

**D.R.C.S.S.**

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*REGISTRATION GUIDE*

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Mountain View School Division



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## COURSE NUMBERING SYSTEM

The course coding and numbering system used at the DRCSS combines a three letter code that reflects the name of the course and a 3 or 4 digit/letter system that reflects the course's identity or curriculum, and course level.

Example A:

For ELA10F: "ELA" indicates "language arts"

"1" indicates a "Grade 9 course"

"0" indicates a "full credit" with a curriculum developed by the Dept. of Ed

"F" indicates this is a "Foundation"

Example B:

For ELA340S: "ELA" indicated "language arts"

"3" indicates a "comprehensive focus"

"4" indicates a "Grade 12 course"

"0" indicates a "full credit" with a curriculum developed by the Dept. of Ed

"S" indicates this is a "specialized course"

The last 3 or 4 digit/letter system is comprised of the following:

1. The first digit is used by the school to identify the course. Not all courses have a first digit. If the course is the only one of its kind, it usually is not assigned a first digit. For example SOC10F above does not have a number in front of the 1 because there is only one Grade 9 social studies course. ELA340S has 3 assigned because there are other Grade 12 language arts courses.
2. The third digit denotes the credit value
  - 0 - full credit
  - 5 - half credit
  - 1 - division developed
  - 2 - advanced placement
3. The letter denotes the course curriculum
  - G - General
  - S - Specialized
  - M - Modified
  - A - Advanced
  - E - English as a second language
  - F – Foundation



## GRADUATION REQUIREMENTS

<b>Senior Years English Program Graduation Credit Requirements</b>																																																			
(Minimum of 30 credits)																																																			
<b>Compulsory Credits: 17</b>																																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Grade 9</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Compulsory Subject Areas (5 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td style="text-align: center;">1</td> </tr> <tr> <td>mathematics</td> <td style="text-align: center;">1</td> </tr> <tr> <td>science</td> <td style="text-align: center;">1</td> </tr> <tr> <td>social studies</td> <td style="text-align: center;">1</td> </tr> <tr> <td>physical education/health education</td> <td style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Grade 10</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Compulsory Subject Areas (5 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td style="text-align: center;">1</td> </tr> <tr> <td>mathematics</td> <td style="text-align: center;">1</td> </tr> <tr> <td>science</td> <td style="text-align: center;">1</td> </tr> <tr> <td>social studies</td> <td style="text-align: center;">1</td> </tr> <tr> <td>physical education/health education</td> <td style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Grade 11</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Compulsory Subject Areas (4 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td style="text-align: center;">1</td> </tr> <tr> <td>mathematics</td> <td style="text-align: center;">1</td> </tr> <tr> <td>social studies</td> <td style="text-align: center;">1</td> </tr> <tr> <td>physical education/health education</td> <td style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Grade 12</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Compulsory Subject Areas (3 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td style="text-align: center;">1</td> </tr> <tr> <td>mathematics</td> <td style="text-align: center;">1</td> </tr> <tr> <td>physical education/health education</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Grade 9</b>		<b>Compulsory Subject Areas (5 credits)</b>		language arts (English)	1	mathematics	1	science	1	social studies	1	physical education/health education	1	<b>Grade 10</b>		<b>Compulsory Subject Areas (5 credits)</b>		language arts (English)	1	mathematics	1	science	1	social studies	1	physical education/health education	1	<b>Grade 11</b>		<b>Compulsory Subject Areas (4 credits)</b>		language arts (English)	1	mathematics	1	social studies	1	physical education/health education	1	<b>Grade 12</b>		<b>Compulsory Subject Areas (3 credits)</b>		language arts (English)	1	mathematics	1	physical education/health education	1	<p>Optional Credits: (see your school for complete list) 13 credits from subject areas such as</p> <ul style="list-style-type: none"> <li>• language arts (additional courses for credit)</li> <li>• mathematics (additional courses for credit)</li> <li>• sciences (additional courses for credit)</li> <li>• social studies (additional courses for credit)</li> <li>• basic French</li> <li>• other second languages</li> <li>• the arts               <ul style="list-style-type: none"> <li>- visual arts</li> <li>- music</li> <li>- drama</li> <li>- dance</li> </ul> </li> <li>• skills for independent living</li> <li>• technology education               <ul style="list-style-type: none"> <li>- vocational education</li> <li>- home economics</li> <li>- business and marketing</li> <li>- industrial arts</li> </ul> </li> <li>• others as organized by the school</li> </ul>
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mathematics	1																																																		
physical education/health education	1																																																		
<ul style="list-style-type: none"> <li>• Students must meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.</li> <li>• Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.</li> <li>• Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfil the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs recognized by Manitoba Education, the number of possible SICs used as optional credits may vary.</li> </ul>																																																			

<b>Senior Years Technology Education Program Graduation Credit Requirements</b>	
(Minimum of 30 credits)	
<b>Compulsory Credits: 17</b>	
<b>Grade 9</b>	Optional Credits: (see your school for complete list) 0 to 6 credits from subject areas such as <ul style="list-style-type: none"> <li>• language arts (additional courses for credit)</li> <li>• mathematics (additional courses for credit)</li> <li>• sciences (additional courses for credit)</li> <li>• social studies (additional courses for credit)</li> <li>• basic French</li> <li>• other second languages</li> <li>• the arts               <ul style="list-style-type: none"> <li>- visual arts</li> <li>- music</li> <li>- drama</li> <li>- dance</li> </ul> </li> <li>• skills for independent living</li> <li>• technology education (additional courses for credit)               <ul style="list-style-type: none"> <li>- vocational education</li> <li>- home economics</li> <li>- business and marketing</li> <li>- industrial arts</li> </ul> </li> <li>• others as organized by the school</li> </ul>
<b>Compulsory Subject Areas (5 credits)</b>	
language arts (English)   1	
mathematics   1	
science   1	
social studies   1	
physical education/health education   1	
<b>Grade 10</b>	
<b>Compulsory Subject Areas (5 credits)</b>	
language arts (English)   1	
mathematics   1	
science   1	
social studies   1	
physical education/health education   1	
<b>Grade 11</b>	
<b>Compulsory Subject Areas (4 credits)</b>	
language arts (English)   1	
mathematics   1	
social studies   1	
physical education/health education   1	
<b>Grade 12</b>	
<b>Compulsory Subject Areas (3 credits)</b>	
Language arts (English)   1	
mathematics	
physical education/health education   1	

*Starting 2018-2019, Social Studies 30S will be mandatory for Sr. Years Tech Diploma. All 2017-18 Grade 9's will be required to take the SOC30S.*

<p><b>Senior Years Technology Education Program Credits: 8 to 14</b></p> <ul style="list-style-type: none"> <li>• A minimum of 8 to a maximum of 14 approved credits are required from within an approved Senior Years Education Program cluster.</li> <li>• Plus students must fulfil the minimum 30 credit graduation requirement by completing (0 to 6) credits from the optional category.</li> </ul> <p>To graduate with an approved <b>Senior Years Apprenticeship Option</b>, students must complete the 16 compulsory requirements and 8 (12 for Hairstyling) approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 6).</p> <p>Students must meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.</p> <ul style="list-style-type: none"> <li>• Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.</li> <li>• Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfil the graduation requirements within the optional credits to a maximum of 11 and 3 respectively.</li> </ul>
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<b>Senior Years French Immersion Program Graduation Credit Requirements</b>		
(Minimum of 30 credits)		
<b>Compulsory Credits: 21</b>		
<b>Grade 9</b>		Optional Credits: (see your school for complete list) 9 credits from subject areas such as <ul style="list-style-type: none"> <li>• Français (additional courses for credit)</li> <li>• Anglais (additional courses for credit)</li> <li>• autre langues</li> <li>• mathématiques (additional courses for credit)</li> <li>• sciences de la nature (additional courses for credit)</li> <li>• sciences humaines (additional courses for credit)</li> <li>• études technologiques               <ul style="list-style-type: none"> <li>- formation professionnelle industrielle</li> <li>- économique familiale</li> <li>- affaires et commercialisation</li> <li>- arts industriels</li> </ul> </li> <li>• éducation artistique               <ul style="list-style-type: none"> <li>- arts visuels</li> <li>- musique</li> <li>- arts dramatiques</li> <li>- danse</li> </ul> </li> <li>• vie autonome</li> <li>• others as initiated by the school or student</li> </ul> • Students must meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue. • Within the optional subject areas, students must complete one Grade 11 credit and one Grade 12 credit. • Note: School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfil the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credits may vary. Out of a total of 30 credits, a minimum of 14 credits from courses taught in French are required to obtain the provincial diploma in French.
<b>Compulsory Subject Areas - (6 credits)</b>		
français	1	
english language arts- Immersion	1	
mathématiques	1	
sciences de la nature	1	
sciences humaines	1	
éducation physique et éducation à la santé	1	
<b>Grade 10</b>		
<b>Compulsory Subject Areas - (6 credits)</b>		
Français	1	
english language arts- Immersion	1	
Mathématiques	1	
Sciences de la nature	1	
Sciences humaines	1	
éducation physique et éducation à la santé	1	
<b>Grade 11</b>		
<b>Compulsory Subject Areas - (5 credits)</b>		
Français	1	
english language arts- Immersion	1	
sciences humaines	1	
Mathématiques	1	
éducation physique et éducation à la santé	1	
<b>Grade 12</b>		
<b>Compulsory Subject Areas - (4 credits)</b>		
français	1	
english language arts- Immersion	1	
mathématiques	1	
éducation physique et éducation à la santé	1	

## **SCHOOL-INITIATED COURSES (S.I.C.)**

Students may obtain up to 8 credits toward graduation through special interest courses developed by the school.

## **STUDENT-INITIATED PROJECTS/CREDITS (S.I.P.)**

Student Initiated Projects (SIP):

The maximum number of SIP credits allowable in the calculation of a student's Senior Years graduation credit requirements is three (3) credits (i.e., 3 credits across Grade 9-12). SIPs may not be used to meet compulsory graduation requirements, but may be used to meet optional graduation requirements. These are projects initiated by a student in areas of special interest not provided in the Senior Years. Such projects must be initiated and written by the student with the assistance or guidance of the professional staff of the school, school division. SIPs are approved locally by the school division and registered by the Department.

Community Service Student-Initiated Project (CSSIP):

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic knowledge, skills, and attitudes obtained from such community service activity can increase a student's self-esteem and maturity and provide more awareness of the needs of others in the community. A credit may be available to a student who participates in such activity in the Senior Years for graduation purposes and **does not require departmental registration**. To obtain the credit, students provide evidence of project completion by presenting written documentation for the activity in which they participate outside the school system.

Cultural Exploration Student-Initiated Project (CESIP):

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The knowledge, skills, and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity, and/or provide greater intercultural understanding and an appreciation of cultural diversity. This credit is available for the Senior Years as a credit for graduation purposes and **does not require departmental registration**. The process for obtaining the credit is similar to the one used for the Community Service SIP (CSSIP) where students provide evidence of project completion by presenting written documentation for activity in which they participate outside the school system.

The Private Music Option:

Is open to students who have successfully obtained standing in the Conservatory Canada Programs or Royal Conservatory of Music, starting at the appropriate grade level for instrument or voice. One credit may be earned at each of the grade levels, up to a maximum of four credits.

