

- Two-year commitment (Three-year commitment for Hairstyling)
- 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.

\*\*For more information, please refer to the RETSD Technical Vocational Handbook 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 with 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. 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 and aptitude. 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.

Any one course or more may be taken based on interest and aptitude	
Grade 11	Grade 12
Mathématiques : pré-calculus 30S (Semester 1) Mathématiques : pré-calculus 40S (Semester 2)	Calculus AB 42AP (all year alternate days)
ELA: Literary Focus 30S	ELA: Literary Focus 40S (Semester 1) English Literature and Composition 42AP (Semester 2)
Chimie 30S	Chimie <b>avancée</b> 40S (Semester 1) Chemistry 42AP (Semester 2)



# 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 the 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](http://www.retsd.mb.ca)
- Apprenticeship Manitoba Website: [www.gov.mb.ca/aesi/apprenticeship](http://www.gov.mb.ca/aesi/apprenticeship)

By contacting the River East Transcona School Division Apprenticeship Teacher at  
[apprenticehip@retsd.mb.ca](mailto:apprenticehip@retsd.mb.ca)



# STEAM / STIAM PROGRAM

The sTeam/sTiam Program offers students hands-on, project-based learning that integrates **Science, Technology, Engineering, the Arts, and Mathematics**. Designed to support deep, interdisciplinary understanding, sTeam/sTiam allows students to work in extended blocks of time with a teacher, developing real-world skills and global competencies essential for success beyond high school.

## This program is ideal for students who:

- ✓ Enjoy creative, hands-on learning
- ✓ Are interested in solving real-world problems
- ✓ Want to explore technology, engineering, design, or global issues
- ✓ Thrive in collaborative, project-based environments
- ✓ Want increased choice and flexibility in how they earn high-school credits

## Program Structure

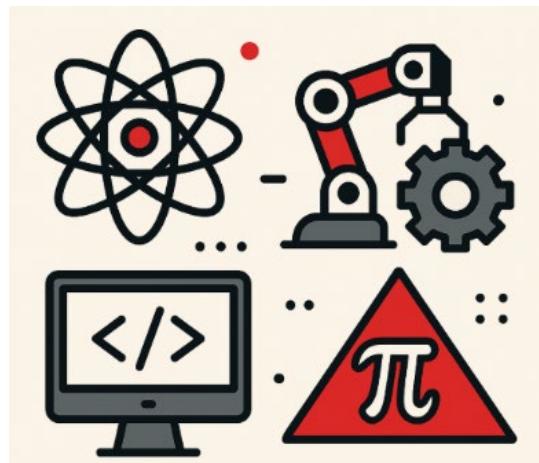
The sTeam/sTiam program is offered to **Grade 10 students**. Students learn through interdisciplinary blocks, working on meaningful projects that connect curriculum outcomes across subjects.

## Grade 10 sTeam/sTiam

### Students earn credits in:

- ✓ Science de la nature 20F
- ✓ Français 20F
- ✓ Arts visuels 20S

Students work in a **three-period learning block** each day for a semester. Using the design-thinking process, students complete multiple hands-on projects that blend creativity, technology, and real-world problem-solving. Guest speakers, industry connections, and field experiences help students link classroom learning with future opportunities.



# 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 **two 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 a 0.5 credit in a career development course (Life Exploration 10S) 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.



# CAREER CONNECT

## COURSE DESCRIPTIONS

### LIFE/WORK

#### VIE-TRAVAIL: EXPLORATION 15G (LIFE/WORK EXPLORATION 15G)

Credit: ½ credit

This grade 9 course provides students with the opportunity to begin their exploration in the world of work. Students increase their self-awareness and develop skills in personal management and career exploration while learning about their interests, skills, personality traits and values. This course is taken in conjunction with Français 10F.

All students who complete this course are eligible, if they so choose, to work toward a maximum of 2 “Credit for Employment” credits in Grades 11 and/or Grade 12. These 2 credits are optional and may be counted toward graduation.

#### VIE-TRAVAIL: PLANIFICATION 20S LIFE/WORK PLANNING 20S

Credit: 1

Students will receive an overview of career development outcomes while building positive self-esteem, locating work information, and selecting high school courses. Students will develop skills in personal management, career exploration, and career/community experiences.

