TRANSCONA COLLEGIATE

~ Where Character Counts ~

Course Handbook

2025-2026

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SCHOOL INFORMATION

This book is designed to acquaint you with the courses offered at Transcona Collegiate. Appropriate selection of high school courses will influence the amount of success and satisfaction students will experience in their years at our school, and will also impact career and post-secondary opportunities in the years beyond.
Transcona Collegiate utilizes a semester system and offers a wide range of courses. The school currently has approximately 809 students and 75 staff members.

The staff at Transcona Collegiate place a high value on the individual. We endeavor to foster a climate of mutual respect amongst all staff and students. Our expectations and procedures are few in number, but those that we have are designed to provide a safe and respectful learning environment. Students of all abilities are challenged and encouraged to develop the knowledge, sense of responsibility, and skills needed to achieve excellence in a rapidly changing world.

HOME OF THE TITANS!

WHERE CHARACTER COUNTS!

REGISTRATION INFORMATION

SEMESTER SYSTEM

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

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

First Character

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

Second Character

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

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.
A	Advanced	An “A” following an S character indicates a rigorous course in Grade 11 that prepares students for the Advanced Placement course in Grade 12. (Ex. 30SA)
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.
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.

HIGH SCHOOL GRADUATION REQUIREMENTS

- Compulsory credits may be taken at the F, G, S, or A level
- Students planning on attending university must take at least five 40S credits (40S/42S)

Grade 9	Grade 10	Grade 11	Grade 12
Compulsory- 5 Credits	**Compulsory- 5 credits**	**Compulsory- 4 credits**	**Compulsory- 5 credits**
English Language Arts 10F- 1 credit Life/Work Exploration 10S- 0.5 credit	English Language Arts 20F- 1 credit	English- 1 credit Comprehensive Focus 30S Or Literary Focus Adv. 30SA	English- 1 credit Comprehensive Focus 40S Or Transactional Focus 40S Or Literary Focus 40S/40SA Or English: Literature and Composition 42AP
Mathematics 10F- 1 credit Transitional Math 10S- 1 credit	Mathematics- 1 credit Intro to Applied/Pre-Cal 20S Or Essentials Mathematics 20S	Mathematics- 1 credit Pre-Calculus 30S/30SA Or Applied Math 30S Or Essentials Math 30S	Mathematics- 1 credit Pre-Calculus 40S/40SA Or Applied Math 40S Or Essentials Math 40S Or Calculus AB 42AP
Physical Education 10F- 1 credit	Physical Education 20F- 1 credit	Physical Education 30F- 1 credit	Physical Education 40F- 1 credit
Canada in the Contemporary World 10F- 1 credit	Geography 20F- 1 credit	History of Canada 30F- 1 credit	
Science 10F- 1 credit	Science 20F- 1 credit		
Options- 3 credits	Options- 3 credits	Options- 3 credits	Options- 3 credits
9.5 credits	**8 credits**	**7 credits**	**6 credits**

30 credits required for graduation

INTENSIVE TECHNICAL VOCATIONAL PROGRAM INFORMATION

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

Kildonan-East Collegiate
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

Murdoch MacKay Collegiate
Carpentry
Fashion Technology

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

Program Requirements

- Two-year commitment
- 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 our school website.

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement (AP42) courses provide students with an opportunity to explore university-level course-work 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 throught 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**
Pre-Calculus Mathematics 30S Advanced (Semester 1) Pre-calculus Mathematics 40S Advanced (Semester 2)	Calculus AB 42AP
English: Literary Focus 30S Advanced	English: Literary Focus 40S Advanced (Semester 1) English Literature and Composition 42AP (Semester2)
Biology 30S Advanced	Biology 42AP
Physics 30S Advanced	Physics 42AP
Chemistry 30S Advanced	Chemistry 40S Advanced (Semester 1) Chemistry 42AP (Semester 2)

HIGH SCHOOL APPRENTICECSHIP 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 you on-the-job training hours to continued, full-time apprenticship training after graduation

Students eligible for HSAP are:

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

More information about Apprenticeship can be found at:

- River East Transcona School Division Website: www.retsd.mb.ca
- Apprenticeship Manitoba Website: www.gov.mb.ca/aesi/apprenticeship

- By contacting the River East Transcona School Division Apprenticeship Teacher at apprenticeship@retsd.mb.ca

OTHER CREDIT OPTIONS

Community Service Credit (Student-Initated 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 trhough on-the-job work experience, therefore the Credit for Employment (CFE) credit is available to provide students with the opportunity to earn up to 2 high school credits for paid employment. CFE can enrich students' understanding of the relevance of education and the importance of develping 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 creidts 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 sucessful 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.

COURSE DESCRIPTIONS

THE ARTS
Concert Band 10S, 20S, 30S, 40S
Concert Choir 10S, 20S, 30S, 40S
Jazz Band 10S, 20S
Jazz Band 30S, 40S
Vocal Jazz 20S, 30S, 40S
Dance 10S, 20S, 30S, 40S
Drama 10S
Drama 20S, 30S, 40S
Drama Production 11G, 20G, 30G, 40G
Visual Art 10S, 20S, 30S, 40S

BUSINESS
Law 40S

CAREER
Life/Work Exploration 10F
Credit for Employment 30G/40G

COMPUTER
ICT 115F/215F
Digital Pictures 25S/Basic Web Design 35S
Computer Science 20S, 30S
Computer Science 40S

ENGLISH LANGUAGE ARTS
English 10F, 20F, 30SCF
English 40SCF, 40SLT, 40STF
Reading is Thinking 10S, 20S

FRENCH
French 10S, 20S, 30S, 40S

HOME ECONOMICS
Human Ecology 10S
Family Studies 10S, 20S, 30S, 40S
Food and Nutrition 20S, 30S, 40S

INDUSTRIAL ARTS
Electronic Technology 10G, 20G, 30G, 40G
Graphic Technology 10G, 20G, 30G, 40S
Metal Working Technology 10G, 20G
Woodwork Technology 10G, 20G, 30G, 40S

MATHEMATICS
Overview
Mathematics 10F
Mathematics 20S Applied/Pre-Calculus
Mathematics 20S Essentials
Mathematics 30S Applied
Mathematics 30S Essentials
Mathematics 30S Pre-Calculus
Mathematics 40S Applied
Mathematics 40S Essentials
Mathematics 40S Pre-Calculus

PHYSICAL EDUCATION
Phys. Ed. 10F, 20F, 30F, 40F

SCIENCE
Science 10F
Science 20F, 30S
Biology
Chemistry
Physics

SOCIAL SCIENCES
Canada and the Contemporary World 10F
Geography 20F
History 30F
Psychology 40S
Global Issues 40S
Current Topics in First Nations, Metis, and Inuit Studies

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NOTE: Some Option Courses listed may not be offered during the 2025/2026 school year. Factors that will determine actual sections are: registration requests, graduation requirements, programming priorities, and staff availability.