## Cadets

Students can earn up to two (2) 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 provincial graduation.

## **INDEPENDENT STUDY - CORRESPONDENCE INSTRUCTION**

Correspondence instruction is available only if the course desired is not offered by the school, the course is available in school, but cannot be time-tabled within the 4-year program, or for students wishing to accelerate their studies.

Students registering for Independent Study Courses will have to pay the full cost of tuition fees. Special considerations may be given to students with medical reasons, but only after application to the Board through the Guidance Centre.

## **HIGH SCHOOL APPRENTICESHIP PROGRAM**

Another means to earn credit towards an apprenticeship and high school is through the High School Apprenticeship Program (HSAP). The HSAP lets you start your apprenticeship training while you are still in high school. It combines regular high school instruction with paid, part-time, on-the-job training. **To participate in the HSAP program, the following is required:**

- Minimum 16 years of age (can be waived in special instances)
- Enrolled in an approved Manitoba grade 10, 11 or 12 program

### **To begin, you are required to:**

- a) find a qualified, insured employer who will agree to train you as an apprentice.
- b) work with Regional HSAP Coordinator and the Apprenticeship Branch to ensure you meet all of the programs academic requirements.
- c) complete and submit the required **Apprenticeship Application/Agreement**, high school transcript and the required \$50.00 registration fee.
- d) set-up a suitable on-the-job/academic timetable with your employer that allows you to attend all of your required high school classes.

Students may earn their Senior Years Technology Education Program diploma if they complete a minimum of eight (8) approved credits within one area (i.e. carpentry, automotive, auto body, or (12 credits for) hairstyling).

## **GUIDANCE/CAREER/YOUTH SUPPORT/SOCIAL WORK CLINICIAN CENTRE**

The Guidance Centre provides information and services in school registration, course changes, graduation requirements, post-secondary careers, post-secondary training, financial assistance, community services, health related topics, attendance and personal counselling. Careful course selection and program planning is essential if students are to achieve their potential, as well as meet the prerequisites of post-secondary institutions and employment. Students should consult with a counsellor or be certain they meet both graduation requirements and post-secondary pre-requisites.

We have two Guidance Counsellors and one Career counsellor: Students who experience any difficulty with course selection, career direction or personal matters, should contact them at the school. Parents who require assistance with counselling issues, referral services, attendance, course choices, and career directions are encouraged to contact our Guidance Centre. Our Counsellors are willing to provide assistance.

The Career Centre aims to equip students with the tools and knowledge that will encourage their fullest potential and provide them with a competitive edge in the ever changing job market. Career counselling, exploration and planning highlighting post-secondary options in education, employment, apprenticeship, mentorship, entrepreneurship and work abroad programs is available along with funding, scholarship, bursary and award information. In addition, the Centre also assists students with employability skills, portfolio development and offers a wealth of resources including websites, computer program and literature on these areas.

The Youth Support Worker promotes behavioural changes and personal growth for students who exhibit social and emotional difficulties and assist these students to achieve success within the school setting. Work with and support students, individually or in groups, to deal with social, emotional or behavioural problems.

The School Social Work Clinician:

- works with students who are experiencing problems which are interfering with their success in school or with their attendance.
- Advocate for families and students
- Collaborate with the school, community and family to ensure the success of each student
- Prevent, educate, and provide interventions to at-risk students
- Facilitate groups and individual counselling for students and families
- Assist with referrals to outside agencies

Students, parents or teachers can always talk with the Clinician. Please give the school a call if you have any questions.

## **RESOURCE CENTRE**

The Resource Centre with two Resource Teachers: They provide students with academic support when needed. Students may self-refer or be referred by teachers/parents/guardians. An assessment of the student's academic needs is carried out and plans for academic success are put in place. Course work may be adapted to student's individual needs.

The curriculum for some courses may have to be modified to take into account the student's capabilities.

Educational assistants are available and are placed in classrooms where there is the greatest need.

## **COMMUNITY TRANSITIONS PROGRAM**

This is an individualized program for students with extreme learning difficulties in academic subjects. In most cases, students who were in special classes at the elementary and junior high will find this level appropriate to their capability. The program has a "life skills" approach in the academic and vocational courses.

Integration of students in regular classes is a very important component of this program. The teachers emphasize the basic life skills for the special needs of students. Other life skills courses are taught in self-contained classrooms.

Basic Mathematics, Language and Social Science Skills are taught during the four-year program or to age 21. At the end of the fourth year or age 21, students will receive a certificate of "Completion for an Individualized Senior Years Program". Students will not be eligible to enter university or community college.

## **ENGLISH LANGUAGE ARTS**

Choose One	Choose One	Choose One	Choose One	Grade 12 Second Credit
ELA10F	ELA20F ELA220F	ELA130S ELA230S ELA330S	ELA140S ELA240S ELA340S ELA440S - (Senior Technology only)	ELA140S ELA240S ELA340S ELA440S

The English Language Arts (ELA) program is designed to help students develop and improve the skills involved in reading, writing, listening, speaking, viewing and representing. The English curriculum builds these skills through the grade levels. It is **strongly recommended** that students complete the ELA courses in order – 10F, 20F, 30S, and 40S.

Grade 12 students are required to have a minimum of one Grade 12 ELA credit for graduation. Students planning to attend post-secondary institutions may require two Grade 12 ELA credits. For more specific information, please see a Guidance Counsellor.

#### ENGLISH LANGUAGE ARTS 10F

0001 - ELA10F

This course involves numerous communication activities: reading, writing, listening, viewing, speaking and representing. Students will read a wide range of materials: poems, short stories, plays, novels, newspapers, letters and so forth. They will have the opportunity to respond in a variety of ways: debates, response journals, creative writing, essay writing, public speaking, mock trials and others. At times students will be able to make their own choices in reading materials and writing forms.

#### ENGLISH LANGUAGE ARTS 20F

0001 – ELA20F

This course is designed to cover a variety of language forms (literary, technical, business) and provide students with a solid foundation for further study in any Grade 11 English course. Essay writing, letter writing, news stories and short reports are among the forms covered. Students also study the use of communication for different audiences and purposes. Students in the course can expect to study a variety of materials including fiction and non-fiction.

#### ENGLISH LANGUAGE ARTS 20F – Indigenous Focus

0001 – ELA220F

This course is for students to learn and practice how language affects communication, develop skills and strategies for understanding, interpreting, and responding to a variety of texts, and understand themselves and world through text. The themes that are weaved through the course will be done by using Indigenous text, Indigenous content, and Indigenous worldviews.



## Grade 11 Courses – choose 1 or more

ELA: LITERARY FOCUS 30S  
0093 – ELA130S

This course would be of interest to students who enjoy analyzing, interpreting, and evaluating literature. Students who plan to complete a major or minor in English should enrol in this course. It is also beneficial for students who have to complete a university or college course in English literature. This course is also valuable preparation for students who are interested in writing the English Literature and Composition Advanced Placement exam in grade 12.

ELA: TRANSACTIONAL FOCUS 30S  
0094 – ELA230S

The course specializes in practical language forms: reports, letter writing, reviews, etc. The course is intended for those students whose future goals require them to have good reading and practical writing skills. It provides a solid foundation for future study in any of the Grade 12 English Language Arts courses. Various types of oral (e.g. speeches, interviews, etc.) and written (e.g. essays, reports, journalistic forms and business writing) assignments will be given. The focus of this course is 70% transactional and 30% literary.

Students should take this course if, while reading *Romeo and Juliet*, they enjoyed writing news articles and researching about some aspect of the play.

ELA: COMPREHENSIVE FOCUS 30S  
0092 – ELA330S

This course is designed for the student who likes to read plays, novels and poetry as well as a variety of non-fiction material but does not wish to emphasize one type of material over the others. This course is 50% transactional and 50% literary in focus and therefore offers the broadest scope. It provides a solid foundation for any of the Grade 12 English Language Arts courses. A variety of assignments will include essay writing, creative writing, business writing as well as oral presentations.

Students should take this course if, while studying *Romeo and Juliet*, they enjoyed acting out scenes, or doing research, and writing scripts or news articles.

***Grade 12 courses (40S) courses – choose one course listed as compulsory; you may choose as many optional courses as you would like.***

Students planning to attend post-secondary institutions may require two Grade 12 English Language Arts credits. For more specific information, please see a Guidance Counsellor.

ELA: LITERARY FOCUS 40S (compulsory or optional)  
0028 – ELA140S

This course is designed for students who prefer a greater focus on literary rather than transactional forms. It is 70% literary focus (novels, plays, and poetry) and 30% transactional focus (essays and journalistic writing). This course is recommended for students who wish to pursue the study of English, drama, film studies, theatre, etc. at a post-secondary institution. Students will study a variety of literary, dramatic, and poetic forms, as well as utilize and enhance research skills and apply them to a variety of situations.

*There is a Provincial Standards Test at the end of the course worth 30% of the final grade if you are taking this course as your first ELA 40 credit.*

ELA: TRANSACTIONAL FOCUS 40S (compulsory or optional)  
0094 – ELA240S

This course is designed for students who prefer a greater focus on transactional rather than literary forms. It is 70% transactional focus (essays, journalistic, and factual writing) and 30% literary focus (novels, plays, poetry, short stories, and creative writing). This course is recommended for students who wish to pursue the study of engineering, sciences, or law at a university, or medical or business related fields at a university or college. Students will study a variety of practical forms of communication (persuade, explain, analyze, direct), as well as utilize and enhance research skills and apply them to a variety of situations.

*There is a Provincial Standards Test at the end of the course worth 30% of the final grade if you are taking this course as your first ELA 40 credit.*

ELA: COMPREHENSIVE FOCUS 40S (compulsory or optional)  
0092 – ELA340S

This course is designed for students who want a broad scope of English Language Arts. The course is 50% literary and 50% transactional in focus. It will cover both literary forms such as novels and poetry as well as non-fiction forms such as essays and journalistic writing. It provides a solid foundation for future post-secondary plans, whether those are post-secondary education, training or employment.

Students should take this course if, while studying *Macbeth*, they liked acting out parts of the play and writing reviews and articles.

*There is a Provincial Standards Test at the end of the course worth 30% of the final grade.*

ELA: LANGUAGE AND TECHNICAL COMMUNICATION 40S  
0030 – ELA440S

Students earning a “**Senior Years Technology Education Program**” **diploma** may select this course as their compulsory grade 12 ELA credit, other students may select this course as an optional grade 12 ELA credit. Students will explore technical communication in all its forms. Students will read and write technical documents. Students will also learn oral communication skills as they pertain to technical communication. Much of the course will be in a computer lab. Students will be expected to model language and behaviour used in the workplace. Students will work individually and collaboratively to respond to a variety of technical situations.

Students should take this course if they are preparing to enter a business field, a trade or vocation, engineering, or the sciences. Students who enjoy doing research and writing practical, everyday English documents will benefit from this course.