All students who complete this course are eligible, if they so choose, to work toward a maximum of 2 “Credit for Employment” credits in Grades 11 and/or Grade 12. These 2 credits are optional and may be counted toward graduation.

#### INNOVATIONS COMMERCIALES 10S BUSINESS INNOVATIONS 10S

Credit: 1

This introductory course allows students to sample the various strands within the applied commerce education program. The course offers students the opportunity to explore commerce-related topics, such as economics, entrepreneurship, business, marketing, technology, and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects or simulations.

#### ENTREPRENEURIAT 20S ENTREPRENEURSHIP 20S

Credit: 1

Entrepreneurship focuses on developing the foundational skills and ideas needed to plan and develop a business. This course is relevant to high school students since many are already involved in their communities and are starting to recognize various needs and opportunities in their areas. They learn the process of planning, marketing and implementing a venture.



# CREATIVE ARTS

## COURSE DESCRIPTIONS

### DRAMA/ARTS DRAMATIQUES

#### ARTS DRAMATIQUES 10S

#### DRAMA 10S

Credit: 1

This introductory course is based on the premise that everyone can act and does act. Students will be introduced to drama through participation in a variety of games, exercises, and performance opportunities. Students will explore the world of Theatre and will act in small and large groups and individually. Students will learn the basics of stage composition and will experiment with ideas, elements, and forms to create several original performance pieces.

#### ARTS DRAMATIQUES 20S

#### DRAMA 20S

Credit: 1

Students will discover acting component parts in various theatre games, workshops, and activities. Students will learn the basics of the theory and practice of acting and how to immerse themselves in the “truth of the moment.” Students will develop a greater understanding of drama and will perform for their peers while developing on-stage and backstage skills using a range of dramatic forms.

#### ARTS DRAMATIQUES 30S

#### DRAMA 30S

Credit: 1

Students will focus on the interpretation of characters and scripts. Students will examine the psychology of acting and role creation. Students will learn to develop characters using both published and original scripts. Students will continue to develop skills for both on-stage and backstage work and will delve into a range of styles of Theatre.



# CREATIVE ARTS

## COURSE DESCRIPTIONS

### MUSIC/MUSIQUE

#### MUSIC – CONCERT CHOIR 10S, 20S, 30S AND 40S

Credit: 1 at each level

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.

#### MUSIC – CONCERT BAND 10S, 20S, 30S, AND 40S

Credit: 1 at each level

This course further develops instrumental technique and musical skills from previous school and experiences. Instruction, in a large group setting, focuses 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.

**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.

#### MUSIC – JAZZ BAND 10S, 20S, 30S, and 40S

Credit: 1 at each level

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.



# CREATIVE ARTS

## COURSE DESCRIPTIONS

### VISUAL ARTS/ARTS VISUELS

#### ARTS VISUELS 10S

#### VISUAL ARTS 10S

Credit: 1

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.

#### ARTS VISUELS 20S

#### VISUAL ARTS 20S

Credit: 1

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, the proportions of the human form, perspective and observational drawing. Students learn about historical art styles as well as how to analyze context and meaning.

#### ART VISUELS 30S

#### VISUAL ARTS 30S

Credit: 1

The goal of this class is to have an intensive focus on drawing techniques. This class will touch on a variety of modern styles while giving more time for improvement and drawing practice.

#### ART VISUELS 40S

#### VISUAL ARTS 40S

Credit: 1

The goal of this class will be to provide students with the time and opportunity to build the portfolio that may be used when applying to post-secondary studies related to the art field (ex. Fine arts, graphic design, or for scholarships). Students will work on creating original and complete works of art and preparing well-developed artist statements for each work. They will have an exposition at the end of the semester of specially curated and presented pieces.



# ENGLISH

## COURSE DESCRIPTIONS

### GRADE 9

### GRADE 10

### GRADE 11

#### ENGLISH LANGUAGE ARTS 10F

Credit: 1

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 works—using precise language and effective techniques. This course prepares learners to engage confidently with complex ideas and texts.