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COURSE DESCRIPTIONS

Advanced Courses

Grade 11 Courses :

English 30S Literary Advanced .....

Pre-Calculus Mathematics 30S Advanced.....

Pre-Calculus Mathematics 40S Advanced .....

Biology 30S Advanced .....

Chemistry 30S Advanced .....

Physics 30S Advanced .....

Grade 12 Courses:

English 40S Literary Advanced

Chemistry 40S Advanced

Advanced Placement Courses

42AP English Literature and Composition

42AP Calculus AB

42AP Biology

42AP Chemistry

42AP Physics

NOTE: Some Option Courses listed may not be offered during the 2025/2026 school year. Factors that will determine actual sections are: registration requests, graduation requirements, programming priorities, and staff availability.

THE ARTS

MUSIC: Students enrolled in a Music course(s) – including Concert Band, Jazz Band or Choir – will be expected to pay a fee of $25. Percussionists will be required to purchase a stick bag and mallets/sticks from the school. This cost will be $150 and the students will own the bag/sticks. In subsequent years, percussionist's instrument fees will be used to maintain and upgrade the school-owned percussion instruments that they use daily.

CONCERT BAND 10S

Recommended prerequisite: Gr 8 Band or instructor approval
Credit: 1

This course is performance-based, with an emphasis on concert band repertoire. Students will be required to practice at home in order to achieve at a satisfactory level. Students must attend all major performances because they are equivalent to exams.
This course will focus primarily on the following four areas:

- musical technique – posture, breathing, physical position, quality and control of tone, articulation, intonation, dynamics, range, andtechnical dexterity
- musical literacy – accurate performance of rhythms,music reading and familiarity with common musical forms
- musicianship – precise and relaxed movement to music, accurate singing, playing byear and melodic phrasing and interpretation
- musical creativity – improvisation, composition,and arranging

CONCERT BAND 20S, 30S, & 40S

Recommended prerequisite: Previous level band or instructor's approval
Credit: 1 pergrade level
The course description and content for each course are similar to Concert Band 10S, but expectations will rise according to grade level.

CONCERT CHOIR 10S

Credit:1

This introductory choral course requires no previous experience. This course will focus on the following three areas:

- vocal tone production
- sight singing
- breath control/phrasing

Through practice/performance, students will gain understanding of a wide range of choral music, from Renaissance to popular music.
This course is performance-based and students must attend all major performances as they are considered to be equivalent to exams.
Note: Classes may be scheduled at noon hour or before or after school depending on school timetable constraints.

CONCERT CHOIR 20S, 30S, 40S

Recommended prerequisite: Previous levels of choral experience. The level of credit depends on the number of years the student has participated in the course.
Credit: 1 per grade level

This course is performance-based, with an emphasis on choral repertoire. Students must attend all major performances as they are equivalent to exams.
This course will focus primarily on the following four areas:

- musical technique: posture, breathing, physical position, quality and control of tone, articulation, intonation, dynamics, range, andtechnical dexterity
- musical literacy: accurate performance of rhythms,music reading and familiarity with common musical forms
- musicianship: precise and relaxed movement to music, learning tunes by ear, and melodic phrasing and interpretation
- musical creativity:improvisation, composition, and arranging

JAZZ BAND 10S AND 20S

Co-requisite: Students must be enrolled in Concert Band 10S or 20S
Credit: 1 pergrade level

Note: These two courses are not auditioned and are open to all students enrolled in Concert Band 10S and 20S.
This course is performance-based, with an emphasis on small group or big band jazz repertoire. Students will be required to practice at home in order to achieve at a satisfactory level. Students must attend all major performances because they are considered to be equivalent to exams.
This course will focus primarily on the following four areas:

- jazz repertoire & improvisation
- music theory as it appliesto improvisation.
- jazz styles
- historical context of jazz music

Note: Jazz Band 10S may beheld outside the regular timetable for the entire school year because of scheduling requirements forgrade 9 students. 7:30am or 3:30pm rehearsals are typical for this course.

JAZZ BAND 30S AND 40S

Co-requisite: Student must be enrolled in Concert Band 30S or 40S
Credit: 1 pergrade level

The course description and content are similar to Jazz Band 10S/20S, but expectations will rise according to grade level.

VOCAL JAZZ 20S, 30S, & 40S

Co-requisite: Students must be enrolled in one of Concert Choir 20S, 30S, or 40S. An audition may be required.
Credit: 1 per grade level

This is a performance-based course with an emphasis on acapella choral, vocal jazz and popular song repertoire. Students are selected based upon the following:

- an audition in June
- the student's previous demonstration of commitment to their musical ensembles at Transcona Collegiate
- the balance requirements ofthe ensemble (equal numbers of soprano, alto, tenor, bass)

This course will expand on the four main content areas from the Choral courses, with the addition of these areas:

- music theory as it applies to song arranging
- acapella, jazz, andpopular music styles
- historical context of music styles

Note: This course will require many extra performances throughout the school year, in addition to regular term concerts. Students must attend all performances to participate in the course. Also, classes may be scheduled at noon hour or after school depending on school timetable constraints and enrolments in the Music Program. rehearsalschedule.

DANCE: Students are required to wear dance shoes or runners for each class and preferably stretchy clothes to offer more flexibility for movement.