## **FRENCH IMMERSION**

FRANCAIS LANGUE SECONDE-IMMERSION 10F  
0401 – FRA10F

Le cours de français immersion 9eme année, vise a développer un bilinguisme fonctionnel chez les enfants qui désirent apprendre le français comme FL I de la 7eme a la 12e année, les “quatre savoirs” (Lire, écouter, parler, et écrire) sont la base de cet enseignement. Plusieurs activités sont prévues pour développer ces “quatre savoirs”, Comptes-rendus de lecture, faire des entrevues, comptes rendus d’événements importants, affiche publicitaire, lettre d’opinion, etc.

FRANCAIS LANGUE SECONDE-IMMERSION 20F  
0401 – FRA20F

Les objectifs principaux de ce cours sont d’amener les étudiants a savoir communiquer tant a l’écrit qu’a l’oral. Ce programme vise a développer les compétences langagières de compréhension et de production. Ce cours offre un programme en communication, en littérature (introduction), et en analyse de texte.

FL2-IMMERSION LANGUE ET COMMUNICATION 30S  
0432 – FRA30S

Les objectifs généraux: être capables d’écouter, parler, lire et écrire détermine toutes les activités de la classe de français. C’est à dire que l’élève développera des compétences langagières nécessaires à la compréhension et la production de discours oraux et écrits. A cette fin, il y aura des activités de pratique de discours, de réflexion sur la pratique et des activités d’acquisition de connaissance.

FL2-IMMERSION LANGUE ET COMMUNICATION 40S  
0432 – FRA40S

Le Canada est un pays bilingue. À partir de cette réalité, il serait souhaitable, voire, nécessaire d'apprendre les deux langues officielles, les français. Ainsi, dans ce cours de haut niveau, nous cherchons à noyer les élèves dans des bains linguistiques tout en développant chez les élèves des habiletés linguistiques critiques et analytiques. La composante grammaticale est vigoureusement étudiée. Les stratégies pédagogiques adoptées sont variées. Pour en citer quelques-unes:

Le discours, la compréhension orale (l'écoute et la langue parlée, présentations, films, etc.), la compréhension écrite (la lecture et traitement de texte), la publicité, la nouvelle littéraire, la poésie, les chansons, l'éditorial, le texte argumentatif, la lettre, etc. Il y a un examen provincial dans ce cours.

LE CANADA DANS LE MONDE CONTEMPORAIN 10F  
0101 – FSS10F

Ce cours montre les étudiants une meilleure connaissance de notre société canadienne et leur rôle en société. Les unités incluent: Diversité et pluralisme au Canada, Démocratie et gouvernement, Le Canada dans le contexte mondial, et les possibilités et défis de l'avenir Canadien. On étudiera ces unités par les politiques et les nouvelles courants et l'unité nationale. Les étudiants apprendront les nouveaux concepts, et auront besoin d'analyser et de proposer les solutions diverses pour une variété de problèmes.

LES ENJEUX GEOGRAPHIQUES DU 21<sup>E</sup> SIECLE 20F  
1180 – FSS20F

Ce cours étudie les régions géographiques du Canada. On étudiera les méthodes utilisées pour étudier la géographie et bien sûr les cartes. On regardera les influences et liaisons canadiennes, les méthodes d'enquête géographique, les écotones du Canada, les liaisons culturelles, économiques et internationales du Canada.

HISTOIRE DU CANADA 30F  
0105 – FSS30F

Le cours appuie le concept fondamental de la citoyenneté et cherche à engager les élèves à la recherche historique. Guidés par une série de questions essentielles, les élèves étudient l'histoire canadienne depuis la période de l'autonomie autochtone jusqu'à présent. Un but principal du cours est de faciliter le développement de la littératie historique chez les élèves, afin d'enrichir leur compréhension de la société canadienne actuelle et de l'histoire francophone du Manitoba.

La pensée historique, basée sur la recherche de Peter Seixas du Centre pour l'étude de la conscience historique de l'Université de la Colombie-Britannique, est au cœur du nouveau cours. Les concepts de la pensée historique sont intégrés aux contenus du cours et servent à d'orienter l'enseignement et l'apprentissage de l'histoire. Les résultats

d'apprentissage, énoncés sous forme de connaissances fondamentales, sont présentés en fonction de cinq grands thèmes de l'histoire du Canada:

1. *Peuples autochtones (Premières nations, Métis et Inuit)*
2. *Dualité français-anglais*
3. *Identité, diversité et citoyenneté*
4. *Gouvernance et économie*
5. *Le Canada et le monde*

Le programme d'études est organisé selon cinq regroupements chronologiques, chacun présentant une courte suite de blocs d'apprentissage. Il offre ainsi aux enseignantes et enseignants l'option de choisir une planification thématique ou chronologique de l'enseignement du cours.

### MATHEMATIQUES 10F 0080 – FMA10F

Ce programme introduit les concepts nouveaux et vous avez besoin d'une bonne connaissance des concepts des niveaux en avant. On étudiera ces choses: les puissances et les racines, les transformations géométriques, les polynômes, les probabilités, les équations, les prophéties circulaires, les statistiques, et les relations des lignes. Vous avez besoin de 50 % de recevoir un crédit dans ce cours.

### INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES ET PRÉ-CALCUL 20S 3905 – FMT220S

Le cours de mathématiques de 10e année est une introduction aux mathématiques appliquées et pré-calcul. C'est un cours conçu pour les élèves qui envisagent de poursuivre des études postsecondaires nécessitant une étude plus approfondie des mathématiques. Ce sont les connaissances mathématiques et les habiletés de pensée critique qui ont été identifiées pour des programmes d'études postsecondaires spécifiques. Les sujets étudiés dans ce cours sont à la base des sujets qui seront étudiés dans les cours de mathématiques de 11e année, mathématiques appliquées 30S et mathématiques pré-calcul 30S. Les composantes du cours sont non seulement contextuelles, mais aussi algébriques. Les élèves devront mener des expériences et poursuivre des activités qui incluent l'utilisation de la technologie, de la résolution de problèmes, du calcul mental et de la théorie pour promouvoir le développement d'habiletés mathématiques. Ces expériences permettront aux élèves de faire des liens entre le symbolisme mathématique et le monde qui les entoure.

## MATHÉMATIQUES ESSENTIELS 20S 3000 – FEM20S

Mathématiques Essentiels 20S focuses on consumer and work-related mathematical abilities and decisions, with an emphasis on daily mental calculations relating to these themes. Topics covered include personal finance (including understanding your pay cheque and making informed decisions as a consumer), measurement (including trigonometry and conversions between metric and imperial), and geometry (including applications of angles and transformations in the real world). Throughout the course we will play games and do activities which reinforce the fundamental mathematical abilities which are essential for a modern-day consumer. This course can be taken in addition to Introduction aux Mathématiques Appliquées et Pré-calcul 20S.

## MATHÉMATIQUES ESSENTIELS 30S 3000 – FEM30S

Mathématiques au quotidien (30S) de 11e année est destiné aux élèves dont la planification de l'enseignement postsecondaire ne met pas l'accent sur les mathématiques et les domaines liés aux sciences. Les mathématiques essentielles de 11e année s'appuient sur les connaissances et les compétences acquises en mathématiques essentielles de 10e année et jettent les bases des matières étudiées dans le cours de mathématiques de 12e année. Pré-requis - MTH120S ou MTH220S

## MATHÉMATIQUES ESSENTIELS 40S 3000 – FEM40S

Mathématiques au quotidien, 12 e année, est destiné aux élèves dont la planification de l'enseignement postsecondaire ne met pas l'accent sur les domaines liés aux mathématiques et aux sciences. Ce cours met l'accent sur les applications grand public, la résolution de problèmes, la prise de décision et le sens spatial. Les étudiants sont censés travailler à la fois individuellement et en petits groupes sur les concepts et compétences mathématiques rencontrés dans la vie quotidienne dans une société technologique.

## MATHÉMATIQUES PRÉ-CALCUL 30S 3939 – FPM30S

Ce cours est désigné pour les étudiants qui veulent étudier le calcul et les mathématiques au niveau post-secondaire. Ce cours est une continuation de FMT220S. Ce cours avait les mathématiques théorétiques avec des emphases sur les problèmes, le calcul mental, les fonctions quadratiques, la trigonométrie, l'algèbre, la géométrie analytique, la géométrie, les mathématiques du consommateur, la logique, et les fonctions.

## MATHÉMATIQUES PRÉ-CALCUL 40S 3939 – FPM40S

Il y a un examen provincial qui est pour 30% de la note finale. On étudiera ces choses: les fonctions circulaires, les transformations, les identités trigonométriques, les exposants et les logarithmes, les permutations, les combinaisons, et le théorème du binôme, les sections conique, et les suites géométriques.

## SCIENCE DE LA NATURE 10F 0120 – FSC10F

Le cours de sciences 9 est un cours où on prépare les élèves pour les études secondaires en sciences. On étudie 4 modules dans ce cours. La biologie: la reproduction, l'hérédité, le système reproducteur, la génétique et la biotechnologie. La chimie: les atomes et les éléments, le modèle atomique, le tableau périodique, et les propriétés et les changements. La physique: la nature de l'électricité, les circuits, et l'énergie hydroélectriques. La terre et l'espace: l'exploration de l'univers, les objets célestes, l'origine et l'évolution de l'univers et le rôle du Canada dans l'exploration de l'espace. L'évaluation sera basée sur des labos de sciences, des projets, et des travaux en classes.

## SCIENCE DE LA NATURE 20F 0120 – FSC20F

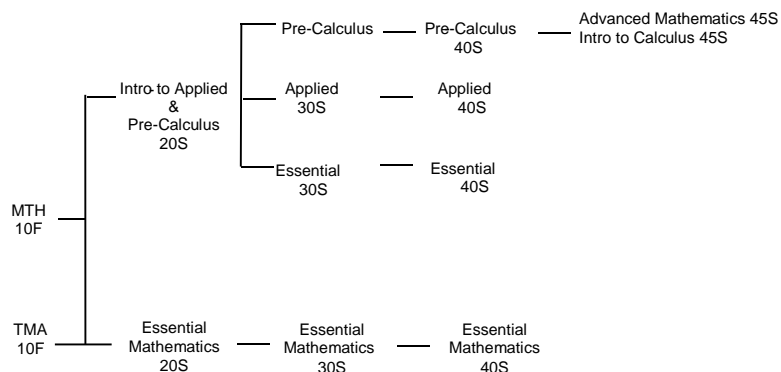
Le cours de sciences 10 est un cours obligatoire pour les élèves de 10<sup>e</sup> année. L'élève enrichit sa culture scientifique et renforce son esprit critique au travers de 4 grands domaines de la science que sont la biologie, la chimie, la physique et la météorologie.

Le premier module, la dynamique d'un écosystème, abordera les cycles biogéochimiques, la bioaccumulation, la dynamique des populations avec un intérêt particulier pour l'introduction et la disparition d'espèces ainsi que la biodiversité et la notion de durabilité. L'élève sera aussi amené(e) à réfléchir sur la mise en œuvre d'un plan d'action.