#### ENGLISH LANGUAGE ARTS 20F

Credit: 1

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.

#### ELA: COMPREHENSIVE FOCUS 30S

Credit: 1

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.

#### ELA: LITERARY FOCUS 30S

Credit: 1

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.***



# ENGLISH

## COURSE DESCRIPTIONS

### GRADE 12

(MUST CHOOSE AT LEAST 1)

#### ELA: COMPREHENSIVE FOCUS 40S

Credit: 1

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.

#### ELA: LITERARY FOCUS 40S

Credit: 1

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

ADVANCED PLACEMENT

#### ENGLISH: LITERATURE & COMPOSITION 42S AP

Credit: 1

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. students to analyze and interpret literary works.



# FRANÇAIS

## COURSE DESCRIPTIONS

### GRADE 9

#### FRANÇAIS 10F

Credit: 1

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. **This is a full-year course and is taught in conjunction with Vie-travail: exploration 15G (0.5 credit).**

### GRADE 11

#### FRANÇAIS ARTS LANGAGIERS 30S

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.

### GRADE 12

#### FRANÇAIS ARTS LANGAGIERS 40S

Credit: 1

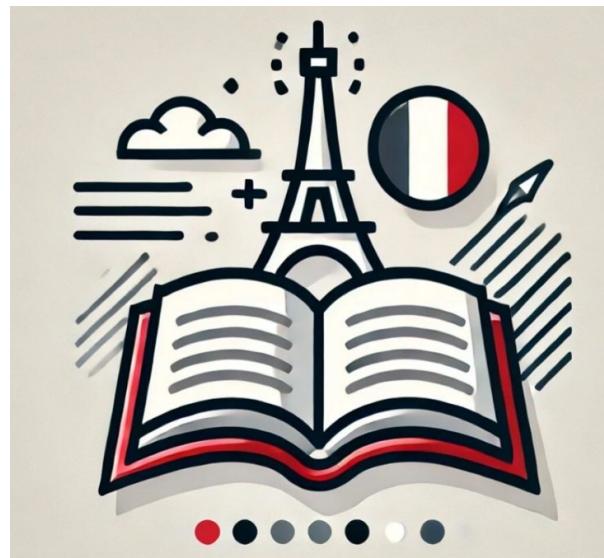
Students will further develop through the study of literary and non-literary works. Students will continue to learn how to use language to inform and to persuade others through argumentative texts and presentations. They will explore their creative skills through the study of short stories, novels, poems,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

### GRADE 10

#### FRANÇAIS 20F

Credit: 1

The emphasis on 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 direction, 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.



# HUMANITIES

## COURSE DESCRIPTIONS

### ÉTUDES DE LA FAMILLE 10S FAMILY STUDIES 10S

Credit: 1

Students will explore adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

### ÉTUDES DE LA FAMILLE 30S FAMILY STUDIES 30S

Credit: 1

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

### FORMATION AU LEADERSHIP CPE 21G LEADERSHIP CPE 21G

Credit: 1

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 for 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 for 20 hours** in the school and/or community to earn credit.

### ÉTUDES DE LA FAMILLE 20S FAMILY STUDIES 20S

Credit: 1

Students will focus on the skills and knowledge that parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

### FORMATION AU LEADERSHIP CPE 31G LEADERSHIP 31G

Credit: 1

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 for 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 for 20 hours** in the school and/or community to earn credit.



# LANGUAGES

## COURSE DESCRIPTIONS

### ESPAGNOL 10F SPANISH 10F

Credit: 1

This course is designed for students who have no previous knowledge of Spanish. It is your introduction to one of the most widely spoken languages in the world. Students will practice pronunciation and intonation as well as develop an extensive, practical vocabulary that will focus on oral communication. It also introduces students to the history of Spanish culture, dance, and more. It will provide glimpses of geography and culture of the Latin American countries. Students will learn to speak and communicate basic Spanish through a cultural perspective. The conversational aspect is highly encouraged.