DANCE 10S

Credit: 1

This is a fun and active course to introduce students to dance as an art form. Students will learn various styles of dance, such as Hip-Hop, Ballet, and Jazz. Students will also learn preliminary dance terminologyand basic dance steps. Students will have the opportunity to do Creative Movement in connection with the elements of dance. There will be a focus on increasing flexibility, having correct posture and the importance of doing a proper warm up. Students will be able to perform their dances at various presentations.
Note: A fee may be charged to help cover the costs of guest artists, materials, and field trips.

DANCE 20S

Recommended prerequisite: None
Credit: 1

This course covers a variety of dance styles including Hip-Hop, Jazz, Ballet, and Lyrical. Students will continue to learn the elements of dance as well as a variety of dance routines with emphasis on coordination, technique and endurance. Student will continue to develop flexibility and correct posture. There will be a focus on dance terminology and proper dance etiquette. Students will also explore some cultural and historical aspects of dance. Students will learn how to choreograph a dance and have opportunities to perform their dance routines.
Note: A fee may be charged to help cover the costs of guest artists, materials, and field trips.

DANCE 30S

Recommended prerequisite: Dance 20S
Credit: 1

This course focuses on a great variety of dance styles such as Contemporary, Tap, Ballet, Hip-Hop, and Jazz. Students will learn more advanced routines with emphasis on coordination, technique and style. Students will continue to choreograph their own dance routines and study in more depth the cultural and historical aspects of dance. Students will have various opportunities to critique and value dance and to perform their dances to various audiences.
Note: A fee may be charged to help cover the costs of guest artists, materials, and field trips.

DANCE 40S

Recommended prerequisite: Dance 30S
Credit: 1

In this action-packed course students will learn dance at a more sophisticated level. They will learn more advanced levels of many of the various dance styles such as Contemporary, Ballet and Tap. There will be a strong emphasis for students to apply their previous dance knowledge to critique dance and to choreograph their own dance routines. Students will have several opportunities to perform their dances and will also be given opportunities to teach part of their routines to other students. For a project, students can chose to either study and present one dance discipline or a famous dancer.
Note: A fee may be charged to help cover the costs of guest artists, materials, and field trips.

DRAMA 10S – Introduction to Theatre

Credit: 1

Intro to Theatre is an exploratory course that introduces students to basic acting skills through a variety of theatre games and group skill building activities. Students will focus primarily on experimentation with ideas for creating theatre as well as the use of body and voice for creating original work. Students are typically busy with hands on applications as they work towards in-class performance opportunities.

DRAMA 20S – Basic Acting

Recommended prerequisite: Drama 10S
Credit: 1

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

DRAMA 30S – Advanced Acting

Recommended prerequisite: Drama 20S
Credit: 1

Advance acting refines the basic acting skills that students have developed in previous study. Students will explore a variety of theatre styles and will utilize specific elements of drama to demonstrate their understanding in presentations and performances to peer and community audiences. A collaborative course, students will work with a variety of peers in order to explore different roles throughout the planning, refining, and revising processes.

DRAMA 40S – Acting and Performing

Recommended prerequisite: Drama 30S
Credit: 1

An extension of Advanced Acting, this course introduces students to the power of theatre and its ability to influence change in both the individual and society. Students will refine existing acting skills and will have the opportunity to work on original scripted works from the conception of an idea to staging their final piece. Various hands on activities such as operating light and sound equipment to enhance productions will be explored throughout the course.

DRAMA PRODUCTION 11G, 20G, 30S, 40S

Recommended prerequisite: None
Credit: 1 per gradelevel

In Drama Production, students will explore the process of producing a play for a public audience. There will be a focus on exploring different theatre components including lighting, sound, makeup, costumes, set design, directing, and producing. This course is for students interested in exploring all aspects of the creative process – not only those interested inacting. Students should anticipate having to spend some time outside of the school day to accommodate public performancedates.

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

VISUAL ART 10S

Credit: 1

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

VISUAL ART 20S

Recommended prerequisite: Visual Art 10S
Credit: 1

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

VISUAL ART 30S

Recommended prerequisite: Visual Art 20S
Credit: 1

Visual Art 30S is an extension to the study of the Elements and Principles of Design and their use in the visual arts. Students will create works of art through a combination of directed and independent study. Students will formally critique works of art and will explore art history through biographical studies of influential artists.

VISUAL ART 40S

Recommended prerequisite: Visual Art 30S
Credit: 1

Art 40S students will use the Elements and Principles of design in their continued exploration of the visual arts. Students will use the information they have learned throughout their art career to develop and execute project ideas for both directed and independent projects. Students will engage in art critiques and will explore art history through the study of various art movements.
Students may use this course to help begin the development of a personal portfolio for entrance to a

visual arts program at a post-secondary institution.

BUSINESS

LAW 40S
Recommended prerequisite: None
Credit: 1

This specialized course provides students with a sound understanding of legal rights and responsibilities that affect our quality of life in Canada, as well as discussing the current major legal issues that affect our everyday lives. The primary goal of the course is to provide students with a sound understanding of their legal rights and responsibilities as members of Canadian society, as well as the mechanisms and processes in place to honour those rights and obligations.

Content: The primary content of this course surveys:
- our legal history and structure
- the Charter of Rights and Freedoms
- criminal law
- tort (civil) law
- contractual law
- current issues such as capital punishment, euthanasia, and decriminalizing marijuana

CAREER

Life/Work Exploration 10F
Credit: .5

This course offers an opportunity to explore future opportunities in high school as well as careers after graduation. Students will learn about a variety of careers and develop the skills and attitudes to help them be successful both high school and beyond. Additionally, students will use various information communication technology (I.C.T.) in constructive, powerful, and responsible ways. Students will strengthen their previous technology skills while exploring software that is used in the professional world. Areas of technology explored include: digital animation, digital imaging, web design, audio editing, video games, and computer programming.

CREDIT FOR EMPLOYMENT 30G/40G
Recommended prerequisite: None
Credit: 1

The Credit for Employment allows students to earn half or full credits (up to a maximum of 2) for part-time employment. To earn these credits, students must be 16 years of age or older, have completed a Career Development or Life/Work course, and speak to an administrator or guidance counsellor regarding additional necessary requirements.
Note: Students are responsible for finding and maintaining their position of employment.