En chimie, les réactions chimiques seront étudiées: de la formation des composés en passant par la loi de la conservation de la masse et les notions d'acide - base jusqu'aux polluants atmosphériques alors qu'en Physique, la cinématique sera à l'honneur avec un gros plan sur les lois de Newton et des applications concrètes comme la distance de freinage et la sécurité routière. Quant au dernier module, la dynamique des phénomènes météorologiques, l'élève pourra approfondir ses connaissances relatives aux interactions entre le temps et le climat par le biais de l'étude de l'atmosphère, du bilan radiatif de la Terre, les transferts thermiques sans oublier les phénomènes météorologiques extrêmes et les changements climatiques.

L'évaluation sera basée sur des laboratoires de sciences, des projets et des travaux en classe.

# MATHEMATICS



Students are able to take more than 1 credit of math at any grade level. For example, a student could earn a credit for Pre-Calculus Mathematics 30S, and a credit for Essential Mathematics 30S. The Math Department encourages students to take as many courses in math as possible.

## MATHEMATICS 10F 0080 – MTH10F

The Grade 9 program introduces several new mathematical concepts and requires a very good mastery and recall of concepts from earlier levels. Concepts have been grouped into nine general topics that challenge student skills in statistics, polynomials, linear relations, probability, powers and exponents, circular properties and transformational geometry.

## TRANSITION MATHEMATICS 10F 3923 – TMA10F

Grade 9 Transitional Mathematics is intended to support students entering Grade 9 Mathematics. Students experiencing difficulty in previous years with math should take this option. The curriculum is designed to assist students in improving their motivation around math, mathematical background, communication skills, and work habits. Afterwards the student may take the regular Grade 9 Math course which allows them to continue on into either Grade 10 Math course. If TMA10F is the only Grade 9 Math course taken, then the student must register for Essential Math (MTH120S) in Grade 10.



ESSENTIAL MATHEMATICS 20S  
3000 – MTH120S

Grade 10 Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 10 Essential Mathematics is a one-credit course emphasizing consumer applications, problem solving, decision making, and spatial sense.

Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

INTRO TO APPLIED & PRE-CALCULUS MATHEMATICS 20S  
3905 – MTH220S

Grade 10 Introduction to Applied and Pre-Calculus Mathematics is intended for students considering post-secondary studies that require a math pre-requisite. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study.

APPLIED MATHEMATICS 30S  
3903 – AMA30S

Grade 11 Applied Mathematics is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. It builds upon the foundation knowledge and skills from Grade 10 Introduction to Applied and Pre-Calculus Mathematics and builds a foundation for Grade 12 Applied mathematics.

Primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations mathematically to make predictions.

Technology is an integral part of both learning and assessment in Applied Mathematics. Graphing calculators, spreadsheets, or other computer software will be used by student for mathematical explorations, modelling, and problem solving. Pre-requisite – MTH220S.

PRE-CALCULUS MATHEMATICS 30S  
3939 – PMA30S

Grade 11 Pre-Calculus Mathematics 30S is designed for students who intend to study calculus and related mathematics as part of their post-secondary education. It builds on the topics studied in Grade 10 Introduction to Applied and Pre-Calculus Mathematics and provides background knowledge and skills for Grade 12 Pre-Calculus Mathematics.

This course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of algebra, quadratic functions, reciprocal functions, and trigonometry. Pre-requisite – MTH220S.

ESSENTIAL MATHEMATICS 30S  
3000 – MTH130S

Grade 11 Essential Mathematics (30S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 11 Essential Mathematics builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics. *Pre-requisite – MTH120S or MTH220S*

APPLIED MATHEMATICS 40S  
3903 – AMA40S

Grade 12 Applied Mathematics is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem solving techniques as they relate to the world around us.

Primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations mathematically to make predictions. *Pre-requisite – AMA30S or PMA30S*

PRE-CALCULUS MATHEMATICS 40S  
3939 – PMA40S

Grade 12 Pre-Calculus Mathematics is designed for students who intend to study calculus and related mathematics as part of post-secondary education. It builds on the topics studied in Grade 11 Pre-Calculus Mathematics and provides background knowledge and skills for the study of calculus in post-secondary institutions.

*Pre-requisite – PMA30S.*

The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of transformations of functions, trigonometric functions, exponential functions, logarithmic functions, polynomial functions, radical functions rational functions, and the binomial theorem.

ESSENTIAL MATHEMATICS 40S  
3000 – MTH140S

Grade 12 Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes consumer applications, problem solving, decision making, and spatial sense. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

INTRO TO CALCULUS 45S, ADVANCED MATHEMATICS 45S  
3940 – MTH45S, 3900 - AMT45S

This program introduces topics, which will appear in a wide range of mathematical fields. These topics will include Matrices, Polar Coordinates, Complex Numbers, Statistics and limits as well as calculus topics of differentiation and integration. Students who have completed PMA30S may also register for this course. Anyone who will be taking post-secondary math courses is strongly urged to include this course on their timetable. *Prerequisite – PMA40S. Consists of two half credits.*

## **COMPUTER SCIENCES**

Computer Science deals with the programming of computers to create software. These could be games, apps, or business software. The emphasis at the DRCSS is on game development. However, the skills that are learned can be carried over to other areas of computer programming.

Link “What do most schools not teach” video – short video encouraging students to study computer coding. <http://youtu.be/nKlu9yen5nc>

According to the Government of Canada’s Job Website (Service Canada) (2012) “In light of our growth forecasts for growth and of the decline in the number of computer science graduates, the labour market situation for those graduating with a Bachelor’s degree is expected to be excellent over the next few years.”

[http://www.servicecanada.gc.ca/eng/qc/job\\_futures/statistics/2174.shtml](http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/2174.shtml)

There are 3 courses available in Computer Science at the DRCSS. Students should begin with the first course, regardless of what grade they are in.

### COMPUTER SCIENCE 20S 0280 – CSI20S

Computer Science 20S is a beginner course in computer programming that deals with video game and app design. This course is designed for students with strong backgrounds in math and science. It is highly recommended that students have successfully completed Math 10F (with a 70% greater) and be enrolled in Intro to Applied and Pre-Calculus Math 20S.

Students will solve a variety of problems in a step by step manner. Students will need to be logical thinkers and be creative at the same time. Students will learn about Variables and Constants, Program Flow and Looping Structures. Programs will vary from small business applications to games. There are a number of hand-in assignments along with larger projects as part of the evaluation. The languages that will be used are SCRATCH and Liberty Basic.

COMPUTER SCIENCE 30S  
0280 – CSI30S

Computer Science 30S is a continuation of 20S with further studies of computer programming along with game and app design. The course is designed for students with strong backgrounds in math and science. It is highly recommended that students have completed Intro to Applied and Pre-Calculus Math 20S (70% recommended) and be enrolled in either Applied or Pre-Calculus Math 30S course. Students should have been very successful in these classes. Students will solve a variety of problems in a step by step manner.

Students will need to be logical thinkers and be creative at the same time. Students will continue to learn about Program Flow and Looping Structures along with arrays and graphical applications such as bitmaps and sprites. Programs will vary from small applications to games. The languages that will be used are SCRATCH (2.0) & Liberty Basic. If time permits STENCYL will be looked at for game design.

COMPUTER SCIENCE 40S  
0280 – CSI40S

Computer Science 40S is a continuation of 30S. Students will be exposed to more complex programming concepts such as advanced graphics, sorting & searching and file management. Students will be asked to work as groups to develop larger programs. Liberty Basic will be used. GREENFOOT and Java programs will be introduced as well.

For examples of programs created in each course see the following sites:

<http://drcsscompsci20s.blogspot.ca/>

<http://drcsscompsci30s.blogspot.ca/>

<http://drcsscompsci40s.blogspot.ca/>

## **SOCIAL STUDIES**

CANADA IN THE CONTEMPORARY WORLD 10F  
0101 – SOC10F

This course teaches students a greater understanding of our Canadian society and their role within it. Specific units include Diversity and Pluralism in Canada, Canada in a Global Context, Democracy and Governance, and Canadian Opportunities and Challenges. Students will explore these units through focusing on present day politics, current news and modern national unity. A variety of activities will be assigned to engage students in learning of this curriculum.

GEOGRAPHIC ISSUES OF THE 21<sup>ST</sup> CENTURY 20F  
1180 – SOC20F

This course will focus on a variety of issues and challenges of the contemporary world. Students will explore the nature of geography, both physical and human, by using the methods and various tools of geography. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry, trade and increasing urbanization. These issues are examined in the context of Canada, North America and the world. Students will become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political and economic implications of personal choices.

HISTORY OF CANADA 30F  
0105 – SOC30F

This course utilizes a thematic approach to the social and political history of Canada. The themes include the theories of how the original inhabitants came to Canada and aboriginal history, the search for the North West Passage and the fur trade, early French government and society, the Seven Years War, the British colonial system, various immigration trends as well as current government issues. There is an expectation of the student participating in individual and group research, writing and oral presentations. Textbooks, periodicals, films and multimedia will be used as sources of information. (**Good writing and research skills are essential**).

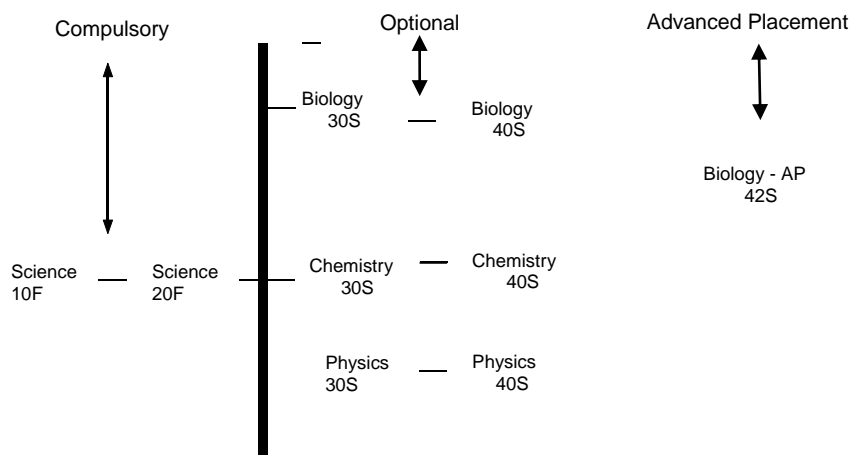
GLOBAL ISSUES: CITIZENSHIP & SUSTAINABILITY 40S  
1128 – GIC40S

The objective of Global Issues is twofold: one, to examine the social, political, environmental, and economic impact of emerging issues on quality of life – locally, nationally and globally and two, to provide a stepping stone for students to take action about something they feel strongly that is a current issue in the world. Units of study are mostly student driven by way of inquiry projects and presentations, and a Take Action Plan. The Take Action Plan is a course-long initiative each student must undertake to affect the local/global community in a positive way, concluding with a public presentation of the student's action and success of the plan. Regular study of and weekly quizzes on current events and rely extensively on developing student questioning techniques and class participation.

CANADIAN LAW 40S  
0580 - BLA40S

The Grade 12 Canadian Law curriculum presents students with the major components of Canadian law, beginning with the foundations of law, followed by the *Canadian Charter of Rights and Freedoms*, criminal law, civil law, and family law. The course also gives students the opportunity to explore a topic of their choice through inquiry of one of the following: international law, human rights law, youth and the law, labour law, or environmental law.