### ESPAGNOL 20F SPANISH 20F

Credit: 1

This beginner course emphasizes aural-oral Spanish. Students will practice pronunciation and intonation, and will develop extensive, practical vocabulary. Students will learn about various Spanish-speaking cultures. Students will speak Spanish during class discussions, group work, skits, and presentations to develop confidence in newly acquired Spanish-speaking skills.

### ESPAGNOL 30F SPANISH 30F

Credit: 1

Students will undertake a more detailed exploration of the language and culture of the Spanish-speaking world. Students will continue to develop fluency in oral expression as well as comprehension. Students will be able to listen, speak, read, and write at an international level.



# MATHEMATICS

## COURSE DESCRIPTIONS

### GRADE 9

(STUDENTS MUST TAKE BOTH)

#### MATHÉMATIQUES DE TRANSITION 10F TRANSITIONAL MATHEMATICS 10F

Credit: 1

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.

#### MATHÉMATIQUES 10F MATHEMATICS 10F

Credit: 1

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 10

(MUST CHOOSE AT LEAST 1)

#### INTRO. AUX MATHÉ APPL. ET PRÉ-CALCUL 20S

#### INTRO TO APPLIED AND PRE-CALCULUS MATH 20S

Credit: 1

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.

#### MATHÉMATIQUES AU QUOTIDIEN 20S ESSENTIAL MATHEMATICS 20S

Credit: 1

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

(MUST CHOOSE AT LEAST 1)

#### MATHÉMATIQUES APPLIQUÉES 30S APPLIED MATHEMATICS 30S

Credit: 1

Learners explore algebraic, spatial, and statistical reasoning through real-world applications, including trigonometry, data analysis, and systems of inequalities.

#### MATHÉMATIQUES AU QUOTIDIEN 30S ESSENTIAL MATHEMATICS 30S

Credit: 1

Learners focus on practical applications such as budgeting, measurement, and proportional reasoning. The course emphasizes problem-solving and informed decision-making.

#### MATHÉMATIQUES PRÉ-CALCUL 30S PRE-CALCULUS MATHEMATICS 30S

Credit: 1

Learners strengthen algebraic and trigonometric reasoning while analyzing functions and sequences. The course builds skills for advanced mathematical study.



# MATHEMATICS

## COURSE DESCRIPTIONS

### GRADE 12

(MUST CHOOSE AT LEAST 1)

#### MATHÉMATIQUES APPLIQUÉES 40S APPLIED MATHEMATICS 40S

Credit: 1

Learners apply math to financial planning, probability, and data modeling. Emphasis is on logical reasoning and connecting mathematics to real-world challenges.

#### MATHÉMATIQUES AU QUOTIDIEN 40S ESSENTIALS MATHEMATICS 40S

Credit: 1

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.

#### MATHÉMATIQUES PRÉ-CALCUL 40S PRE-CALCULUS MATHEMATICS 40S

Credit: 1

Learners advance algebraic and trigonometric reasoning through complex functions and combinatorics. The course prepares learners for post-secondary mathematics.

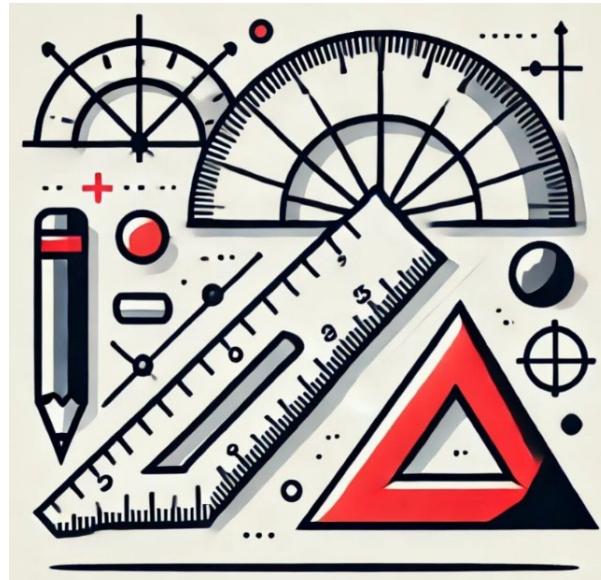
### GRADE 12

ADVANCED PLACEMENT

#### CALCULUS (AB) 42S AP

Credit: 1

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.