COMPUTER

ICT 115F/ICT 215F INFORMATION COMMUNICATION TECHNOLOGY (ICT)
Credit: .5 credit each

The course provides students an opportunity to explore various Information Communication Technology (I.C.T.) in constructive, powerful, and responsible ways. Students will strengthen their previous technology skills while also exploring a variety of software that is used in the professional world. Areas of technology explored include: digital animation, digital imaging, web design, audio editing, video games, and computer programming.

DIGITAL PICTURES 25S/ BASIC WEB DESIGN 35S
Recommended prerequisite: ICT 15F
Credit: 1

The course provides an introduction to the taking, production, and editing of digital pictures. In addition, students will explore the fundamentals of web design including the development of websites, editing of web pages, and creation of small web programs. Students will also create and evaluate original creations through hands-on experience.

COMPUTER SCIENCE 20S
Recommended prerequisite: None
Credit: 1

This is an introductory computer science course. Students will plan and write simple computer programs using a variety of software. Programming topics will include top down design, variables, gaming, conditional statements, loops, methods, and documentation. It will also cover the history of computer hardware, game design, computer ethics, implications in society, and computer careers.

COMPUTER SCIENCE 30S
Recommended prerequisite: Computer Science 20S
Credit: 1

This course is a continuation of Computer Science 20S. Concepts already covered will be explored in more detail. Students will be introduced to an additional programming language and work in teams to create and evaluate original programs. Topics include: functions/methods, arrays, classes, the impact of computers on society and the environment, ethics, game design, and programming standards.

COMPUTER SCIENCE 40S
Recommended prerequisite: Computer Science 30S
Credit: 1 *....continued pg.15....*

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Computer Science 40S

This course is a continuation of Computer Science 30S.Concepts already covered will be explored in more detail. Additionally, students will use multiple programming languages in a variety of ways to create new, original pieces of software. Topics include: App. Design, Human-Computer Interaction, Data Structures, and file reading/writing.

ENGLISH LANGUAGE ARTS

ENGLISH 10F

Credit: 1

This course provides the foundation for all English Courses. It includes developing skills for listening, speaking, reading and writing, in response to a variety of literature (poetry, drama, short prose, the novel, various forms of shorter prose and film). The emphasis of the grade 9 program will be on active participation in individual and group projects calling for creative presentation of a variety or written and oral projects.

ENGLISH 20F

Recommended prerequisite: English 10F
Credit: 1

Students in Grade 10 will receive strategies for developing their basic communication skills (listening, speaking, reading and writing) in response to a variety of literature (poetry, drama, short prose and film).
The emphasis of English 20F will fall less on passive activities such as analytical criticism and more on active participation in individual and group projects calling for creative presentation on a variety of written and oral projects.
The writing process will be emphasized in all student written work. Students will receive more instruction in research skills and will be given the opportunity to practice them. A section in public speaking may be introduced and practiced.

ENGLISH 30S COMPREHENSIVE FOCUS

Recommended prerequisite: English 20F
Credit: 1

This is a continuation of the English 20F course. English 30S provides students with access to a core curriculum with goals and objectives related to reading, writing, listening, speaking, viewing and thinking, using a wide variety of literature including poetic, dramatic, expository and narrative texts and media. In this course, each of these categories of materials should receive equal attention in order to best prepare learners for the future.

ENGLISH 40S COMPREHENSIVE FOCUS

Recommended prerequisite: English 30S
1 Credit

All Grade 12 students must enroll for Comprehensive Focus ELA.

This course is a combination 50% Literary and 50% Transactional elements.
Students will work with a variety of English forms, from the abstract (fiction) to the everyday (news).
Students will write the Provincial English exam unless it has already been written.

ENGLISH 40S LITERARY FOCUS

Recommended prerequisite: English 30S
1 Credit

This course may be selected as an option credit.

This course is a combination 70% Literary and 30% Transactional elements. The Literary Focus emphasizes the *aesthetic* uses of language: *language that enlightens, develops understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment.*
The Literary Focus addresses a variety of forms, from poetry to novels and films; from journals and exploratory discussions to visual representations.
Students will write the Provincial English Examination unless it has already been written.

ENGLISH 40S TRANSACTIONAL FOCUS

Recommended prerequisite: English 30S
1 Credit

This course may be taken as an option credit.

This course is a combination 70% Transactional and 30% Literary elements. The Transactional Focus emphasizes the *pragmatic* uses of language*: language that informs, directs, persuades, analyzes, argues, and explains.*
The Transactional Focus addresses a variety of approaches, ranging from impromptu speech and instructions to debates and formal presentations; from group discussion to formal interviews; from note taking, data gathering, and representation to illustrated written instructions, case studies, and research reports.
Students will write the Provincial English Examination unless it has already been written.

READING IS THINKING 10S

Credit: 1

The Reading is Thinking course is designed to address the literacy needs of students in high school so that students develop the necessary attitudes, knowledge,

skills and strategies to be successful in their learning across curriculum. The central idea inthis course is that deep comprehension is at the root of learning. However, because learning (and reading) is largely an invisible process, metacognition, reflection, and conversation need to be routine to make the invisible visible.
Students receive a grade of complete or incomplete for this course, and learners are actively involved in creating their own meaning and setting their own goals for reading and making meaning.

READING IS THINKING 20S

Recommended prerequisite: None
Credit: 1

This course will build on the tenets of the Grade 9 course by focusing on the following ideas about reading: reading is a social act, reading must be taught, reading empowers people and transforms the world, reading development is a lifelong journey, students need to experience reading for the love of it, and reading is key to learning

within and across disciplines.

Students will receive a complete or incomplete grade for this course and will be actively involved in setting their own goals for learning throughout thecourse.

FRENCH

Note: In all levels of French, the majority of instruction will be in the French language.

FRENCH 10F

Recommended prerequisite:Basic French Grade 8
Credit: 1

Through the use of technology and cultural exposure, as well as various traditional methods, this course aims to increase both the student's oral creation and comprehension. Students will be encouraged to use their previous and newly acquired knowledge in the classroom setting, as well as authentic experiences where possible.