# SCIENCE



## SCIENCE 10F 0120 – SCI10F

Grade 9 Science is an introductory course designed to prepare students for further studies in science. There are 4 major areas of study:

- Reproduction and heredity including reproductive systems, genetics and biotechnology.
- Atoms and elements including the atomic model, the Periodic Table and chemical properties and changes.
- The Nature of Electricity including electrostatics, circuits and hydroelectric power.
- Exploring the Universe including visible celestial objects, origin and evolution of the universe, and Canada's involvement in space exploration.

Evaluation is based on lab work, class assignments, unit tests, projects and exam.

## SCIENCE 20F 0120 – SCI20F

The Science 20F Curriculum is designed to improve scientific skills and knowledge. Course content will include basic introductory principles in:

- Chemistry – bonding, writing, chemical formula, balancing chemical equations, classifying chemical reactions and general exposure to acid/base chemistry.
- Physics – studying the relationships related to motion as well as evaluating the braking distance of objects at different speeds and the results of an unrestrained passenger during collision.
- Biology – examining the complex relationships present in ecosystems in order to further investigate issues of sustainability.
- Weather – developing an understanding of scientific relationships that control weather and climate.

The overall purpose of Science 20F is for students to recognize and implement the principles of science in order to improve the quality of their lives in a technological world, to produce citizens that are better prepared to deal with science-related society issues and to relate science-oriented careers to students of varying aptitudes and interests.

### CHEMISTRY 30S 0122 – CHE30S

Chemistry is a rigorous university entrance course that deals with the composition, structure and properties of matter and with the changes which matter undergoes. Course topics include: a study of the Periodic Table of Elements and Atomic structure, naming compounds, formula writing, balancing equations, the mole concept and stoichiometry, organic chemistry (the study of carbon-based compounds), atmospheric gases, gas laws and the study of solutions. Included is a series of laboratory exercises designed to prepare the student for post-secondary laboratory experiences. Students who have been successful in both Intro to Applied & Pre-Calculus Mathematics 220S and Science 20F are encouraged to pursue Chemistry. Grade ten (10) students are highly discouraged to take Chemistry 30S in their grade ten year. A mark of 70% or more in these courses is desirable.

### CHEMISTRY 40S 0122 – CHE40S

This rigorous university entrance course is a continuation of Chemistry 30S. Course topics include: atomic quantum theory and atomic bonding, kinetics (rates of chemical reactions) and equilibrium, solubility, and oxidation-reduction reactions and their application in electrochemical and electrolytic cells. Included is a series of laboratory exercises designed to prepare the student for post-secondary laboratory experiences. Students who have been successful (mark of more than 70%) in both Chemistry 30S and Applied or Pre-Calculus Mathematics are encouraged to pursue Grade 12 Chemistry.

### PHYSICS 30S 0123 – PHY30S

Physics, a study of energy and matter, is highly mathematical oriented. The 30S program includes the nature of science, kinematics (forces) along with electric and magnetic fields. Students who have been successful in both Intro to Applied and Pre-Calculus 220S and Science 20F are encouraged to pursue Physics. A mark of 70% or more in these courses is suggested for success.

### PHYSICS 40S 0123 – PHY40S

This course is a continuation of Physics 30S. Most topics that were covered in Physics 30S are expanded upon and dealt with at a higher level with a mathematical and theoretical focus. Specific topics include: vectors, kinematics, dynamics, projectile and circular

motion, gravitational, and electric fields. Students will be expected to solve a variety of word problems. It is recommended that students have both AMA30S or PMA30S and Physics 30S as a pre-requisite.

### BIOLOGY 30S 0124 – BIO30S

The focus of this course is homeostasis and how the human body functions to maintain it. Students will be exposed to the main body systems and their functions. Through the performance of labs and dissections, students will develop a better understanding of the structures of the human body. Biology 30S will help students better understand biological concepts as they apply to themselves and to the world in which they live. It is recommended that students have attained their Grade 10 Science as a prerequisite for this course.

### BIOLOGY 40S 0124 – BIO40S

Genetics and Biodiversity are the two main themes of this course. Within the Genetics section, Mendelian patterns of inheritance will be studied and emphasis will be placed on how knowledge of genetics impacts our lives. The discovery of DNA and genes will be considered as an example of scientific discovery and ethical issues created by technological advancement will be examined. The Biodiversity section looks at the many types of organisms on the planet and how they each handle their basic requirements of life, and how they change over time. It is recommended that students complete their Biology 30S prior to taking this course.

### BIOLOGY ADVANCED PLACEMENT (AP) 42S 0132 – BIO42S

The Advanced Placement Biology curriculum is equivalent to the first year university courses. Students obtain weighted credit by successfully completing the AP Biology exam at the end of the course. The course differs significantly from a first year high school Biology course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required by the students. The primary emphasis of the course is on developing an understanding of concepts; a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and the application of biological knowledge and critical thinking to environmental and social concerns. Topics covered in the course include chemistry of life, cells and cell energetics, heredity, molecular genetics, evolution, diversity of organisms, structure and function of both plants and animals, and ecology. In addition, students will conduct College Board AP Biology laboratories. Students must have completed their Biology 30S and Biology 40S. It is recommended that they also have their Chemistry 30S.



PSYCHOLOGY 40S  
1010 – PSY40S

This psychology course introduces students to the study of human (and animal) behaviour and mental processes. The scientific method is used to discover ways of understanding human thought and behaviour. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use within their science and practice. Must be in Grade 11 or 12 to take this course.

## **PHYSICAL EDUCATION**

PHYSICAL EDUCATION/HEALTH ED FRAMEWORK 10F  
0169 – PET10F

The focus of the grade 9 Physical Education course is to equip students with the basic skills they will need to lead an active and healthy life. Focus will be on providing students a variety of options for being physically active. Participation/effort/and accountability are emphasized. A change of clothes, including shoes is required for participation. Our units are Movement, Fitness Management, Safety, Personal and Social Management, and Healthy Lifestyle Practices.

PHYSICAL EDUCATION/HEALTH ED FRAMEWORK 20F  
0169 – PET20F

The focus of the grade 10 Physical Education course is to equip students with the basic skills they will need to lead an active and healthy life. Focus will be on providing students a variety of options for being physically active. Participation/effort/and accountability are emphasized. A change of clothes, including shoes is required for participation. Our units are Movement, Fitness Management, Safety, Personal and Social Management, and Healthy Lifestyle Practices.

PHYSICAL EDUCATION HEALTH ED FRAMEWORK 30F/40F  
0169 - PET30F, PET40F

This course is mandatory for graduation, the course main objective is to emphasize the importance of making physical activity an important part of an individual's daily life. The course goals include developing the knowledge, skills and attitudes to assist with planning for lifelong physical activity; to take ownership for their physical fitness and become involved in physical activities suited to one's own individual interests and abilities; and develop the knowledge to make informed decisions related to their own health. The course content includes five (5) components:

Grade 11     Module A: Physical Activity Practicum

	Module B: Fitness Management
	Module C: Mental-Emotional Health
	Module D: Social Impact of Sport
	Module E: Substance use and Abuse Prevention
Grade 12	Module A: Physical Activity Practicum
	Module B: Fitness Management
	Module C: Nutrition
	Module D: Personal and Social Development
	Module E: Healthy Relationships

Upon successful completion of all components students will receive a designation of CO (for complete – 1 credit) rather than mark.

**PHYSICAL EDUCATION 30F/40F “Morning class before school”**  
0169 – PAT30F/PAT40F

This course is designed for students who are able to regularly attend a class that starts at 7:30am and want to earn their phys ed credit in the Healthy Living centre.. Students will learn a variety of different exercise/training techniques designed to improve an individual’s cardiovascular endurance, muscular strength, flexibility, and muscular endurance. Students will be required to create/follow/and document a workout program tailored to their own interests/needs/and goals. A change of clothes, including shoes is required for participation

**PHYSICAL EDUCATION – HIGH PERFORMANCE FITNESS 30F/40F**  
0169 – PHT30F/PHT40F

**Grade 11/12 Physical Education – focus on High Performance Fitness**

This course is designed for students who want to earn their phys ed credit in the Healthy Living centre. Students will learn a variety of different exercise/training techniques designed to improve an individual’s cardiovascular endurance, muscular strength, flexibility, and muscular endurance. Students will be required to create/follow/and document a workout program tailored to their own interests/needs/and goals. A change of clothes, including shoes is required for participation. This class is a Pass/Fail course such that all assignments and physical participation must be completed at a satisfactory level. No percentage grade is given at the end of the course and credit is only granted if the student has met all outcomes.

LADIES FITNESS - PHYSICAL EDUCATION 30F/40F  
0169 – PLT30F/PLT40F

Students who are interested in being physically active throughout various sports and physical activities in an all-female class are encouraged to sign up for this course. Physical activity time will be achieved through various sports and low organized games. Strength and endurance fitness training will also be incorporated through various exercises. Although this course is not based out of the fitness centre, time will still be spent there throughout the semester. A change of clothes, including shoes is required for participation.

CURLING ACADEMY 11G  
9916 – CUR11G

- Full credit course offered during the regular school day, first semester
- More than 50 hours on ice focus on fundamental skills of delivery, brushing, basic shot making and strategy.
- Off ice sessions include topics on the history of curling, rules & etiquette and an introduction to physical conditioning for the sport of curling,
- New and experienced curlers benefit from the knowledge and ice time provided by this course.
- Equipment required: clean running shoes and proper clothing (brushes and sliders are provided)

CURLING ACADEMY 21G  
9916 – CUR21G

- Full credit course offered during the regular school day, first semester
- Pre requisite is the Curling Academy 11G course
- More than 50 hours on ice focus on the detection and correction of delivery faults through the use of video recording, weight control & timing techniques as well as advanced shot making and strategies.
- Off ice sessions focus on curling specific fitness, the use of statistics in curling, ice making as well as curling events and personalities.
- Students also have an opportunity to develop leadership skills as they share their knowledge with younger students.
- Equipment required: clean running shoes and proper clothing (brushes and sliders are provided)

## **MUSIC & DRAMA**

MUSIC 1A: BAND 10S/20S  
0258 – BND1A10S/BND1A20S

Band 10S and 20S are split into two separate classes. This “all year” class is scheduled opposite of “all year” phys ed classes. The primary focus in band is the development of instrumental performance skills. Students will learn to perform a variety of concert band repertoire, and will also include music theory to aid the understanding of the band literature being performed. In addition to regularly scheduled classes, there will be some extra full band rehearsals prior to concerts or special performance which students are expected to participate. Pre-requisite for Band 10G is prior band experience in Grade 7 and 8, or instructor’s permission. Pre-requisite for Band 20S is Band 10S or equivalent.

MUSIC 1A: BAND 30S/40S  
0258 – BND1A30S/BND1A40S

Band 30S and Band 40S is a continuation of the band program with an intensified emphasis on repertoire and performance, and also includes music theory. This course can be offered as an "all year" course which is scheduled opposite of "all year" phys ed classes. It is also offered during 3b where the students meet every day all year. In addition to regularly scheduled classes, there will be some extra full band rehearsals prior to concerts or special performances which students are expected to participate. Pre-requisite for Band 30S is Band 20S or equivalent and for Band 40S is Band 30S or equivalent.