# PHYSICAL EDUCATION/HEALTH EDUCATION

## COURSE DESCRIPTIONS

### GRADE 9

#### ÉDUCATION PHYSIQUE / SANTÉ 10F PHYSICAL EDUCATION/HEALTH EDUCATION 10F

Credit: 1

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 11

#### ÉDUCATION PHYSIQUE / SANTÉ 30F PHYSICAL EDUCATION/HEALTH EDUCATION 30F

Credit: 1

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.

### GRADE 12

#### ÉDUCATION PHYSIQUE / SANTÉ 40F PHYSICAL EDUCATION/HEALTH EDUCATION 40F

Credit: 1

Learners will develop personal fitness, leadership skills, and sport abilities while exploring lifetime activities and health modules. This Grade 12 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.

### GRADE 10

#### ÉDUCATION PHYSIQUE / SANTÉ 20F PHYSICAL EDUCATION/HEALTH EDUCATION 20F

Credit: 1

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.

#### ÉDUCATION PHYSIQUE/SANTÉ 30F (ACTIVITÉS ALTERNATIVES) PHYSICAL EDUCATION/HEALTH EDUCATION 30F (ALTERNATIVE PURSUITS)

Credit: 1

This course is similar to the Physical Education/Health Education 30F; however, 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.

#### ÉDUCATION PHYSIQUE/SANTÉ 40F (ACTIVITÉS ALTERNATIVES) PHYSICAL EDUCATION/HEALTH EDUCATION 40F (ALTERNATIVE PURSUITS)

Credit: 1

This course is similar to the Physical Education/Health Education 30F; however, 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.



# SCIENCE

## COURSE DESCRIPTIONS

### GRADE 9

### GRADE 10

### GRADE 11

#### SCIENCE DE LA NATURE 10F SCIENCE 10F

Credit: 1

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.

#### SCIENCE DE LA NATURE 20F SCIENCE 20F

Credit: 1

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.

#### BIOLOGIE 30S BIOLOGY 30S

Credit: 1

Students will develop an interest in biology while focusing on the structure and function of the human body. Students will explore topics including wellness and homeostasis, digestion and nutrition, excretion, circulation, immunity, and response.

#### CHIMIE 30S CHEMISTRY 30S

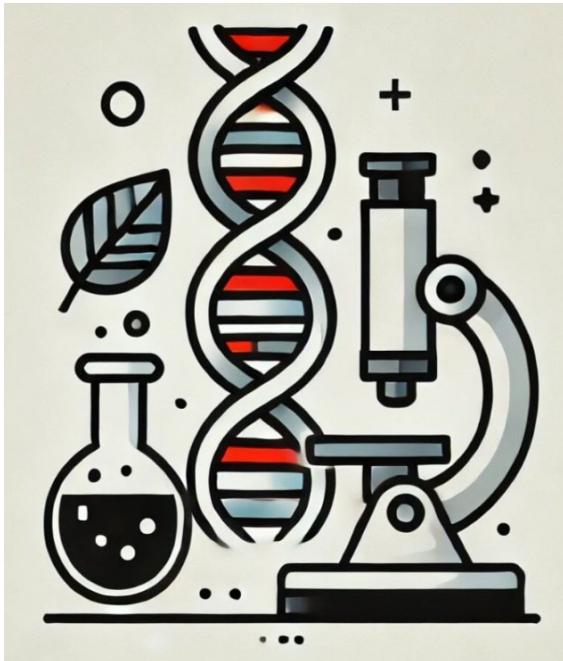
Credit: 1

Students will receive an introduction to chemistry and a basis for further studies in the field. A good grasp of mathematics is critical. Students will study a variety of topics, including the physical properties of matter, chemical reactions, and organic chemistry.

#### PHYSIQUES 30S PHYSICS 30S

Credit: 1

Students will study the motion of matter and energy. Students will receive a foundation for further studies in the field of Physics. Students should have a good background in mathematics and problem solving.