FRENCH 20F

Recommended prerequisite: French 10F or instructor approval
Credit: 1

Building on the skills learned in French 10G, this course aims to increase the student's capability of self-expression in the French language as well as their cultural awareness of the Francophone world around them. Where possible, students will be exposed to authentic French experiences, and will be encouraged and assessed based on their use of the French language in the classroom.
Assessment will be based on several factors, including the continuation of the daily journal, artistic projects, group work, oral projects, and traditional tests and assignments.

FRENCH 30S

Recommended prerequisite: French 20F
Credit: 1

French 30S attempts to move students from the teacher-dependent environment of the French 10F and 20F courses, into a more independent, learner-centered setting. Students are encouraged to explore the language according to their own needs and desires. Students will be continually exposed to the French culture, as well as the introduction of various French literary works, written both by Canadians, as well as international authors.
Assessment will be based on several factors, including those from French 20F, as well as written and reading assignments.

FRENCH 40S

Recommended prerequisite: French 30S
Credit: 1

At this level, the students will be encouraged to continue their self-directed learning, augmented by authentic French situations where possible, and traditional teacher-led lessons in order to master vocabulary and linguistic techniques previously taught, as well as new material. Students will expand their vocabulary for use outside of the secondary school setting in preparation for post-secondary language studies. Students will continually be exposed to literary and cultural experiences.
Assessment will be based on several factors, including those from French 30S, as well as written and reading assignments, and a final, major project.

HOME ECONOMICS

HUMAN ECOLOGY 10S

Credit: 1

The course combines:
- Foods and Nutrition
- Clothing and Design

Learn about "body image", diet and exercise in the Food and Nutrition section. Discover how proper nutrition intake helps your body work more effectively. Become a young, informed gourmet chef as food preparation and meal planning are practically applied during Food Labs. The principles of line, design, colour, and texture will be studied and practically applied to "hands-on" projects throughout the Clothing and Design section. Improve your sewing skills. Learn innovative design techniques.
Note: 40-50% of classes will be devoted to the lab portion of Clothing and Design; and Foods and Nutrition.

FAMILY STUDIES

FAMILY STUDIES 10S
Credit: 1

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

FAMILY STUDIES 20S
Recommended prerequisite: None
Credit: 1

Students will learn to appreciate children, understand themselves and others, and discover the miracle of prenatal and infant development. Students will take part in observations in local daycares, which will add to the skillsetneeded in the Nursery School course in Grade 11. The students will also have the opportunity to visit Winnipeg's own Birthing Centre where they will engage with a midwife.

FAMILY STUDIES 30S
Recommended prerequisite: Family Studies 10S and/or Family Studies 20S
Credit: 1

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

FAMILY STUDIES 40S
Recommended prerequisite: Family Studies 20S and/or Family Studies 30S
Credit: 1

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

FOOD AND NUTRITION 20S
Recommended prerequisite: None
Credit: 1

Topics:
- accommodation for accident prevention
- readingrecipes
- nutrientgroups
- examining food labels
- conserving and recycling
- wellness

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

FOOD AND NUTRITION 30S
Recommended prerequisite: Food and Nutrition 20S
1 Credit

Topics:
- accommodations foraccident prevention
- reading recipes
- life stages andnutritional requirements
- specialty diets
- traditions and origins of food practices
- advertising and marketingof food products

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

FOOD AND NUTRITION 40S
Recommended prerequisite: Food and Nutrition 30S
Credit: 1

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

This course benefits students who are interested in a career of study in food science, dietetics, health care, and hotel or restaurant management. This course will also study the effects of world food

problems on the quality of life for individuals and families. Approximately 50% of class time will be devoted to food preparation.

INDUSTRIAL ARTS

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

ELECTRONIC TECHNOLOGY 10G

Credit: 1

The goal of this introductory course is to expose students to microcomputers and the associated technology. Topics studied and explored are as follows: Ohm's Law, Power Laws, Series Circuits, soldering, reading a Multi-meter for various inputs and reading electrical schematics for the construction of an electronic device. Instruction is by lecture, demonstration and computer based learning through the use of Electronic Kourseware's Mr. Circuit I software, labs and projects.

ELECTRONIC TECHNOLOGY 20G

Recommended prerequisite: None
Credit: 1

The goal of this course is to expose students to the world of digital electronics and house wiring. Topics studied and explored will be: a review of Ohm's Law and series circuits followed by the study of parallel circuits and digital circuits. Students will learn to read electrical schematics for the construction of digital electronic devices and basic home wiring. Instruction is by lecture, demonstration and computer based learning through the use of Electronic Kourseware's Mr. Circuit II software, labs and projects.

ELECTRONIC TECHNOLOGY 30G

Recommended prerequisite: None
Credit: 1

The goal of this course is to expose students to the world of robotics and electronics. There is a review of Electronics I and IIand then combination series-parallel circuits are covered. Through the use of labs, the world of robotics is explored. The student will construct robots as simple as ones that move forward to ones that will dance to music. Students will also construct sumo bots and learn how to program these robots to compete against one another. As well, students will proceed into advanced house wiring. Instruction is by lecture, demonstrations, computer based learning, labs and projects.

ELECTRONIC TECHNOLOGY 40G

Recommended prerequisite: Electronic Technology 10G, 20G or 30G
Credit: 1

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

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

GRAPHIC TECHNOLOGY 10G

Credit: 1

The components of this course are:

- basic Mac operations and desktop
- image generation andcomputer graphics
  - design, computer designing
  - introduction to desktop publishing usingIllustrator software
- digital photography
  - introduction to digital photography and fun useof digital photos using Photoshop

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- computer digital imaging
  - introduction to computer scanning
- screen printing
  - posters, single and multi-colour printing
  - t-shirt prints, single and multi-colour and heat transfers
- introduction to airbrushing techniques and shapes
- animation
  - introduction to frame animation
- career exploration
- interactive multimedia
  - storyboarding
  - project development with Hyperstudio

GRAPHIC TECHNOLOGY 20G

Recommended prerequisite: None
Credit: 1

The course components include:
- review Mac operations and desktop
- advanced design principles and layout
- image generation/computer graphics
  - air brush abstracts, use of friskets for landscapes
  - computer logo designing using Illustrator
  - desktop publishing and electronic publishing with Adobe Indesign
- digital photography
- screen printing
  - multi-colour t-shirt prints, decals
- interactive multimedia authoring and production
  - introduction to multimedia development
- computerized robotic sign/decal production using Illustrator
  - advanced techniques to sign production