MUSIC 2A: JAZZ 10S/20S/30S/40S  
0260 – JAZ2A110S/JAZ2A120S/JAZ2A130S/JAZ2A140S – 7:30 am class  
0260 – JAZ2A20S/JAZ2A30S/JAZ2A40S – 3a class

The Jazz program runs at 7:30 am and during period 3a. The Junior Jazz Band is an open jazz group offered to all band students, and is offered in morning at 7:30 am on Mondays and Wednesdays or during 3a which meets every day all year. The Intermediate Jazz Band is offered in the morning at 7:30 am Tuesdays and Thursdays, and the Senior Jazz Band is offered in 3a which also meets every day all year. The Jazz program is designed for students who have achieved a high level of performance on their band instrument and wish to perform and study various types of jazz music. Students will develop improvisation skills while working on the ensemble repertoire. There will be extra sectional rehearsals scheduled from time to time and students are required to attend these as well as participate in all concerts and performances. The Jazz program is an outgrowth of the concert band program.

All interested band students in Grade 9 and 10 are welcome to join the Junior Jazz and an audition is required for placement in the Senior and Intermediate Jazz which could include Grade 9’s to 12’s. Students registering for jazz must also be registered in the concert band program. Exceptions to this may be made at the discretion of the band director.

MUSIC 3A: CHORAL 10S/20S/30S/40S  
0262 – CMU3A10S/20S/30S/40S

A non-semester, full credit course, where the aim is to assist students gain confidence in their musical ability. No past vocal or music training is required. Students will learn 3-part scores covering classical, musicals, standard of the Jazz era and Top 40. Students are encouraged to work as a team, as well as take steps toward small group and public performances are required.

CHORAL 20S/30S/40S is the continuation of the previous level of Choral

MUSIC 4A: GUITAR 20S  
0264 – GUI4A20S

This course is open to complete beginners on the guitar, or students with previous experience. Students will learn and develop various skills on the guitar including, scales and chords. Students will have the opportunity to play music of their choice, as well as some music chosen by the instructor. ***Students must have their own guitar.***

DRAMA 1A 20S  
0239 – DRA1A20S

This course is an introduction to Drama. Students can expect to learn about the history of theatre and also be introduced to various forms of drama. Students will be expected to perform in front of various audiences.

DRAMA 1A 30S  
0239 – DRA1A30S

Drama 30S is a continuation of the drama program with an intensified emphasis on character development and rehearsing scripts/plays. Students will also look at production roles in theatre, and will be required to help with some aspect of the school musical.

DRAMA 1A 40S  
0239 – DRA1A40S

Drama 40S is a continuation of the drama program with an intensified emphasis on character development, directing, and improvisation. Students will be required to take part in one public performance. Students will also look at production roles in theatre, including lighting and design, and will be required to help with some aspect of the school musical.

## **INDIGENOUS STUDIES**

OJIBWE 11G  
9300 – OJI11G

This course will introduce students to the Ojibwe language. Students will study the basic vocabulary, common usage and grammatical structure of the language. Through the context of language, students gain insight into the history of Indigenous languages as irreplaceable cultural knowledge and the cornerstone of Indigenous community and family values.

CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES 40S  
0103 - CTF40S

This course offers students an opportunity to enhance their understanding and appreciation of the cultures and traditions and contemporary realities and aspirations of First Nations, Métis and Inuit cultures in Manitoba, Canada and the world, and the ongoing role of First Nations, Métis and Inuit peoples in shaping Canadian history and identity. The five thematic clusters are Image and Identity, Relations with Government, Social Justice Issues, Indigenous Peoples and the World and Celebrations of Learning and will be addressed through exploration, discussion, and investigation.

## **CAREER DEVELOPMENT**

LIFE/WORK EXPLORATION 10S  
0097 – LWE10S

The Grade 9 career development curriculum is divided into five themes: Personal Management (Unit 1), Career Exploration (Unit 2), Learning and Planning (Unit 3), Job Seeking and Job Maintenance (Unit 4), and Career and Community Experiences (Unit 5). Grade 9 curriculum places greater emphasis on personal introspection and career exploration. It provides learning outcomes that are necessary for a successful transition into life/work experiences for the future.

Upon completion, students will be able to acquire, apply, and personalize learning outcomes to assist their life/work transitions. The Grade 9 curriculum provides students with an overview of career development outcomes with emphasis on building a positive self-esteem, exploring self-assessment, locating work information, and selecting high school courses.

LIFE/WORK PLANNING 20S  
0098 – LIP20S

Lifework Planning is designed to connect school learning with workplace and Labour realities. This connection will then contribute to the overall development of students graduating from High School. The course will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. Students will have the opportunity to explore potential occupations, demonstrate employability skills as well as essential basic skills. Successful students enrolled in this course will acquire enhanced self-confidence, motivation, self-knowledge, and a greater sense of direction and responsibility.

LIFE/WORK BUILDING 30S  
0099 – LWB30S

This course assists students in developing skills necessary for effective communication, teamwork, and leadership, preparing documents for job applications and mastering skills for job interviews. Students will learn about the relationship between work, society, economy and the changing career patterns of the workplace. Students will develop the ability to make effective decisions, set goals, financially plan, modify plans to adjust to change, and to apply these qualities towards their future endeavours. This course is approximately 65% coursework and 35% work experience.

CAREER DEVELOPMENT INTERNSHIP 30G/40G  
0305 – CDI30G/CDI40G

The Career Development Internship (CDI) offers students who are minimum of 16 years of age the opportunity to participate in an unpaid internship placement, allowing them to earn up to 2.0 high-school credits while exploring their career interests. Internship credits integrate career development theory, knowledge, essential skills, employability skills, and attitudes with meaningful learning experiences in an internship setting. The knowledge, skills, and attitudes acquired through internships can increase students' competence and confidence, and provide more awareness of the expectations of a profession and the employment opportunities that exist in their community, as well as the educational and training requirements for these opportunities. Please see Career Counsellor to set up registration.

CREDIT FOR EMPLOYMENT 30G/40G  
0304 – CFE30G/CFE40G

*To be eligible to participate in the CFE option, a student must either complete a credit of Career Development Life/Work course prior to registering for the CFE, or he or she must complete a credit Career Development Life/Work course while completing a CFE.*

The CFE offers students who are a minimum of 16 years of age the opportunity to earn a high school credit in the context of responsible work in an authentic paid work environment where they can develop essential and employability skills and apply health and safety awareness to the workplace.

By locating and participating in paid employment, students will have an opportunity to apply and refine the knowledge and skills they acquired in the Manitoba Education and Training Career Development Life/Work courses. Furthermore, the CFE option will provide students with valuable workplace experience and The maximum number of CFE credits allowable in the calculation of a student's Senior Students can gain valuable skills development and experience through on the job work experience, the Credit for Employment (CFE) credit is available to provide students with the opportunity to earn up to two (2) high school credits for paid employment. CFE can enrich students' understanding of the relevance of education and the importance of developing career readiness. Please see a Guidance/Career Counsellor to set up registration.

### **HEALTH CARE AIDE**

HEALTH, ENVIRONMENT & SAFETY 42C  
4530 – HES42C - .5 credit

HEALTH, ISSUES/COMMUNITY HEALTH 42C  
4533 – HIC42C - .5 credit

The Comprehensive Health Care Aide is a dual credit program offered jointly by Mountain View School Division and Assiniboine Community College (ACC). The program will prepare students for entry level jobs in the health care field as nursing aides in hospitals, care homes as well as home care workers. Students will acquire the basic knowledge and skills required to assist in caring for patients of all ages in hospitals, nursing homes, and the community. This program is open to all Grade 12 students who will have all of their compulsory Grade 12 credits completed by the end of Sem. 1 in their Grade 12 year.

*Students must meet with a Guidance Counsellor before enrolling in these courses.*



## VOCATIONAL/TECHNOLOGY COURSES

### EXPLORATION OF TECHNICAL VOCATIONAL EDUCATION 10S 9174 – ETV10S

Students entering the high school from Grade 8 are required to complete one Period of the Vocational rotation of the following courses: Culinary Arts, Applied Commerce, Graphic Design, Automotive Technology, Collision Repair & Refinishing Technology, Welding Technology and Carpentry. Choose your top one (1) interest and we will do our best to ensure that it is included in the rotation. You will rotate between four (4) different areas.

OR

***Hairstyling (HAR120S)*** - Will be offered as a single course (no other vocational course will be taken) to any student wishing to pursue this field as a career. If there is over 18 interested, the 18 will be randomly drawn.

## APPLIED COMMERCE EDUCATION

Applied Commerce Education (ACE) consists of an optional cluster of courses for high school students interested in pursuing a career in a commerce related field, such as economics, entrepreneurship, business, marketing, technology, or finance. Each of the individual courses is an excellent option for any student wanting to understand more about their role in our global economy. The course offerings in the ACE area allow students to develop the skills needed to be effective business leaders, innovators, citizens, consumers, and employees.

### BUSINESS INNOVATIONS 10S 0315 –BUI10S

Business Innovations is an introductory course that 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. It is the suggested introduction to all of the other courses offered in the applied commerce education subject area.

### PERSONAL FINANCE 20S 0324 – PFI20S

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. This is especially relevant to high school students, since they are entering the workforce and are considering future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. Since financial literacy is a life skill, this course is a good option for all students.

ENTREPRENEURSHIP 20S  
0319 – ENP20S

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. Students begin by evaluating innovation, inventions, and innovative ideas. They learn the process of planning, marketing, and implementing a venture. This course is designed for students interested in business principles related to the ownership and management of a business.

ACCOUNTING ESSENTIALS 30S  
0309 – ACC130S

Accounting Essentials helps students gain an understanding of basic accounting. With an emphasis on accounting for a service business, students will apply their knowledge and skills to complete the stages of the accounting cycle. Accounting Essentials provides the fundamentals of accounting and is a good choice for students who plan to further their finance studies in Accounting Systems (0310). Students interested in pursuing post-secondary studies in any business discipline will benefit considerably by completing this course.

RETAILING PERSPECTIVES 30S  
0325 – REP30S

Retailing Perspectives helps students gain an understanding of retailing from both a theoretical and a practical approach. This course provides insight on the various types of retail establishments and forms of ownership. It emphasizes the retailing operations of both a physical and an online environment. Retailing Perspectives focuses on the financially sustainable strategies retailers use to appeal to consumers. This course is designed for students interested in managing or owning their own retailing establishment. It is, however, relevant to all students, since, as consumers, they experience retailing as part of their daily lives.

ACCOUNTING SYSTEMS 40S  
0310 – ACC140S

Accounting Systems is an extension of Accounting Essentials (0309). It includes an introduction to financial analysis and corporate accounting. With an emphasis on accounting for a merchandising business, students will apply their knowledge and skills to complete the stages of the accounting cycle. The skills acquired in this course are not only useful when pursuing a career in business or accounting, but essential for everyday life.