# SCIENCE

## COURSE DESCRIPTIONS

### GRADE 12

### GRADE 12 ADVANCED PLACEMENT

#### BIOLOGIE 40S

#### BIOLOGY 40S

Credit: 1

Students will focus on concepts and common themes in biology, including DNA, mechanisms of inheritance, evolution, and biodiversity. Students will apply problem solving skills and critical thinking to important biological concepts.

#### CHIMIE 40S

#### CHEMISTRY 40S

Credit: 1

Students will study a variety of topics, such as atomic structure, kinetics, acids and bases, and electrochemistry.

#### PHYSIQUES 40S

#### PHYSICS 40S

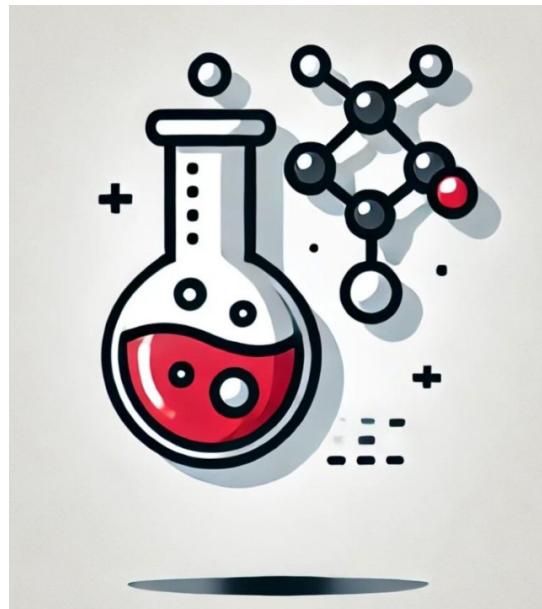
Credit: 1

Students will study the motion of matter and energy. Students will receive a foundation for further studies in the field of Physics. Students should have a good background in mathematics and problem solving.

#### CHEMISTRY AP 42S

Credit: 1

AP Chemistry is an introductory university-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 explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.



# SOCIAL SCIENCES

## COURSE DESCRIPTIONS

### GRADE 9

**LE CANADA DANS LE MONDE CONTEMPORAIN 10F**  
**CANADA IN THE CONTEMPORARY WORLD 10F**

Credit: 1

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

**LES ENJEUX GÉOGRAPHIQUES DU 21E SIÈCLE 20F**  
**GEOGRAPHIC ISSUES OF THE 21<sup>ST</sup> CENTURY 20F**

Credit: 1

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 11

**HISTOIRE DU CANADA 30F**  
**HISTORY OF CANADA 30F**

Credit: 1

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.



# SOCIAL SCIENCES

## COURSE DESCRIPTIONS

### GRADE 12

#### ENJEUX GLOBAUX : CITOYENNETÉ ET DURABILITÉ 40S GLOBAL ISSUES: CITIZENSHIP & SUSTAINABILITY 40S

Credit: 1

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.

#### LES DROITS 40S CANADIAN LAW 40S

Credit: 1

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.

***Students in Grade 11 may register for this course.***

***This course will be offered in the 2027-2028 school year.***

#### PSYCHOLOGIE 40S PSYCHOLOGY 40S

Credit: 1

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.

***Students in Grade 11 may register for this course.***

***This course will be offered in the 2026-2027 school year only.***



# TECHNOLOGY EDUCATION

## COURSE DESCRIPTIONS

### APPLICATION DES TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION I & II 15F

### APPLYING INFORMATION AND COMMUNICATION TECHNOLOGY I & II 15F

Credit: 2 x ½ = 1

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.

### IMAGERIE NUMÉRIQUE ET RÉALISATION DE FILMS NUMÉRIQUES 25S

### DIGITAL PICTURES AND DIGITAL FILMMAKING 25S

Credit: 2 x ½ = 1

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.

### INFORMATIQUES 20S COMPUTER SCIENCE 20S

Credit: 1

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 a game using Scratch and Unity.

### INFORMATIQUES 40S COMPUTER SCIENCE 40S

Credit: 1

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, games and data driven projects.

### INFORMATIQUES 30S COMPUTER SCIENCE 30S

Credit: 1

Students will continue to learn the fundamentals from 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.