GRAPHIC TECHNOLOGY 30G

Recommended prerequisite: None
Credit: 1

Course components include:
- computer image generation and manipulation
- Adobe Photoshop CC
- Digital Photography
- advanced sign production techniques
  - banner production
  - signs
  - t-shirt/apparel designs
- digital desktop video production
  - video camera techniques
  - story board development
  - editing techniques using iMovie
- computer aided presentation methods

GRAPHIC TECHNOLOGY 40S

Recommended prerequisite: None
Credit: 1

The course components include:
- advanced computer image generation technology
- colour imaging and printing
- video production
  - computer editing using Final Cut Express, Adobe Premiere, iMovie
- advanced multimedia production
- Desktop Publishing
  - advanced layout design
- Adobe InDesign layout program

Fundamentals

METAL WORKING TECHNOLOGY

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

METALWORK TECHNOLOGY 10G

Credit: 1

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

METALWORK TECHNOLOGY 20G

Recommended prerequisite: None
Credit: 1

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

WOODWORK TECHNOLOGY COURSES

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

WOODWORK TECHNOLOGY 10G

Credit: 1

Grade 9 Woodwork Technology is an excellent “hands-on” course that affords students the opportunity to design and construct projects. Using safe practices, the students enhance their skills in the use of modern tools and machines including laser cutters/engravers and CNC routers. The study of material and processes help students understand both industrial and environmental concerns, always keeping sustainability and being as “green” as possible in mind. Topics covered help reinforce student knowledge in other subject areas such as STEAM (Science, Technology, Engineering, Arts, and Math). This approach to learning not only helps students feel proud, butalso reinforces concepts explored in other subjects. Projects may include: step stools, games, tables, CO_2 cars, intarsia, etc.

WOODWORK TECHNOLOGY 20G

Recommended prerequisite: None

Credit: 1

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

Advance topics include:

- planning and design
- decision making
- safety
- sustainability andgreen practices
- wood joints and fasteners
- power tool operation
- STEAM (Science,Technology, Engineering, Arts, and Math)
- CADD/CAMM (LASER cutter/engraver, CNCrouter, Mastercam)
- career development

WOODWORK TECHNOLOGY 30G

Recommended prerequisite: None

Credit: 1

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

- case and frameconstruction
- raised panel doors
- STEAM (Science,Technology, Engineering, Arts, and Math)
- Intarsia
- CADD/CAMM (LASER cutter/engraver, CNCrouter, Mastercam)
- furniture styles
- sustainability andgreen practices
- advanced wood science

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

WOODWORK TECHNOLOGY 40S

Recommended prerequisite: None

Credit: 1

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

MATHEMATICS

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

APPLIED MATHEMATICS

TI-83 Plus or a TI-84 calculator required.

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial math, geometry, logical reasoning, measurement, number, relations and functions, statistics and probability.

ESSENTIAL MATHEMATICS

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

PRE-CALCULUS MATHEMATICS

(Scientific calculator required.)

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

MATHEMATICS 10F

Credit: 1

This course introduces students to both algebra and geometry covering a variety of topics:

- number sense
- patterns to describe the world and solve problems
- representingalgebraic expressions
- direct and indirectmeasurement
- 3-D objects and 2-D shapes
- position and motionof shapes/objects
- data analysis
- probability

MATHEMATICS 20S - INTRODUCTION TO APPLIED/ PRE-CALCULUS

Recommended prerequisite: Mathematics 10F
Credit: 1

TI 83+ or TI 84 calculator is highly recommended.

This course is recommended for those students who have achieved 70% or higher in Mathematics 10F.

Introduction to Applied and Pre-Calculus Mathematics 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 inexperiments and activities that include the useof technology, problem solving,mental mathematics, and theoretical mathematics to promote the development of math skills.

The learning outcomes are divided into three topics of Measurement; Algebra and Number; Relations and Functions.

MATHEMATICS 20S - ESSENTIALS

Recommended prerequisite: Mathematics 10F
Credit: 1

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:

- wages
- consumer decisions
- trigonometry
- geometry
- measurement
- angles

MATHEMATICS 30S - APPLIED

Recommended prerequisite: Mathematics 20S – Introduction to Applied/Pre-Calculus
Credit: 1

This course is recommended for those students who have achieved 60% or higher in Intro Applied/PC mathematics.
Due to the nature of this course each student will be required to purchase a graphing calculator.

This course emphasizes the use of graphing calculators for mathematical explorations, modeling, and problem solving. Technology is an integral part of both teaching and assessment.

Topics:

- quadratic functions
- proofs
- statistics
- scale
- systems of inequalities
- trigonometry
- problem solving
- emphasis on analysis and application of topics/conceptsto real problems

MATHEMATICS 30S - ESSENTIALS

Recommended Prerequisite: Mathematics 20S
Credit: 1

This course is recommended for students whose post-secondary plans **do not** focus on mathematics or science related fields. There is a focus on everyday life in a technological society.

Topics:
- 3-D geometry
- analysis of games and numbers
- managing money
- patterns and relations
- trigonometry
- design modelling

MATHEMATICS 30S - PRE-CALCULUS

Recommended prerequisite: Mathematics 20S – Introduction to Applied/Pre-Calculus
Credit: 1

This course is recommended for those students who have achieved 70% or higher in Mathematics 20S - Introduction to App/PC.

This course comprises high level theoretical mathematics with an emphasis on problems solving, abstract reasoning, and mental mathematics.

Topics:
- quadratic functions
- quadratic equations
- trigonometry
- radicals
- algebra
- sequences
- inequalities
- rationals

MATHEMATICS 40S - APPLIED

Recommended prerequisite: Mathematics 30S Applied or Pre-Cal 30S
Credit: 1

This course is recommended for those students who have achieved 65% or higher in Applied Mathematics 30S.

This course emphasizes the use of graphing calculators and other technologies for all mathematical explorations, modeling, and problem solving.
Students will develop critical thinking skills through problem solving and modelling real life situations mathematically.