**BUSINESS MANAGEMENT/CLIPPER CREDIT UNION 40S**  
0316 – BMA140S

Business Management focuses on developing skills in planning, leading, organizing, controlling, and staffing. Students will study various management styles and participate in activities related to human resources, inventory, finance, and project management. This course is designed for students interested in furthering their knowledge of management strategies used in various settings and furthering their knowledge of business ownership. This course will give students a working knowledge of the financial system in Canada from a Credit Union perspective. All students will participate in a job shadowing program at the main branch of the Catalyst Credit Union. The course is intended to assist students with the transition from secondary school to the world of work by connecting what they learn in the classroom with the knowledge, skills, and attitudes required in the workplace.

**MARKETING & DIGITAL COMMERCE/CLIPPER COVE 40S**  
0323 – MDC140S

Marketing and Digital Commerce helps students develop an understanding of marketing activities from both a theoretical and a practical approach. The course focuses on applying marketing concepts, principles, and strategies in making decisions related to product, price, place, and promotion. Students will apply these concepts and their own creativity through hands-on applications and the creation of a marketing plan. This course is designed for students interested in a variety of business opportunities, as well as those who are looking to further expand their business knowledge. The course is of interest to a wide range of students, since it teaches skills that are fundamental to all consumers. As part of this course all students will be tasked with the practical day-to-day operation of our school store; "Clipper Cove".

**TOPICS & TRENDS IN BUSINESS 40S**  
0326 – TTB40S

Topics and Trends in Business uses an inquiry-based learning model to allow students to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement an action plan based on their inquiry findings. This course is designed to allow students to focus on issues about which they are passionate.

**AUTOMOTIVE TECHNOLOGY**

A student graduating from the Automotive Technology program can seek entry level employment as an apprentice automotive service technician, service consultant, parts advisor, parts rebuilder, maintenance technician, specialty/after-market technician, sales consultant, tools and equipment representative, and military vehicle technicians. In order to be qualified and continue as an automotive service technician, students must seek

apprenticeship and continue post-secondary training. Automotive technology graduates are typically employed by dealerships and independent service centres, automotive specialty repair shops, parts suppliers, automotive sales and leasing companies, parts recyclers and manufacturers, large organizations with fleets of automobiles, the military, and automotive body repair companies.

The Manitoba Department of Education and Training Apprenticeship Branch accredited the D.R.C.S.S. Automotive Technology Program. The program is accredited for the Level 1 In-School portion of the four levels Motor Vehicle Mechanic Apprenticeship Program. Students obtaining an accumulated average of 70% or higher in the 8 mandatory courses in an accredited Automotive Technology program will have met the requirements for their Level 1 Apprenticeship for Automotive Service Technician.

### INTRODUCTION TO AUTOMOTIVE TECHNOLOGY 10S 8584 – AUT110S

This is an optional course intended for students wishing to sample automotive technology. It will be delivered as a full-credit course. The emphasis is on hands-on activities. Students are introduced to safety, tools and equipment, automotive systems, and service procedures. This course does not count toward the Senior Years Technology diploma or Level 1 Apprenticeship.

### AUTOMOTIVE SYSTEMS AND SERVICE 20S 8696 – AUT120S

A student wanting to develop skills in the automotive service and repair industry must have knowledge of the basic principles related to automotive systems and service. Students learn safety, tools and equipment, automotive systems and service procedures and are introduced to diagnosis strategies. In this course students will learn how to perform a variety of preventive maintenance and service procedures including oil changes, brake inspections, and tire inspection and repairs. If you plan on owning a vehicle this is a great course to take as it provides you with knowledge related to car care and ownership that anyone operating a vehicle should know.

### ENGINE FUNDAMENTALS & SERVICE 30S 8697 – AUT130S

A student wanting to develop skills in the automotive service and repair industry must have knowledge of the basic principles of the internal-combustion engine, the inner workings and relations of the engine components and how those relate to vehicle operation. The student will learn the procedures to service, repair and replace engines and their components.

## CHASSIS FUNDAMENTALS & SERVICE 30S 8698 – AUT230S

A student wanting to develop skills in the automotive industry must have knowledge of the basic principles of the vehicle chassis and its brake system. The student will be able to describe, diagnose and repair braking, steering, and suspension systems. The student will develop an understanding of the principles of wheel and steering alignment and be able to apply the principles to diagnose and align steering systems.

## DRIVE TRAIN FUNDAMENTALS & SERVICE 30S 8699 – AUT330S

A student wanting to develop skills in the automotive industry must have knowledge of the basic principles of the vehicle drive train. The student will develop an understanding of the different drive train configurations and their components. The student will be able to diagnose and repair a variety of drive train components.

## AUTOMOTIVE ELECTRICAL SYSTEMS 40S 8700 – AUT140S

A student wanting to develop skills in the automotive industry must have knowledge of the basic principles of automotive electrical systems. The student will understand the principles of electricity and electronics as it relates to automotive systems. The student will be able to diagnose service and repair automotive electrical circuits and components.

## VEHICLE SYSTEMS PART 1 40S 8701 – AUT240S

A student wanting to develop skills in the automotive industry must have knowledge of the operations of the automotive electronic and control systems. Students' knowledge in electrical systems will be further enhanced by learning about the principles of ignition, control and communications systems. The student will be able to diagnose, service and repair ignition, control and communications systems.

## VEHICLE SYSTEMS PART 2 40S 8702 – AUT340S

A student wanting to develop skills in the automotive industry must have knowledge of the engine management and emissions systems, hybrid vehicle systems, as well as Gas Metal Arc (MIG) welding. The student will understand the principles of fuel supply, metering, and vehicle emissions. The student will be able to use electronic diagnostic interface to diagnose, service and repair engine management and emissions systems.

APPLIED DIAGNOSTIC STRATEGIES 40S  
8703 – AUT440S

A student wanting to expand skills in the automotive industry must be able to apply diagnostic strategies to a variety of vehicle systems and components. The students will demonstrate the ability to diagnose and correct customer concerns and to complete vehicle repairs to accepted industry standards.

## **CARPENTRY TECHNOLOGY**

*Carpentry* provides students with an introduction to the knowledge and skills associated with building and repairing whole or parts of residential buildings. The courses also introduce students to the layout, material preparation, and assembly for the construction of millwork. Carpentry courses demand the application of knowledge and skills through the interpretation of blueprints, plans, sketches, and specifications. Students of carpentry will learn to work accurately, be able to estimate the cost of jobs, and determine the materials needed. Communication skills are important since carpenters work with other trades professionals, suppliers, inspectors, customers, and manufacturers of building products. To be successful in carpentry, students must be able to do the following:

- display the ability to safely utilize the wide variety of tools and equipment with a high level of accuracy and proficiency
- solve mathematical problems quickly and accurately when measuring and laying out materials
- select materials, and plan sequences and methods of work
- cut and shape materials and join them with fasteners and adhesives
- check completed work to ensure it is level, square, plumb, the right size and shape, and in the proper location
- work with national and local building codes and regulating agencies
- demonstrate employability skills

INTRODUCTION TO CARPENTRY 10S  
8584 – CAR110S

This optional course allows students to explore carpentry. It will be offered as a full-credit course. **It is a prerequisite for all Carpentry courses.** This course does not count toward the Senior Years Technology diploma or Level 1 Apprenticeship.

CARPENTRY FUNDAMENTALS 20S  
8585 – CAR120S (Prerequisite CAR110S)

Curriculum content focuses on an introduction to the building process. The emphasis will be on project-based learning activities. The course includes an introduction to safety, employability skills, career development, sustainability, and new and emerging technologies in building construction. Cross-curricular learning outcomes, which include those in essential trade math, the science of construction, and the interpretation of

construction documents, are to be integrated into the authentic learning activities of the course. **It is a prerequisite for 30S and 40S Carpentry courses.**

**CARPENTRY TOOLS AND EQUIPMENT 30S**  
9188 – CAR430S (Prerequisite CAR120S)

In this course, students will learn about hand, power, pneumatic, stationary, measuring and layout tools and equipment, and their applications, maintenance and procedures for use. It includes many of the objectives found in Level 1 Unit A3 Tools and Equipment from Apprenticeship Manitoba.

**FRAMING 30S**  
9189 – CAR530S (Prerequisite CAR120S)

In this course, students will learn basic framing techniques. It includes many of the objectives found in Level 1 Unit A6 Wood and Wood Products from Apprenticeship Manitoba.

**INTERIOR/EXTERIOR FINISHING 30S**  
9190 – CAR630S (Prerequisite CAR120S)

In this course, students will learn basic installation techniques for interior and / or exterior finishes. It includes many of the objectives found in Level 1 Unit A7 Non-wood Products from Apprenticeship Manitoba.

**SURVEYING & CONCRETE 40S**  
9191 – CAR540S (Prerequisites CAR120S, CAR130S, CAR230S)

In this course, students will demonstrate knowledge of site layout tools, equipment and processes. They will also demonstrate knowledge of concrete and concrete products, footings, slab-on-grade, grade beam forms and wall forms. This course includes all of the objectives found in A4 Site Layout 1, C1 Concrete and Concrete Products, C2 Footings, Slab-on-Grade and Grade Beam Forms, and C3Wall Forms from Level 1 Apprenticeship Manitoba.

**ADVANCED FRAMING 40S**  
9192 – CAR640S (Prerequisites CAR120S, CAR230S)

In this course, students will continue what they learned in 9189 Framing. It includes all of the objectives found in B3 Temporary Access Equipment and Structures from Level 1 Apprenticeship Manitoba.

## CARPENTRY MILLWORK 40S

9193 – CAR740S

(Prerequisites CAR120S, CAR230S)

In this course, students will be introduced to the knowledge, skills and attitudes related to the manufacturing and installation of millwork.

## APPLIED CARPENTRY 40S

9194 – CAR480S

(Prerequisites CAR120S, CAR330S)

Students in the course will apply safety procedures, employability skills, and career development skills independently. Students will continue to develop their knowledge, skills, and attitudes in the areas of sustainability and in new and emerging technologies in building construction specifically related millwork.

## **COLLISION REPAIR & REFINISHING TECHNOLOGY**

The Collision Repair & Refinishing Technology Program provides students with a hands-on approach to learning by developing their skills while working on vehicles. A student graduating from the program has the option of seeking entry-level employment as an apprentice collision repair and refinishing technician. Graduates are typically employed by collision repair and refinishing facilities, Manitoba Public Insurance, parts suppliers, vehicle manufacturers, after-market suppliers, recyclers and auto body suppliers. Graduates also have the option of self-employment.

Students will develop the basic knowledge and skills necessary to weld, repair and replace damaged body panels and assemblies, to operate hydraulic body and frame straightening equipment and to prepare and paint vehicles.

## INTRODUCTION TO COLLISION REPAIR & REFINISHING TECHNOLOGY 20S

9029 – CRR120S

The student will learn: to select suitable abrasives, to form and shape metal, mix, apply and shape different types of fillers.

## FUNDAMENTALS OF COLLISION REPAIR & REFINISHING TECHNOLOGY 30S

9030 – CRR130S

The student will learn how to weld: with acetylene, M.I.G. welder and plastic repair techniques. Solder methods and types of abrasives.

## AUTOMOTIVE METALS & WELDING 30S

9031 – CRR230S

The student will learn: how to mix and apply primers and sealers, to buff and polish old painted surfaces, proper sanding and preparation on panels.



**CORROSION PROTECTION 30S**  
9032 – CRR330S

The student will learn: repair collision damage; metal finishing techniques and panel alignment.

**DAMAGE ANALYSIS & STRUCTURAL REPAIRS 40S**  
9033 – CRR140S

The student will learn to: replace glass and weather-stripping, remove and replace fenders and doors, repair and align latches.

**WELD-ON & BOLT-ON PANEL REPLACEMENT 40S**  
9034 – CRR240S

The student will learn to: apply lacquer, acrylic enamel, basecoat, and clear coat along with masking techniques.

**SURFACE PREPARATION & REFINISHING 40S**  
9035 – CRR340S

The student will learn automotive circuitry, charging and starting systems. The makeup of a power train, brake systems, exhausts systems, cooling systems and restraint systems.

**COLOUR THEORY & CAREER PREPARATION 40S**  
9036 – CRR440S

The student will learn: the types of frames, to diagnose frame damages, replace panels and sectioning techniques.

## **CULINARY ARTS TECHNOLOGY**

All courses are intended for students pursuing a career in the culinary industry. They focus on theoretical principles and their practical applications. Most courses include outcomes related to:

- sanitation, health and safety
- The operation, cleaning, and maintenance of kitchen equipment and cooking utensils
- the receiving, handling, quality assurance, storage, pre-preparation, preparation, and presentation of food and beverage
- food, ingredients, recipes, menus, food costing and nutrition

**COOKING PRINCIPLES 20S**  
8791 – CUL120S

Cooking Principles is intended for students wishing to pursue the Culinary Arts. This course focuses on an introduction to the Culinary Arts. The emphasis is on hands-on activities. Students learn the specifics of sanitation and safety in a commercial kitchen. They also learn about tools and equipment, knife handling and safety, and general preparation procedures for different types of food and beverage. The course provides information and practical experience on the effects of heat on food, setting up workstations, cooking terms and methods, principles for seasoning and flavouring, and how to read and follow recipes. Students will practice measurement and scaling techniques.

**GARDE MANGER 30S**  
8792 – CUL130S

Garde Manger is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the cold kitchen. Students will learn to prepare salads and dressings, sandwiches, canapés and hors d'oeuvres. Garnishing techniques will be emphasized with the presentation of completed products on platters and plates.

**PÂTISSERIE AND BAKING 30S**  
8793 – CUL230S

Patisserie and Baking is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the theory behind and preparation of patisserie and baking products as yeast and non-yeast doughs, pies, cakes, tortes, icings, pastries, shortbreads, cookies, custard and fillings, etc.

**VEGETABLES, FUNGI, STARCHES & FARINACEOUS PRODUCTS 30S**  
8794 – CUL330S

Vegetables, Fungi, Starches and Farinaceous Products is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the theory behind and preparation of vegetables, fruits, potatoes, pasta, rice, and other grains and farinaceous products.

**STOCKS, SOUPS & SAUCES 40S**  
8795 – CUL140S

This course is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the theory behind and preparation of stocks, soups, and the five Mother sauces and secondary sauces.

**BREAKFAST & DAIRY 40S**  
8796 – CUL240S

This course is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the theory behind and preparation of a wide range of breakfast items such as egg-based dishes, pancakes, crepes, waffles, French toast, breakfast pastries, and breakfast meals. Students will also learn about the theory behind and preparation of dairy products and beverages. They will also examine the theory behind and laws pertaining to the use and serving of alcoholic beverages.

**MENU PLANNING & FOOD COSTING 40S**  
8797 – CUL340S

This course is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the planning of classical and modern menus; food costing; controlling costs; price changes; receiving, storing, and ordering food; recording inventory; par levels; developing menu prices; determining yield factors; and setting food cost percentages. Students learn the basic principles of nutrition, the Canadian Food Rainbow, and their use in planning healthy menus.

**MEATS, POULTRY, FISH & SEAFOOD 40S**  
8798 – CUL440S

This course is intended for students wishing to pursue the Culinary Arts. Curriculum content focuses on the theory behind and preparation of a variety of meats, poultry, fish, and seafood. Students will also learn about the composition, structure, quality, grading, and basic cuts of meats, poultry, fish, and seafood.

## **GRAPHIC DESIGN TECHNOLOGY**

**FUNDAMENTALS OF GRAPHIC DESIGN 20S**  
9136 – GRA120S

This course introduces students to the field of graphic design. Students will begin to focus on basic design theory, the design process, and their practical application.

**GRAPHIC DESIGN & LAYOUT 30S**  
9137 – GRA130S

Students will expand the knowledge and skills acquired in *Fundamentals of Graphic Design*, and focuses on the theory and practical application of graphic design and layout.

ILLUSTRATION FOR GRAPHIC DESIGN 30S  
9138 – GRA230S

Students will expand the knowledge and skills acquired in *Fundamentals of Graphic Design*, and focuses on the theory and practical application of illustration.

INTERACTIVE GRAPHIC DESIGN 30S  
9139 – GRA330S

Students will expand the knowledge and skills acquired in *Fundamentals of Graphic Design*, and focuses on the theory and practical application of interactive graphic design.

ADVANCED GRAPHIC DESIGN & LAYOUT 40S  
9140 – GRA140S

Students will expand the knowledge and skills acquired in *Fundamentals of Graphic Design and Layout*, and focuses on the theory and practical application of graphic design and layout to solve client-driven design challenges.

ADVANCED ILLUSTRATION FOR GRAPHIC DESIGN 40S  
9141 – GRA240S

Students will expand the knowledge and skills acquired in illustration for *Graphic Design*, and focuses on the theory and practical application of illustration to solve client-driven design challenges.

ADVANCED INTERACTIVE GRAPHIC DESIGN 40S  
9142 – GRA340S

Students will expand the knowledge and skills acquired in *Interactive Graphic Design*, and focuses on the theory and practical application of interactive graphic design to solve client-driven design challenges.

GRAPHIC DESIGN PORTFOLIO 40S  
9144 – GRA440S

In this course, students apply the knowledge and skills learned in previous courses to produce a graphic design portfolio to obtain entry-level employment or self-employment opportunities, or gain admittance to a post-secondary program.

## **HAIRSTYLING**

The Manitoba Department of Apprenticeship and Training has accredited the D.R.C.S.S. Hairstyling Program. Those students obtaining an accumulated average of 70% or higher in the 12 mandatory courses in an accredited Hairstyling program will have met the requirements for their Level 1 Apprenticeship for Hairstylist.

### **INTRODUCTION TO HAIRSTYLING 20S 8312 - HAR120S**

Curriculum content focuses on an introduction to hairstyling. Students are introduced to safety and sanitation, basic tools and equipment, the operation of a hairstyling salon and the workings of the hairstyling industry, and introductory hairstyling skills.

### **BASIC HAIRSTYLING 20S 8313 – HAR220S**

This course focuses on the properties of the hair and scalp, wet hair styling techniques, shampoos, conditioners, rinses, and treatments.

### **BASIC HAIR CUTTING & THERMAL STYLING 20S\* 8314 – HAR320S**

This course focuses on anatomy related to haircutting and further explores thermal styling. The course also introduces theory and practical skills on the four basic haircuts.

### **RELATED SALON SERVICE 20S\* 8315 – HAR420S**

This course focuses on manicures, facials, make-up, superfluous hair removal, sun tanning, and an introduction to the practical application of perm wrapping and hair colour techniques.

### **INTERMEDIATE HAIRCUTTING & BARBERING TECHNIQUES 30S\* 8316 – HAR130S**

This course focuses on barbering techniques, and the continued development of haircutting techniques.

HAIR COLOURING 30S\*  
8317 – HAR230S

This course focuses on an introduction of colour theory and the continued development of hair colouring techniques.

INTERMEDIATE HAIRSTYLING & ARTIFICIAL HAIR 30S  
8318 – HAR330S

This course focuses on wigs, and hair enhancements and the continued development of wet and thermal hair styling techniques.

CHEMICAL TEXTURE SERVICES  
8319 – HAR430S

This course focuses on the theory and practical application of permanent waving.

ADVANCED HAIRSTYLING & COLOURING 40S  
8320 – HAR140S

This course focuses on special effects hair colour, corrective colour, as well as advanced wet and thermal hairstyling techniques.

ADVANCED HAIR CUTTING AND CHEMICAL TEXTURE 40S  
8321 – HAR240S

This course focuses on advanced haircutting and permanent waving techniques, as well as the practical application of chemical hair relaxers.

SALON OPERATION 40S  
8322 – HAR340S

This course focuses on the business operations of a hair salon, employable skills, as well as the creation of a resume and career portfolio.

CERTIFICATE PREPARATION 40S  
8323 – HAR440S

This course focuses on preparing students to synthesise and apply knowledge and skills from previous courses in order to successfully complete the final steps toward certification as a hairstylist.

## **WELDING TECHNOLOGY**

A student graduating from the Welding Technology program can seek entry level employment as a welder or apprentice welder in a variety of fields including boilermaker, production welder, maintenance welder, millwright, aerospace welder, fitter welder, collision repair welder, welding inspector, pipeline welder, etc.

To receive a Welding Technology diploma, a student must complete a minimum of 8 Departmentally-developed required courses. Students obtaining an accumulated average of 70% or higher in the 8 mandatory courses in an accredited Welding Technology program may be eligible for their Level 1 Apprenticeship for Industrial Welder.

### **INTRODUCTION TO WELDING TECHNOLOGY 20S 8378 - WET120S**

This course is intended to introduce students to a potential career in welding. The emphasis is on hands-on basic welding activities using GMAW (MIG), SMAW (ARC), and Oxy-Acetylene equipment.

### **METAL DESIGN/FABRICATION & OXY-ACETYLENE PROCEDURES 30S 8414 – WET130S**

This course is intended for students who are considering a career in welding. The emphasis is on the design and fabrication of intermediate metal projects, as well as on Oxy-Acetylene procedures.

### **BASIC GMAW (MIG) PROCEDURES 30S 8474 – WET230S**

This course is intended for students who are considering a career in welding. The emphasis is on hands-on flat GMAW (MIG) welding procedure.

### **BASIC SMAW (ARC) PROCEDURES 30S 8486 – WET330S**

This course is intended for students who are considering a career in welding. The emphasis is on hands-on basic flat SMAW (ARC) welding procedures.

### **ADVANCED GMAW (MIG) PROCEDURES 40S 8487 – WET140S**

This course is intended for students who are considering a career in welding. The emphasis is on hands-on advanced positional GMAW (MIG) welding procedures.

ADVANCED SMAW (ARC) PROCEDURES 40S  
8488 – WET240S

This course is intended for students who are considering a career in welding. The emphasis is on hands-on advanced positional SMAW (ARC) welding procedures.

ADVANCED METAL DESIGN/FABRICATION 40S  
8489 – WET340S

This course is intended for students who are considering a career in welding. The emphasis is on the design and fabrication of advanced metal projects.

APPLIED SPECIALTIES & QUALIFICATIONS 40S  
8503 – WET440S

This course is intended for students who are considering a career in welding. The emphasis is on preparing for and completing the Manitoba Welder Practical Examination Structural Level 1 (Canadian Welding Bureau).