Topics:
- financial mathematics
- logical reasoning
- probability
- relations and functions
- research project
- design and measurement

MATHEMATICS 40S - ESSENTIALS

Recommended prerequisite: Mathematics 30S
Credit: 1

This course is recommended for students whose post-secondary plans **do not** focus on mathematics or science related fields. There is a focus on everyday life in a technological society.

Topics:
- statistics
- analysis of games and numbers
- vehicle finance
- home finance
- business finance
- precision measurement
- career life project
- probability
- geometry and trigonometry

MATHEMATICS 40S - PRE-CALCULUS

Recommended prerequisite: Mathematics 30S Pre-Calculus
Credit: 1

This course is recommended for those students who have achieved 70% or higher in Pre-Calculus Mathematics 30S.

This course comprises high level theoretical mathematics with an emphasis on problems solving, abstract reasoning, and mental mathematics.

Topics:
- trigonometric functions and identities
- relations and functions
- permutations and combinations
- binomial theorem
- exponents and logarithms
- transformations of functions

PHYSICAL EDUCATION

PHYSICAL EDUCATION HEALTH EDUCATION 10F

Credit: 1

This course will consist of Physical Education and Health units.

Content:
The Physical Education units will consist of activities that will develop movement skills, fitness management and personal social management.
The Health units consist of:
- physical fitness
- substance use and abuse
- human sexuality
- first aid

PHYSICAL EDUCATION HEALTH EDUCATION 20F

Credit: 1

This course will consist of Physical Education and Health Units.

Content:
The Physical Education units will consist of activities that will develop movement skills, fitness management and personal social management.
The Health units consist of:
- physical fitness
- nutrition/stress management
- CPR
- human sexuality

PHYSICAL EDUCATION HEALTH EDUCATION 30F Active Healthy Lifestyles

Credit: 1

This course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage them in an active lifestyle. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the 50% in-class portion along with exposure to a variety of physical activities.

For the 50% out-of-class portion of the course, students will be required to develop and implement a personal physical activity plan on their own time. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen. They will be required to submit a physical activity log with the completion of at least 55-out-of-classactivity hours. Students will be graded for completion of the course with Complete or Incomplete designation.

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

PHYSICAL EDUCATION HEALTH EDUCATION 40F Active Healthy Lifestyles

Credit: 1

This course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage them in an active lifestyle. Students will study topics related to fitness management, nutrition, personal/ social management, and healthy relationships. The focus of this content will be on health and personal planning. These topics will make up the 50% in-class portion along with exposure to a variety of physical activities.

For the 50% out-of-class portion of the course, students will be required to develop and implement a personal physical activity plan on their own time. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen. They will be required to submit a physical activity log with the completion of at least 55-out-of-classactivity hours. Students will be graded for completion of the course with Complete or Incomplete designation.

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

SCIENCE

SCIENCE 10F

Credit: 1

Science 10F provides a "hands-on" approach to science. This course will enable the student to develop and use the following skills of science:
- science laboratory process skills

- interpretive and computational skills
- communication skills related to the gathering and interpretation of information

Units of Study:
- Reproduction
- Atoms and elements
- The nature of electricity
- Exploring the universe

This course will alsodevelop within the student an awareness of the interaction between science, society and personal life.

SCIENCE 20F

Recommended prerequisite: Science 10F
Credit: 1

This course is designed to enable students to develop knowledge, skills and processes of science, studying the following units:
- Dynamics of ecosystems
- Chemistry in action
- In motion
- Weather dynamics

Content:
- science process skills/lab work
- interpretive and computational skills
- communication skills related tothe gathering and interpretation of information

SCIENCE 30S – CURRENT TOPICS

Recommended prerequisite: Science 20F
Credit: 1

The Current Topics in Science (30S) is designed as an interdisciplinary course for Grade 11 students whose post-secondary planning does not include a focus on Science related fields. This course will address current issues, topics, themes, points of view and innovations in the world of science. Teachers and students will select topics and current issues to be studied each semester. As a result, topics will be engaging and accessible, and will provide a link between science and the lives of students.

Possible Units of Study:
- Forensic Sciences
- Global Warming and Climate Change
- Microbiology
- Emerging Medical Technologies
- The Science of Sports
- Biotechnology
- Human Population Issues
- The World's Water Supply

BIOLOGY 30S

Recommended prerequisite: Science 20F
Credit: 1

This course is designed for students whose post-secondary planning includes Biology related fields. This course introduces students to the life science of biology as well as the many careers available in biology. There is a main focus on the functioning of the human body from cells to organ systems. A strong emphasis is placed on health and wellness making it relevant and fascinating for all students.

Content:
- wellness, cells, andhomeostasis
- digestion and nutrition
- transportation and respiration
- excretion and wastemanagement
- protection and control

BIOLOGY 40S

Recommended prerequisite: Biology 30S
Credit: 1

Recommended for those students who achieved at least 70% in Biology 30S.

This course is designed for students to extend their understanding of heredity, genetics and DNA, with aglimpse into forensics. Students will examine the diversity and the evolution of life that exists on earth today. Students will also study ecological concepts and human impact on the environment.

Content:
- genetics – heredity, DNAand genetic engineering.
- biodiversity –taxonomyand evolution theory
- ecology – ecosystems, populations and humanimpact

CHEMISTRY 30S

Recommended prerequisite: Science 20F and Mathematics 20S – Introduction to Applied/PC
Credit: 1

Recommended for those students who achieved at least 70% in Science 20F.

Objectives: This course is designed to provide students with a fundamental comprehension of the concepts and processes of chemistry, an understanding of the sub-microscopic level of chemistry, applications of chemical principles in the real world, and an opportunity to experience growth in critical thinking skills.

Content:
- physical properties of matter
- gases and the atmosphere
- chemical reactions
- solutions
- organic chemistry

CHEMISTRY 40S

Recommended prerequisite: Chemistry 30S and Applied Mathematics or Pre-Cal Mathematics 30S
Credit: 1

Recommended for those students who achieved at least 70% in Chemistry 30S.

This course is designed to extend students' understanding of Chemistry 30S topics related to chemical reactions by examining reaction kinetics and chemical equilibria. Higher levels of mathematics will be used.

Content:
- reaction kinetics
- chemical equilibrium
- acid – base equilibrium
- solubility equilibrium

- oxidation – reduction reactions

PHYSICS 30S

Recommended prerequisite: Science 20F and Mathematics 20S – Introduction to Applied/PC
Credit: 1

A mark of 70% or better is recommended for Mathematics 20S – Introduction to PC/Applied. It is strongly recommended that students take Pre-Calculus 30S before or as a co-requisite to Physics 30S.

Required Materials: It is strongly recommended that students possess a good scientific calculator and a protractor.
Description/Content: This course will introduce students to the fundamental concepts of physics and begin to develop a student's skills in collecting experimental data and representing that data in graphical and algebraic forms.
The major areas of study are:
Topic 1: Waves
- in one and two dimensions
- sound

Topic 2: The Nature of Light
- wave and particle
- models and theories of light

Topic 3: Mechanics
- kinematics and dynamics

Topic 4: Fields
- gravitational, electric, magnetic
- electromagnetism

PHYSICS 40S

Recommended prerequisite: Physics 30S and Applied Mathematics 30S or Pre-Calculus Mathematics 30S
Credit: 1

A mark of 70% or better is recommended for either Mathematics course.

Unit 1: Mechanics
- kinematics
- dynamics
- momentum
- projectiles
- circular motion
- work and energy

Unit 2: Force Fields
- universal gravitation
- artificial satellites: exploring space
- human endeavour in space
- electric and magnetic fields

Unit 3: Electricity
- electric circuits
- electromagnetic induction

Unit 4: Medical Physics
- nuclear model of atom
- radiation and radioactivity
- application to imaging and treatment techniques

SOCIAL SCIENCES

CANADA AND THE CONTEMPORARY WORLD 10F

Credit: 1

Social Studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Social studies enables 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 intention of this course is to help students gain an understanding and appreciation of the society in which they live, their roles within it and the role of Canada in the world.
Content:
- Cluster 1: Diversity and Pluralism in Canada
- Cluster 2: Democracy and Governance in Canada
- Cluster 3: Canada in the Global Context
- Cluster 4: Canada: Opportunities and Challenges

GEOGRAPHY 20F

Recommended prerequisite: Canada & the Contemporary World 10F
Credit: 1

Content:
- geographic literacy
- natural resources
- food from the land
- industry and trade
- urban places

Skills:
- active democratic citizenship
- managing information and ideas
- critical/creative thinking
- communication

HISTORY OF CANADA 30F

Recommended prerequisite: Geography 20F
Credit: 1

The History of Canada curriculum is designed to promote in students a desire for active citizenship and a reason for historical inquiry to better understand present issues facing Canadians.

Historical literacy skills (critical thinking, chronology, identifying bias, cause and effect, clarifying and articulating opinion) are fostered through the use of reading and research assignments.
Content:
- First Nations, Metis and Inuit peoples
- French – English relations
- identity, diversity and citizenship
- government and economics
- Canada and the world

PSYCHOLOGY 40S

Recommended prerequisite: None
Credit: 1

In this course students will be introduced to the material and methodologies in psychology. This is an introduction for anyone intending to take college or university psychology courses. Students will find that the material in the course leads to greater self-awareness and greater understanding of how people develop and grow.

Topics:

- perception, learningresearch, memory andcommunication.
- personality development
- child andadolescent development
- psychopathologies
- treatments and therapies project

GLOBAL ISSUES 40S

Recommended prerequisite: History of Canada 30F
Credit: 1

The overarching goal of this course is the development of active democratic citizens. Students will be given the chance to reflect on the diverse world views and perspectives as they conduct inquiry into issues crucial to livingin a contemporary, connected, interdependent world.

CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES 40S

Recommended prerequisite: None
Credit: 1

This course will describe the exploration of the histories, traditions, cultures, worldviews, and current issues of Indigenous Peoples in Canada and worldwide. Students will gain knowledge and develop values and skills in critical thinking, communication, analysis, and inquiry. These values and skills will provide understanding of past and present realities of Indigenous Peoples. Exploration of topics such as self-determination, language and cultural reclamation, and self-government allow students to understand and appreciate a decolonized future, as envisioned by First Nations, Metis, and Inuit Peoples.

Advanced & Advanced Placement Courses

Grade 11 Advanced Courses

English 30S Literary Advanced

This course exposes students to a variety of text which may include novels, plays, poems, non- fiction and short prose in order to offer a wide range of cultural, historical and literary works to students. The analytical approach to the study of literature continues to be stressed with an added emphasis on the writing style of authors as well as the writing style of students taking the course.

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

Pre-Calculus Mathematics 30S Advanced

This course builds on the concepts learned in Introduction to Applied and Pre-calculus Mathematics 20S. Topics of study include algebra, quadratic functions, absolute value, reciprocal functions and trigonometry.

Students interested in taking the 42AP Calculus AB in their Grade 12 year should register for this course as well as the Pre-

Calculus Mathematics 40SAdvanced course n their Grade 11 year.

Pre-Calculus Mathematics 40S Advanced

This course is a continuation of Pre-Calculus Mathematics 30S Advanced. Topics in this course include advanced trigonometric and circular functions, operations on functions, transformations and permutations and combinations.

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

Biology 30S Advanced

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

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

Chemistry 30S Advanced

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

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

Physics 30S Advanced

Physics combines math with an inquiring mind to analyze physical phenomena. Students will procure an understanding of basic physical concepts while developing their problem-solving skills. Major area of focus is on graphical analysis, equation development, trigonometry, vectors, waves, and sound.
Students interested in taking 42AP Physics are encouraged to register for this course in their Grade 11 year.

Grade 12 Advanced Courses

English 40S Literary Advanced

This course provides students the opportunity to examine and compose a variety of literary texts. Students explore properties of language to convey experience, ideas and perspectives as they deepen their appreciation of literature. Students develop the skills required to respond to texts, to manage diverse ideas and information, to communicate and to learn. **Students interested in taking 42AP English Literature and Composition are encouraged to register for this course**.

Advanced Placement Courses

42AP English Literature and Composition Advanced Placement

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

42AP Physics

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

42AP Calculus AB Advanced Placement

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

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

42AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

42AP Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.